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-12:15 pm, 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
  o 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
  o 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
  o 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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<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Carol Christy</td>
<td>Reading/Literacy</td>
<td>Carol</td>
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<td>Olha Osobov</td>
<td>Early Childhood</td>
<td>Olha</td>
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<td>Nancy Mizelle</td>
<td>Middle Grades</td>
<td>Nancy</td>
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<td>Rui Kang</td>
<td>Secondary MAT</td>
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<td>Steve Wills</td>
<td>Special Education – Graduate Programs</td>
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<td>Diane Gregg</td>
<td>IT/Media Specialist</td>
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<td>Cheryl Reynolds</td>
<td>Tier I Educational Leadership</td>
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<tr>
<td>JW Good</td>
<td>Tier II Educational Leadership</td>
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<td>Marcie Peck</td>
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<td>Tina Holmes-Davis</td>
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<td>Desha Williams</td>
<td>Teacher Education</td>
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<td>Linda Bradley</td>
<td>Professional Learning and Innovation</td>
<td>Linda</td>
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<td>Ruby Griffin</td>
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<td>Holley Roberts</td>
<td>COE Assessment and Accreditation</td>
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<td>Nicole DeClouette</td>
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<td>Joseph Peters</td>
<td>Dean</td>
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<td>Jane Hinson</td>
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<td>Justina Jenkins</td>
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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
<table>
<thead>
<tr>
<th>Assessment/Objective</th>
<th>Data/Data Analysis</th>
<th>Changes Recommended</th>
<th>Action</th>
<th>Progress Monitoring</th>
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<tr>
<td>Review all disposions documents received from Dr. Roberts/found by subcommittee members (see below for an informal list of documents)</td>
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| 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 |                                                                        |                                                           |
|                                        |                    | o Use dispositions rubric twice=initial and final |                                                                        |                                                           |
|                                        |                    | There will always be some level of subjectivity, but there is also |                                                                        |                                                           |
|                                        |                    | o a compilation of experiences                           |                                                                        |                                                           |
|                                        |                    | o stakeholder input                                     |                                                                        |                                                           |

| Questions posed during meeting |                    | Is one dispositions the best decision for us or do we need three? |                                                           |
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)