

REPORT OF THE TEACHER EDUCATION COMMITTEE

Presented at the Faculty Senate Meeting

By

Patricia Wilson, Chair, Education Department

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The role of the Teacher Education Committee is to:

- Examine and evaluate teacher training programs
- Make recommendations regarding changes in the training programs

The composition of the Teacher Education Committee is one elected member from each college, a representative from Land-Grant programs, and two education students. The membership of the 2018 committee consists of: Professor Patricia Wilson, Chairman; Dr. Charles Perdue, Professor Deborah Anderson-Conliffe, Dr. Andrew Schedl, Dr. Renea Bonnett and Adele Thumm. The student representative is Julia Knisely.

Goals for the 2018-2019 year included:

- Implementation of the block curriculum for elementary education majors with all candidates taking a block of classes on Monday, Wednesday and Friday and completing their field experience in the school where they will be assigned for student teaching.
- Working with candidates to assist them with the new requirements for student teaching (Passing the Praxis Content Examination)
- Submitting a request to EPC for addition of three Praxis Preparation Courses— Mathematics, Reading, and Writing (Course Numbers are Education 210, 211, and 212 respectively. This request was approved by the EPC and three new courses were implemented during the Fall 2018 semester.
- Working with department chairs in areas where our candidates experience problems in passing Praxis One (Math and Writing) and Praxis Two (Math and Science).
- Providing personalized orientation for all students enrolled in 200 and 300 level courses with a focus on academic success and WVDE and CAEP requirements.
- Providing personalized orientation for all incoming freshman and transfer students
- Hiring of full-time assessment coordinator for the education department
- Implementation of consistent advising procedures.
- Supporting the implementation of Senate Bill 315 which focuses on the implementation of a demonstration project to assist schools on the west side of Charleston.

- Continuing work on the CAEP Accreditation Report for the Fall 2021 Accreditation Review

Major Changes in the 2018-2019 academic year include the requirement for candidates to pass rigorous Praxis tests in order to progress in the Education Program and to obtain teacher certification through the WV Department of Education. Effective Fall 2018, a new requirement was implemented which required all candidates to have passing scores in their content specialization in order to be admitted to student teaching.

Masters of Education in Instructional Leadership (MEIL) Update:

There are 58 candidates enrolled in the MEIL program with many being WVSU graduates. Fifty-three are from local counties, and the remainder are Learning House. After August 2019, the MEIL program will have graduated 29 candidates in the full degree program. Recently, the program was approved to offer a Superintendency certification in one semester. Currently four acting principals are completing this Superintendency certification.

Education Department Cohort Update:

There has been an increase in the cohort grade point average. Last year's GPA for the cohort was 3.08 while the average for the 2018-2019 academic year is 3.37. Candidates are now required to have passed their PRAXIS content prior to student teaching during the last semester of the program.

The number of candidates accepted as Phase Two Candidates Education 316 was 47 for the 2018-2019 Academic Year compared to 48 for the 2017-2018 academic year. The number of student teachers was 37 for the 2018-2019 Academic Year compared to 49 for the 2017-2018 Academic Year. The decrease in the number of student teachers is partly a result of the new requirement of passing scores on the Praxis Content Assessment prior to beginning student teaching.

Future plans for the department include meeting with department chairs in all content areas to discuss assessment and working with our Cooperating Teachers in our partner schools. A new state policy will be implemented which requires Cooperating Teachers to have a Master's degree, five years of successful teaching experience and an earned rating of "distinguished" on their evaluation. This will have a significant impact on the number of available Cooperating Teachers.