MINUTES
Liberty University School of Education
Community Advisory Council
April 17, 2024, 4:30 pm

Hancock Welcome Center

Required Attendees: Dr. Michelle Goodwin, Dr. Laurie Rice, Dr. Don Raleigh

Absent:

Guests: Dr. Michele Worley (LU), Meg McHale (LU), Dr. Sandra Battige (LU), Dr. Pam Griffin (LU), Danielle McLamb (LU), Carmen Durst (LU), Ronda Heerspink (LU), Dr. Sam Smith (LU), Jessy Richard (ACS), Dr. Nancy Dejarnette (LU), Antonio Davis (Jubilee), Ginny Shank (LU), Jason Tibbs (ACS), Kristy Geoung (CCS), Amy Hunley (CCS), Steve Mayhew (PCS), Keith Bennett (CCS), Jessica Robb (SMLA), Christina Germain (LU), Grace Fucello (LU), Jim Gallagher (ACPS), Dr. Maria Spaulding (LU), Amy Love (LCA), Dr. Daniel Rule (LCS), Lisa Moore (FCA), Sherri Steele (LCS), Itzel Nogueras (ACPS)

Recorded by: Danielle McLamb

Handout Materials: Agenda, SOE Partnership Satisfaction Survey QR Code

Presider: Dr. Michelle Goodwin

Old Business Items:
- **None**

New Business Items:

I.   Introduction: Dr Michelle Goodwin
II.   Greetings: Dr. Daniel Rule (CAC Chair)

III.   Welcome from the Dean of the School of Education: Dr. Don Raleigh
    a.   Shared appreciation for our partners and their feedback
    b.   Shared value of student teachers in school systems with biblical background and worldview

IV.   Partner Resources – Goodwin:
    a.   Shared CAC Tenth Anniversary in Fall 2024
    A. List of Graduates
        a. A way for us to be mutually beneficial.
    B. Link to Convocation Speakers: https://www.liberty.edu/osd/lu-stages/convocation/
        a. Highlighted Tony Dungee, Karyn Kingsbury, Simone Biles
        b. Mentioned these would be great to share with teachers and coaches on staff.
    C. Introduction for Meg McHale, Assistant Director for VA Partnerships

b. Meg McHale shared her background and how happy she is to support and serve VA partners in public and private settings.

c. Dr. Goodwin shared that Meg's position was the result of listening to the needs of our partners

d. Dr. Raleigh shared that SOE is looking to hire another position for outside partnerships

e. Dr. Raleigh shared working on certificates and apprenticeships for school staff to become teachers. Also willing to form cohorts to meet needs of school systems

V. Partner Visits – Raleigh

a. Spoke about his visits to the below locations and welcomed other invites. Talked about the importance of having boots on the ground and how SOE can improve/prepare our teachers better.

A. Forest Elementary
B. Bedford Hills Elementary
C. Amherst High School
D. Brookneal Elementary

VI. SOE Accolades – Goodwin

A. Scholarships

a. Dr. Goodwin shared the names of students who were awarded Barlow, TEAA, VTSL, Fall 23 Paid Internships, and Spring 2024 Internships scholarships.

B. Teachers of Promise

a. Dr. Goodwin shared how 8 students were chosen to go to Richmond and attend workshops with teacher of the year.

b. These 8 students were selected because they show great promise in the classroom setting.

VII. Recruitment & Retention Committee Update – Rice

a. Dr. Rice discussed the biggest barrier to licensure is teacher exams.

b. Dr. DeJarnette applied for grants for 240 tutoring. Will guarantee students pass praxis

c. Reviewing data of Praxis sub-score data to determine whether curriculum adjustment is needed.

d. 93 students are being partnered with other mentor upperclassmen for program support under Dr. Spaulding's guidance.

i. Looking to pilot this program with online students as well.

e. New literacy courses are being rolled out in the fall that focus on the Science of Reading.

XII. Data Sharing – DeJarnette

A. VEAC Employer Survey- shared data as part of accreditation requirements.

a. Shared how Liberty graduates outscored the state in multiple sections.

b. Shared how Liberty advanced candidates received high remarks from employers.

B. Program Evaluation by School Mentors

a. Dr. DeJarnette highlighted data points where Liberty grads are doing well.

XIII. Livetext changes to CORE for initial licensure in Fall 2024

a. Discussed what this will look like and that it is more user-friendly than Livetext.

IX. Roundtable Discussion and Feedback – Raleigh

    A.   Dr. Raleigh provided four questions as discussion starters. See results below.

X. SOE Partnership Satisfaction Survey – DeJarnette

        b.   Dr. DeJarnette gave another opportunity for partners to fill out the feedback form using the QR code.

XI. Closing – Goodwin

    a.   Dr. Goodwin thanked everyone for their time and their partnership.

Adjourned: 5:40 PM

1) **What valuable information about our programs can we take away from reviewing these external partners' surveys?**

2) **What would you view as the most valuable experience during the internship/student teaching for candidates, and how well are we preparing them for those experiences?**

3) **Two areas that scored the lowest on the VEAC initial survey were**

- *Gathers, analyzes, and uses all relevant data to measure student academic progress (3.18) and*

- *Uses assessment results to inform and adjust practice (3.19).*

   What suggestions do you have to address these skills?

4) **How is your school system addressing the use of AI by students? Teachers?**

1. Question 1:
   a. Our students are well-prepared. In the two years that Jason Tibbs has worked with our students, they are all extremely well-prepared.
2. Question 2:
   a. Jubilee Center- our students are helping with tutoring, which is great, but they need to work more on building relationships with the students. He emphasized that our students aren't great at learning about the students, their families, likes, dislikes, etc. He also wanted to stress that they must know that they are not a friend, but the adult in the room which cares about their background.

b. Behaviors- both felt that our students need more exposure to the behaviors seen in current classrooms, which needs to be focused more on students coming to school with external factors against them more than ever before.

c. Appomattox- brought back their mentor program for teachers in years 1-3

d. Mini-lessons in behaviors- suggestion was made to give students the background of the student, describe the behavior, then ask students what to do next. (BCBA specialist at Appomattox)

Antonio from Jubilee stayed behind to share with me this acronym and asked me to write it down. He's like our students to understand it from a community service perspective.

OTIS = *Opportunities To Improve Service*

1) LCS – Meredith spoiled by LU practicum and intern student teachers. She enjoys the 'extra polish' as compared to student teachers from other EPPs.
   a. Dr. Gallegher (Amherst Co.) focus on Science of Reading with VA Literacy Act appreciates the awareness of K-12 situation.
      i. Interns need to be able to receive coaching
      ii. Need to know it is ok to ask questions and support
      iii. Behavioral SEL
      iv. More support from admin/mentor – connecting professionally as changing state demands – see it as a burden of divisions to support new teachers
   b. Connect with division instructional team to know new initiatives and demands
2) Amy – School visits – good for LU to see challenges of our classrooms – come talk to teachers regarding instruction, discipline, etc.
   a. Kristy – tell student teachers – don't be afraid to ask for help and support
   b. Dr. Gallegher – Great for LU to get perspectives from current teachers – used to provide a teachers panel to talk to LU students…
3) Did not get time to discuss…
4) AI – Jesse shared how his school has Tech security and teachers/admin can see what students are doing on their devices at all times.
   a. Teachers can use AI to generate lesson plans, quiz questions, activities, etc.

They were consistent with most that we have heard already: Our students are committed and passionate about teaching and their students.

The main area they thought would need to be addressed is also consistent with what we have heard:

The one area that our students/graduates could benefit from would be Classroom Management.

- De-escalating conflict
- How to handle aggressive conversations (parents and students)
- How to avoid personalizing the situations
- Experience making phone calls.

In relations to data: it was shared that Task 4 in the EDTpa has them analyze the data from a lesson and reteach. This is something that they suggested to do more of and earlier in their journey. It was mentioned that secondary teachers do not do this and should have more of it.

Also, error analysis was mentioned. The students need to look at what the mistakes mean and how to use the information to drive instruction.

They were very open to the discussion and positive in many ways about Liberty graduates.

Present:

- LU – Dean Raleigh, Dr. Battige
- LCS – Bedford Elementary School & Payne HS
- SML Christian School

Discussion Summary:
1. (RS Payne) PLCs are important. Our future teachers need to understand how to collaborate with teams and how to function as a school unit.

2. (Bedford Elem) Within PLCs, we must determine what we do with the data. This is important for veterans as well as beginning practitioners. How do we use the data to create a meaningful learning path for an individual student? Dr. Raleigh mentioned our willingness to provide workshops to support new and veteran faculty.

3. (Bedford Elem) Its important for our future teachers to understand how to leverage data to impact learning improvements not just for the lower-level students but also the average and gifted students. This skill becomes more and more intuitive over time. (Group Consensus) Knowing how to gather data is not enough, we must also know how to use the data in a practical way. (Group Consensus)

4. (RS Payne) Our young teachers definitely know how to plan a strong lesson but what's next? They also need to know how to navigate unexpected interruptions, unexpected learning gaps, and intensified behavioral issues post-Covid. (Group Consensus) So how do we prepare them for the reality if teaching?

5. (Group Consensus) Greater emphasis on instructional delivery in realistic situations is important. The potential for using AI to create simulated learning environments was discussed. All agreed that the more we can get students teaching before they step into a classroom, the better prepared they will be for the first few years. The participants felt there was a strong link between actual teaching time in realistic situations and teacher retention. Brief conversation about the use of simulation software was mentioned.

- Keith Bennet, Brookneal Elementary School Principal
- Steven Mayhew, Pittsylvania County Assistant Superintendent
- Christina Germain, School Counseling Associate Director of Clinical Training
- Grace Fucello, School Counseling Field Coordinator

- **Student Teaching & Internships**
    - Experiences of hosting LU student teachers and interns has been very positive. School representatives stated that they always welcomed more because they like hiring them after they graduate.
    - They see value in field experiences being relevant and plan them accordingly.
    - They do not like practicums where candidates simply observe for long periods of time. They see the need for this but think that after a short period of observing, candidates should be active as much as possible, even in early practicum hours.
    - Early field experiences should be arranged during the first few days of the school year so candidates can gain from seeing how teachers establish the classroom right from the start. The term "front-loaded" was used to express that as many practicum hours as possible should be scheduled during the first days of the fall semester. Spring semester hours, one participant stated, are not as valuable as early fall semester hours.
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    Measurement & Assessment

    - They prefer that there be strong preparation in formative assessment and that candidates make a connection between results of formative assessment and adjustments needed to differentiate instruction accordingly.
    - Tiering of skills, especially in literacy but also in other subjects, was mentioned as a concept and strategy that candidates should be prepared to implement. Effective response to formative assessments will help candidates improve in tiering the curriculum.
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- **Artificial Intelligence**
    - The group's consensus was that AI should be embraced by teachers and incorporated into instruction.

- Candidates should be able to distinguish between proper and improper uses of AI for themselves and for K-12 students, which could be integrated into ethics preparation.