

WVACTE/TEAC Fall Meeting
Speaker Notes
Provided by Dr. Sharon Smith, Fairmont State University

TEAC Meeting October 6, 2005
Summary Points

1. Dr. Lynn Boyer – WVDE Office of Special Education spoke to the changes in special education as a result of the reauthorization of IDEA and NCLB. One of those changes is addition of a research-based math course to the preparation program of special educators
 - a. In response to low sub-scores on the Westest. Her comment was “the reason for the low scores is students are not being instructed in ways they can learn math.”
 - b. In developing the new course, survey the population of counties FSU serves – what are the special education students’ needs and how can we address the preparation of teachers to meet those needs.
 - c. Her suggestion was to review assessment data, review known challenges, identify how to teach special needs students, analyze math sequence, and analyze effective math programs.
 - d. For current practitioners, eight (8) criteria are being developed for professional development “points” which will also include data analysis. (Serena will send complete data to institutions; also available on WVDE website).
 - e. Questions were asked, “How did you determine this was a preparation problem?” And, “Where are the data to suggest program preparation should be altered?” Discussion ensued with Dr. Boyer noting in-service teachers would also be required to receive training through professional development. No specific answer was directed to the questions.

2. Alternative routes to certification for special education – see Policy 5100, Appendix E, beginning on p. 74, left column.
 - a. Beginning spring 2006, special education certification will be K-6 and 5-Adult.
 - b. If K-6, candidates must also have an elementary education degree, and may want to have a specialization in math, science, or English
 - c. If 5-Adult, must also have one content major (in science, math, or English) and special education certification
 - d. If students have other majors, they may request a WV endorsement in English, math, biology, general science, or social studies – see Form 26 Content Endorsement for Special Education.

3. Consultative requirement for special education preparation programs
 - a. Must have a 3-hour course or integrated through courses even though there are no course requirement or credit hours noted
 - b. Dr. Boyer will look at individual proposals for how consultative knowledge and skills are integrated through multiple courses and make the decision whether or not to accept program proposals
 - c. IEPs must reflect WV Content Standards and Objectives

4. Additional three (3) hours of special education for all programs – intent of the policy change was to address the low subs-scores and apparent lack of teaching strategies needed for instruction of special needs students. Dr. Boyer indicated a course in instructional strategies would be a good addition to programs with only three (3) hours of special education.
5. Praxis Update
 - a. Serena indicated this year all cut scores for current exams would be reviewed. Math (test #0061) was reviewed this past summer and the cut score will remain the same for now. If it is raised, it would likely be 1-2 points.
 - b. She asked for institutions to submit names of discipline specific public educators and higher education faculty who would be willing to help in the review process.
6. Data reports and Title II reports are now available and due November 15, 2005.
7. EPPAC meetings should be scheduled now for Fall.
8. Program Reviews
 - a. Changes should be documented not only to Office of Professional Preparation, but also to the State Board of Education
 - b. Changes of more than six (6) hours must go to the Program Review Board and then to the State BOE. These would include curriculum summary sheets, course syllabi, and a matrix (use Praxis II objectives and National Standards).
 - c. Unless it is a new program, FOR THIS YEAR, program changes may be sent during the refiling process; due date June 30, 2006.
9. Why was College Algebra added as a required course for some programs? It was the recommendation of the Math Task Force. Candidates may receive credit (AP, CLEP, high school course, etc.) for the course, if it is waived during registration AND appears on the transcript.
10. Purpose of TEAC
 - a. While formed as a group that supports what is now HEPC, the group has developed a strong relationship with the WVDE.
 - b. Some members would like to see the group become more proactive by submitting future ideas for discussion, research, and study.
11. Fingerprint cards and applications
 - a. WVDE has new technology that has greatly reduced the time to process these and the results are only current for 90 days; therefore, they will not accept cards and applications until December 1 for Fall graduates, and May 1 for spring graduates.
 - b. Live scan machines may be available in the future for an additional \$20.

Next meeting will likely be December 2 at West Liberty, if arrangements can be finalized.

Dr. Christopher Brown
Presentation – October 6, 2005
AACTE

Dr. Brown made some interesting comments as he stood in for AACTE President Sharon Robinson who had to cancel due to illness. The following summarizes some of his important points:

- Currently working on a research project interviewing Job Corps participants to find out why many of them dropout of school. An amazing 92% indicated – MATH.
- Teacher Education ultimately trains the nation’s workforce.
- AACTE Future Priorities (in his words, Dr. Brown indicated some of these are a distinct shift in philosophy)
 1. Uniformity of the profession through evidence-based alignment (one accreditor; development of teacher education standards). Teacher education curriculum has three components: clinical knowledge, clinical skills, and professional dispositions. There should also be a normative standard of assessment.
 2. Revisit who can provide teacher preparation. Should it be accredited institutions, by alternative certification, community colleges, online programs, etc.?
 3. Strengthening programs and building capacity; what works? Teacher pedagogy and teacher performance need to be recognized as viable components of programs.
 4. Diversify the education profession – not necessarily through diversity of race. The current mode of thought is “anybody can teach anybody.” He is advocating specializations. “We’ve got to get **teachers** [not mathematicians] teaching students math.” We have to communicate.
- Finance project – *Preparing and Training Professionals* – teaching was compared to six (6) other professions. The most significant difference was in evidence-based data rather than “anecdote and past practice (this is how we’ve always done it).” The information should help us develop a profession based on evidence (like law and medicine) rather than anecdote.

Margie Crutchfield

Associate Vice President of NCATE Program Review Process

October 7, 2005

(See PowerPoint slide handout)

- Process has changed again, but not the standards – now almost all reviews are uniform, the process is managed by NCATE (not individual SPAs), and it was piloted in 2004-05.
- Purpose – the purpose of a program review is to help with the Unit review. Six to eight assessments aligned with SPA standards that reflect mastery of those standards.
- Assessments – minimum of six (6) (five are required) and a maximum of eight (8) (SPAs may add required assessments, but there will be no more than a total of eight).
- Required Content Knowledge – comprehensive exams, portfolios, course grades form content fields (caution: what do grades tell you about alignment with SPA standards and mastery?)
- A unit-wide assessment may not meet specific SPA standards. May consider an addendum to the unit-wide assessment that does address specific SPA standards.
- See documents on NCATE website (one shows assessment of student learning and a page of specific instructions for a SPA is available).
- PLT scores? If a connection can be between PLT scores and the SPA standards, use them to address the first assessment.
- While there is a page limit, there is no page limit on description of the assessment (or the tool itself), the scoring guide, and data chart.
- No samples of candidate work will be needed for program reviews; however, samples of candidate work will be needed for Unit reviews.
- While the current submission date was changed to six months prior to a visit, this will change again in 2007 to one year. She recommends submission of program reports one year in advance of visit. Program reports may be submitted further in advance (up to two years) and may be staggered (all reports are not required to be submitted simultaneously).
- There is an approximate five (5) month turn around time. Reports submitted for the September 15 due date will have results by the end of January; those with a February 1 due date will hear the end of January.
- Check NCATE website for changing language of “national recognition with conditions.” This was a result of the significantly low pass rate of program reports (27 percent).
- Program reports submitted before Spring 2007 will be eligible for national recognition with one (1) semester of data on at least five (5) assessments. In Spring 2008, two (2) years of data will be required, and reports due Spring of 2009 will need to have three (3) years (this is the most that will be required) of data.
- For more information, go to the website – NCATE – Institutions – Resources for Program Reports – Program Reports.
- Some good models can be found on SPA websites such as IRA, NAEYC, and NCTE.