



CCCK Education Advisory Council Fall Meeting Minutes October 24, 2023

CCCK EAC Members Present

- Steven Smith- CCCK TE Department Chair
- Dr. Kevin Barrows- CCCK TE Professor
- Randi Hughes- Elyria Elementary Principal
- Vince Naccarato- RVMS Principal
- Carmen Zeisler- ESSDACK Learning Center Director
- ~~Destiny Espinoza- McPherson Elementary Teacher~~

Meeting began at 5:00 pm.

Introductions/Dinner:

Purpose of the EAC: The Education Advisory Council keeps the department up-to-date on current needs and practices in public and private schools. Additionally, the council gives consultation on improvement of the program and serves as a resource for students. Members of the council are from local and surrounding communities, including, but not limited to public and private superintendents, principals, teachers and community representatives. The chair of the department will also serve as chair of the council.

Any Additions/Clarifications? *The EAC discussed the value of meeting three times a year and determined it would improve data accountability and program impact with outside stakeholders. Two additional meeting dates were set for Tuesday, January 23rd, 2024 (5:00 pm) and Tuesday May 21st, 2024 (TBD).*

Update on the Department:

Faculty Update: *Steve Smith and Kevin Barrows were introduced as the current faculty members with the Department of Teacher Education. The addition of Exercise Science/Physical Education professor, Jeff Hoskisson was discussed. Past changes within the personnel were also discussed.*

Current Enrollment/Majors: *26 students currently identifying as Teacher Education majors
Elementary Education-17, Physical Education-8, Secondary Math Education-1*

Diversity: *14 males (54%), 12 females (46%)
White-14 (54%), Hispanic-6, Black-4, Japanese-2 (46% total)*

Student Teachers: *Fall 2023-3 student teachers (2 Elementary Education/ 1 secondary mathematics)
Spring 2024-4 student teachers (3 Elementary Education/ 1 Physical Education)*

Alumni Update: *Discussion regarding the last two years of teacher education completers with 100% being employed in the teaching field.*

KSDE Accreditation Preparations: CCCK Accreditation Visit- November 6-8, 2023: *Overview of research and writing of KSDE reports, including preparing and analyzing data that have been done were reported and discussed.*

Issues rising from the Self-Study Report/Formative Feedback Report:

I. CAEP Standard R1. Content and Pedagogical Knowledge

- a. **Stipulation:** There is **lack of collection and significant analysis of data** across program key assessments. (components R.1.1, R1.2, R.1.3, R1.4)

1. *R1.1 The Learner and Learning*

- a. Proposed Field Experience Evaluation Form (InTASC) - *Form explained and affirmed.*

- b. Student Teaching Evaluation Form- *Form explained and affirmed with revision for the designation of CCK CORE4 elements.*
- c. Education Program Student Disposition Evaluation Form- *Form explained and affirmed for departmental disposition with policy for data gathering each semester.*

Field Experience Discussion: We talked about upcoming adjustments to the program's Field Experience requirements and potential placement in the local college based paraprofessional program. It was explained that this was a way to get our students placed into the local schools when we weren't having cooperation from the local district. So the hours required by field experience were being accepted for the course. However, those within the program are not meeting the desired course objectives and outcomes for our elementary and secondary level field experiences. While students will still be able to participate in the para program if they chose to, the hours will no longer be accepted for junior/senior level field experiences. This creates a need to revisit our field experience requirements as well as how a field experience may fit with teaching methods courses. We will actively work on establishing partnerships with local schools and be more creative in our ability to provide more actual teaching experiences for our students.

II. CAEP Standard R2. Clinical Partnerships and Practice

- a. **Area for Improvement:** The EPP provided limited evidence that it works with partners to co-select, prepare, evaluate, and support high-quality clinical educators who demonstrate a positive impact on candidates and diverse P-12 student learning and development. **(component R2.2)**
- b. **Stipulation:** The EPP provided insufficient evidence that partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation. **(component R2.1)**
- c. **Stipulation:** The EPP provided limited evidence of working with partners to design and implement clinical experiences with sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate developing effectiveness and positive impact. The EPP provided insufficient evidence, analysis, and interpretation of data to support claims that clinical experiences are successfully developing candidates' skills and positively impacting P-12 learning and development. **(component R2.3)**
 - 1. *R2.1 Partnerships for Clinical Preparation*
 - a. Proposed Teacher Education Program 2023-2024 Timeline- *Form shared and affirmed.*
 - 2. *R2.2 Clinical Educators*
 - a. Clinical Experience Supervisor Expectations and Impact the Candidate and P-12 Student Learning
 - i. *Our expectations for the cooperating teacher are as follows:*
 - 1. *Willing to host a Central Christian College of Kansas student teacher for the selected semester, this includes a minimum of 14 weeks in the classroom and 10 consecutive days of the student teacher running the entire day's lessons.*
 - 2. *Currently state licensed and employed by the district in the area requested,*
 - 3. *Have a minimum of 3 years teaching experience with the district,*
 - 4. *Recommend by building principal, and*
 - 5. *Noted as highly effective by the building principal.*

R2.2 a: As the EAC discussed the CCK expectations for cooperating teachers presented above, they were affirmed and no adjustments were considered to be needed.

- b. CCK Clinical Experience Supervisor Selection Process and Impact the Candidate and P-12 Student Learning
- c. Clinical Educator Evaluation and Feedback

R2.2b &c: As the EAC discussed Clinical Educator Evaluation and Feedback; they made a suggestion for flipping the CCK Student Teaching Experience Three-Week Progress Report to be able to gather data from the teacher candidate that would provide evaluation and feedback for the cooperating teacher. It was also suggested to look into designing a Google survey with specific questions to seek data for impact on the student teacher and the student learning.

III. CAEP Standard R3. Candidate Quality, Recruitment, and Selectivity

- a. **Stipulation:** There was no data provided for key assessments. (component R3.3)
It was shared that data for key assessments was gathered and reported to accreditation team.

IV. CAEP Standard R4. Program Impact for Components 4.1, 4.2, & 4.3

- a. **Stipulation:** The EPP does not demonstrate the effectiveness of its completers' instruction of P-12 student learning and development. **(component R4.1)**
- b. **Stipulation:** The EPP does not demonstrate that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. **(component R4.2)**
- c. **Stipulation:** The EPP does not demonstrate that program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and that their preparation was effective. **(component R4.3)**

It was shared that surveys for last year's one and three year completers and their employers were sent out this fall. Data is forthcoming.

V. CAEP Standard R5. Provider Quality, Continuous Improvement, and Capacity 5.1, 5.2, 5.3, & 5.4

- a. **Area for Improvement:** The EPP provides inconsistent evidence of stakeholder involvement in program design and evaluation. **(component R5.3)**
- b. **Area for Improvement:** The EPP lacks evidence of continuous improvement since the time of the last accreditation visit. **(component R5.4)**
- c. **Stipulation:** The EPP does not have a codified quality assurance system that includes multiple measures to monitor candidate progress and operational effectiveness. **(component R5.1)**
- d. **Stipulation:** The EPP does not clearly show that key assessments are valid and the data from them is reliable. **(component R5.2)**

AFI R5.3: It was shared that data for first AFI is being addressed through the working EAC and TEC committees.

AFI R5.4: The second AFI is being addressed through a concerted effort to record the collection and, analysis of departmental data, as well as its implications in guiding decision making for the program in its efforts to show continuous improvement.

AFI R5.1: This stipulation is met through our Candidate Status Checkpoints and Portfolio. This is in need of analysis to make certain all elements required for a codified quality assurance system are being met.

AFI R5.2: It has been identified that there needs to be some work to establish reliability and validity for key assessments.

Identify Trends in Education that We Need to Address:

Multiple topics were shared by EAC members. They included:

- *The use of effective technology Discussion centered on both the need to train students for the effective use of current technology and on the need to implement it within the department for administrative tasks, record keeping and analysis in the future.*
- *Differentiation: What do teachers do when there are students at a multitude of learning levels in any particular subject?*

- *Trauma Response and Resiliency: Knowing how the brain responds to this and knowledge the equips teachers to appropriately deal with it.*
- *Conflict: How it can be addressed between students, but also between teachers and students.*
- *Social Emotional Learning: This area of concern is real in our classrooms, so how can we deal with it in a teacher preparation program?*
- *Recruiting Students into the Education Field: How can this program get students to but in to the possibility of potentially becoming a teacher.*

How Can We partner with You?

Central Christian College employees and the other members of the Committee discussed the mutual benefits of working together with each other for both the college and the schools with which the other members of the committee are associated.

Adjourned 6:35 pm