



**Assessment Committee -JHL College of Education**

**Agenda: January 17, 2020 @ 11am -12:30pm**

**"Be the Best at Getting Better Together!"**

-Welcome

-Inter-rater Reliability Exercise (DW)

-Next meeting date/time/location: February 21, 2020 @ 11am in the Glass Room

-Other items of interest/Adjourn

*JHL College of Education Mission:*

*The John H. Lounsbury College of Education innovatively and collaboratively develops and empowers educational professionals, P-12 communities, and the Georgia College community to promote diversity, equity, advocacy, and excellence in learning, teaching, service, and scholarship.*



GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

# Attendance Verification

Campus Box 70 • Milledgeville, GA 31061-0490

478-445-4056 (P) • 478-445-6582 (F)

<https://www.gcsu.edu/education>

Date:	1/17/20	Time (begin-end):	11:00 - 12:30
Presenter:	PLI Program Coord.	Total Hours:	
Location:		Meeting Topic:	Updates PSC-Program
Signature of Trainer/Presenter: <small>(verification of attendance by those below)</small>	Stacey Roberts Assessment Plans		

Printed Name	Signature	Title <small>(i.e., Administrator, Professor, etc)</small>
1. Nancy Bell	Nancy Bell	Pr. Tutor
2. Barbara Roquemore	B. Roquemore	Director of Doctoral Prog.
3. Diane Gregg	Diane Gregg	Prog Coord, LMIT
4. Jane Hinison	Jane Hinison	Coord., MED C.T.
5. Linda Bradley	Linda Bradley	Interim Chair
6. Marcie Peck	Marcie Peck	Coord TH EDS
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**Department of Professional Learning & Innovation  
Mid-Year Assessment Updates, Program Coordinators  
January 17, 2020  
11:00am – 12:30pm  
Kilpatrick 223**

1. Updates on assessing 3 of the 6 competencies/program assessments in assessment plans – Continuous Improvement Documentation/Minutes
  - a. Wonderings/Observations:
    - i. Name courses where each competency is addressed
    - ii. Avoid using the same assessment for multiple competencies
    - iii. Discuss demonstrated validity and reliability
2. PSC Requirements (Updated)
  - a. Leadership Programs – Standard 1 and applicable components from Standard 6, 4 Key Program Assessments.
    - i. Tier I – 4 Key program assessments (2 of the 4 would have demonstrated validity and reliability) and addressing the proficiencies (all 6) and assessing three. GACE is required for Tier I
    - ii. Tier II - 4 key assessments for Tier II (2 of the 4 would have demonstrated validity and reliability), addressing the proficiencies (all 6) and assessing three. PASL is required for Tier II.
  - b. Service Programs – Standard 1 and applicable components from Standard 6, 4 Key Program Assessments (2 of the 4 would have demonstrated validity and reliability) and addressing the proficiencies (all 6) and assessing three. GACE is required.
3. Introduction to PRS II

**From CAEP,** *“The EPP selects and defends the choice of at least three of the professional skills stated in A.1.1 that are most critical for the specialized field of preparation. Multiple indicators/measures that are adapted to the generic skills for the professional specialty field are selected for documentation of candidate/ completer proficiencies.”*

## **Standards for Advanced Programs**

**As adopted by the CAEP Board of Directors – June 10, 2016**

The CAEP Board of Directors adopted revised Standards for Advanced Programs effective July 1, 2016. The Standards are summarized below along with the scope of the advanced programs to be reviewed by CAEP and procedural changes in the process. If you have any questions, send a message to CAEP's accreditation staff [accreditation@caepnet.org]. The final version of CAEP Standards for Advanced Programs can be found on the website:

[caepnet.org/standards/standards-advanced-programs](http://caepnet.org/standards/standards-advanced-programs)

**No EPP will include advanced programs in their self-study report until after September 1, 2017. If your self-study report is due before this date, you do not include advanced level programs.**

***Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.***

### **Candidate Knowledge, Skills, and Professional Dispositions**

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

### **Professional Responsibilities:**

A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

## Standard 6: Applicable Components for Leadership, Service, and Endorsement Reviews

*Note: Cell contains a check (✓) when component is applicable. Otherwise, cell is blank.*

Georgia Standards for the Approval of Educator Preparation Programs (2016)	Educational Leadership	Service Fields	Endorsements
<b>6.1: Admission Requirements</b>			
6.1.1. Approval	✓	✓	✓
6.1.2. GPA	✓	✓	
6.1.3. Program Admissions Assessment	✓	✓	
6.1.4. Educator Ethics Assessment	✓		
6.1.5. Criminal Record Check			
<b>6.2: Reading Methods</b>			
<b>6.3: Identification and Education of Children with Special Needs</b>	✓	(Media, School Counseling)	
<b>6.4: Georgia P-12 Curriculum, Instruction, and Educator Evaluation</b>	✓	✓	
<b>6.5: Professional Ethical Standards and Requirements for Certification and Employment</b>			
6.5.1. Professional Ethics	✓	✓	
6.5.2. Requirements for Certification	✓	✓	
<b>6.6: Field Experiences and Clinical Practice</b>			
6.6.1. Systematically Designed Field Experiences	✓	✓	✓
6.6.2. Appropriate Grade Bands	✓	✓	
6.6.3. Clinical Practice Requirements	✓	✓	
<b>6.7: Content Coursework for Curriculum and Instruction (C&amp;I), Instructional Technology (IT), and Teacher Leader (TL) Programs</b>			
6.7.1. Master's Programs		Only C&I, IT, and TL	
6.7.2. Specialist/Doctoral Programs		Only C&I, IT, and TL	
<b>6.8: Educational Leadership Requirements</b>			
6.8.1. Tier I Programs	✓		
6.8.2. Tier II Programs	✓		
<b>6.9: Embedded Endorsements</b>			✓

# Teacher Leadership

Valuable Review

Component	Course	Assessment																		
Application of child theory																				
Use of research and understanding of methodologies																				
Engagement of data analysis and evidence to support school environments	EDTL 7100, 7101, 7120, 7130, 7140	EDTL 7100, Task Plan 1, 7101, Task Plan 2, 7120, Task Plan 4, Task 1 completion report, 7130, Task Plan 3, Task 2 completion report, 7140, Task Plan 5 and 6, Task 3 completion report																		
Leading and/or participating in collaboration activities with multiple stakeholders	EDTL 7100, 7120, 7130, 7140	EDTL 7100, Task Plan 1, 7101, Task Plan 2, 7120, Task 1 completion report, 7130, Task Plan 3, Task 2 completion report, 7140, Task Plan 5 and 6, Task 3 completion report																		
Supporting appropriate applications of technology																				
Application of professional disciplines, laws and policies, codes of ethics, and professional standards	EDTL 7100, 7120, 7130	EDTL 7100, The Ethics assignment, 7120, Coaching Conversation assignment, Task 4 Plan, 7130, Analysis of Practice assignment																		
Choose three of the above																				
Teacher Candidate:																				

GACE

Need specific assessments to address

# Curriculum & Instruction

Component	Course	Assessment
Applications of data literacy	→	
Use of research and understanding of methodologies	EDCI 6103, EDCI 6201	Action Research Plan and Action Research Report
Employment of data analysis and evidence to support school environments	EDCI 6101, EDCI 6102,	Snap Shot Assignment, Assessment Brochure
Leading and/or participating in collaborative activities with multiple stakeholders	EDCI 6105	Field Experience Assignment
Supporting appropriate applications of technology	→	
Application of professional dispositions, laws and policies, code of ethics, and professional standards	→	
<i>GRACE</i>		
*Choose three of the above		
Curriculum and Instruction		

*Valid  
Reliable*

✓

# Library Media

Component	Course	Assessment					
Applications of data literacy	→						
Use of research and understanding of methodologies		EDIT 6268	Selection of Library, Media Needs, Assessment Project, Assignment Rubric				
Employment of data analysis and evidence to support school environments		EDIT 6268	Selection of Library, Media Needs, Assessment Project, Assignment Rubric				
Leading and/or participating in collaborative activities with multiple stakeholders		EDIT 6268	Selection of Library, Media Needs, Assessment Project, Assignment Rubric				
Supporting appropriate applications of technology	→						
Application of professional dispositions, laws, and policies, code of ethics, and professional standards	→						
<i>same (101, 102)</i>							
*Choose three of the above							
Library Media							

*Valid  
Reliable*

*same  
assess.*

*✓*



# Instructional Tech

Component	Course	Assessment
Applications of data literacy	→	
Use of research and understanding of methodologies	→	
Employment of data analysis and evidence to support school environments	→	
Leading and/or participating in collaborative activities with multiple stakeholders	EDIT 6960	Final Portfolio and Capstone
Supporting appropriate applications of technology	EDIT 5202	Every EDIT 5202 rubric
Application of professional dispositions, laws and policies, code of ethics, and professional standards	EDIT 6960	Final Portfolio and Capstone
<i>ATCE (048, 049)</i>		
*Choose three of the above		
Instructional Technology		

Reliable  
Valid

Same  
assessment  
✓

Tier II

Reliable  
Valid

Component	Course	Assessment						
Applications of data literacy								
Use of research and understanding of methodologies								
Employment of data analysis and evidence to support school environments	EDEL 7020	Achievement Challenge and Related Mental Model Change Assessment Rubric						
Leading and/or participating in collaborative activities with multiple stakeholders	EDEL 7010, 7210, 7910	Leadership Change Initiative Assessment Rubric I, II, III						
Supporting appropriate applications of technology								
Application of professional dispositions, laws and policies, code of ethics, and professional standards	EDEL 7010, 7210, 7910	Habits of Mind Assessment Rubric: Emotional Intelligence Assessment Rubric						
<b>PRSL</b>								
<b>Choose three of the above</b>								
Ed Leadership - Tier II								

✓

# Tier I

Valid  
Reliable

Component	Course	Assessment			
Applications of data literacy	EDEL 6900	Narrowing the Gap Initiative Assessment			} Same assessment
Use of research and understanding of methodologies	EDEL 6900	Narrowing the Gap Initiative Assessment			
Employment of data analysis and evidence to support school environments					
Leading and/or participating in collaborative activities with multiple stakeholders					
Supporting appropriate applications of technology					
Application of professional dispositions, laws and policies, code of ethics, and professional standards	EDEL 6300, 6500, 6700	Habits of Mind Assessment Rubric			
<b>Ed Leadership - GRACE (173, 174)</b>					
<b>*Choose three of the above</b>					
Ed Leadership - Tier I					

✓



# GEORGIA COLLEGE

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<https://www.gcsu.edu/education>

Date:	1/17/19	Time (begin-end):	2:30
Presenter:	Secondary Faculty	Total Hours:	2 hours
Location:	Holley's Office	Meeting Topic:	Mid Year Impact Check
Signature of Trainer/Presenter: <i>(verification of attendance by those below)</i>		Holley Roberts	

Printed Name	Signature	Title <i>(i.e., Administrator, Professor, etc)</i>
1. Miriam Jordan	Miriam Jordan	lecturer
2. Cynthia Alby	Cynthia Alby	professor
3. Betta Vice	Betta Vice	associate professor
4. Rui kang	Rui kang	Professor
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## Mid-year Continuous Improvement/Impact Check

*PURPOSE: To Ensure Provider Quality, Continuous Improvement and Capacity*

### Items Needed:

- The *Continuous Improvement Documentation/Minutes Form* (Word Template Version)
- Program Data from the 2019 Assessment Day (on OneDrive) and Fall 2019 Program/unit data

### Directions:

1. Each Program Coordinator will complete the *Continuous Improvement Documentation/Minutes* form in advance AND discuss at least three Assessment/Objectives with Leadership Staff during the January 17, 2020 Faculty Meeting.
2. Each program's *Continuous Improvement Documentation/Minutes* form should contain at least one Assessment Objective from data provided at the 2019 Assessment Day Meeting (e.g. edTPA, GACE, Survey data, PPEM data, etc.).
3. Programs can also address at least one SMART goal.
4. Programs that use the CAPS and PBDA will need to include one objective for either of the assessments.
5. Program Coordinators can also share program specific assessment data.

### Continuous Improvement/Impact Check Activity:

Prior to the January 17, 2020, Faculty Meeting, Program Coordinators will meet with their respective faculty to complete the *Continuous Improvement Documentation/Minutes Form/Template*.

During the faculty meeting on January 17, 2020, program faculty will meet with Leadership Staff (see schedule) to discuss the contents of their Continuous Improvement/Impact Check form.

Note- Particular attention needs to be placed on using data to inform future program decisions.



John H. Lounsbury College of Education  
**Continuous Improvement Documentation/Minutes**  
**PROGRAM/EPP: Secondary MAT**  
**Meeting Date: 01/17/2020**

**Members Present: Cynthia Alby, Miriam Jordan, Rui Kang, Holley Roberts, and Betta Vice**

Assessment /Objective	Data/Data Analysis	Changes Recommended	Action	Progress Monitoring
edTPA	<p>Both face to face and online groups scored lower than 3 on the following rubrics: <b>Rubric 2</b> Planning to Support Varied Student Learning Needs  <b>Rubric 4</b> Identifying and Supporting Language Demands  <b>Rubric 9</b> Subject-Specific Pedagogy  <b>Rubric 10</b> Analyzing Teaching Effectiveness and <b>Rubric 11</b> Analysis of Student Learning            Online group also demonstrated weakness on <b>Rubric 8</b> Deepening Student Learning</p>	<ul style="list-style-type: none"> <li>• Provide more opportunities for students/teacher candidates to analyze their own teaching and/or the teaching practices of other instructors (Rubric 8-11).</li> <li>• Provide students/teacher candidates with more resources and models on differentiated instruction (Rubric 2).</li> <li>• Provide students/teacher candidates with better models on how to support language demands (Rubric 4).</li> </ul>	<ul style="list-style-type: none"> <li>• Use Atlas as a resource in pedagogy courses to improve students' skills in analyzing teaching</li> <li>• Provide students with exemplary practices/models of DI and how to support development of academic language using Atlas and other video collections.</li> <li>• Provide students more in-depth feedback on their teaching through edthema (online)</li> <li>• Help students dissect edtpa prompts and encourage student reflection through one-on-one conferencing to target students' needs and weaknesses (EDFS 5001 Field Placement).</li> </ul>	End of May

<p>Learner Development Plan (end of course assessment for EDFS 5203 Individual Development)</p>	<p>Data for this assessment were only available for face-to-face students (N=29). Students showed slightly weaker performance in terms of <b>data collection</b> with only 51.7% considered exemplary and 41.4% meeting the expectations. Students as a group demonstrated the weakest performance in terms of <b>research base</b> with 51.7% considered exemplary and 34.8% meeting the expectations. In terms of data collection, 6.9% students turned in assignments that were considered "emerging." In terms of research base, 10.4% students' products were considered emerging; and 3.5% students' products showed no evidence of research base. Since our target goal is 100% meets or exceeds expectations, on these two evaluation criteria, we failed to meet our original goal.</p>	<ul style="list-style-type: none"> <li>In order to better implement this assessment and improve consistency between face-to-face and online classes, we will need to better align the instructions/directions of this assignment and the rubric/evaluation criteria.</li> <li>Consider adding/revising assignments in EDFS 5203 that better help students see the connections between theory/research and practices. Help students better understand the values and use of data in improving instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Revise the rubric/evaluation criteria collaboratively during program meetings in spring 2020.</li> <li>Collect feedback in fall 2020 from course instructors on revised rubric.</li> <li>Revisit/revise the common tasks and resources for EDFS 5203 (the course alignment document) to further strengthen the connections between theory/research and practices (to be discussed at the program meetings).</li> </ul>	<p>Every Fall</p>
<p>Culturally Responsive Teaching (end of course assessment for EDFS 5209)</p>	<p>The following analysis were based on face-to-face students only (N=34). Online students' data were available for summer 2019, but will be analyzed in the next reporting cycle. An overview shows that online students performed worse on this</p>	<ul style="list-style-type: none"> <li>Consider assignments in EDFS 5209 that addresses cultural funds of knowledge</li> <li>Offers exemplary practices of assets-based pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the possibility to move EDFS 5215 to summer and EDFS 5209 to spring for online students in the future.</li> <li>Revisit/revise common tasks and resources for EDFS 5209 (course alignment)</li> </ul>	<p>Every Fall</p>

<p>5209 Individual Differences)</p>	<p>assessment than face-to-face students. Students' performance on <b>cultural funds of knowledge and assets</b> was uneven. Although 50% of the students turned in products that were considered exemplary and 38.2% turned in products that were considered meeting the expectations, 11.8% did not meet the expectations and whose assignments were given an "emerging" rating. A similar uneven pattern was shown in the category of <b>quality of description or writing</b> with 52.9% exemplary, 35.3% meets, and 11.8% (N=4) emerging. Students as a group demonstrated the weakest performance in terms of <b>research and theory</b> with merely 26.5% considered exemplary and 55.9% meeting the expectations. A significant proportion of students (17.7% or N = 6) failed to meet the expectations for referencing theory and research. Since our target goal is 100% meets or exceeds expectations, on these three evaluation criteria, we failed to meet our original goal.</p>	<ul style="list-style-type: none"> <li>• More emphasis on how research on multiculturalism, critical theory, and culturally responsive pedagogy can be translated into practices.</li> <li>• Considering online students struggled more on this assignment, may reconsider the sequencing of the program of study and move EDFS 5209 to a semester that allows students more access to resources and more time for reflection.</li> </ul>	<p>document) to further strengthen cultural funds of knowledge, assets-based pedagogy; forge more explicit links between theory and practice with mini-tasks that scaffold students toward the final assessment (to be discussed at the program meetings)</p>
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