Evidence Standard 2.2

Recommendations of the subcommittee on the clinical educator quality includes the following evidence:

1. Minutes of Teacher Education Council, March 14, 2014 – establishment of committee
2. Minutes and recommendation of the committee – June 4, 2014
3. Minutes of the Teacher Education Council, August 22, 2014 – approving recommendation
4. Policy (approved recommendation) which is attached to all requests
5. Letter to HR which includes the policy attachment
MINUTES

Teacher Education Council Meeting

March 14, 2014

Members Present: Mariann Tillery, Barbara Leonard, Tom Albritton, Sarah Vess, Debbie Linville, Debbie Albert, Teresa Parker, Rick Overstreet, Martie Bell, Teresa Owens, Rosie Tarara, Benita Van Winkle, Niky Hughes, Shirley Disseler, Dustin Johnson, Leslie Cavendish, Lisa Horne, Tracy Collum, Jane Bowser, Caroline Stalvey (Student), Trent Vernon, Susan Allen, Wendy Klutz, Jamal Crawford, Ashton Clemmons
Absent: Adam Graham-Squire, Paul Ringel, Don Martin, Vernon Farrington, Barbara Mallory.

MT (Dr. Tillery) comments on CAEP Accreditation issues related to Spr 2016 visit. 2014-15 is our “year of record.” We chose Standard 1, “Candidates...knowledge, skills and professional dispositions...” as our standard of selected focus for CAEP review. MT explains ways in which we have increased our strength in this area. One of these changes is the consideration of raising our required GPA for program membership to 3.0 (NC requires 2.5, and we currently require 2.75).

BL (Dr. Leonard) leads discussion of raising the GPA requirement to 3.0 and its impact on our current students (meaning, just for illustration purposes, IF we were currently using that standard, which of our current students would no longer be eligible? Note: any actual changes would not apply to current students who were admitted under the lower GPA requirement). MT explains our current policy for responding to students whose GPA’s are close enough to consider provisionally. If our current data is correct, raising the cutoff to 3.0 would eliminate about 5% of the students who are going into our teacher education programs.

MT: One option for today is to have the discussion and vote this morning, pending any changes that may result from the discussion that the Deans have with SDPI personnel in April. Getting the change into our catalog by next year would have it ready by our “year of record.” This change would apply to the freshmen coming in that year.

Bell mentions the maturity of incoming freshmen affecting their GPA. Vess mentions asking freshmen coaches to recommend that prospective EDU majors taking their supporting courses in the sophomore year, not the freshman year.

MT asks for a motion to raise the GPA to 3.0 required for students to be moved into the Teacher Education Program. Bowser and Horne make the motion. Disseler and Van Winkle second. Motion approved with 2 abstentions.

BL presents information about Pearson Evaluation Systems, a test publication company seeking to form two panels of 20 NC Educators who will participate in a standard setting and item validation conference. Tests focus on reading foundations and general curriculum, and Pearson is seeking volunteers to staff those committees.
BL also explains formation of two other committees, one for the purpose of reviewing policies for selecting cooperating teachers, the second to look at evaluating the data used to evaluate compliance with CAEP Standard 1.

Vess comments on the formation of a licensure area in ASL. Vess is developing relationships with potential faculty for delivering that program. Also, changes to the Special Ed major would add an Adaptive Behavior license. This change would add an undergraduate licensure area that is aligned with our master’s program (which is focused on Adaptive Behavior). That alignment would allow for the development of a 5th year program in Special Education.

MT announces that we got EPC approval for the Ed Studies minor. The longer range goal is to expand that minor into a major. MT updates with announcements on the doctoral programs in Education. Administration area now, looking to expand into other areas. Announces goal for creating a lab school within the SOE. Announces the retirement of Lisa Horne, and the hiring of Dr. James Davis. Announces the upcoming wedding of Dr. Martie Bell.

Students excused, and Council moves into Executive Session:

BL presents names for consideration for admission to the Teacher Education Program.

Two lists: one, all requirements completed; need to complete 2000-level courses currently underway.

BL invites a motion to approve both lists. Tarara moves; Bowser seconds. Vote unanimously to approve.

Meeting adjourned.

Respectfully submitted,

[Signature]

Thomas Albritton
Minutes

June 4, 2014, 9:30am

Committee for Cooperating Teacher Selection Policies

Members attending: Susan Allen [Director of Field Placements]; Dr. Barbara Armstrong, Human Resources Director, Thomasville City Schools; Ms. Wendy Klutz, Director of Human Resources, Davidson County Schools; Dr. Barbara Leonard, Associate Dean

Discussion of Qualifications for selecting Cooperating Teachers

Possible policy statement:

Contact for placing HPU student interns for Internship I and Internship II begins with the Human Resource Department in the requested school systems. All approved placements will be sent to the University from the Human Resource Department upon the administrator's endorsement.

The guidelines for selection of cooperating teachers as agreed between the Human Resource Officers and High Point University School of Education for Internship placements are as follows:

Cooperating teachers must
1. Have been in the school district for a minimum of 2 years [Guilford Co. requires 5 years]
2. Have an SP II license or career status by the beginning of the Internships.
3. The license must be in the area the student intern is applying for a license.
4. Have approval of the appropriate administrator with the following qualifications:
   a. Administrator recommendation based upon the teacher’s evaluation [checking if teacher is on an action plan]
   b. Nurturing and mentoring personality
   c. Teacher leader

The Human Resource officer, administrator or cooperating teacher may request a change in placement before Internship II begins. Notification of change should occur by November 15 if possible.

Discussion continued about the use of value added data. The third year of the data is not due until the end of the next school year so the committee did not recommend its use at this time. There was also discussion about the use of a co-teaching model for student teaching that may allow for more placements with good teachers especially at the high school level.

The committee decided that the discussion about departmentalization at the K-5 level may need to occur with a different group composed of a principal and cooperating teachers. Thomasville and Davidson Co. do not departmentalize their elementary grades.

[Signature]
TEACHER EDUCATION COUNCIL
August 22, 2014

Members Present: Tillery (Dean, presiding); Leonard; Linville; Disseler; Summey; Tarara; Parker; Van Winkle; Martin; Mallory; Owens; Davis; Bowser; Graham-Squire; Vess; Allen; Albert; Johnson; Overstreet; Khan (grad student); Vernon; Cavendish; Ringel; Antignano; Mendelson (undergraduate student); Crawford.

Not present: Hughes; Klutz; Armstrong; Bell; Christina; McCabe (grad student)

MT: Welcomes the Council back and offers introductions.

[Council members introduce themselves]

Disseler conducts short LEGO activity to illustrate individual differences, collaboration, and creativity.

MT comments about the purpose, role, and function of the TEC. Comments about upcoming accreditation visit and explains the role of the TEC in that process. This is our year of record; "everything that we do this year is what we will be considered by" when the accreditation team is here. Self Study is due in July, 2015. Team meets specifically with the TEC (minus the Dean) when they are on campus. We are using new standards from the previous accreditation. NCATE has merged with another accrediting agency, and now we will be accredited by CAEP. We are considered a pilot group because we are among the first schools accredited by the new standards. The standard that will be the greatest challenge is Standard 4, that we have evidence that we are making a positive impact on P-12 students. They want not just information on our graduates, but also data on P-12 children sitting in a classroom, which is more difficult to access. MT invites ideas from the Council for gathering that data.

MT provides an update and highlight of recent activity within the School of Education. Dr. Cavendish received a grant this spring for a Reading Clinic using Oak Hill Elementary students; Dr. Bowser received a grant to work with Thomasville City Schools on a STEM initiative. Dr. Graham-Squire was heavily involved with that project. Dr. Disseler received a LEGO grant to showcase our LEGO education program. She worked in collaboration with the School of Communication to produce a video for promoting that program. Principal of the Yr.; Rookie Teacher of the Yr. and Teacher of the Yr. in Lexington City Schools are all graduates of our program. Dr. Linville coordinates the program that they graduated from. The Ed.D. program was approved for membership in CPED; getting ready to admit 15 new students in the Ed.D. program, which brings our total now to 57. Dr. Farrington resigned over the summer, and he was integral in developing our Ed.D. program, and MT expresses her appreciation for him and wishes him well.

BL comments on minutes from a committee which met over the summer (Committee for Cooperating Teacher Selection Policies). Motion invited to approve the list of guidelines presented from that meeting (see attachment). Motion to approve; seconded; discussion; concern expressed about the
requirement that a cooperating teacher must "have an SP II license or career status". That item was removed from the guidelines while the issue is under study. With the deletion of that item, and the charge to study this item further before reconsidering adding it, the vote is called for, and the guidelines are approved.

Vess comments on changes to the Special Ed major, including a proposed addition of the "Adaptive" license track. The Blueprint for this new license is "about done," so Vess requests a motion to approve adding this track. Motion made, seconded, discussed, approved.

MT asks (on behalf of Don Scarborough) whether anyone on the Council has heard of the "Say 'Yes' to Education" program. Members discuss several initiatives, though no clear sense of or agreement about which initiative is the one that Scarborough is referring to.

Martin announces that the National Teacher of the Year will be possibly able to come to HPU for a visit/presentation in the Spring, '15.

Student members are dismissed in order for the Council to move into Executive Session for considering newest applicants.

BL distributes sheets with applicant lists and conducts a consideration of the candidates. Presents the list of those who are fully ready, and calls for a motion to approve. Motion, second, discussion, approved.

BL presents a student who is being dismissed from the program. Her GPA has dropped below the requirement for remaining in good standing in the program, and her grades in EDU courses are persistently at the level of D and F. BL asks for the motion to approve the dismissal. Motion, second, approved.

Next meeting, October 31, 2014.

Meeting adjourned,

[Signature]

Thomas Albritton

TEC Secretary
Attachment: Policy of the School of Education, High Point University for Placement of Student Teachers

Contact for placing HPU student interns for Internship I and Internship II begins with the Human Resource Department in the requested school systems. All approved placements will be sent to the University from the Human Resource Department upon the administrator's endorsement.

The guidelines for selection of cooperating teachers as agreed between the Human Resource Officers and High Point University School of Education for Internship placements are as follows:

Cooperating teachers must
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2. Have career status or five years of successful teaching by the beginning of the Internships.
3. The license must be in the area the student intern is applying for a license.
4. Have approval of the appropriate administrator with the following qualifications:
   a. Administrator recommendation based upon the teacher's evaluation [checking if teacher is on an action plan]
   b. Nurturing and mentoring personality
   c. Teacher leader
   d. Teacher demonstrates a positive impact on P-12 student performance

The Human Resource officer, administrator or cooperating teacher may request a change in placement before Internship II begins. Notification of change should occur by November 15 or April 15 if possible.

Note: Internship I is a pre-student teaching experience. Many student interns remain with the same teacher for Internship II which is the full time student teaching experience.

Approved by the Teacher Education Council, August 22, 2014
April 15, 2015

Dr. Barbara Armstrong  
Director of Human Resources  
Thomasville City Schools  
400 Turner St.  
Thomasville, NC  

Dear Dr. Armstrong:

In an effort to select, support and retain high quality clinical educators, the School of Education is committed to partnering with your school system in selecting our cooperating teachers. Attached is the policy of the High Point University School of Education in regard to the placement of student teachers.

The student teacher application is enclosed. Please consider assigning the student listed on the attached chart to a student teaching internship for the Fall Semester 2015. We would appreciate your verification of the placement as soon as possible. The University Supervisor will arrange introductions, orientation, and close supervision during the internship. Please forward a signed copy back to Tammy Hines via fax (888-6334) or email thines@highpoint.edu.

We greatly appreciate the relationship we have with the Thomasville City Schools. The cooperation of teachers and administrators in sharing their commitment and skill is critical to the success of our Educator Preparation Program.

Sincerely,

Barbara B. Leonard, Ed.D  
Associate Dean

Enclosures
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