

Educator Preparation Provider Advisory Committee

Agenda

April 8, 2025

4:00pm-6:00pm

Booth Library, Community Room

[EPPAC SP 25.pptx](#)

I. [Welcome and Introductions](#)

- a. Jess Vida (Administrative Assistance, Field Placement Coordinator, Certification Analyst) attended virtually

II. Old Business

- a. Approval of previous minutes [minutes](#)
 - i. Minutes have been approved
- b. CAEP Update (Slide 3)- formative feedback findings & areas for improvement
 - i. No stipulations but do have 15 areas for improvement
 - ii. Not sure if data was presented the way they wanted in the initial report; tried to represent the data differently when writing the addendum
 - iii. D&E is currently in the process of hiring an institutional researcher
 - iv. Small sample sizes (cohorts/programs) make it very difficult to disaggregate data
 - v. Site visit schedule is in progress and Melanie will be reaching out with more information for stakeholders
 - vi. Standards were reviewed by Melanie; she identified needs, and action was taken based off input from the education department, EPPAC, and PDS
- c. Admission, Retention and Exit Criteria (Slide 4)
 - i. Majors (Pre-TEP) are those that have declared education as their major
 - ii. FA24-SP25 3 elementary education students were admitted

- iii. Students majoring in multiple programs of study, are counted in both programs
- iv. The FA25 cohort to enter TEP should be a big cohort
- v. CASE is no longer required by the WVDE (Slide 5); they require that you show that your students have met a basic skills assessment of some sort
 - 1. We are currently still requiring the CASE or that one of the exemptions listed in the WVDE testing directory be met
 - 2. Slide 6 shows our current Praxis CASE standings

III. New Business

a. [WVDE Update](#)

- i. “Educators Rising” information was given
 - 1. Use your students for recruitment- show them a day in the life of an education student
- ii. ETS Praxis Bridge
 - 1. Students who fail the Praxis CASE or Elem Ed Multi Subjects (5000 series) twice and within 1 SEM will be given the opportunity to complete the Bridge Modules being provided by ETS
 - a. ETS will contact the students who are eligible
 - 2. Data is showing that this is working
- iii. CAEP Reviews
 - 1. Standard 5 is difficult for everyone; community must be involved
- iv. MOU Purpose
 - 1. EPPAC was aware that our MOU had been updated; they are to look over the current MOU and bring any questions to the April 22 PDS meeting
 - 2. Our MOU complies with Policy 5100 and is applicable to our county’s specific needs

b. Educational Technology Activities (Slide 7)

- i. We have started to implement Dr. Biola’s tech plan
- ii. ISTE Standards are used for alignment
 - 1. Each program is going to differ when it comes to technology
- iii. We understand that we need to clarify what our expectations for tech in the field are and what we are looking for in the lesson plans
 - 1. KJ Shaffer suggested using Google Classroom to better prepare students to teach virtually

- a. Also suggested using more tech to help meet accommodation needs
 - 2. Lindsey suggested the students master a technology app then come teach it in their placement
- iv. T. Wilson has been making improvements to EDUC.120
 - 1. Upcoming debate on AI
 - 2. Working with ISTE standards
 - 3. Tech trends, design thinking, tech tools, webpages
 - 4. It was suggested to use tech to copy notes in class, have assistive technology to use and model in the schools, IPAD (we do have a few for the department), read aloud tools
- c. Grow Your Own (Slide 8)
 - i. Currently working with Elkins High School and Tygarts Valley High School
 - 1. Due to the timing in the fall, we had to move quickly and did not get to promote the program as we wanted
 - 2. Melanie will be working with the guidance counselors to better reach the students
 - 3. Teresa Bailey suggested to use the CTE to organize the dual credit work and work directly with D&E for field hours
 - a. Lindsey provided a name for the local CTE to Melanie
 - ii. Roadblocks
 - 1. At this time, we are unsure what the high school schedule will look like and how that will affect the program
 - 2. With the start of dual credit courses, GYO cannot be overlooked
 - iii. Hardy County
 - 1. Has an apprentice program started; we are hoping to work with them and Eastern WV Community and Technical College
 - 2. Students will complete dual credit courses and field with HCS and EWCCTC, come to D&E for methods and field, and then back to HCS for residency
 - iv. Recruitment
 - 1. Melanie attended a recruitment even in Morgantown for GYO on April 7
 - a. 2-3 were interested in our program; turn out for event was good
 - 2. Looking at fast-tracks for SPED and Math 5-A

- 3. Looking at “Learn in Place” programs for areas like Harmon
 - v. Teresa clarified that dual credit is reflected in WVEIS for each student
 - vi. Riggelman asked for clarification on how many hours can be acquired through grow your own
 - vii. Hopwood was curious as to who our liaison was for GYO; Teresa stated that a meeting could be set up with Dr. Hunter at the WVDE to help get the county board office organized
- d. Trauma-informed and social-emotional best practices (Slide 9)
 - i. QR Code Results- [EPPAC SP 25.pptx](#)
- e. Professional Education Assessments- West Virginia Teacher Performance Assessment (Slide 10)
 - i. Will replace the PPAT for the 25-26 cohort
 - ii. WVTPA will be scored inhouse; IRR training will be provided by the state
 - 1. Lindsey had stated that she is familiar with this and has graded one
 - iii. Very similar to the Teacher Work Sample
- f. Physical Education and Health Education (Slide 11)
 - i. High rate of student not completing the program
 - ii. Seem to be taking the Praxis Content before they are ready
 - iii. Department is considering moving programs inhouse and combining to create Wellness Education
 - iv. We have some concerns about what CAEP will say about the program but are hoping that they see we have been working on the programs
- g. Clinical & Field Experiences (Slide 12, 13, 14)
 - i. Slide 13 does not include residency or freshman (freshman do not have hours in the fall of their first year)
 - ii. Slide 14 QR Code- [Results on how to improve field](#)
 - 1. Based off student feedback, they are feeling more utilized in their placements
- h. For the good of the order
 - i. Shoutouts! - Photos of our students
 - 1. Professional Development Participation Slide 15
 - 2. Community Service Slide 16
 - 3. In the classroom Slide 17

