COUNCIL FOR EDUCATOR PREPARATION

**Minutes for November 9, 2020**

**Via Teams at 3:15 p.m.**

The third meeting of the Council for Educator Preparation for the 2020-2021 academic year was held Monday, November 9, 2020 via Teams at 3:15 p.m. Members present: Kimberly Anderson, Susannah Berry, Ashley Cannan, Charity Cayton, Patch Clark, Bethann Cole, Bernice Dodor, Holly Fales, Nanyoung Kim, LCSN-PCS-Maurice Harris, Laura Levi-Altstaedter, Rhea Miles, Dan Novey, Mikkaka Overstreet, Jeff Pizzutilla, Chris Rivera, Dawn Shelton, Nicole Smith, Rita Soulen, Julie Stanley, Student Reps-Jaya Batchelor and Ben Rollins, Cynthia Wagoner, Stacy Weiss, Kevin White and visitor Monisha Atkinson. Absent were Vivian Covington (Chair), Art Rouse and Christy Walcott.

### Approval of Minutes October 12, 2020 Meeting

A motion to approve minutes of the October 12 meeting was made by Chris Rivera and seconded by Susannah Berry. Minutes were approved.

### Announcements

Charity Cayton, Vice-Chair presided over the meeting in the absence of the chair, first absence since 2003! Jaya Batchelor, UG Student representative was introduced.

**Standing Update from the Office of Assessment, Data Management and Digital Learning**

Holly Fales, Director, gave the following updates.

**edTPA** **Update**-The first batch of scores for edTPA were received and our candidates (Traditional Elementary/PE) performed well. Out of 42 scores, only one retake was needed due to low scores and there was one incomplete score due to condition code that is being resolved with a Pearson supplied voucher. Thirty-five out of the 42 candidates submitted virtual learning evidences, so they were able to overcome challenges and succeed with this model. Twelve out of 95 undergraduate candidates opted out this semester, citing a preference for face-to-face instruction or challenges with the virtual environment as rationale for opting out. ERM has proved to be more challenging with edTPA completion and 52 out of 194 (27%) candidates have opted out this semester in hopes of being able to complete in the spring with more success. The majority of ERM candidates cited challenges with the virtual environment as their rationale for opting out as these candidates are working throughout the state with varying instructional models. Sarah Sconyers has done outstanding work in supporting these candidates and faculty members in this process and she is sharing information directly with edTPALs on all processes and updates. She has also developed two continuing education courses for edTPA support that candidates can opt to take if they have completed coursework here.

**Digital Learning Update**-Her office will email in January information about the process for requesting access to Teaching Channel and Atlas. OADD is working to simplify the process and provide additional supports and professional development to faculty for these tools. Mursion is an outstanding option for immersive simulations, bookings are first-come, first-serve so faculty can begin booking for Spring now. They will also reach out to see if there are faculty that are willing to share how they have incorporated these tools as alterative field experiences.

**CAEP Update-**Narrative writing and evidence packets are in progress now. OADD has been working on Standard 5 quality assurance and will turn next to Standard 4-Program Effectiveness and Impact. The Assessment and Accreditation committee will meet November 10 to review this and to begin working on Exit Survey revisions to ensure they align with standards and it can be validated.

**Revised Dispositions Instrument and Process**-The Eval and Planning Committee members have completed scoring for training scenarios. Results have been pulled and the group will finalize consensus scoring for this in the near future. Dispositions training will be developed and will be offered online December-January for faculty piloting the new instrument. The new dispositions process and instrument is a large evidence of continuous improvement for CAEP.

**Standing Update from Office of Clinical Experiences & Alternative Licensure**

Nicole Smith, Lead Coordinator gave the following update:

November 10 is the early release date for Fall 2020 Intern IIs. No edTPA is required for Fall 2020 only. Interns are to have a preponderance of evidences from observations prior to being released. During the fall 2020 semester, University Supervisors were going back to change ratings on the CPAST in order for the candidate to meet Early Release requirements based on their CPAST ratings.  For future semesters, OCE will be asking the US to communicate with interns after observations if they are or are not eligible for Early Release to minimize the confusion.

Holly noted that she had received Taskstream requests for changes in ratings and assumed errors were being corrected. CPAST should show as trained or we run into fidelity issues.

The first round of Intern I placements for Spring 2021 was November 2, 2020. The second round will be January 19, 2021. Face to face placements are preferred as first option, but understand if that is not possible.

November 16 is admissions deadline for undergrad post baccalaureate students. Alternative Licensure Office registered 600 students Friday.

The Licensure seminar for Intern IIs will be done as in Spring 2020 through emailed, narrated PPTs. This should be done the first week in December.

**Old Business**

Comments from Dr. Covington. Please share with program areas.

**Spring 2021**

Intern Supervision

All Intern Supervision will be remote via GoReact. No travel will be paid. USs for spring should enroll in the US Canvas course administered by OADD.

Early Field Experiences

There will be no sophomore or junior practica placements in schools. There must be *documented alternative assignments* as the law (SB599) requires early field experiences each semester of the program. There has been no action by the NCGA to change this; therefore, we must document what is done - in syllabi, in assignments, etc. Through OADD, faculty can be given access to Teaching Channel, Atlas, and Mursion for use and documentation of alternative assignments.

Internships

Proceed as in fall 2020. Intern Is and IIs are required to do what their assigned CT is required to do. All candidates must remain in the vicinity of the Internship assignment for the duration of Intern I and II, regardless if ECU remains on campus or goes fully online. We cannot predict what schools will do. The Waiver of Liability will be required. Spring 2021 and forward, methods instructors are *strongly encouraged* to make one of the three required Intern I lessons be a remote instruction lesson as interns need to learn to plan lessons, engage students, and assess in remote environments.

Coding of Internship Courses

College of Education must code all UG Internship Courses as on campus 008 sections, unless candidates are in an *approved fully online program,* of which only Partnership Teach (ELEM, MIDG, SPED GC AC) are approved for fully online instruction. Double check with your departments to be sure this is being done. This created a billing nightmare and many complaints in the fall. Programs outside the COE may do something different.

edTPA and Licensure Testing

We will return to requiring edTPA (no opt out options) in the spring. Candidates in virtual environments need to get their VLE forms in early. We will return to requiring all licensure requirements be met before a recommendation can be made. We may need to revisit allowing candidates who have jobs in place to be recommended without passing tests and/or edTPA, if the council chooses.

The state is now reporting pass rates in 3-year cohorts (includes edTPA now, too), so by year 3 of employment our candidates are doing well. And, even if we don’t recommend, they count toward our pass rates. Please share the data below, discuss with depts. We will vote in Jan. for the spring 2021 candidates. It is helpful to OEP record keeping and to LEA partners to recommend with employment, but we will do as the council decides.

* **2015-2016 Completers (510), Employed *in NC* 2016-2017 (356)**
* 2016-2017 Pass Rate 84% (323 test takers)
* 2017-2018 Pass Rate 93% (337 test takers)
* 2018-2019 Pass Rate 95% (342 test takers)
* **2016-2017 Completers (655), Employed *in NC* in 2017-2018 (507)**
* 2017-2018 Pass Rate 77% (433 test takers)
* 2018-2019 Pass Rate 88% (476 test takers)
* 2019-2020 Pass Rate 91% (479 test takers)

**New Business**

Currently, it appears that we can forgo the December 14 meeting. This will be confirmed at the end of the semester. Keep the January 11, 2021 date on the calendar.

**Standing Committees**

Curriculum – Covington is serving as chair currently, and Charity Cayton reported that the committee met October 28, 2020 and approved the six following changes. Each were voted on separately.

1. The Department of Psychology submitted proposal to revise the **MA-Psychology**, **CAS-School Psychology**, by revising six existing courses PSYC 6327, 7431, 7442, 7950, 7951 and 7992 and create one new course, PSYC 7443 - School Interventions II.  The proposed changes are to better separate foundational psychology courses from school psychology specialty courses. There are no changes in the overall credit hour requirements for the MA or the CAS.

Cynthia Wagoner moved to accept and was seconded by Chris Rivera.

1. Kinesiology submitted a proposal to create four new residency courses with modifications: KINE 4601 Planning and Instruction in K-12 Physical Education (3credit); KINE 4602 Assessment and Teaching Diverse Learners in K-12 Physical (3 credit); KINE 4691 Residency I (3 credit) and KINE 4692 Residency II (3 credit). Dr. Ko will update and send to Dr. Covington.

Rhea Miles moved to accept and was seconded by Jeff Pizzutilla.

1. MSITE proposed changes to the MAEd in Mathematics Education in each of the three concentrations to reduce course substitutions, respond to student preferences, and more clearly list courses currently offered. *Elementary Concentration*, deleting MATE 6120, 6130, 6140, and 6391; *Middle School Concentration*, deleting MATE 6120, 6130, and 6140; adding MATE 6223, 6265, and 6323; *High School Concentration*, deleting MATE 6110, 6120, 6130, 6140, and 6150; adding MATE 6223, 6265, and 6323; adding the following statement: “Up to two additional MATH courses from the *Mathematics for 9-12 Teachers* section”. Course deletions and additions to the Mathematics for 9-12 Teachers section: Delete MATH 5132 and 5774 and add MATH 5002, 5322, and 5581.

The request is to move the Business Information Technologies Education (BITE) courses from the College of Education's Department of Interdisciplinary Professions to the college's Department of Mathematics, Science and Instructional Technology Education (MSITE). With the closing of BITE as a degree-granting program and by mutual agreement, the two departments agreed to move the BITE courses offered as electives and requirements in other programs of study to MSITE's Instructional Technology program.

Patch Clark moved to accept and was seconded by Cynthia Wagoner.

1. The faculty in the Department of Interdisciplinary Professions (IDP) proposed changes in the Counselor Education program to assign permanent course numbers to some courses that had been traditionally offered under the COAD 6003 elective course, Special Topics.

COAD 6417, Creativity in Counseling; COAD 6418, Diagnosis and Psychopathology in Counseling;

COAD 6419, Family, School, and Community Partnerships in a Global Context; COAD 6420, Integrated Behavioral Health in Rural Settings and COAD 6421, Counseling English as a Second Language (ESL) Families

Old prerequisites were removed on 17 courses and new prerequisite “course limited to admission into the counselor ed program or permission by the Program Coordinator.”

Chris Rivera moved to accept and Jeff Pizzutilla seconded.

1. The College of Education requested to remove the MAEd page from the Graduate Catalog. The seven teaching areas listed below are revising their own MAEds and will submit separate, individual packages later as the MAED umbrella is not actually part from the UNC system. Credit hours are reduced to be competitive with other programs.

Curriculum and Instruction, Elementary Education, Instructional Technology Education, Middle Grades Education, Physical Education, Science Education, and Special Education.

Chris Rivera moved to accept and Jeff Pizzutilla seconded.

1. LEHE Proposals –MAEd in Curriculum and Instruction

This degree has been moved online and proposed adding program area concentration of Birth-Kindergarten in collaboration with History Ed and College of HHP-Dept of HDFS (Fall 2021). The key item is the reduction of credit hours from 39 to 33 and reduction of course substitutions, modify required core from 12 s.h. to 9 s.h. (EDUC 6480/EDUC 6482/SCIE6500 will no longer be required, but may be taken as electives), reduce concentration hours from 27 s.h. to 24 s.h., expand elective course offerings in English Ed and History Ed. Add HIST 6511 as new course in History Ed concentration.

Patch Clark moved to accept and Cynthia Wagoner seconded.

All six proposals were accepted by CEP separately.

The next CEP Curriculum meeting will be November 25, 2020 at 1:00 p.m. Proposals need to be submitted one week prior to the meeting. If a December CEP meeting is *not* held, any proposals may need to be voted on electronically.

Evaluation & Planning – Chair Cynthia Wagoner

Admissions & Retention – Chair Charity Cayton, no report

Policy – Chair Laura Levi-Altstaedter, no report

Chris Rivera moved to adjourn and was seconded by Jeff Pizzutilla. The meeting adjourned at 4:20 p.m.

#### Meeting Dates for 2020–2021 via Teams

December 14 (tentative) March 8

January 11 (tentative) April 12

February 8

Respectfully submitted,

Sherry S. Tripp

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