



WILLIAM
CAREY
UNIVERSITY

WCU School of Education Advisory Council

February 8, 2023

3:00-4:00

Fairchild Hall Hattiesburg Campus

Agenda

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| 1.0 | Opening Remarks and Meeting Overview
Dr. Teresa Poole and Dr. Katie Tonore | 5 minutes |
| 2.0 | Role of Advisory Council and Connection with CAEP
Dr. Marla Freitag | 5 minutes |
| 3.0 | Focus Groups <ul style="list-style-type: none">• Graduates: Debbie Hill• Mentors and Employers: Dr. Billie Fick | 20 minutes |
| 4.0 | Focus Group <ul style="list-style-type: none">• Advisory Board: Dr. Patti Permenter | 25 minutes |
| 5.0 | Date of next meeting and next steps
Dr. Teresa Poole and Dr. Katie Tonore | 5 minutes |

The main purpose of the SOE Advisory Council is to co-construct mutually beneficial P-12 clinical experiences that continually improve teacher candidate preparation and to design clinical experiences of depth, breadth, diversity and duration to ensure that teacher candidates have an impact on all student's learning and development.

WCU Focus Group Questionnaire Winter 2023

Thank you for participating in this focus group. Your experiences and suggestions are valuable, and we appreciate the time you have taken to share this information with us.

Gender Female Male

Ethnicity White–Non-Hispanic Black–Non-Hispanic Hispanic Asian
 American Indian Alaskan Native Pacific Islander Other

QUESTIONS FOR GRADUATES :

What is your current position and grade level?

How long have you been in your current position?

What year did you graduate from William Carey University?

I am licensed to teach these grades and subjects:

QUESTIONS FOR EMPLOYERS:

What is your current position and grade level?

How long have you been in your current position?

How many William Carey University graduates have you worked with or supervised?

QUESTIONS FOR MENTORS:

What is your current position and grade level?

How long have you been in your current position?

Approximately how many William Carey graduates have you mentored?

Introduction:

We appreciate that you have taken time out of your day to participate in this focus group. Before going further, please read and sign the consent form you received. Please upload the Consent Form AND Questionnaire to ktonore@wmcarey.edu no later than February 17, 2023. We have worded the questions in a general way to make them relevant for everyone.

**WCU Focus Group
Winter 2023
INFORMED CONSENT**

Thank you for participating in this focus group sponsored by the School of Education at William Carey University. We are conducting these focus groups because we are interested in your perceptions and experiences with the School of Education now that you have graduated. William Carey is preparing for CAEP accreditation, and your insights will assist us with this process along with using your input to build on its strengths and make improvements in its program.

By signing this consent form, you are authorizing us to use the information from the focus groups to complete a report for the CAEP self-study. You will not be identified in the report. We ask that you agree to keep all information discussed in the focus group confidential and not share any information about who participated in the group.

Your participation is voluntary and you may pass on any questions that we ask. If you choose not to participate or withdraw this will not negatively affect you at all. We may use excerpts of what you say in reports, however no one will be able to connect what is said with you personally.

If you have any questions feel free to contact the Chair of the School of Education, Dr. Katie Tonore at 601-318-6142 or ktonore@wmcarey.edu.

I hereby certify that I have read and understand the consent document and I have been given the opportunity to ask questions. I understand that I may withdraw at any time. As shown by my signature below, I consent to participate in this study, and allow data from the focus group and most current TGR to be used in the confidential manner described above.

Participant's Signature

Date

GRADUATES FOCUS GROUP QUESTIONS

INTRODUCTION

We appreciate that you have taken time out of your day to participate in this focus group. What you have to say is important and has the potential to make a difference in how the College of Education prepares graduates. Before going further, we would like you to read and sign the informed consent document that you have each received. This is a voluntary process so you should feel free to leave at any time if you are not comfortable participating and feel free to pass on any question that you would prefer not to answer. Please be assured that anything you say will be kept confidential. While we will report what is said here, no one will be able to connect what is said to you personally. We have a diverse group participating today and we have worded the questions in a general way to make them relevant to everyone. With your permission we would like to tape record our conversation to make sure that we capture your words and perceptions as you share them. Does anyone have concerns with tape recording the conversation? Before we get started are there any questions? Could we begin with everyone introducing yourself and indicate the school/agency that you are employed or represent?

TOPIC: Learning Styles, Other Challenges, and Adaptation

Many of you have diverse clients/students with different learning styles, as well as behavioral, emotional, cognitive, physical, and/or developmental needs. What aspects of your education were most helpful in developing your skills related to students with different learning styles as well as behavioral, emotional, cognitive, physical, and/or developmental needs. PROBE/FOLLOW UP: How well do you feel your education has prepared you to address and meet the needs of diverse students/clients?

TOPIC: Curriculum Development and Long-Range Planning Curriculum Development

Curriculum Development and long range planning are aspects of the work you do in the schools. What aspects of your education were most helpful in developing your skills in curriculum development and long-range planning? PROBE/FOLLOW UP: Are there things that you believe could have been done differently or included in your education to better prepare you for curriculum development and/or planning?

TOPIC: Assessment

In what ways do you use assessment processes and data in your planning and decision making? PROBE: If participants do not discuss assessment in terms of critical thinking and higher order thinking, may want to probe about specific areas where formative and summative assessment is used. FOLLOW UP What aspect of your education was most helpful in developing your skills in assessment? PROBE/FOLLOW UP Are there things that you believe could have been done differently or included your education to better prepare you in assessment and data analysis.

TOPIC: Communication, Work Environment, and Working Relationships

How well and in what way do you feel your education prepared you to create a positive learning and work environment. PROBE/FOLLOW UP: Part of creating positive environments with constituents is Communication. How well do you feel your educations prepared you to communicate and work effectively with constituents including students, parents, colleagues, and the community?

PROBE/FOLLOW UP:

Is there any aspect of communication generally or with particular groups that you feel you are not well prepared to deal with? What could have been done in your program that would have helped you to be a better communicator?

TOPIC: Technology

To what extent did your education prepare you to use and integrate technology into your work with students /clients? **PROBE/FOLLOW UP:** What was particularly effective in your technology education? Is there any aspect of technology that you feel unprepared to utilize in your work?

TOPIC: Reflection and Professional Growth

To what extent do you feel that reflection and professional development is an important part of your growth in your field. **PROBE/FOLLOW UP:** How well do you feel your program at WCU assisted you in developing skills in reflection? How well did your program prepare and motivate you to become a lifelong learner in your profession? Can you give me a specific example of this? **TOPIC: Conflict Question** In recent years there has been a focus on conflict and managing differences in society, work environments, and schools. To what extent and in what ways do you experience conflict in your work? **FOLLOW UP:** Are there conflict situations that you find particularly challenging or difficult to deal with? **FOLLOW UP:** How well and in what ways do you feel your education prepared you to deal with conflict? **PROBE:** When thinking of conflict in the classroom we also see discussions about restorative processes like circles and restorative ways to manage discipline and suspension issues. What is your reaction to these processes? Were you exposed to them in your education? Do you use restorative processes? **PROBE:** If conflict workshops or education were available, what kinds of preparation would be most valuable to you or those you work with?

TOPIC: Ending Questions

MOST AND LEAST USEFUL ASPECTS OF YOUR PREPARATION AT WCU?

I would like you to take a moment and think about your education. As you think about your experiences, what aspect of your education is **MOST** useful for you today? What part of your education has been

LEAST helpful or useful to you? **PROBE:** Now that you have had experience working, if you could change one thing about the education program at WCU, what would you change? Talk to us about the reasons that you would make this change?

WHAT HAS BEEN LEFT OUT? What have I not asked that you think is important for the College of Education at William Carey University to know about your education and preparation?

EMPLOYERS AND MENTORS FOCUS GROUP QUESTIONS

INTRODUCTION

We appreciate that you have taken time out of your day to participate in this focus group. What you have to say is important and has the potential to make a difference in how the College of Education prepares graduates. Before going further, we would like you to read and sign the informed consent document that you have each received. This is a voluntary process so you should feel free to leave at any time if you are not comfortable participating and feel free to pass on any question that you would prefer not to answer. Please be assured that anything you say will be kept confidential. While we will report what is said here, no one will be able to connect what is said to you personally. We have a diverse group participating today and we have worded the questions in a general way to make them relevant to everyone. With your permission we would like to tape record our conversation to make sure that we capture your words and perceptions as you share them. Does anyone have concerns with tape recording the conversation? Before we get started are there any questions? Could we begin with everyone introducing yourself and indicate the school/agency that you are from.

TOPIC: Learning Styles, Other Challenges, and Adaptation

Many of you have diverse clients/students with different learning styles, as well as behavioral, emotional, cognitive, physical, and/or developmental needs. How well do you feel WCU has prepared your employees to address and meet the needs of these diverse clients? PROBE/FOLLOW UP: To what extent have WCU graduates contributed to improved client outcomes and or student achievement? Can you provide any examples of this?

TOPIC: Curriculum Development and Long Range Planning Curriculum development

Curriculum planning and planning are aspects of the work that your employees do. How well are your WCU employees able to effectively engage in these processes? PROBE/FOLLOW UP: What are the greatest strengths WCU employees have in these areas? Are there areas of improvement that need to be addressed in preparing graduates to handle these issues effectively? PROBE/FOLLOW UP: To what extent have WCU graduates' curriculum development and planning skills contributed to improved client outcomes and or student achievement in your organization?

TOPIC: Assessment

How well are your WCU employees prepared to do formative and summative assessments and analyze data? PROBE/FOLLOW UP: What are the greatest strengths that your employees trained at WCU have in these areas? Are there areas in preparing WCU graduates to do assessment and analyze data that could be improved? PROBE/FOLLOW UP: To what extent has WCU graduates' ability to use assessment and analyze data contributed to improved client outcomes and or student achievement in your organization? Can you provide an example to illustrate this?

TOPIC: Communication, Work Environment, and Working Relationships

Employees have to be part of creating a positive and productive work/learning environment as well as communicating and working effectively with a variety of constituents including students, parents, colleagues, and the community. How well do you feel that your WCU employees have been prepared to

accomplish these goals? PROBE/FOLLOW UP: PROBE/FOLLOW UP: Can you think of examples where WCU graduates' ability to create and manage positive work/learning environments has contributed to improved client outcomes and or student achievement?

TOPIC: Technology

To what extent do you believe your employees trained at William Carey are effective at using and integrating technology into their work? PROBE/FOLLOW UP Are there any particular strengths or areas of improvement that are needed in terms of knowledge about or experiences with technology?

PROBE/FOLLOW UP: To what extent has the WCU graduates' knowledge of technology contributed to improved client outcomes and or student achievement in your organization?

TOPIC: Reflection and Professional Growth How effective do you believe your WCU employees are in their ability to be reflective and how likely are they to engage in life-long learning? PROBE/FOLLOW UP: How have self-reflection and continuous improvement contributed to improved client outcomes and or student achievement in your organization.

TOPIC: Conflict Question

In recent years there has been a focus on conflict in society, work environments, and schools. What types of conflict situations are particularly challenging or difficult to deal with in your organization?

FOLLOW UP: How well do you feel your WCU employees are prepared to deal with these conflicts? Do you currently have any conflict programs or training in your organization? If conflict workshops or education were available, what kinds of preparation would be most valuable to you or those you work with?

TOPIC: Ending Questions PREPARATION

I would like you to take a moment and think about the employees under your supervision who have been educated at William Carey. Based upon your experiences with these individuals, what do you feel that the William Carey School of Education is doing particularly well in preparing these professionals? What is the one skill or ability or knowledge base that you would like them to have more preparation in?

ADDITIONAL INFORMATION What have I not asked that you think is important for the School of Education at William Carey University to know about your experiences working with employees who have been educated there.

ADVISORY BOARD FOCUS GROUP QUESTIONS

INTRODUCTION

In general, what is your opinion regarding the overall quality of teacher education programs at William Carey University? Elementary teachers? Special educators? What is your opinion regarding the quality of education programs that prepare school counselors? Principals? Superintendents? Reading Specialists? Others?

Again, in general, how do you believe WCU education programs compare to others in the State of Mississippi? Keeping in mind the education programs we just identified above, are you aware of ways diversity and/or multicultural concepts are taught? Examples?

Are you aware of ways any of these education programs address diversity issues that are specifically focused on college students and university faculty? P-12 students and teachers Are you aware of specific diversity initiatives that have been or are being undertaken by education programs, academic departments, the School of Education, or the University? Could you describe and/or give specific examples of the diversity initiatives we just identified?

What types of diversity initiatives do you believe should be developed? How well does the School of Education at William Carey University focus on diversity issues related to students? Are you aware of specific technology initiatives that have been or are being undertaken by education programs, academic departments, the School of Education, or the University? Could you describe and/or give specific examples of the technology initiatives we just identified?

What types of technology initiatives do you believe should be developed? How well does the School of Education at William Carey University focus on technology issues related to students? What are the specific areas of improvement that need to be addressed in preparing graduates to be effective teachers?

What are the specific areas of improvement that need to be addressed in preparing undergraduates to be effective teachers? What changes have occurred in the School of Education and teacher education in the last five years?

Describe how prepared the students are in the School of Education and teacher education to solve problems? In your advisory capacity, how receptive has your committee leaders been to the feedback you provide to initiate change?

What questions have I not asked that you think are important for the School of Education and teacher education at William Carey University to know about your experiences working on your advisory committee?

KEY FINDINGS

Key Finding 1: Quality of Teacher Prep

Key Finding 2: Diversity and Classroom Management

Key Finding 3: Assessment

Key Finding 4: Curriculum Development

Key Finding 5: Technology

Key Finding 6. Communication

Key Finding 7. Connection and Collaboration

Teacher Education Committee
November 10, 2022
3:30 p.m.
President's Meeting Room
Agenda

- Opening Prayer and Introductions:
- The Role of the Teacher Education Committee:
- CAEP Update and Phase-Ins
- Graduate Mississippi Teacher Residency Update:
- Curriculum and Instruction Program Revisions Update: MAT Elementary, Elementary Add-On Endorsement, Literacy Courses, Mild and Moderate (Literacy Focus)
- Discussion Items (Sent prior to the meeting)
 1. Recruitment efforts regarding pK-12 Needs regarding Counseling, Psychometry, and Dyslexia
 2. Discuss how proficiency is currently determined for advanced programs.
 3. Discuss how we can support pK-12 partners for clinical placement for advanced programs and collect feedback from university, candidate, and school administrator.

Action Items (Vote Required)

- Proposal to add Ph.D. in Educational Leadership (Fall 2023)
 - Modification to program requirements for the EdD in Educational Leadership (Action Research Project)
 - Modification to course hour requirements in M.Ed. and Ed. S in Educational Leadership
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- Date of the Next Meeting: Spring 2023 Subcommittee Dates (TBA)

Teacher Education Committee

The teacher education committee meets at least once annually upon the call of the dean of the School of Education, who chairs the committee. The committee's membership includes representation from all major area disciplines that offer programs leading to teaching licensure. The duties of the committee are:

1. To assist in the effort to obtain and retain accreditation for teacher education. To review policies and procedures for admission and retention of teacher education candidates to ensure compliance with state regulations.
2. To review policies and procedures for student teaching to comply with state regulations.
3. To formulate procedures for the implementation of process standards mandated by state regulations.
4. To review and make recommendations to the faculty assembly, via the academic council, for curriculum changes as a result of state teacher licensure requirements.

WCU School of Education
Teacher Education Council (TEC) Meeting
Nov 10, 2022

Attendees:

WCU Faculty:

Janie Bower (Instructor, Math dept)
David Lowery (Instructor, English dept)
Patrice Lovdahl (Instructor, Physical Ed dept)
Jonathan Brooke (Instructor, Social Studies dept)
Lori Windham (Undergraduate Prog Coordinator Tradition Campus, Elem Ed)
Carol Payne (Graduate Prog Coordinator, Tradition Campus, MAT)
Linda Smith (Director, Ed Leadership-EdD)
Kathy Sellers (Chair, Ed Leadership-Med, EdS)
Katie Tonore (Chair, C&I)
Jeremy Morgan (Chair, Music)
Marla Freitag (Director, Assessment and Teacher Ed Field Experience)
Eddie Peasant (Asst Dean, SOE)
Teresa Poole (Dean, SOE)

Not present:

Carol Jones, (Chair, Counseling and Psychometry)

K12 Partners

Babette Duty, Superintendent, Covington County
AnnaBeth Bates, Principal, Oak Grove
Dr. Michael Battle-Superintendent, Hattiesburg Public Schools
Wyn Mims, Petal Elementary

Opening Remarks and Introductions- Dr. Teresa Poole

- Reviewed the purpose, duties of the TEC, discussed compliance with MDE
- Discussed action items of the meeting (see agenda for specifics)

CAEP Update and Subcommittee Discussion- Dr. Marla Freitag

- Details provided on FFR response to SSR
- Recruited members to join sub-committees for Addendum response action items, Phase-In Plan steps
- Soliciting of third-party comments due in Dec
- Mock site visits in Spring to help faculty anticipate questions from the site team
- Site Visit Apr 23-25

Teacher Recruitment Efforts-Dr. Eddie Peasant

- Provided overview of current efforts including recent conferences (regional, state)
- Discussed meeting with K12 superintendents to share info on WCU programs and MOUs, take suggestions on meeting their specific needs through MOUs.
- Teacher Academy group from Lawrence County on campus today, he has been visiting teacher academy programs around the state
- Discuss latest efforts on the Grow Your Own initiative, sharing info with K12 school districts
- Alternate Route program update, MTR update
- Shared latest on planning underway for Teacher Shortage conference (2nd Annual) in February
- Shared survey with attendees to get input on School Psychometry, School Counseling, Dyslexia Therapy- schools' need for these, ideas of recruiting efforts for these 3 programs, Ideas of how we can expand or develop partnerships outside the current groups in TEC
- Requested input from attendees on ways to keep WCU students current to address K12 needs specifically related to School Psychometry, School Counseling, Dyslexia Therapy

Mississippi Teacher Residency Update-Dr. Katie Tonore

- MTR- 25 residency students (MAT program)
- Discussed new Alternate Route program in Mississippi (graduate level)
- 40 new candidates being recruited- portal open Dec-Feb for students to apply; required to meet criteria before being accepted
- Addressed comments from attendees on what program offers candidates (tuition, books, flexible schedule, etc.)
- Currently waiting on final approval of K6 MDE program (33 hr MED program)
- MDE rolling out the new MECCA system
- MDE requirements for Special Education, STEM requirement (WCU las in place already)
- Answered questions from attendees

Action Items before the committee for Vote:

1) Dr. Linda Smith- Ed Leadership PhD program proposal (see handout)

Motion- Dr. Tonore, Babette Duty; Passed with all in favor, no opposed

2) Dr. Linda Smith- Ed Leadership EdD modification to program requirements Capstone Project (see handout); answered attendee questions

Motion- Dr. Sellers, Dr. Battle; Passed with all in favor, no opposed

3) Dr. Kathy Sellers-Educational Leadership MEd and EdS modification to course hour requirements (see handout) reducing clinical hours from 400 to 300 (MDE's requirement); Courses-EDU601, 607, 608, 609 will become 5-week courses instead of the current 10-week format. Course EDU688 688 changing to 100% online course; EDU702 used in lieu of GRE for critiquing of writing. In 4th trimester students would take 3 courses instead of the current 2; EDU789 available each trimester (if students need to do later, that is option). Changes are a cost savings to student and reduces time to complete degree. Most EPP in Ms have moved to 30 hrs to better meet the needs of working students.

Answered questions from attendees before final vote.

Motion-Dr. Sellers, Dr. Tonore; Passed with all in favor, no opposed

Attachments include:

- Meeting Agenda
- TEC Survey
- Proposal for Ed Leadership