

AGENDA

Purpose

The Partnership Advisory Council (PAC) is a standing committee of the College of Education and Allied Professions (CEAP). The primary purpose of the PAC is to advise leadership on current trends in education and participate in discussions of how to more effectively enhance the knowledge and experiences of teacher and principal candidates as well as other school professionals, as well as to increase overall competence and performance in the field. The PAC will contribute to the development and continuous improvement of the curricula, policies, partnership activities, and community outreach initiatives of the WCU educator and school professional preparation programs. In addition, council members will serve as a liaison between academia and their respective organization.

Date/Time

Monday, April 1, 2019 (4:00 PM - 5:15 PM)

Location

University Center – Cardinal Room

Agenda

School District Updates: As you come in, please respond to these questions.

1. What makes your district a great place to work?
2. What is a challenge your district is facing?

Introductions:

Members in attendance –

Amanda Chapman

Patricia Bricker

Dianne Chadwick

Amy Hopps

Scott Rhodes

Jake Buchanan

Nathan Borchelt

Carly Borchelt

Kristie Autrey

Dan Grube

Caitlin Lambert

Cynthia Lopez

Kim Dechant

Susan Cauley

Monica Miller

Kim Gibson

Erin Tapley

Overview of PAC Purpose

- Patricia
 - o Participation is essential to success
 - o New Vision
 - o Better partnership

WCU and Educator Preparation Program (EPP) Updates

- Psy.D. Health Service Psychology (*Combined Clinical- School*)
 - o Beginning Fall 2019
 - o Practitioner-focused
 - o Address the need for more mental health service providers, especially in WNC

- WCU currently offers a master's degree in clinical psychology and a specialist degree in school psychology. Those two degrees will satisfy prerequisite requirements for the new doctoral program.
- [Teacher Education programs](#)
- **Initial Licensure**
 - Birth-Kindergarten
 - Elementary
 - Inclusive Education
 - Special Education
 - General Curriculum, Adapted
 - Middle Grades
 - ELA, Math, Science, SS
 - Health and Physical Education
 - Secondary
 - English, Math, Science, SS
 - Art
 - Music
 - TESOL (add-on)
 - AIG (add-on)
- **Advanced Licensure**
 - Elementary
 - AIG, Literacy, STEM
 - Middle Grades
 - Literacy, Math, STEM
 - Special Education
 - AIG, Mild-Moderate, Severe/Profound
 - Secondary
 - Biology
 - English
 - SS
 - Professional Education programs
- **Administrative**
 - School Administration ([M.S.A./P.M.C.](#))
 - [Educational Leadership](#) (Ed.D.)
- **Student Services**
 - [School Psychology](#) (S.S.P.; Psy.D.)
 - [School Counseling](#)
 - [School Social Work](#)
 - [Speech Language Pathology](#)
- Elementary/Special Ed Licensure test change, *effective April 6, 2019*
 - **Math—Pass one of the following:**
 - [Pearson General Curriculum Test 203 Mathematics Subtest](#)
 - [Praxis Test 7803 – CKT Math Subtest](#)
 - **Pearson Multi-Subject Subtest no longer required**
 - [Pearson Test 090 – Foundations of Reading](#) continues to be required.
- edTPA Requirement
 - edTPA is currently a requirement for completing Intern II and **will be required for licensure in NC starting Fall 2019.**
 - Reviewed scores previous semesters

- Looked at scores on Task 1, 2, & 3
 - Patricia asked for input from committee about how to improve Rubric 13.
 - Scott Rhodes mentioned that students need more guidance with planning and creating formative assessment to drive instruction.
 - Jake Buchanan mentioned that from his experience both novice and experienced teachers struggle.
 - Another suggestion was the use of standards-based grading. With the use of this you are better able to break down standards and prioritize.
 - Patricia also suggested that maybe it is because it is later in the edTPA and students are not taking the time go back over it (time factor)
- OFE News & updates
 - [Field Experience Descriptions Handout](#)
 - Liaison Visits
 - Professional Development Day & Career Fair – Spring 2019
 - New Orientation for Intern IIs
 - District Information Day for Pre-Interns (before Intern I)
 - Amanda requested feedback from the group in terms of whether or not districts would be interested in participating.
 - All were in agreeance that they would be interested in attending.
 - Question – Rational for not being placed at same school where the student completed their early field experience.
 - Amanda responded that it is typically more beneficial for students to visit schools

Discussion: Clinical Partnership and Practices

Reviewed CAEP Standards – highlighting Standard 2

- [Standard 2 Clinical Partnership & Practice](#)
 - **2.1** Partners **co-construct mutually beneficial P-12 school and community arrangements**, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.
 - **2.2** Partners **co-select**, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.
 - **2.3** The provider works with partners to design **clinical experiences of sufficient depth, breadth, diversity, coherence, and duration** to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including **technology-enhanced learning opportunities**, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.
1. **Clinical Experiences:** In what ways are our experiences co-constructed and mutually beneficial? What is currently working with our internship (and early field) placement processes? What might be improved?

- For CAEP Accreditation evidence is needed that OFE and districts are working together to CO-SELECT our clinical educators. The process is currently a more ask and receive model. How can we improve this process?
 - o Responses: (FOR INTERNSHIPS)
 - Communication is key
 - The more information that OFE can provide to the CEs, the better “fit” the schools can provide.
 - Idea of giving student personality surveys to try to insure CE-Intern compatibility
 - Interns providing their interests in working with extracurricular activities
 - Student requirements for each internship – making sure that CEs are in full understanding of those requirements.
 - Student Interviews – some school districts do, some do not – but encouraged and supported by WCU
 - o Another question posed – What will be beneficial? Is the resume student complete enough?
 - Students could write up a personal statement about why they want to teach and a little overview of themselves.
 - Students provide their Philosophy of Education
 - Students could create a 3-minute video – introduction, philosophy, passion, snapshot of who they are to provide to schools.
 - o EARLY FIELD EXPERIENCES
 - Suggestion from OFE: For districts that coordinate with WCU through one central liaison, to better improve the timeliness of that process, perhaps you could survey your teachers to see who are interested in hosting early field experience students, even interns, if interested.
 - OFE may contact districts and ask for specific schools to meet our Diversity Requirements.
 - OFE has implemented a new QR Code system for students to log-in and out at their host schools.
 - Note was made that OFE should inquire with districts/schools about specific requirement for hosting students.
 - Some districts require additional criteria to be a CE or host EFX.
 - o Ex. Have to have mentor training, not just changed grade levels, typically have to have at least 3 years’ experience teaching in same grade level.
2. **Clinical Educators:** Our goal is for partners to co-select, prepare, evaluate, support, and retain high-quality clinical educators. What are we doing well in this area? What might be improved? How?
- Probably going to have to create an “application” process. Keep it simple.
 - o We will need feedback on this process and welcome it!
 - We all have to work together to make potential CEs see hosting students as a BENEFIT to them. We have to recruit them.
 - o How do we do this??
 - Promote being a mentor
 - See it as an opportunity to bring teachers to your district
 - Promote the idea that 2 teachers in the classroom is better than one! Opportunities for co-teaching.
 - Make sure CEs know expectations
 - Some CEs think still might think that they have to leave the classroom (old school)
 - Promote the idea that they can co-teach

Next Steps

Meeting Schedule (hold the Dates):

September 30th