School of Education
May Marathon
May 12th and 13th, 2015

Review of goals:
• Receive permanent approval from DPI to deliver the superintendent’s license through the Ed.D program. Completed
• Restructure the M.Ed. Program in Special Education (5th Year/Adaptive License UG). Completed
• To begin the process of preparing for CAEP 2016 Visit. Completed
• To write the CAE Self-Study Report due 7/22/16. In Progress
• Complete two Faculty Searches. Completed (Dr. Allen from Fayetteville State University, working with Don and Barbara) (Second STEM elementary position, Dr. Tess Hegedus, joining Shirley teaching undergrad/grad classes)

Course evaluations
• Dr. Tillery will review and then give evaluations to Department Chairs. Questions/Concerns can be directed to Dr. Tillery
• In the new tenure process there will be peer observations completed in class

Office Moves
• Approval for renovation of 113 (Seminar Room) to be converted into Shirley’s office in the back and STEM lab in the front. All lego materials will be moved downstairs making the methods room upstairs more accessible.
• Dr. Allen will be housed with other doctoral faculty
• Any other moves will be addressed individually by Dr. Tillery

CAEP
• UPDATE Vita before leaving and send to Dr. Bowser. Update to include any accomplishments for the current academic year.
• Critical that EACH faculty reads the CAEP self study; all Faculty should know the five standards for CAEP: submission available on the website http://www.highpoint.edu/caep
• In spring ’16 the CAEP reviewers will want to see actual products. In ‘15 Fall Faculty should collect samples of actual student products that support the descriptions that have been submitted. (2-3 examples of each)
• The product doesn’t have to come from the year of record
• Also need MAT products
• In the fall, plan logistically for the spring visit: SOE will convene groups of Stakeholders that they will interview and question (Faculty and Students, student teachers, principals)
• Pay attention to your syllabi: make sure all the components are included
• Turn in Faculty Assignments for CAEP.....answer the 5 questions
NCTQ Review (National Council of Teacher Quality)

- Due in October 2015
- Mostly Handbooks and Syllabi
- This organization is getting the information for submission anyway so HPU will provide necessary information. Give current information (See handout)
- Special Ed department received very high rankings but was based on outdated information
- http://www.nctq.org/siteHome.do

CAEP Standard 3

- Candidate Quality, Recruitment, Selectivity 3.2 Admission Standards
- Assessment Gateway #1: Admission to EPP
- GPA (now 3.0)
- SAT/ACT
- Core Academic Skills (Math Reading, Writing)
- Disposition
- Application/Recommendation and Essay
- Why are we asking students to write it, who reads them and what is done with the product. Should we at least rate it and get data?
- Drs. Cavendish and Albritton: Rubric was developed; essays were scored Emerging/Developing, Proficient, Accomplished. Rubric was found to be a reliable method of measurement

Plan/Follow Up for Essay

- Students in 2015-16 will be given the rubric and two words “Grammar Counts” will be emphasized
- Through the Praxis I tests score and Emerging/Developing scores on the rubric, students will be “flagged”
- Flagged student has to keep/submit a portfolio of successfully edited coursework that would demonstrate mastery of grammatical conventions as part of a junior year review
- The results from 15-16 will be compared to the scores/essays gathered in 14-15

Doctoral Research Study: Cohort 1, Don Martin and Dustin Johnson

- Do our gateways produce high-quality candidates during the final phase of the program? (Midterm Student Teaching Eval)
- Do our gateways produce high-quality teachers once they are employed? (Principals)
- Do our gateways produce candidates who have an impact on the P-12 learners (TRIPOD Survey Results)
- Sixty-three students
- Six independent variables used in the study
- As the literature suggests, it is hard to quantify the behaviors and skills that are required to train an effective teacher
- GPA in the fall of the senior year is the most highly correlated of the six independent variables with the mid-term student teacher rubric. The
assessments of the course work from many HPU professors contribute to the cumulative fall senior year GPA. Clearly the performance of student teachers in their courses is a predictor of student teaching success, and cohort 1 found that affirming for the HPU teacher education program

- Found that 6 variables that were looked at accounted for 22% of the variance. Two most significant are EE3 and senior GPA.
- EE3 is a good predictor of how the student teachers perform in student teaching
- Follow up: Follow the students involved in the study. Good data to respond to NCTQ. What is the data telling us about the quality of our students. There are many ways that this initial study could be used/built upon.

Future Planning SOE 2016

*Because we are in the middle of accreditation, we will not make any significant changes in the upcoming year*

**Elementary Ed (See handout)**

- Required Minors?
- More focus on ELL?
- Students going to other states may have to take additional courses for licensure
  - Elementary Teaching Majors Option (student would have a particular focus)
  - Elementary Minor Model: Seek a minor in one of 3 areas (ESOL, AIG, EC)

**Middle Grades Education**

- Only one Concentration?
- Not enough time in the field and Have to have two content areas: areas of concern.
  - Single Major, Minor Option 1: focus on 1 content area and one minor content area
  - Single Major, Minor Option 2: Student would complete a major in a content area and a minor in ESOL EC, AIG
- HPU weakness in area...possibly not doing enough in the area of ELL; Taken the courses that have been deleted and embedded the criteria into other courses. Dr. Tillery would not be opposed to creating an ELL minor or an ELL course.

**Ed.D Program and Concentrations**

- Administration (Superintendent’s License)
- C&I
- STEM? Courses from Health Sciences
- Higher Ed?
- What else can we do in the doctoral program...add additional concentrations UNCW has three concentrations: Administration (superintendent) Higher Ed (Community Colleges etc) and Curriculum and Instruction. Can we expand and attract a broader base of students?
- STEM? School of health sciences...we have potentially a whole set of courses in that school that could lend to a doctorate in STEM education
**Education Studies Major** (currently have a minor) EXPAND?

- Liberal Studies Based?
- Entrepreneurial Based?
- **Recognize the challenges and develop practices and policies that are sustainable and outside the box**

**CAEP Standard 3**

- Talks about “recruitment…” Tillery comments about the need to create ways of recruiting a diverse student body.
- Allie Blosser, Barbara Leonard, and Teresa Owens present about recent developments in the area of recruitment and diversity.
- Task of the group: to incorporate any faculty feedback, to develop a timeline for implementation of the plan, and to survey faculty for revisions.
- Owens and Blosser comment on the university’s diversity statement vis a vis the SOE vision and CAEP standards.
- Three goals: recruitment, preparing teachers for 21st century classroom diversity, and promoting fields that are in high demand.

Feedback received from TEC is incorporated into the current plan draft. Owens requests any further suggestions to be submitted by the SOE faculty.

- Diversity subcommittee has been formed. Those names are presented. Tillery comments on the role/fit of each member. The only member not yet identified is the public school representative. This member will most likely be a current public school member of the Teacher Education Council. (Dr. Melissa Nixon?)

- Owens and Blosser comment on “Task 2,” developing a timeline for plan completion. Hosting a themed dialogue related to local diversity, collaborating with Service Learning classes and members of the local community.

- Suggested topic, “The Effect of Poverty on Students.” Guest speakers, and including SOE faculty as focus group leaders/facilitators. Tarara notes that the program would fit in well with the Common Read theme, Just Communities. This would be a good program for FYS/ENG 1103 classes to participate in.

- Further discussion about the logistics of coordinating this program with Common Theme programming.

- Mallory mentions another potentially helpful speaker. She will send Owens contact information. “So, are you all okay with this theme for this year?” Blosser asks. Consensus, yes.

- Blosser identifies four other universities with strong diversity-focused Teacher Education programs.

- Proposes that members of our SOE visit those programs to gather information and meet with people on those campuses.

- Further discussion of gathering information from other institutions. Blosser comments about diversity in our current graduate programs.
• Tillery returns topic to “visiting schools.” Faculty monitoring those visits would need to be members of the diversity subcommittee who are in the SOE.
• Owens asks if there is any other feedback on the proposal, then comments on the SOE faculty survey. The results of the survey will be used for further plan revisions. Blosser comments on the nature and uses of the survey.
• SOE Faculty complete the online survey

**Junior Year Review**
**Gateway #2**

• Junior Year Review Rubric: Space for an intervention plan is available on the back of the form
• Candidates are notified about the junior year review process during sophomore year prior to their application for admission into the educator prep program
• Candidates who have been admitted into the ed prep program are reminded of the junior year review during the mandatory junior level meeting held each spring
• During April and May Junior year review is conducted
• Any concerns are addressed by a plan of improvement that is reviewed again in the fall semester of the senior year
• Student teaching can be delayed or possibly recommended to TEC for dismissal
• Review of individual juniors who have been flagged at this time
• Discussion about students finishing evidences in a timely manner. Important to know about any struggles as early as possible since in some instances the student can be delayed an entire year.
May Marathon
May 13, 2015

Owens teaching 1200
Cavendish:NCAEE
CEC: Summey
Tarara: TOT

During the afternoon session there will be two meetings, Dr. Vess will lead one and the other is information on advising student organizations

School Garden Proposal
• HPU School Garden: Dr. Leonard and Rosie Tarara Dr. Mallory serves on the Garden committee at HPU
• Schools that were involved are Allen Jay, Johnson Street, Montlieu, Shadybrook are the schools that were contacted and participating
• School garden, living classroom. This would enlarge SOEs footprint on campus and meet many NC essential standards
• Partnership with a school for a year round with the garden: seed to table; individual field trips with multiple schools, summer programs...
• Raised beds, container gardens, vertical gardens: proposed area is beside/beyond the dumpster in the back of the SOE. Revision the back patio area of the SOE...incorporate benches/tables to evolve it into a study/work area
• Faculty likes the idea of a vertical garden to enhance the dumpster area
• Vess suggested that Rosie explore program that is in place at WCU...integrating HPU classes in the development and sustaining activities
• Dr. Leonard: in two to three years the HPU farm may add additional resources to grow this idea
• Next steps Rosie and Dr. Leonard to work on next steps. Mallory (on the garden board at HPU with Mrs. Quebin) this idea is exactly in line with her vision
• Eagle Scout projects (podium outdoor teaching area), TOT involvement

Intro to Teaching EDU 1200
• The number 2 major at HPU is Undeclared. We are being asked to think of innovative strategies to increase enrollment since teacher ed enrollment is on the decline (also a national issue)
• Study being done now at the university that is looking at programs with low enrollment: Strategies for SOE need to be developed: Undeclared majors is a group of students to draw from
• Make a more deliberate effort to target the undeclared majors: EDU 1200 has approx. 10% students who are undeclared
• Tillery proposes: EDU 1200 section in the spring that is specifically designed for the undeclared major. Tillery also proposes that we have Informational Sessions two to three weeks prior to registration that would be designed to increase interest and students interested in SOE. Include peer mentors.

• Contact Dr. Lynn Murray over the summer also Angie Kinsey...they would attend the Fall informational sessions. Vess suggests that we have groups within the informational session that would allow undeclared students to make a contact within SOE. Tarara suggests that SOE meet with all the academic coaches. Include not only undecided and all the colleges of arts and sciences to get content area majors that might want to teach.

**Tenure and Promotion SOE Guidelines Presentation Dr. Vess and Albritton**

• Discipline specific guidelines

• Teaching, Scholarship and Service are the three areas. SOE proposes that that the area of Scholarship includes Clinical Partnership. A shift from service to Scholarship.

• Publications: generated lists by department and area of journals by category _ Premier, Significant Influence, and High Influence. A formula will be created of the recommended number of publications for each level for Tenure as well as promotion to full professor. Lists may be reviewed and revised by faculty to reflect new hires in specialty areas and changes to journals over time.

• Presentations of scholarly work: tiers similar to tiers for journals Three tiers

• Service: clinical partnerships only : aligns with CAEP Standard 2 language

• Parameters for clinical partnership: written and signed MOU between SOE and school or district, clear goals, clear outcomes for both parties involved, clear plan for evaluation, Faculty will be encouraged to use these clinical partnerships as the foundation for research publications or professional presentations.

• Grant applications including funded and unfunded would be included under scholarship.

• Service would be divided into two tiers with the expectation that service will occur at both levels, but service activities in Tier one will be weighted higher than service activities in Tier 2.

• Feedback from Faculty: Mallory questioned where service to professional organizations would fall. Tillery: Leadership role in the organization.

• Serving on doctoral committees, serving in a leadership role in a professional organization, hosting a conference. Discussion among faculty about activities that would count for Tier 1 and Tier 2 activities. Dr. Vess taking notes about specific Tier ½ activities.

• Deans present the discipline specific guidelines to the provost at the end of the July...there has to be equity across the University.

**Crisis Prevention Institute Training**
• Dr. Vess will attend Train the Trainer in the Fall. She would like to offer this to our students
• Incorporate into the second behavior management class
• Propose to offer a 411 (one hour credit) for CPI training
• Propose to offer the training to partner school systems

IHE Performance Report
• Speaks to our collaboration with school systems.
• Faculty should send information on any partnerships/collaborations with schools

Faculty To Complete:
• Complete/turn in CAEP assignments as appropriate
• Update Vita
• Send information on IHE involvement