

EPPAC Meeting Minutes
May 2, 2016

Members present: Dr. Lisa Darlington; Dr. Mike Miller; Dr. Terry Mullins; Dr. Darla Wise; Dr. Charles Brichford; Dr. Kathy Hawks; Dr. Andrea Campbell; Dr. Susan Robinett; Karen Henkes; Sandy Puckett; Carolyn Cox; Dr. Joe Allen; Dr. Kathy Liptak; Dr. Kelly Hudson; Linda Bragg (speaker phone); Amanda Cook and Max Lilly, Student Representatives

Chair of EPPAC: Dr. Rick Druggish

Chairperson Druggish called the meeting of the Concord University EPPAC to order at 3:37 pm in the Concord Room of Concord University.

Minutes from the previous meeting were accepted as submitted.

I. Reports

- Linda Bragg, Coordinator, Office of Professional Preparation
 - Policy 5100 and 5202 – open comment period to end May 2016.
 - Reviewed information on WVDE Update sheet (4 pages, attached).

II. Division Announcements

- A. Business (Robinett): Business major, Shea Boothe, is a valedictorian
- B. Fine Arts (Hudson): busy month of performances; there is a theater partnership with the Greenbrier Valley Theater to promote theater education in the area; seeing increases in the number of music majors
- C. Humanities (Brichford): Six student presentations were accepted at the WV Undergraduate English Symposium, Brittany McPherson won 2nd place at the symposium; Spanish program has been approved for continuation; The Book Club project headed by Drs. Liz Roth and Willy Williams was recently presented at the National Association for Professional Development Schools on March 5, 2016 in Arlington VA
- D. Science/Mathematics/Health (Allen): The Earth & Space (5-adult) program is scheduled to go to the Board of Governors in June, program review to the state in the Fall; first program of this type in the state
- E. Registrar (Cox) – no report
- F. Education (Druggish): Approximately 45 applications for student teaching for Fall 2016; all Praxis need to be completed before they can graduate
 - Teacher education cohort average of GPA 3.0; ACT average (20-21) at the 50th percentile nationwide; some individuals need to meet some requirements for completion; approximately 50% secondary education, 50% primary education and special education
- G. Faculty Senate (Liptak)
 - General Studies Program was tabled at last faculty senate meeting

- III. Public Education/Community Reports
- A. Public schools have started using computerized standardized testing
 - B. June 11, 2016 – Celebrate Princeton Day
 - C. Many people in the community are waiting for Concord’s pool to reopen; local schools are now using Bluefield State College’s pool for swim meets; BSC is also giving scholarships to these students to attend BSC;
 - D. Concord’s Chi Omega Psi fraternity painted local bridge to remove graffiti last Saturday.
- IV. Catalog Changes/Program Additions
- A. Charles Brichford presented catalog changes to ENGL 324, 325, 326, 327, 328, and 414A. The changes were in the course descriptions to reflect the topic social justice was addressed. The changes have already been approved by the AAEC.
- V. Teacher Performance Assessment – Policy 5100 states that a standardized assessment or one created by the institution can be used; revised teacher work samples will begin in Fall 2016; incorporation of video clips and they are scored here.
- Student teaching final being updated over the summer 2016
- VI. CAEP Updates: plan for increasing the diversity of teacher education candidates by working with Greg King to identify high school juniors with interest in teacher education (in effect Fall 2017)
- CAEP requires a licensure pass rate of 80% across all programs and a minimum of 10 program completers
 - Resubmission of specialized reports Feb 2017; double check standards for professional organizations, as many have changed
 - Title II to be submitted; information needs to be on Concord’s website
 - The CAEP website has many resources; including rubrics which will be changing
 - Some programs are working on SPA reports
- VII. Announcements – East River Mountain Town Band will be performing Tuesday May 3 @ 7:30p at Bluefield High School and Saturday May 28 @ 8p at Pipestem.

Meeting adjourned at 4:47p.

Respectfully submitted,

Darla J. Wise, EPPAC Secretary

**WVDE Updates
Spring 2016**

1. Policies 5100 & 5202 were approved to be placed on a 30 day comment period during the April meeting of the West Virginia Board of Education (WVBE). **As always, it is very important for EPPs to review proposed revisions to 5202 and 5100 and make comments in sections that are open, if pertinent.** <http://wvde.state.wv.us/policies/>
2. Praxis
 - New Braille Assessment 0633—WV Test Review and Score-Setting was March 7
 - New ESOL Assessment 5362 Effective September 2016-- WV Test Review and Score-setting was March 7
 - ETS meeting scheduled with stakeholders regarding development of an Algebra I test
 - Timeline for the following tests--

Candidates who complete your institution's WVBE approved program by September 1, 2016, will not be required to present passing scores on the Praxis II tests (only) listed in the included table when applying for licensure. Please note that completers who fail to apply for licensure within 12 months of program completion will be required to meet all testing requirements in WVBE Policy 5202 at the time of application for licensure.

TEST	CUT SCORE	CERTIFICATION/ENDORSEMENT
5122 Family and Consumer Sciences	153	Family and Consumer Sciences
American Sign Language OR	3	American Sign Language
American Sign Language Proficiency Interview	4	American Sign Language
5651 Computer Science	171	Computer Science Education
5571 Earth & Space Science	147	Earth & Space Science
5361 English as a Second Language	137	English as a Second Language (PK-Adult)
5223 Journalism	150	Journalism
5358 Gifted Education	157	Gifted

**Please add Braille Praxis II 0361 to this list as well.

3. Title II Institution and Program Report Card—due April 30, 2016. Title II reporting system is open for EPPs to enter data. Please pay attention to accuracy when entering the data, and it is important for EPPs to adhere to the deadline. See Title II slide at the end of this document.
 - Title II Webinars: Title II training webinars are recorded and available at WESTAT.
4. TPA Test Project Update—
 - The TPA Test Project is completed, and the final report will soon be published. Recommendations regarding a teacher performance assessment has been placed in the policy 5100 proposal and is out on comment presently.
5. Approved Programs and Program Review Status Update—An email request was sent to each EPP in early February with an attached simple template. It is essential that current information from the EPP be sent to the Office of Educator Effectiveness & Licensure. Please remit to LindaInbragg@k12.wv.us if not already sent: approved programs (active, dormant, eliminated);

grade-levels; review status (Example: SPA-recognized, SPA-recognized with conditions; further development required; state-approval until 2018, etc.)

6. Teachers-in-Residence—All EPPs are encouraged to reach out to counties and propose TIR agreements.
7. Alternative Certification—Opportunity for IHE involvement. The Proposal Template, Guidance Document and PowerPoint are posted on the WVDE web site. EPPs are encouraged to reach out to school districts if interested. Alternative Certification program proposals are currently being reviewed, but there still some districts that have not submitted yet.
8. *Surveys to be submitted to the Office of Educator Effectiveness & Licensure*. EPPs should be working together with the goal of submitting completer and employer surveys. The WVDE has the technology infrastructure built to collect the data from respondents and send data outcomes back to the EPPs for various reports and to inform program improvement.

Summer 2016 Educator Preparation Program Review Board Dates:

- **April 15, 2016** -- Letter of intent to submit program for review due to WVDE
- **May 15, 2016** -- Submission of program for review due to WVDE
- **June 15, 2016** -- EPPRB Meeting
- **July or August** -- Program (if ready) eligible to be presented to WVBE for approval

A reminder for you: Teachers-in-Residence permits are required for teachers-in-residence prior to placement in P-12 classroom.

Program Review Guidance:

Program Review through Specialized Professional Associations (SPA):

Questions about SPA timelines, SPA reporting and other communication should be directed to the SPA contact or to CAEP Associates.

As part of the CAEP Agreement with the West Virginia Board of Education (WVBE), every program of study for which there is a SPA must be reviewed by a SPA, including low-enrollment programs. Post-Baccalaureate programs as well must be reviewed by the respective content area SPAs just like MAT programs. EPPs should request separate shells for each program report through AIMS and reports will be submitted using those shells. (There are *rare* circumstances where, if there is a SPA for that content, that the SPA cannot review the program. In that case, EPPs should obtain that information in writing from the SPA).

Program Review with Feedback (PRw/F):

For programs that do not have a SPA and some programs that meet additional, specific criteria, the Program Review with Feedback is the option for review of those programs. Programs reviewed with the PRw/F option are reviewed with state-selected standards provided in the PRw/F shell on AIMS. The data entered there becomes part of the Institutional Self-Study Report.

The following sample questions/information regarding programs of study may be included in the Self-Study Report shell:

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area or SPA evidence been used to inform decision making and improve instruction and candidate learning outcomes?
2. How have the results of specialty licensure area and/or SPA evidence been used to inform decision making and improve instruction and candidate learning?
3. For Program Review with Feedback only: How does the specialty licensure area data align with and provide evidence for meeting the state-selected standards?
4. For National Recognition only: How are SPA reports that are not Nationally Recognized being addressed?

CAEP:

Thanks to all who participated in the webinar hosted by CAEP Associates. Please find a link to the recording, (below). Also, I have emailed the PowerPoint to someone at your institution.

https://youtu.be/MZ_G79atXc0

Other thoughts: When you have questions about your upcoming onsite visit, review of your programs as part of the accreditation process, etc., it is always good practice to reach out to CAEP or SPA associates to obtain direction in writing--from the professionals in charge of the review process.

As always, if there are questions about which you are unable to obtain guidance with CAEP or the SPA, please let us know. CAEP is willing to schedule other webinars, and I would be happy to coordinate those.

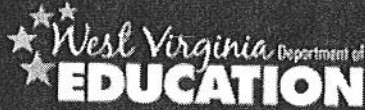
Other Resources:

1. The new, up-to-date CAEP Accreditation handbook is now available, posted on the CAEP site.
2. CAEP has provided us with the following links to webinars and PowerPoints on various topics:
CAEP's YouTube channel link:

<https://www.youtube.com/playlist?list=PLt7HG1HD2jedc0dvljG3iNLaenkEH099U>

Webinars playlist on CAEP's YouTube channel:

<https://www.youtube.com/playlist?list=PLt7HG1HD2jedc0dvljG3iNLaenkEH099U>



Overview of Program Review Options

Review with National Recognition Specialty Professional Association (SPA Option)	Review with Feedback Option
Initial review submitted 3 years prior to on-site visit	Addendum to self-study 8-12 months prior to on-site visit (per CAEP guidance)
SPA Standards	State-defined standards--CAEP/WVPTS Standards
SPA reviewers provide feedback to program providers	Site visitor team reviews alignment of specialty area data with state & CAEP Standards
National Recognition	State approval of program

TITLE 2 REPORTING

Timeline for 2016 reporting

- IPRC reporting system opened on February 10; IHEs were sent usernames and passwords via email.
- Complete the report at your own pace.
- Westat works with testing companies and states to collect pass rate data; pass rates are expected to be uploaded into your IPRC reports by mid-April.
- The certification and submission window is April 15 through April 30, 2016.
- Reports are due by 11:59pm local time on April 30, 2016.

EPPAC Meeting Minutes

30 November 2016

Members present: Dr. Charles Brichford; Dr. Kathy Hawks; Dr. Chris McClain (proxy for Dr. Lisa Darlington); Dr. Darla Wise; Dr. Joe Allen; Dr. Lauri Reidmiller; Dr. Kelly Hudson; Dr. Terry Mullins; Dr. Andrea Campbell; Mrs. Carolyn Cox (Registrar); Ms. Sandy Puckett; Jacob Fox and Taylor Dixon (student representatives).

Chair of EPPAC: Dr. Rick Druggish

Chairperson Druggish called the meeting of the Concord University EPPAC to order at 3:37 pm. As a quorum was not present, no official business could be conducted. Below is a list of discussions and announcements.

- I. Review of WVDE Liason Report (attached)
- II. Division Announcements
 - a. Fine Arts: holiday concerts upcoming; a musical is planned for the Spring; several gallery exhibitions to be held
 - b. Humanities: two students participated on a panel at a conference
 - c. Natural Sciences: discussion of alternate certification in science areas
- III. Others
 - a. Registrar – no report
 - b. Teacher Candidates – no report
 - c. Community Representative – Concord is well-received at Professional Development Schools
 - d. Faculty Senate – Constitution changes are being addressed
 - e. Coordinator of Clinical Experiences – 40 applicants for Spring 2017 – 2 Business, 25 Elementary, 4 English, 1 Mathematics, 2 Physical Education/Health, and 6 Social Studies
 - f. Director of Teacher Education – 42 applicants for admission to the Teacher Education program
- IV. New Information
 - a. English/Spanish catalog changes presented for information only
 - b. SPA Reports – All program shells created and reports must be submitted by 3/15/17
 - c. Teacher Persormance Assessments – 31 evaluated, 6 needed resubmissions, all were approved.

Meeting adjourned at 4:15p.

Respectfully submitted,

Darla Wise, EPPAC Secretary

Educator Preparation Provider Advisory Committee
EPPAC
Concord University
Minutes
May 1, 2017

Welcome, Introductions and Call to Order

Dr. Druggish called the meeting to order at 3:35.

Members Present: Dr. Barnes, Dr. Brichford, Dr. Burton, C. Cox, Dr. Darlington, T. Dixon, Dr. Druggish, Dr. Hudson, Dr. Hawks, Dr. Liptak, Dr. Mullins, S. Puckett, Dr. Redimiller, Dr. Reynolds, Dr. Robinett, B. Thompson and L. Bragg (via phone)

Approval of Minutes 11/30/16

The minutes of the 11/30/16 meeting were approved.

WVDE Liaison

Linda Bragg (WV Department of Education, Office of Educator Effectiveness & Licensure Liaison) presented the attached information.

Reports and Announcements

Academic Divisions:

Business: None

Fine Arts: None

Humanities: None

Natural Sciences: None

Social Sciences: None

Registrar: C. Cox reminded members of the deadline for submitting grades for spring 2017.

Teacher Candidates: None

Public Schools: None

Community Representative: S. Puckett announced upcoming concerts of East River

Faculty Senate: Dr. Liptak shared upcoming changes in the Faculty Senate to the new Faculty Executive Board.

Coordinator of Clinical Experiences: Dr. Druggish announced that we have 32 undergraduate applicants and 4 MAT applicants for fall 2017 student teaching. The breakdown by majors is: 3 Business 5-Adult; 18 Elementary K-6; 1 English + 1 MAT; 2 PE/Health; 2 PreK Special Needs; 5 Social Studies + 2 MAT and 1 Spanish + 1 MAT.

Director of Teacher Education: Dr. Druggish shared that the following SPA reports had been submitted by March 15, 2017: health 5-Adult; elementary education; mild/moderate K-6 and 5-Adult; pre-school special needs PreK-K; educational leadership/supervision PreK-adult; reading specialist; physical education 5-adult and PreK-adult; social studies, English language arts; mathematics 5-9; mathematics 5-adult; and general science, biology and chemistry 5-9 & 5-adult.

CAEP Coordinator: Dr. Liptak shared that SPA reports have been submitted and that all SPA reports must be approved by the April 2020 visit.

Others : None

New Items for Presentation:

Business Education Program: At the request of the Department of Business, the business education 5-Adult program will be placed in dormant standing. All candidates admitted into the teacher education program and are currently seeking the business 5-adult certification will complete the program by spring 2019. No new business 5-adult candidates will be admitted after fall 2017. This has been approved through all levels within the University.

Changes to EDUC 210 and EDUC 310: The Department of Education presented catalog changes for EDUC 210 and EDUC 310 which now list these courses as 3 credit hours. These catalog changes have been approved through all levels of the University.

Social Studies Education Program: The social studies 5-Adult program will pilot the secondary methods block beginning fall 2017. Nine social studies 5-adult majors will participate in the secondary block experience by taking coursework on Tuesdays and Thursday and by completing the block residency on Mondays and Wednesdays. These nine candidates will then student teach in the spring 2018 semester, continuing in their block placement, resulting in a year-long residency in the social studies classroom.

Teacher Performance Assessment: Student teachers during the spring 2017 semester completed the second version of the West Virginia Teacher Performance Assessment. One candidate was not successful, but will complete the TPA requirements through an extended placement during the month of May.

Spring 2017 WVDE Updates & Guidance
Office of Educator Effectiveness & Licensure

Policies 5100 & 5202—

- **Both policies are expected to open in May or June.** If you have suggestions pertaining to a particular section of policy 5100, please email the section to me in the format/language you are suggesting (not just the idea), preferably in strike-through/underline format so that misinterpretations and misunderstandings can be eliminated.
- **In May 2016, the SAT was redesigned. With that change, the scores also changed. Listed below are the date progressions and scores that are allowed in lieu of Praxis CORE/CASE:**
 - 1035 on the Scholastic Achievement Test (SAT) –Oldest test
 - 1125 on the re-centered SAT (effective April 1995 through March 2005)
 - 1170 on the revised SAT using the combined Critical Reading and Math score (effective March 2005 until May 2016) OR
 - *1240 on the New SAT using the combined Evidence-Based Reading and Writing + Math (Effective May 2016—Present)*

The ACT Enhanced continues to be 26 or higher for exemption (effective November 1989). Prior to 1989, a score of 25 on the ACT is required for exemption.

We will include this testing information in the revisions of 5202 and 5100 as well as in the next revision of the testing directory.

- **REMINDER:** Effective July 11, 2016, the following sections were placed into policy providing definitive timelines for passing the WVBE- required Praxis exams for content:

10.4. f. Content test requirement as a requirement of program completion: Effective January 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the WV Licensure Testing Directory on the WVDE website as a requirement of program completion.

10.4. g. Content test requirement as a requirement for clinical experience: Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory of this policy in order to complete the student teaching/clinical experience component of the WVBE-approved program.

Praxis Changes--

- The WVBE has adopted the following Praxis assessments:
 - **Algebra I (5162) assessment for the “General, Integrated Mathematics” endorsement at a current cut score of 157. Effective now.**
 - **Deaf and Hard of Hearing (5272) for the “Deaf and Hard of Hearing” endorsement at a current cut score of 160. (Effective date September 1, 2017 so that EPPs may begin the transition).**

- *Reminder that the Braille Assessment (0633) became effective July 1, 2016 for the “Visual Impairment” endorsement at the current score of 169.*

Teacher in Residence (TIR) –

- The West Virginia Board of Education (WVBE) is encouraging every EPP to obtain TIR agreements with each school district in West Virginia.
- Regarding the TIR credential issued by the Office of Educator Effectiveness & Licensure:
 - A TIR permit must be issued by the WVDE **before** Placement: The Office of Educator Effectiveness & Licensure must issue the TIR a credential **before** placement in the public school classroom as a TIR.
 - If the clinical experience will be completed in the TIR placement, it is not necessary to obtain a clinical placement permit. Instead, just a teacher-in-residence permit is needed.
 - A background check is required with the TIR application. The background check completed for a clinical placement permit **cannot be used** for the TIR permit; however, the TIR background check can be used for the Initial Professional Teaching License.
 - The OEEL requires the job posting documentation with each TIR application.
 - Suggestion: Because some counties (rather than the IHE) end up submitting the TIR applications, it is recommended that the IHE develop a checklist to be attached to help assure that all components are submitted to move the application forward. Doing so would help eliminate delays in the issuance of the TIR permit.

Special Education Programs—

- *Policy 5100 no longer requires candidates enrolled in a special education program to hold qualify for or simultaneously complete a core/subject area content (such as math, English, general science, elementary education, etc.). Instead, policy 5100 has added reading requirements. Requiring core/subject area coursework is now at the discretion of the EPP. Therefore, EPPs with the core content requirement still in the curriculum may recommend their candidates for licensure “at which time they have met to the satisfaction of institutional officials for all content requirements for the special education endorsement.*
- **GUIDANCE REGARDING REVISING AND REILING PROGRAMS TO MEET THE NEW POLICY REQUIREMENTS:** The WVDE will provide guidance soon about how to refile the special education programs to reflect the new reading requirements and to obtain the decision of each EPP about whether to continue to address core/subject area content along with preparation for the special education endorsement.

General ETS-Praxis Information

About Scoring/Score Reporting Time

One overarching reason it takes several weeks to score Praxis tests is the large volume of different tests administered during a computer-delivered testing window and the careful, complex process.

The Scoring Process and Quality Control

The scoring process begins when upon receipt of the test file, and then the multiple-choice scores are verified independently. A test must undergo equating if a new test form was introduced. (Equating is a statistical process used to ensure that scores for new forms of the test are comparable with scores from previously used forms). Some tests require a reading to score

constructed response questions. Preparation tasks and conducting a reading takes time (tasks such as sorting responses, hiring readers, and training them).

Availability of Test Scores

As noted on the ETS website, test scores from a particular window are available 10 – 16 business days after the testing window closes, regardless of the specific testing date within that window. This is because before reporting official test scores, the ETS stat analysis team must be able to gather enough data to conduct the analyses necessary to equate and report the test results. Full analyses cannot be done until the window closes and all test-taker data for each test title have been received.

About the 21-day Waiting Period before a Test May Be Retaken

The 21-day waiting period is a way of ensuring the security of the test and minimizing the possibility of a test-taker earning a score on the test due to having had prior experience with that same test version during a previous administration. By taking the test back-to-back, it is likely that a test taker would receive the same version of the test and might know what specific questions to expect. Knowing what questions to expect could give a test-taker an unfair advantage over all other test takers, who have not had prior experience with that version of the test and therefore, were not privy to the same information.

The Praxis tests are intended to help state agencies and professional organizations ensure that beginning teachers have an adequate level of knowledge, and these organizations rely on ETS to report valid test scores. To ensure the validity of test scores (and fairness to all test-takers), Praxis cannot report scores, unless they are absolutely certain that those scores accurately reflect the knowledge and abilities of the test-taker. Any testing condition (such as overexposure to the test questions) that might either positively or negatively affect the performance of any test-taker to the extent that it would contribute to either inflated or lowered test scores, invalidates those test scores.

Information about Testing Windows

[This link](#) lists the dates for the 2016-2017 testing year through August 2017. The dates are also listed below:

- 2/13/17-3/25/17
- 3/13/17-3/25/17
- 5/8/17-5/20/17
- 6/12/17-6/24/17
- 7/10/17-7/22/17
- 8/14/17-8/26/17

Guidance about Program Review as Part of the Accreditation Process— Initial licensure programs are reviewed with the CAEP Initial Program Standards, regardless of whether they are undergraduate or graduate.

1. Program Review through Specialized Professional Associations (SPA):

SPA Reports are used as evidence in meeting CAEP Standard 1 (and other areas covered by CAEP, such as diversity and technology). Site visitors use the recognition reports as evidence that indicate whether programs of study are of high quality, have achieved recognition or approval status, and produce successful candidates. Program review occurs prior to the self-study in preparation for the onsite visit.

Per the CAEP Agreement with the West Virginia Board of Education (WVBE), every licensure program of study for which there is a SPA is reviewed by a SPA, including low-enrollment programs.

Programs for which there is a SPA, but may be limited in scope and/or programs that are not a direct match for the SPA requirements in that specialty area (i.e.add-on programs, some post-baccalaureate and MAT programs, etc.) will require the following process:

- A. Consultation with a SPA representative regarding the specific configuration of the program.
- B. Obtain documentation (in writing) from the SPA representative stating why the program cannot be reviewed via SPA method.
- C. Prepare the program for review via the Program Review with Feedback Option (see information below).

EPPs should find the drop-down menu in the AIMS platform for the appropriate place for populating evidence/program reports.

Questions about SPA timelines, SPA reporting and other communication should also be directed to the SPA contact or to CAEP Associates.

Program Review Regarding Low Enrollment or Suspended Admission of Candidates

(Dormancy)--

West Virginia requires submission to the Specialized Professional Associations (SPA) even for programs with low enrollment so that all aspects of the program can be reviewed by the SPA.

We often hear that CAEP associates have suggested that EPPs request a waiver from the state or CAEP says that the SPA “will not review.” WV’s position is to submit to SPA unless the EPP receives an official communication from the SPA stating that the SPA will not review it.

SPA reports will not only reveal conditions caused by low enrollment, but also report about other program circumstances as well. The dilemma arises when low enrollment remains an issue, and the conditions cannot be met because enrollment is too low to produce the necessary data.

Because the state is also interested in SPA *conclusions and revelations* about other aspects of the programs, the following guidance is offered: If the reported conditions are only about low enrollment and no other areas of the program of study are identified with conditions, then the educator preparation provider (EPP) may resubmit via the Program Review with Feedback process because the conditions cannot be met.

****Please note--SPA reports that reflect conditions in areas other than lack of data must be resubmitted to the SPA regardless of enrollment. Also, if a program of study has a CAEP-accepted national organization that reviews, the same state position is taken.**

Further guidance for your consideration: If program(s) are not currently enrolling candidates and currently have no candidates in the pipeline for completion of those particular programs, then a SPA submission will not be required. Instead, because those programs are listed as part of the EPP, the EPP will be required to submit through the Review with Feedback process. When the institution decides to open the programs for enrollment once again, a SPA report must be submitted immediately after the data collection of the first implementation of the assessments.

Decision to Eliminate the Program:

If the educator preparation provider (EPP) decides to eliminate programs that are no longer admitting candidates and there are no candidates in the pipeline for completion, SPA submissions are not required. If elimination is decided, the Office of Educator Effectiveness and Licensure will need official correspondence from the EPP stating the decision to eliminate the program(s). If the EPP, at a later time, decides to offer the program of study again, it must resubmit a program proposal to the West Virginia Educator Preparation Program Review Board

(EPPRB) for review and seeking approval. Upon EPPRB and West Virginia Board of Education approval, the EPP will follow CAEP's direction in submitting a SPA report as appropriate.

2. Program Review with Feedback (PRw/F):

PRw/F programs are reviewed with the state standards provided in Policy 5100, Appendix E. The data entered there becomes part of the Institutional Self-Study Report (mostly as evidence to meet CAEP Standard 1 or Advanced Level Programs Standard A1). The evidence becomes part of the self-study process. EPPs submit the self-study report nine months before the scheduled site visit.

The Program Review with Feedback process provides feedback to the state, institutions, and site visiting team on program-level data without delivering a program evaluation/recognition report. Information (disaggregated data) from the Program Review with Feedback (PRw/F) option is used as part of the accreditation decision-making process at the institution level and does not lead to national recognition of those programs of study. In AIMS, EPPs should find the drop-down menu in the AIMS platform for the appropriate place for populating evidence/program reports.

In preparation for a CAEP review, EPPs should submit evidence specific to how these "specialty license areas" use their data for continuous improvement. Consider the following thought process:

1. Based on the analysis of the disaggregated data, how have the results of specialty licensure area been used to inform decision-making and improve instruction and candidate learning outcomes?
2. How does the specialty licensure area data align with and provide evidence for meeting the state-selected standards?

CAEP has provided a *Technical Guide to Program Review with Feedback*.

3. Advanced Programs:

- A. Add-On--If the admissions criteria require candidates to already hold licensure, regardless of whether the programs are graduate, master's or undergraduate, they are considered advanced programs and will be reviewed under the *CAEP Standards for Advanced Level Preparation Programs, Component 1.1*. EPPs are only required to submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.
- B. Programs part of M.Ed., M.S., M.A., Ed.D., Ph.D. or specific to the preparation of specialists for the P-12 school districts (educational technology, curriculum and instruction, reading specialist, school librarians, school psychology, school administrators, etc.) must be submitted to CAEP for review using the CAEP Standards for Advanced Level Preparation Programs

SPA Program Review Cycle

Spring Cycle	Fall Cycle
Due March 15	Due September 15
Reviewers assigned by April 15 and review completed by June 1	Reviewers assigned by October 15 and review completed by November 15
CEC audit team reviews reports by July 1	CEC audit team reviews reports by January 4
CAEP staff tech edits reports and returns the recognition reports to the institution by August 1	CAEP staff tech edits reports and returns the recognition reports to the institution by February 1

REMINDERS:

1. Title II data entry due by April 30.
2. If you have not already done so, please send a letter via email to Linda Bragg lnbragg@k12.wv.us declaring the Teacher Performance Assessment that your institution has chosen.

Educator Preparation Provider Advisory Committee
EPPAC
Concord University
Minutes
November 27, 2018

Welcome, Introductions and Call to Order

Dr. Druggish called the meeting to order at 3:35.

Members Present: Weena Aboulhosn, Nancy Burton, Rebecca Curry, Rick Druggish, Rod Klein (Jonathon Berkey), Mike Miller, Barbara Pettus, Jennifer Phillippe, Sandra Puckett, Anita Reynolds, Liz Roth, Matthew Thomas, Lauren Webb, Jacob Womack, David Wright, Jodi Olivetto, and Robert Hagerman.

Approval of Minutes 4/23/18

The minutes of the 4/23/18 were presented and accepted.

WVDE Liaison

Robert Hagerman, via phone, shared EPPAC-WVDE updates. (See attachment.) Specific items were proposed changes to WVBE policies 5100 and 5202 to align these policies with CAEP vocabulary and to address changes to PDS grant applications, the proposed residency model and co-teaching.

Reports and Announcements

Program Areas:

Fine Arts: Dr. Womack shared changes in the Music PreK-Adult program (120 hrs. and addition of secondary block.

Humanities: None

Natural Sciences: Ms. Phillippe shared Natural Sciences work in preparing elementary candidates for the Praxis II science content assessment.

Social Sciences: None

Special Education: Dr. Burton shared the progress of the new Multi-Categorical stand-alone programs leading to both K-6 and 5-Adult certifications.

Wellness: Dr. Miller share progress of the new Wellness PreK-Adult program combining the physical education PreK-Adult and health 5-Adult programs.

Teacher Candidates: Information was shared regarding the plans for reinstating the Kappa Delta Pi education honor society.

Public Schools: David Wright shared experiences with the APL Associates Instructional Skills and Management Workshops

Community Representative: S. Puckett announced upcoming concerts of East River and concerns regarding Concord's decision to remove the math education program.

Coordinator of Clinical Experiences: Dr. Druggish provided updates for spring 2019 applicants for student teaching

Director of Teacher Education: Dr. Druggish shared that the following SPA reports had been submitted in September: elementary education; educational leadership; and physical education.

New Items for Presentation:

New requirements for mentor teachers of student teachers become effective in January 2019. The Office of Clinical experiences is prepared for this change.

Fall 2018 Admission to the Teacher Education Program data was shared.

Updates toward the secondary block were presented and the plan is to have the secondary block in implementation by fall 2019. All program areas with the exception of English 5-Adult have been updated to 120 hrs. and have the block schedule finalized. English education will work on this in the upcoming semester.

Approved SPA reports were shared: English education, social studies education, reading specialist (graduate).

The EPP shared plans for the junctures in the teacher education program: entrance into the program, program midpoint, admission into student teaching, and program exit. Assessments have been determined for each juncture.

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Educator Preparation Provider Advisory Committee (EPPAC)
Concord University
Minutes
May 6, 2019

Welcome, Introductions and Call to Order – Meeting called to order by Dr. Druggish at 3:35pm

Member Present: Weena Aboulhosn, Andrea Campbell, Richard Druggish, Kathy Hawks, Mike Miller, Barbara Pettus, Jennifer Phillippe, Sandra Puckett, Anita Reynolds, and Matthew Thomas

Reports & Announcements

- Richard Druggish is no longer Department of Education Chair or Director of Clinical Experiences. Andrea Campbell is now Department Chair, and Kathy Hawks is now Director of Clinical Experiences. Richard Druggish will be part-time starting Fall 2019 to aid in the CAEP Accreditation process.
- November 11, 2018 minutes approved upon corrected spelling of Jennifer Phillippe’s last name.
- EPPAC bylaws have been changed so that only undergraduate programs that are reported will be included in EPPAC.
- Program Areas:
 - Business – No member present
 - Elementary Education – see New Business “Year Long Residency Model & Method Blocks” section
 - Fine Arts – No member present
 - Humanities – No member present
 - Natural Science – None
 - Social Studies – No member present
 - Special Education – No member present
 - Wellness – Mike Miller shared that the Wellness licensure program has been approved by the state. It combines the Physical Education & Health programs. It will certify students in PE PreK-Adult and Health PreK-Adult (previously only 5-Adult), and will require students to only take one Praxis Content Knowledge exam.
- Kimberly Nichols is now Concord University’s Certification Officer. She took over this position from Susie Lusk, Registrar
- Public School representative, Weena Aboulhosn, shared that the Methods Block placement works out well for Student Teaching
- Community representative, Sandra Puckett, shared multiple activities happening in Mercer County listed below. Richard Druggish and Matthew Thomas suggested speaking with Sara Beasley and the Student Activities supervisor about adding the events/opportunities below to Concord’s activity listing.
 - Every 3rd Saturday there will be a Cruise-In
 - There are many new stores/activities in the downtown area including: Hammer & Stain, Sophisticated Hound Brewery, a bee keeping space, a new coffee shop with live music, and historical events in the Grassroots District
 - There will be opportunities for students to help paint the building on Mercer Street, and be involved in the community.

New Business – shared by Kathy Hawks, Richard Druggish and Andrea Campbell

1. Year Long Residency Model & Method Block

- By 2021, it is mandatory for all Higher Education Institutions to move in the direction of the Yearlong Residency Model, which includes a Methods Block semester followed by Student Teaching the next semester. Concord University’s Teacher Education Program has been providing an Elementary Methods Block for at least the last 4 years. Through trial and error with regards to scheduling of the Methods Block, the Department of Education was able to develop a Secondary Methods Block and Special Education Methods Block. The first Secondary Methods block was attempted during the Fall 2017 semester, and followed the same schedule as the Elementary Methods Block. The first Special Education Methods Block will be offered Fall 2019.
- The Department of Education was able to implement the Year Long Residency Model for the first time during the Fall 2018 semester through the Elementary Methods Block, and then Student Teaching during the Spring 2019 semester. The Year Long Residency Model will be implemented for the Secondary Education and Special Education programs during the Fall 2019 semester, with student teaching during the Spring 2020 semester.
- The Methods Block placements will utilize long periods of time in the public school system to allow students to become part of the school culture. It will also allow students adequate time to execute what is needed for their Mini TPA. Students will complete their Methods Block clinical experience in the same classroom as their Student Teaching Experience, which will allow for an easy transition from into their Student Teaching semester.
- Question raised regarding Fall vs. Spring course offerings - Currently all Methods Blocks (Elementary, Secondary and Special Education) will be offered during the Fall and Spring semesters. However, declining enrollment has caused a possible need of a cohort model, with only Methods Blocks being offered during the Fall semester in the future.

- The Methods Block schedule will follow Concord University's calendar, and the Student Teaching schedule will follow the public school calendar(s)
- Starting Fall 2019, Methods Block students will have the option to substitute teach on a Student Teaching/Substitute if they are part of the Year Long Residency and if approved by the state. Students are supposed to be paid as a substitute teacher. Concord University will limit the number of allowed substitute days to 1 day per week, so that they are not out of their Methods Block placement for long periods of time. Students will only be allowed to substitute teach within their Methods Block placement school, and ideally only within their area of discipline. Concord is currently still waiting on directives from the state on how to proceed.
- Methods Block students will complete a Mini TPA that will use the WV TPA rubric, with "Emerging" being the goal during the Methods Block. The Mini TPA is comprised to 9 tasks described in the ND Common Metrics Student Teacher Observation Tool (STOT). This will help students prepare for the full TPA that will be completed using the same classroom during their Student Teaching Experience, and ideally will show growth.
- All Methods Blocks will have a minimum of 400 field experience hours beginning during the Spring 2020 semester, and will need to follow the same schedule. Ideally, this schedule would 4 days in the classroom and 1 day of coursework.
- Starting Fall 2019, all Methods Blocks will have 5 common days on campus for seminars to address some items that are currently addressed during the Student Teaching seminars

2.SPA reports

- The Elementary, Physical Education and General Science SPAs were submitted again in hopes of passing. The Special Education and Music programs will be included within the Department of Education's CAEP Self-Study report during August 2019.

3.Educator Disposition Assessment (EDA)

- The EDA is an assessment of professional dispositions and behaviors. Our partner public school's expressed a need for more professionalism from our students, and the EDA was one way to ensure and develop this.
- The EDA will be used at 3 key points during the Teacher Education program: 1) at admission into the program, 2) during the Methods Block, and 3) during Student Teaching. It will also be used outside of these three points if a disposition/behavior of our students needs to be addressed and/or improved upon.

4.Leveled Clinical Experiences

- Each Professional Education Core course that requires a field experience, now has a level of field experience (listed below) that will presented to public schools during the experience request process. A copy of the appropriate level's STOT (see New Business item #5 below) evaluation will be presented as well. Kathy Hawks will be providing EPACC members copies of the evaluations for the levels below for feedback.
 - Level 1: EDUC210
 - Level 2: EDUC305L
 - Level 3: EDUC306
 - Final Level: Methods Block & Student Teaching

5.ND Common Metrics-Student Teaching Observation Tool (STOT)

- Based upon the 10 national standards of effective practice for new teachers (InTASC), and will replace the currently used Field Experience Final Evaluation that is aligned with the WV Professional Teaching Standards. The currently used evaluation did not align with what was expected of students at different levels (i.e. EDUC210 is an observation placement with minimal requirements).
- All levels of clinical experiences listed above will be evaluated using a "scaled-down" version of the STOT to reflect what is expected of a student at each level. The InTASC standard's rating descriptions develop with the levels of placements, allowing the Department of Education to monitor a student's progress/growth throughout their time in the Teacher Education Program.

6.Professional Seminars

- Students will need to attend 5 Professional Seminar throughout their time in the Teacher Education Program, and will be attended at specific points. These seminars will address current needs across WV.
 - 1) Teacher Education Program Admission Seminar – take prior to admission into the Teacher Education Program
 - 2) Professionalism – take prior to admission into the Teacher Education Program, and as needed after admission
 - 3) Lesson Plan Templates – take prior to year-long residency & during Methods Block
 - 4) Methods in Technology – take prior to year-long residency & during Methods Block
 - 5) Ethics, Trauma Sensitivity and Addiction – take prior to year-long residency & during Methods Block