



College of Education Assessment Committee Meeting
Friday, January 18, 2019
11:00 am-12:15pm, Glass Room

11:00-11:05 – Welcome and Sign In – New Members (Rui, Jane, Justina, Nicole)

11:05-11:30 – Subcommittee Group Updates

- Completer Perception Survey (Initial and Advanced) – Cheryl Reynolds, Tina Holmes-Davis, Olha Osobov, Marcia Peck
- Initial Teacher Candidate Performance Assessment – Betta Vice, Carol Christy, Kevin Hunt/Tina Holmes-Davis, Steve Wills
- Initial Teacher Candidate Professionalism Dispositions Rubric/Advanced Dispositions Survey – Nancy Mizelle, JW Good, Kevin Hunt, Diane Gregg

11:30 -11:50 – PAAR Review – Due March 8th for review to be finalized by March 15th
Update on Data Conversation with PSC

11:50-12:15 - CAEP Team Development

Reminders

Assessment Goals for AY 2018-2019

Standard 1

- Consistently collect and analyze data from EPP Assessments and document changes
- Consistently collect program data – all faculty are responsible (Part-time, Limited Term, Tenured) – SMART, PSC, SPA
- Initial Teaching Programs
 - Review effectiveness of Initial Teacher Candidate Field Experience Performance Assessment (data available, add student completion, continuous improvement)
 - Review effectiveness of Initial Teacher Candidate Professionalism Rubric (add student completion of rubric in LT; response to dispositional issues, needs improvement)
 - Obtain Content Validity and Inter-rater Reliability on both
 - Ensure alignment of current program data points with InTASC Domains – 6 program assessments
- Service and Leadership Programs
 - Choose 3 of the 6 competencies to be measured in each program.
 - Implement Completer Perception Survey for all Service Programs
 - Create and Implement Completer Perception Survey for Leadership Programs

Other areas:

- Technology Cross Cutting Theme – Initial and Service/Leadership
- Diversity Cross Cutting Theme – Initial and Service/Leadership
- Develop CAEP Team
- Meet regularly as an Assessment Committee- meetings set for Academic Year 18/19
- Communicate regularly at COE Meetings



College of Education Assessment Committee Meeting Minutes
Friday, January 18, 2019
11:00 am-12:15pm, Glass Room

11:00-11:05 – Welcome and Sign In – New Members (Rui, Jane, Justina, Nicole, Barbara)

11:05-11:30 – Subcommittee Group Updates and Next Steps

- Completer Perception Survey (Initial and Advanced) – Cheryl Reynolds, Olha Osobov, Marcia Peck
 - Undergraduate students worked well
 - Graduate students
 - Advanced programs send standards to the subcommittee by January 23
 - Common threads in programs and then create a summary and compare those to the COE Conceptual Framework
 - Send group 3/6 proficiencies
- Initial Teacher Candidate Performance Assessment – Betta Vice, Carol Christy, Tina Holmes-Davis, Steve Wills
 - The committee reviewed the current Initial Teacher Candidate Field Performance Assessment with the InTern Teacher Keys
 - Both are aligned with InTASC
 - Previous concerns of the InTern Keys was the length
 - Partner Teacher – Keys – training and feedback based on their own evaluation and understanding of the Teacher KEYS
 - The committee is currently working on lesson observation
 - Any additional concerns looking at lesson observation?
 - The committee recommends replacing the Initial Teacher Candidate Field Performance Assessment with the Intern KEYS assessment
- Initial Teacher Candidate Professionalism Dispositions Rubric/Advanced Dispositions Survey – Nancy Mizelle, JW Good, Kevin Hunt, Diane Gregg
 - Reviewed all – see notes
 - Leadership is currently under review at PSC Purdue Ed online Special Ed

11:30 -11:45 PAAR Review – Due March 8th for review to be finalized by March 15th
Update on Data Conversation with PSC

11:45-12:00 - CAEP Team/CAEPCon -March 18-21, 2019 in Denver, CO

Reminders

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COE Assessment Committee Sign In Sheet

DATE: 1/18/19

Name	Program	Signature
Carol Christy	Reading/Literacy	<i>Carol Christy</i>
Olha Osobov	Early Childhood	<i>Olha Osobov</i>
Nancy Mizelle	Middle Grades	<i>Nancy B. Mizelle</i>
Rui Kang	Secondary MAT	<i>Rui Kang</i>
Steve Wills	Special Education – Graduate Programs	
Diane Gregg	IT/Media Specialist	<i>Diane Gregg</i>
Cheryl Reynolds	Tier I Educational Leadership	<i>Cheryl Reynolds</i>
JW Good	Tier II Educational Leadership	<i>JW Good</i>
Marcie Peck	Teacher Leadership	
Kevin Hunt	PE MAT	<i>Kevin Hunt</i>
Tina Holmes-Davis	Music	<i>Tina Holmes-Davis</i>
Desha Williams	Teacher Education	<i>Desha Williams</i>
Linda Bradley	Professional Learning and Innovation	<i>Linda Bradley</i>
Ruby Griffin	Assessment Office	<i>Ruby Griffin</i>
Holley Roberts	COE Assessment and Accreditation	
Nicole DeClouette	Special Education BS	<i>Nicole DeClouette</i>
Joseph Peters	Dean	<i>Joseph Peters</i>
Jane Hinson	Curriculum and Instruction	<i>Jane Hinson</i>
Justina Jenkins	Middle Grades MAT	<i>Justina Jenkins</i>

Barbara Roggem EDD

BCD

Initial Teacher Candidate Professionalism Dispositions Rubric/Advanced Dispositions Survey Subcommittee

Meeting Date: December 7 2018

Members Present: Nancy Mizelle, JW Good, Kevin Hunt, Nicole DeClouette, Diane Gregg

MEETING NOTES

Purpose: Review all dispositions documents received from Dr. Roberts/found by subcommittee members and come to consensus on one or multiple rubrics to meet the needs of all program and degree levels

Thoughts & ideas shared during meeting

- behaviors→opinion→attitudes→values→mental model
- Our charge=what will be the assessment instrument; not when the instrument will be used
 - Use dispositions rubric twice=initial and final
- There will always be some level of subjectivity, but there is also
 - a compilation of experiences
 - stakeholder input

Questions posed during meeting

- Is one dispositions the best decision for us or do we need three?
 - Initial Teacher
 - Initial Service
 - _____
- Who completes the instrument?
 - On-site supervisor for unit measure
 - Candidate self-assessment for program only
- How and when would dispositions instrument be used, administered?
- Our work needs to be completed by when?

What would benefit us now? Prof. Behaviors & Dispositions Assess. (PBDA)

- Not perfect
- Leave the instrument alone; adjust the instructions
- Make it fit by how we establish relationship and how we use it (e.g., instructions)
- Share with program faculty
- Questions for Dr. Roberts
 - Developed for teacher candidates only?
 - Has this rubric been used?
 - Can PBID be modified and still keep reliability and validity?

Next meeting: January 24, 2019 11:30-12:30 in Glass Room

- JW=R25
- Kevin=WebEX



John H. Lounsbury College of Education

Continuous Improvement Documentation/Minutes

PROGRAM/EPP: Initial Teacher Candidate Professionalism Dispositions Rubric/Advanced Dispositions Survey Subcommittee

Meeting Date: December 7 2018

Members Present: Nancy Mizelle, JW Good, Kevin Hunt, Nicole DeClouette, Diane Gregg

Assessment/Objective	Data/Data Analysis	Changes Recommended	Action	Progress Monitoring
Review all dispositions documents received from Dr. Roberts/found by subcommittee members (see below for an informal list of documents)		<p>What would benefit us now? Prof. Behaviors & Dispositions Assess. (PBDA)</p> <ul style="list-style-type: none"> • Not perfect • Leave the instrument alone; adjust the instructions • Make it fit by how we establish relationship and how we use it (e.g., instructions) • Share with program faculty 	<p>Questions for Dr. Roberts</p> <ul style="list-style-type: none"> • Developed for teacher candidates only? • Has this rubric been used? • Can PBID be modified and still keep reliability and validity? 	<p>Next meeting: January 24, 2019 11:30-12:30 in Glass Room</p> <ul style="list-style-type: none"> • JW=R25 • Kevin=WebEX
Thoughts & ideas shared during meeting		<ul style="list-style-type: none"> • behaviors→opinion→attitudes→ values→mental model • Our charge=what will be the assessment instrument; not when the instrument will be used <ul style="list-style-type: none"> ○ Use dispositions rubric twice=initial and final • There will always be some level of subjectivity, but there is also <ul style="list-style-type: none"> ○ a compilation of experiences ○ stakeholder input 		
Questions posed during meeting		<ul style="list-style-type: none"> • Is one disposition the best decision for us or do we need three? 		

		<ul style="list-style-type: none"> ○ Initial Teacher ○ Initial Service ○ _____ ● Who completes the instrument? <ul style="list-style-type: none"> ○ On-site supervisor for unit measure ○ Candidate self-assessment for program only ● How and when would dispositions instrument be used, administered? ● Our work needs to be completed by when? 		
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Dispositions documents provided to and/or reviewed by this sub-committee:

- Professional Behaviors and Dispositions Assessment (PBDA)
- Guidelines for use of the Professional Behaviors and Dispositions Assessment
- Initial Teacher Candidate Professionalism Rubric (Fall 2017)
- COE Conceptual Framework Rubric for Advanced Studies Assessment
- CAEP Evaluation Framework for EPP-Created Assessments
- College of Education Initial Capstone Rubric (Revised)
- MAT Professional Dispositions Rubric (from South Carolina & used by Kevin Hunt)
- The InTASC Model Core Teaching Standards (April 2011)
- Qualtrics Survey (from Katja Flachbarth, Database Manager)
- Internship Dispositions Checklist (used by Library Media/Instructional Technology Program; from TPACK Standards (2010), AASL Standards (2010), and Georgia School Library Media Specialist Consortium (2017-2018)
- Personal Mastery Personalized Learning with Habits of Mind (from Dr. Good, provided as introduction to sub-committee work)
- Emotional Intelligence Assessment Rubric (from Dr. Good, provided as introduction to sub-committee work)