

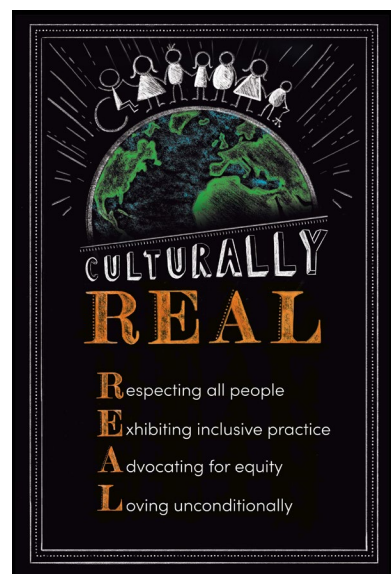


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**Liberty University School of Education
CAC Meeting Agenda
April 5, 2023 4:30 PM
Hancock Welcome Center**

Attendance: Laurie Rice (LU); Miranda Arnold (LU); Itzel Nogueras (Amherst); Maria Spaulding (LU); Sherri Steele (Lynchburg City); Ginny Shank (LU); Christina Germaine (LU); Grace Fucello (LU); Sam Smith (LU); Lucas Ward (Appomattox); Desiree van Hoven (Timberlake); Lisa Moore (Faith Christian Academy); Andrew Napierkowski (Lynchburg City); Joseph Weigand (LU); Nancy DeJarnette (LU); Sandy Battige (LU); Victoria Marroquin (Lynchburg City); Amy Love (LCA); Jim Gallagher (Amherst); Ronda Heerspink (LU); Michele Worley (LU); Jaron Snaveley (Bedford); Jason Tibbs (Appomattox); Amy Hunley (Campbell); Pam Griffin (LU); Fred Connor (Bedford); Sue B (Roanoke); Jessy Richard (Campbell); Michelle Goodwin (LU); Dani Rule (Lynchburg City)

- I. Greetings – Daniel Rule – CAC Chair (Principal, Dunbar Middle)
 - a. Attendees were asked to use a QR code to complete the Partnership Survey to measure the success of our professional partnerships with stakeholders.
 - b. Encouraged attendees to build connections and network
 - c. Encouraged attendees that what they do matters, even in the midst of the challenges of education today
 - d. SOE presented Dr. Rule with a plant to celebrate his new position for the upcoming school year as principal of E.C. Glass High School
 - e. Attendees shared introductions
- II. Partner Resources - Michelle Goodwin
 - A. List of Graduates
 - a. Will be emailed to CAC within the next week or two
 - b. Recruitment Update:
 - i. Fall CAC asked for material to promote advanced licensure programs with their schools
 - ii. Flyer has been finalized and will be emailed to CAC within the next week or two
 - iii. A flyer focused on initial licensure will be the next project
 - iv. Schools are encouraged to share the flyer with current employees to work toward advanced licensure
 - c. New Initiatives
 - i. Webinars have been initiated since June 2022 to connect and support students (VCLA, Praxis,





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Student Teaching, Administration, Practicums, International Opportunities)

1. Intent is to help retain students and work through barriers to licensure

Education Career Fair - Tues March 21, 2023

III. CAEP Accreditation Updates – Laurie Rice

a. 2021-2022 Annual Report Information:

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i. Completers

1. Initial Completers: 609
2. Advanced Completers: 373
3. Total Completers: 982
4. A highlight that 609 is the highest number we have experienced, especially as schools see large numbers of teachers exiting the field.

ii. Completer Effectiveness as described through the Impact Study Results: K-12 Student Survey (N = 7 teachers)

1. These are program completers that are now teaching in the classroom. SOE follows them for three years to assess their success in the classroom (Is there growth evident? Can they use assessment data and make improvements? Etc.)

iii. LU Career Fair Employer Survey: Employers in Spring 2022

1. Feedback highlighted the satisfaction of employers in hiring SOE candidates (preparation, professionalism, etc. were top attributes)
2. VEAC Employer Survey: EPPs across Virginia have collaborated to create one unified survey to gather data for the state across the board rather than each EPP sharing a different survey with each employer (integrate diverse language and cultures into instruction, etc.)

IV. Program Updates – Michelle Goodwin

a. Provided overview of program offerings. Some can be accomplished through a degree or a certificate program. Displayed pathway options (certificate, B.Ed., MAT, M.Ed., Ed.S./Ed.D.).

i. 23 Initial Licensure Programs

1. 18 secondary + 3 SPED + 1 Elem + 1 Middle Ed = 23

- a. 10 of the 18 Secondary Programs are Comprehensive K-12 Endorsements)

ii. 4 Advanced Licensure Programs

iii. 9 Add-on Licensure Programs

1. Available for practicing teachers that have a license
2. Special Education add-on was highlighted

iv. 36 total VDOE endorsements

b. Question was asked about the Physics/Earth Science add-on; Dr. Goodwin will look into this to see if a science degree/license is needed first, or if a math license would qualify.

V. SOE Accolades – Michelle Goodwin

a. SOE joined other departments for trip over winter break to Rwanda

b. Student, Amanda Works, shared research presented at Harvard College



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- c. Fall 2022 student teachers had the highest percentage of edTPA portfolios to earn scores without condition codes

- i. Ginny Shank meets with students that do not receive passing scores for their state requirement to provide support and intervention

- d. Teachers for Tomorrow Scholarship: Jessica Keiser, Tracie Myers, Ashley Stubbs, Brytany Todd

- e. Teachers of Promise – 20th Annual Meeting: Emily Fadale, Mary Jane Holland, Harley Rusk, Bethany Scott, Melanie Smith, Hazel Stephens, Logan Wise, Amanda Works

- f. Barlow Scholarship (Math, Science, TESL): Solomon Wu, Hosannah Fisher, Matthew Cargill

- g. TEAA Scholarship: Mary Jane Holland, Jessica Chierigo,

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VI. VDOE Updates – Michelle Goodwin

- a. Dr. Lisa Coons is Virginia's 27th superintendent of public instruction (Chief School Officer)

- b. Teacher apprentice programs: Allows school staff to receive on-the-job training as apprenticeships to become fully licensed teachers.

- i. This would require a defined partnership between the SOE and the school system to offer a specific apprenticeship.

- c. AEP3 report will be due May 1. Reports are available for all Virginia EPPs on VDOE's website.

VII. Data Sharing – Nancy DeJarnette

A. Exit Survey

- a. CAEP encourages EPP to share candidate data with partners, along with feedback from programs

- b. Advanced Programs – Exit Survey - Part

- i. Six skills: data literacy, research, data analysis, etc.

- 1. Math & Reading Specialists:

- a. Lowest scores (still meeting target scores): Use of research, applications of technology

- b. High scores: Professionalism, incorporating diversity

- c. Initial Licensure – Exit Survey

- i. Lowest scores (still meeting benchmarks): Application of content, Research & evidence

- ii. Highest scores: Assessment, Planning for instruction, instructional strategies, professional learning and ethical practice

B. SCRIP Rubric

- a. Social Responsibility, commitment/work ethic, reflection, integrity, and professionalism

- b. Advanced:

- i. Lowest scores (still meeting benchmark): Diversity, commitment/work ethic, Reflection

- ii. Highest scores: Professionalism, integrity

- c. Initial:

- i. Lowest scores (still meeting benchmark): Reflection

- ii. Highest scores: Integrity

VIII. Recruitment Plan Update – Laurie Rice

IX. Prospective Administrator Nominations – Michelle Goodwin



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- a. Report requires EPP to verify they are collaborating with school partners for identifying potential leaders in their schools
- b. Schools should nominate individuals to soepartners@liberty.edu, and SOE is willing to contact the individuals to discuss potential pathways to administration licenses

X. Roundtable Discussion and Feedback – Nancy DeJarnette

- a. How well do you think our programs provide instruction on the Application of the use of Research?
 - i. Stronger, but more clarify on survey about question.
 - ii. Data most important—each individual student data and what to do about it.
 - iii. Haven't had experience with students and research so we can't really speak to that.
 - iv. edTPA requires justification of research
 - v. Veterans unpack the standards
 - vi. Good job with researching tech research-based resources and curriculum design in field.
- b. How well do you think our candidates implement planning for instruction skills & strategies?
 - i. Strong focus on lesson planning/differentiation.
 - ii. We all agree that this is an area of strength. Students seem to bring creativity to the classroom.
 - iii. High ranking in this area
 - iv. Good but harder since COVID.
 - v. Skills weaker than pre-COVID.
 - vi. Online practicums may be a problem
- c. How well do you think our candidates implement planning for various assessments?
 - i. Formative, summative, quick checks
 - ii. Most of us have not had experience student teachers so we can't really speak to that in particular but we all find students to be well prepared.
 - iii. Generally looking for backward design—less of a novel idea.
 - iv. Not assessment-driven lessons
- d. How well do you feel our candidates address the application of technology for instruction?
 - i. Strong area
 - ii. Definitely not a weakness. They seem to be able to use tech without overuse in the classroom.
 - iii. General impression is positive
 - iv. Strength
 - v. Integrated into technology—too much no paper and pencil
- e. How well do our programs provide instruction for candidates on respect and responsiveness to diverse cultures?
 - i. Practicums in 3 different settings
 - ii. In class
 - iii. Heart of Christian
 - iv. Candidates on the whole are very respectful of students.
 - v. This was described as a strength by multiple school districts in region represented at one table (Amherst, Appomattox, and Bedford)
 - vi. Solid on that
 - vii. Culturally REAL—curious about how Liberty is addressing transgender

XI. Closing – Michelle Goodwin

Please contact us at soepartners@liberty.edu for any questions or concerns. Thank you so much!