



Assessment Committee -JHL College of Education

Agenda: September 13, 2019 @ 11am -12:30pm

Action Items for Coordinators to address in Program Meeting

1. Check EPP Assessment Chart for accuracy
2. Access program data from Shared One Drive Files from assessment day to discuss assessment outcomes and potential changes
3. Document changes on the Continuous Improvement Chart and submit to Holley and Mike to have uploaded to the CAEP/PSC tab on the COE website.
4. Verify all program and EPP assessments are completed at the end of the fall semester
5. Notify Ruby Griffin, David Ladd and service course faculty if students withdraw from programs.

11:00-11:05 - Welcome

11:05-11:10 - Using OneDrive

- Mike: How to access OneDrive, demonstrated where to go (some are struggling to access the assessment folder- JW explained that SERVE downloaded it onto his computer and now he can access it) Dr. Roberts says we'll try to find a simpler way to do this. Mike re-emailed a link to access the folder. Some can't access through Drive.
- Dr. Roberts: If you didn't do this on assessment day, all of your data from the previous year for your programs is in a folder that could have anything you possibly want or need. We're setting up this infrastructure for our visit from CAEP and for CAEP writing teams.

11:10-11:15 -SMART Reports due to Dr. Cara Smith: October 1, 2019; SPA Reports Due September 15th

- Reminder for SMART Reports and SPA Reports
- Tina: We're in the process of self-study, do they give you their previous reports for SPA?
Answer: No. Those will be used for results for CAEP come February.

11:15-11:20 -General Feedback from *August 14, 2019 Assessment Day*

- Space was good (Peabody) (good chairs, good lunch, freezing cold)
- Appreciation of Cara's review of SMART Goals and expectations.
- Tina- has to be in her department meetings (music) and cannot come to ours.
- Brain reaches maximum input after four hours in, after that it gets iffy. Are there some things we could put into online modules and read on our own, maybe take a quiz?
- Retreat didn't last as long as we thought, maybe having a break in the day.
- Using time more efficiently.
- Dr. Roberts felt rushed. May need more time next year before CAEP.
- Dr. Mizelle- Do we have to have all of the meetings during that week? Many are distracted, overwhelmed, some aren't even finished with their summer teaching.

- Could some of it be pushed to the first faculty meeting? Some don't live in Milledgeville and don't want to drive for half-day meetings. Online modules? A point where you can't connect it anymore-people check out. Maybe some time in-between.

11:20-11:30-Review of the Continuous Improvement Plan (HO) (HR)

-DISCUSSION: Add mid-year Assessment Day to enhance (CAEP Standard 5: Continuous Improvement)

- Dr. Roberts: Somewhat of a solution may be holding mid-point review.
- Mike: Impact checks (mid-year review), maybe by department, program or in groups. Maybe sometime in December or January, mid assessment day in smaller groups
- Diane Gregg: Seems like a smart thing to do, with SMART who comes in March.
- Mike: CAPE Standard 5, continuous improvement - what do we need to do and change NOW rather than waiting?
- Timing wise, December would not be a good time. What about end of January?
- Dr. Roberts: Authentic conversation is important, but documentation of that is really important. Can happen departmentally/programs.
- Mike: We would stick to a very tight agenda, short and guided, opportunity to have conversation and document off what we are doing for a CAEP stand point. We'll keep this in mind to discuss more at our October meeting.

11:30-12:00 -JHL CoE EPP Assessment Chart (Revised 9.9.19)

-Check for accuracy

- Most updated version- 9.9.19 version, been working really hard to make sure the instruments are placed appropriately (NOTE THERE IS NOW A 9.18.19 version)
- If any mistakes, let us know NOW. Assessments need to be put in the right courses. This will be updated year to year.
- Took out the discontinued assessments, Holley added additional assessments.
- Take some time to make sure if it is applicable to you and that it is in the right semester.
- Just make sure your program is doing everything that is listed and if you're doing something else, make sure we know about it. Helpful for PSC- unit assessments.

-New spreadsheet (Check and Balance System) for RG and Program Coordinators for LiveText

- Program Coordinators need to check with Ruby to make sure everything is in there the way you want it to be. If not, she can change it. We want to use our assessments to help our programs but looking at accountability and tracking that data we want to make sure it is correct.
- "What goes into LiveText?" Program key assessments. EPP. Holley sent the six proficiencies for advanced programs. Program assessments that address the program standards and those six proficiencies. However else you want to use it is up to you. Ruby only has to enter the EPP assessments and key program assessments.
- Livetext and Banner should coincide. Like classes that have been deleted or canceled but was never notified about it and had it was still active. A lot more of classes in livetext than in Banner.
- Bessie needs to let Ruby know when anything is canceled.

- Ruby normally does a complete upload right after add/drop. After that, she enters manually.
- **If someone withdraws from a course, tell Ruby and David and service faculty.** They withdraw from Banner but not LiveText.

(Program Coordinators check in with Ruby to make sure assessments are attached to the correct course.)

12:00-12:15 -CAPS and PBDA

-Resources/Directions (HO)

-Reliability Testing (Inter-rater) (HO)

- Not applicable to everyone, but these are two major assessments for this year. PBDA: State-wide instrument.
- There is wiggle room for adjusting some procedures along the way, however, we have got to administer the correct assessments with the appropriate courses.
- Take an opportunity between now and the next meeting to look at this information.
- By the end of the semester, the student takes the PBDA and the instructor will take the PBDA on LiveText. With PBDA it gives you up to five n/a's for those needed. We're going to have to work on not being able to evaluate students through online programs.
- PBDA designed to be a self-assessment for candidates.
- CAPS is the intern keys, basically an in-field instrument. Evidence over-time. Take advantage of digital ways to connect/collaborate for those who are supervising many students.
- Make sure you are honestly evaluating your candidates.
- Designed to help to know what to do to help improve.
- Very brief overview but look at it and we can discuss it more at the next meeting or speak with Mike independently.
- TAPS- in the K-12 field; CAPS college or university assessment
- CAPS is easy to do with partner teacher liaisons because they should be familiar. PBDA may be a problem. But our partner teachers know it so well because that's how they've seen it.
- Maybe delivery with PBDA is impacting the struggles with it. Maybe we need to take time to assess every one of those dispositions.
- "If we are, the validity and reliability that we are looking at is agreement, not with colleagues, but the partner teachers with the candidates? I fill it out, the partner teacher fills it out, the teacher candidate does. We're not looking at the validity and how we agree or disagree with the partner teachers? Why didn't we do any training with the partner teachers on reliability and validity?" Mike: "We're going to learn more about CAEP's expectations, we've signed up for a conference (CAEP Con) to see what they are looking for more specifically.
- When having conversations with partners, one can modify the evaluation based off the partner teacher because they see a lot more of the candidate. That may help reliability"
- Select partner teachers and faculty have been trained on the PBDA and CAPS. Reliability testing (inter-rater) has been conducted.
- Once the training is complete, Mike will pull it all together and compare what we've got. With CAPS, we're in good shape.

- In the field (k-12) an overall level 2 score all year is generally unsatisfactory and the teacher is placed on a professional development plan. With CAPS we want at least level 2, mostly level 3, level 4 is basically expert and is RARE.
- Olha: PBDA how many numbers should be plugged into livetext? Is it teacher candidate, partner teacher, and mentor leader?
- Holley: PBDA everyone rates their scores. Candidate, partner teacher, and mentor leader all rank the PBDA. All these three numbers go into LiveText separately. Partner teacher will get an email and Ruby is doing that through the placement through LiveText.
- Holley: Main thing about these two assessments where they were sitting out there but never discussed. Candidate never knew what they ranked.
- Holley: Any disposition assessment we do we have to show a beginning, middle, and end. They need to be aware and know to be developed. All three need to do it three times in the program.
- Holley: CAPS: discussion we had with this got a little muddy. What we understood from several colleges of education, from the CAPS assessment, is the three-way conversation between candidate, partner teacher, and mentor. Everyone has a copy of the assessment (from day one) they would have these documents and they could rank them prior to the meeting (which would be helpful). Partner teacher is going to share what they're thinking (should've been trained, liaison). Student somewhat understands, should've been introduced in a field related course. We sit down and rank. Mentor leader enters the scores you found in consensus. Important to show that everyone has a common understanding of the instrument.
- Mike: CAPS: we will clarify the directions. Mentor leader is putting it into LiveText (consensus numbers) which needs to be clarified and corrected on the CAPS directions.

12:15 -Ethics Assessment Points (HO)

- Make sure its correct on the chart
- Use the continuous improvement form and meet with your program to document the changes. Send this to Holley or Mike. Shan will put them up but the CAEP PSC Link under the Program Committee Meetings. Even older ones will be appreciated. Remember: it's going to be public.

12:15-12:30 -Recommendations from the Advanced Dispositions Committee (Discussion and ACTION)

-Pilot volunteers

- Nancy, Diane, JW, Kevin, and Nicole: hardcopy of Advanced Professional Dispositions and Behaviors. Fundamental ideas from this are coming from Perdue. They have been taken, reshaped, and worked and provided credit. Would like to have volunteers to pilot this evaluation instrument in your program this Fall to see how it works. Again, this is a disposition. This is for advanced programs, tried to cover all of them. Look for gaps, things to add, things to modify. Jane Hinson (Curriculum & Instruction) volunteered, Diane Gregg (Lib. Media/IT) volunteered, Tina (Music M.Ed.), and Ed.D. volunteered (Barbara Roquemore) Looking for feedback for how it is being used, and if students aren't understanding something. Think about how it can be aligned to program standards. Tag program standards to the document.
 - Will go to the COE after the pilot.
 - It will get corrected and uploaded to LiveText. Mike will send an email to figure out what course.

-ELDA Instrument (Watermark)- Discussion

- Dr. Roberts and Dr. Newton spoke with WaterMark who has an instrument and will send a redacted copy of the ELDA and told them we'd take a look at it and discuss at the October meeting.

-Assessment Handbook- A work in progress!

- Using examples from other places, adding information as we go
- Want to make sure we have a great assessment handbook that shows what we are doing

-Follow-ups from the last Assessment Committee Meeting (Spring 2019)

- Completer Perception Survey – Olha will review – discuss at next meeting

-Next meeting date/time/location: October 11, 2019 @ 11am in the Glass Room

- Will continue to be in Glass Room
- Rethinking this date (GATE conference, Diane out, some symposium?)

-Other items of interest/Adjourn

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