Agenda

Welcome and Introductions
Division Updates
VCU SOE Fall 2020 Clinical Planning (VDOE & Legal Counsel)
MOU
Early Clinical Experiences (feedback & TK20 Implementation)
CAEP Preparation Planning
Division Updates

Introductions, division reopening policy, staff changes etc.
<table>
<thead>
<tr>
<th>Level</th>
<th>Endorsement Program</th>
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<tbody>
<tr>
<td>Initial (U, G)</td>
<td>Visual Arts PreK-12</td>
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<tr>
<td>Initial (U)</td>
<td>Music Education - Instrumental PreK-12</td>
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<tr>
<td>Initial (U)</td>
<td>Music Education - Vocal/Choral PreK-12</td>
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<tr>
<td>Initial (U, G)</td>
<td>Elementary Education PreK-6 &amp; PreK-3 (U, G)*</td>
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<tr>
<td>Initial (G)</td>
<td>English (G)</td>
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<tr>
<td>Initial (G)</td>
<td>History and Social Science</td>
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<tr>
<td>Initial (G)</td>
<td>Mathematics (G)</td>
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<tr>
<td>Initial (G)</td>
<td>Science - Biology</td>
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<td>Initial (G)</td>
<td>Science - Chemistry</td>
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<td>Initial (G)</td>
<td>Science - Earth Science</td>
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<td>Initial (G)</td>
<td>Science - Physics</td>
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<tr>
<td>Initial (G)</td>
<td>Special Education - Early Childhood Special Education (Birth through age 5) (Hybrid)</td>
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<tr>
<td>Initial (G)</td>
<td>Special Education - Adapted Curriculum K-12 (G) (Consortium program)</td>
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<tr>
<td>Initial (U, G)</td>
<td>Special Education - General Curriculum K-12 (U, G)</td>
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<tr>
<td>Advanced (G)</td>
<td>Administration and Supervision PreK-12 (Online)</td>
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<tr>
<td>Advanced (G)</td>
<td>Mathematics Specialist for Elementary / Middle Education</td>
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<tr>
<td>Advanced (G)</td>
<td>Reading Specialist (Online)</td>
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<tr>
<td>Advanced (G)</td>
<td>School Counselor PreK-12</td>
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<tr>
<td>Advanced (G)</td>
<td>School Social Worker</td>
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## VCU New Programs 2019

### Level Endorsement Program

<table>
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<th>Endorsement Program</th>
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<tr>
<td>Initial (U)</td>
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<td>Initial (U)</td>
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### Career Switcher Program

( non-degree/non-credit)

<table>
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<tr>
<th>30-60 hours</th>
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<tr>
<td>Mathematics – Algebra I (add-on endorsement)</td>
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<tr>
<td>Health and Physical Education PreK-12</td>
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<tr>
<td>Foreign Languages PreK-12 (French, German, Spanish)</td>
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<tr>
<td>English as a Second Language PreK-12</td>
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<tr>
<td>Career and Technical Education – Business and Information Technology*</td>
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<td>Career and Technical Education – Marketing Education*</td>
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<tr>
<td>Career and Technical Education – Technology Education*</td>
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<tr>
<td>Career and Technical Education – Family and Consumer Sciences*</td>
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<tr>
<td>Science – Biology</td>
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<tr>
<td>Science – Chemistry</td>
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<td>Science – Physics</td>
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<tr>
<td>History and Social Studies</td>
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<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Computer Science</td>
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CEAB Focus and Purpose:

Ensure *quality field education experiences* by cooperatively working with educational stakeholders to address program, practice, research, and policy issues relevant to the preparation of teachers and other educational specialists.

Create a *feedback loop between the VCU SOE, school divisions, faculty and students* to enhance integration of field education and university instruction.
CEAB Membership (Involved/Served)

- Central Office Administrators
- Clinical Faculty Past or Current
- Cooperating Teachers Past or Current
- Division Placement Coordinators
- Principals and Assistant Principals
- Regional School Division HR
- VCU Coordinator, Clinical Placements and Licensure
- VCU Faculty
- VCU Practicum Placement Specialist & Data Coordinator
- VCU University Supervisor Past or Current
Member’s Role

- Involvement in **on-going decision-making** for the improvement of programs
- Assist in identification of professional development needs of field instructors/coaches
- Provide input and support in developing Cooperating Teacher (CT)/Clinical Faculty (CF) and continuing education materials & training
- **Co-construct policies** and procedures related to clinical experiences
- Engaged in the identification of new field placement sites
- Examine trends in clinical experiences that address current practice methods and issues for service delivery
- Reviews and makes recommendations regarding program clinical experiences, evaluation and planning.
Clinical Experiences Shared Perspective

*Induction process* for building the *bridge* between course work and real experiences in our regional schools.
The EPP has established and hopes to maintain mutually beneficial partnerships with diverse P-12 schools for high-quality clinical preparation of candidates.

Without the support and efforts of effective partnerships, it is impossible to offer quality programming for an educator preparation program.

The EPP has established strong collaborative relationships with many school districts, but our four primary partners are in Region 1.

The EPP, school partners, and other professional community members assist in designing, delivering, and evaluating field experiences and clinical practice. As the major stakeholder advisory, CEAB gives advice regarding curriculum, field experiences and clinical practice, and assessment practices.
Timeline for VCU CAEP Visit

- Our Three Cycles of “official” data: spring 2017, fall 2017, spring 2018, fall 2018, spring 19, fall 2020

February 2018:
Programs complete “Gap Analysis”

October 2018
(24 months prior): CAEP CITF, Assessment Committee reviews data collected; identifies gaps; assists with data collection

May 2020:
final drafts of CAEP Committee/Task Force reports/info due to AW & JJ

Self-Study Final Report Approval by VCU Administration

July 2020
(18 months prior): Self-Study Report “shell” available; CAEP committee works to complete “gaps”

March 2021:
Addendum due to Review Team

April 2021: CAEP OnSite Visit

Shared with CAEP CITF /Assessment Committees: October 26, 2019
Shared with Leadership Team: January 10, 2019
Fall CEAB Ad Hoc Committee Assessment/Rubric Review- Who best?

Spring CEAB Meeting Date-
February 2021 & Agenda: CAEP Focus, Effectiveness Survey
Sunday April 18, 2021 CAEP Tentative Interview Night for CEAB
Standards 2, A2 Clinical Partnerships and Experiences *Initial and Advanced*

http://caepnet.org/standards/standard-2

Partnership, Clinical Educators, Clinical Experiences
Standard 2, A.2  Key Vocabulary

- **Clinical Educators:** All EPP- and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate’s knowledge, skills, or professional dispositions at some stage in the clinical experiences.

- **Partner:** Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.

- **Partnership:** Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

- **Stakeholder:** Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.
CAEP: Terminology

Students in the program: Candidates
Students exiting the program: Completers
Pre-service/field experiences/externships: Clinical Experience
Early Clinicals (pre-student teaching)
Institutions offering teacher preparation programs: Educator Preparation Provider (EPP)
Students in K-12: Students
"Field experiences" means program components that are (i) conducted in off-campus settings or on-campus settings dedicated to the instruction of children who would or could otherwise be served by school divisions in Virginia or accredited nonpublic schools and (ii) accredited for this purpose by external entities such as regional accrediting agencies. Field experiences include classroom observations, tutoring, assisting teachers and school administrators, and supervised clinical experiences (i.e., practica, student teaching, and internships). Field experiences are required for all programs.
Top EPP Priorities 2020-2021

- Pre-clinical experiences format, outcomes, monitoring
- Advanced program assignments and rubrics: Who would be key division representative for review
  - Challenges with attending orientation, completing online orientation, new skills for supervisors
- Partnership Effectiveness survey
- Diversity of experiences and related documentation (TK20)
- CEAB Accomplishments

* Decision Variables********
1. Candidates will **complete all requirements** for clock hours/number of weeks for student teaching/internships/practicums.

2. All candidates must be placed in the **area of endorsement sought with instructional personnel who are properly licensed and endorsed**.

3. All candidates completing field placements in schools that are open for face-to-face instruction (even modified schedules) should **complete the majority of their hours in face-to-face environments**.

4. All candidates completing student teaching/internships/practicums **must adhere to the school division’s attendance and hours of operation schedule, as well as the modality of instruction (face-to-face, hybrid, or virtual)**. Virtual hours completed at schools that are only open virtually will be accepted. If schools that begin teaching only virtually are later opened for face-to-face instruction, the candidates should complete the majority of their remaining hours of the field experience in the face-to-face environment.

5. Educator preparation programs and career switcher programs may have candidates (or those who live with them) at **increased risk of severe illness from COVID-19**. Programs have flexibility to make placements for the health and well-being of these candidates.

6. The program will document, in writing, information regarding the placement of candidates and will retain such information in its records.
Acknowledgement by VCU Candidate… Sample

By my signature and continued participation in field education, I acknowledge the following: I have read <<< Insert SOE details^^^ Letter (dated June 25, 2020), including the referenced guidance, and acknowledge that training in field agency settings may include risks, such as injury or illness. I am responsible for my own actions, and my failure to abide by all requirements listed above may result in my temporary or permanent removal from a field educational experience, which may impact my ability to fulfill graduation requirements. Further, the VCU Student Code of Conduct prohibits conduct that endangers the health or safety of any person, which may include failure to follow safety protocols. If I have any questions or concerns about these requirements or my ability to comply with them, I will communicate directly with the Office of Field Education before returning to field placement activities.

______________________________Candidate Signature..
Division Protocol? How can we align?

- Include all level?
- Pre-Clinical Procedures & Plans
- Pre-Student Teaching
- Student Teaching
- MOU–Jewel addendum
Future Agenda Topics

- Pre-Clinical Experiences, Assignments/Outcomes, Assessment, TK20, Diversity Values & Documentation
Thank You

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  jbjones1@vcu.edu

Contact June Jones for early/elementary education advising, secondary education advising, post-baccalaureate advising, clinical placements and licensure.

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[Contact the Student Service Center](https://soe.vcu.edu/current-students/student-services-center/)