



**College of Education Assessment Committee Meeting**  
**Friday, November 9, 2018**  
**11:00 am-12:00pm, Glass Room**

11:00-11:05 – Welcome and Sign In

11:05-11:25 – Review and discuss the following:

- Standard Based Portfolio Assessment Rubric
- COE Conceptual Framework Rubric for Advanced Studies

11:25-12:00 – Meet in subcommittee groups to discuss meeting dates, work to be done based on goals below, data requests, etc.

- 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

12:00 – Adjourn for COE Lunch Celebration

**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

## COE Assessment Committee Sign In Sheet

DATE:   11/9/18  

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>
Betta Vice	Secondary MAT	<i>Betta Vice</i>
Steve Wills	Special Education	<i>Steve Wills</i>
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/C&I	<i>Marcie Peck</i>
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	<i>Holley Roberts</i>

*Nicole DeClouette Special Educ BS NicoleDeClouette*  
*Joe Peters Joe Peters*

**COE Assessment Committee Meeting Minutes  
Friday, November 9, 2018  
11:00-12:00pm**

**11:00-11:05 – Welcome and Sign In**

- Please confirm your assessment plan for your program with Ruby. Label the assessments in this way: class, program and EPP assessment
- Once you have corrected your plan, please give it back to Ruby so that she can place all assessments in LiveText without prompting. Only Program Coordinators can make changes to program assessment points. All EPP assessments must be completed.
- Announcements:
  - o December 5<sup>th</sup> will be our first data conversation with the PSC. In the presentation we will need to discuss our quality assurance system.
  - o Today in the COE meeting the EPC will be bringing forth a reconstitution of that committee. The new committee provides an opportunity to share and seek feedback on our assessments from a variety of stakeholders.

**11:05-11:25 – Review and discuss the following:**

- Standard Based Portfolio Assessment Rubric
- COE Conceptual Framework Rubric for Advanced Studies
  
- At our last meeting we had a conversation about the use of the Capstone portfolio as an EPP assessment.
- Undergrad standards-based assessments
  - o Consider aligning to INTASC at the initial preparation level?
  - o Advanced Conceptual framework – based on our conceptual framework
- In the past, those were used as a unit wide assessment
- We need to look at
  - o 1. Are we getting data that is meaningful as we continue to improve?
  - o 2. If we are, then how can we make these assessments tied to current standards and telling us something beyond our conceptual framework.
- How are we currently using the data?
- What are we looking for?
- We would use the edTPA and the GACE at the initial level and 2 of our choice
  - o Initial Teacher Candidate Performance Assessment
  - o Initial Teacher Candidates Professionalism and Dispositions
  - o Completer Perception Survey
- At the service and leadership level – GACE and PASL
- Should we consider a dispositions assessment to go across all service and leadership areas?
- Dispositions – would there be a separate piece
- PPEMs would be used for Standard 4

- Part of the work that the subgroups are going to do is to determine what is relevant across the service and leadership programs, beyond the Capstone.
- Teacher Leader GACE Assessment – different than CI – count for both? GACE and performance?
- Service and Leadership – Advanced programs are reviewed, “If it puts a new name (certification area) on your certificate.” Then those are the programs that are going to be reviewed, otherwise they will not be reviewed.
- We will need to decide if this is something that we want to do based on how we want service and leadership students to leave GC – in other words, what are characteristics of a GC graduate vs. someone else
- Technology piece on the Initial Capstone rubric was not worthwhile – years ago it was something to show as data, but not easily determined by the Capstone
- Through the years, Charlie Martin, asked students about a process of doing the exit portfolio and student said that the reflection that they did to bring this portfolio together was very valuable. It is not based on any set of standards. Students write to their standards in their program. Standard generic. Early in this process we meet as leaders and did validity and reliability checks. It is a long-standing process and I would say that as a mentor leader for students to go through this process. How have I developed across the time in this program? We talk about standards and them to see how they have developed and to think about how to write in a concise way and produce the artifacts that go with that – beneficial process. We would advocate even if they did away with it. Used for SPA reports. We use it in our MAT program and our master’s program.
- The Capstone experience is a high impact practice at initial level and it should be continued.
- We need more conversation at the advanced level
- There are issues with the scheduling for the online MAT programs.
- Master’s level program – library media – undergraduate process inspiring – lays out how it should be done and take back to my program – fit in modify and add. Take what they do at the undergraduate level.
- Are all programs using this rubric that everyone has? Yes
- Service and Leadership people – choose 3 of 6
  - o These three things my program does – 3 things out there that you are committing to do – should those be included in the Advanced Capstone Experience somehow?
- Advanced look at things that we want to know about and establish validity and reliability
- Leadership can be very different. Stay in that framework for assessments – we get valuable information in other ways.
  - o General feel for broad concepts
  - o Realization that you lose some of the particulars in doing this and we should not expect it to be too much
  - o Program is driven by the PASL – exploring tasks and moving forward scaffold to Tier II and then also the GACE content
- There may be things that we expect all students to do and that may inform an advanced dispositions assessment
- Kevin and Tina at initial level – is that something that you all can do?

11:25-12:00 – Meet in subcommittee groups to discuss meeting dates, work to be done based on goals below, data requests, etc.

- 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
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- Subcommittees – providing what you need and want
  - We decided to break into groups and get work done to bring back to larger group
  - Goals listed on the agenda
  - Divided people in groups
  - Compiled in each folder
    - CAEP evaluation
    - INTASC standards
    - Current assessment
    - Ideas from around the state
    - EPP evaluation
    - Standards and data if it wasn't too much
    - Completer survey has everyone's data
    - Can send PowerPoint
  - Get together in your group and plan – meeting dates, work to be done
  - Timeline – collecting data as we have currently – not change anything midstream this year
  - We have the good part of this semester and then next semester so by the close of the year we will need to be ready to validate and pilot the assessment
  - We are reviewing to see if we want to make changes? yes
  - What is important to consider about the assessment is what the data is able to reveal in order to make sound decisions of changes that are needed.
  - In dispositions – created assessments, timeline of when these assessments are given
    - Content validity and used in other places in the state – consider the ones provided
  - In Initial Teacher performance assessment – consider the Intern Keys or creating the performance levels into a rubric
  - Completer perception survey – positive student response rate
    - Students responded
  - Question – Claire Garrett's role can she be a resource to the committee as necessary. Yes.
  - EPC – these things will come to the newly reconstituted group for feedback and review

# COE Conceptual Framework Rubric for Advanced Studies

by JHL Administrator

## Assessment

### Purpose

Assessment for selected decision points at the advanced level of study. This rubric is based upon the standards as set forth in the JHL SOE Conceptual Framework for the Advanced Educator Preparation Program.

### Assessor

Graduate faculty

### CF Rubric - Advanced

Conceptual Framework Rubric - Advanced

	Basic	Acceptable - Master	Acceptable Ed.S. / Exceeds - Master	Exceeds - Ed.S.
<b>Extended Knowledge - - Educators will add depth and breadth to their existing knowledge base GA-GCSU-AEPP.1</b>	Summarize but do not apply the major concepts, principles, theories, standards, and research related to their teaching field(s) and/or specialization area(s), to improve their practice. They do not relate this knowledge to their understanding of school change.	Analyze, summarize, and apply the major concepts, principles, theories, standards, and research related to their teaching field(s) and/or specialization area(s), to improve their practice. They relate this knowledge to their understanding of school change.	Analyze, synthesize, and evaluate the major concepts, principles, theories, standards, and research related to their teaching field(s) and/or specialization area(s). They verify that the knowledge gained has improved their practice as a leader or mentor.	Generate new principles, or theories and research related to their teaching field(s) and/or specialization area(s). They verify that the knowledge gained has improved their practice as a leader and mentor.

<b>Professional Knowledge and Application - - Educators will practice and improve their professional skills based upon the application of advanced educational theories. GA-GCSU-AEPP.2</b>	Practices are grounded in tradition and characterized by adherence to authority or technical rationality. They engage in few to no professional development activities or the activities are not grounded in a solid understanding of educational theory.	Practices are grounded in and characterized by current research. They engage in a variety of effective professional development activities grounded in a solid understanding of educational theory.	Practices are grounded in and characterized by current research on the nature and needs of their clients. They engage in a wide variety of effective professional development activities grounded in a sophisticated understanding of educational theory.	Practices are grounded in and characterized by current research from an array of relevant fields. They engage in a wide variety of effective professional development activities grounded in a sophisticated understanding of explicated educational theory.
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<p><b>Sensitivity to Diversity in the Classroom, Community, and Society</b> - -Educators will enhance acceptance of cultural diversity in the school and community. Treat diversity as a hindrance in the various contexts in which they perform their job. Ignore the distinctive qualities of each individual or group which they encounter and promote a similar perspective with colleagues.</p>	<p>Do not reflect on knowledge of the school's community and ways to enhance acceptance of cultural diversity in the school and community. Recognize that diversity is an asset for the various contexts in which they perform their job. Appreciate the distinctive qualities of each individual or group which they encounter and promote a similar perspective with colleagues.</p>	<p>Reflect on knowledge of the school's community and ways to enhance acceptance of cultural diversity in the school, the community and the region. Recognize that diversity is a powerful resource to be applied to the various contexts in which they perform their job to improve educational outcomes for all. Appreciate and work to develop the distinctive qualities of each individual or group which they encounter and promote a similar perspective with those in the community and state.</p>	<p>Reflect on knowledge of the school's community and effectively implement acceptance of cultural diversity in the school, the community and the region. Recognize that diversity is a powerful resource to be applied to every context in which they perform their job to improve educational outcomes for all. Appreciate and work to develop the distinctive qualities of each individual or group which they encounter and advocate for them at a societal level.</p>
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<p><b>Professional Organization and Mentoring Novices</b> - - Educators will develop their roles as mentors of those just beginning the teaching/leading process to GA-GCSU-AEPP.4</p>	<p>Do not belong to, contribute to, or learn from important professional organizations that advance education. Work unilaterally and fail to use skill to mentor pre-service educators.</p>	<p>Belong to, contribute to, and learn from important state and national professional organizations that advance education. Collaborate with colleagues beyond the building level to foster educational excellence and equity. Use advanced skill and expertise such as perspective taking of protégé to mentor others.</p>	<p>Take on influential roles that shape important state and national professional organizations that advance education. Collaborate with colleagues at the state or national level to foster educational excellence and equity. Use advanced skill and expertise to mentor several protégés and show evidence of responding differently and appropriately to their needs.</p>
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**Theory and Research - Educators will master the research skills needed to seek information from other professionals and to conduct school-based research and disseminate the new knowledge generated.**  
**GA-GCSU-AEPP.5**

<p>Are not knowledgeable of or fail to apply the important theories that shape effective educational practices. Conduct research to make choices grounded in established educational theory and informed decisions that add to the body of education knowledge. Do not engage in scholarly activity or design, carry out or disseminate original research at any level.</p>	<p>Are knowledgeable of and consistently apply the important theories that shape effective educational practices. Regularly conduct research to make choices grounded in established educational theory and informed decisions that add to the body of education knowledge. Engage in scholarly activity by designing, carrying out, and disseminating original research, grant procurement, or a procurement, or a intellectually rigorous activity at a professional or national level.</p>
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**Communication and Advocacy - Educators will learn how to engage families and the community in instructional programs and to advocate for individual students.**  
**GA-GCSU-AEPP.6**

<p>Do not seek the advice of colleagues in order to adapt practice accordingly. Communicate ineffectively with constituencies and as a result cannot actively advocate for those people, programs, and concepts that would improve general educational outcomes.</p>	<p>Seek the advice of colleagues, experts, students and parents to develop deeper knowledge and adapt practice accordingly. Communicate effectively with all stakeholders and as a result actively advocate for stakeholders and as a those people, programs, and concepts that would improve educational outcomes for all.</p>
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**Dynamic Leadership** - - Assume subservient roles that do not effect change at the building, district, or state level and fail to promote educational excellence and equity. Do not collaborate with others to create an inclusive learning environment.

**Educators will learn the leadership skills needed to serve as role models of life-long learning in educational, professional, and social communities** - - Assume leadership roles that effect change at the building, district, or state level and promote educational excellence with others to create an inclusive learning environment.

**GA-GCSU-AEPP.7** Assume increasingly more responsible leadership roles at the national level that effect change and promote educational excellence and equity. Collaborate with others to create, maintain, and strengthen an inclusive educational environment.

## Standards

Extended Knowledge: Students in the advanced educator preparation program will be given opportunities to add depth and breadth to their existing knowledge base. Development in pedagogy creates opportunities for educators to continually improve their practice. Instructional materials and resources are constantly changing, as are the diverse needs of all learners, challenging educators to learn new technologies and incorporate them into innovative teaching techniques. The emphasis on educators as architects of change places significance on taking advantage of all opportunities to extend an educator's basic knowledge foundation.

GA-GCSU-  
AEPP.1

Professional Knowledge and Application: Students in the advanced educator preparation program will be challenged to apply theory to practice. They will be guided to practice and improve their professional skills and to experiment and change their professional practices based on the application of advanced educational theories.

GA-GCSU-  
AEPP.2

Sensitivity to diversity within the classroom, community, and society: Education is a matter of relationships among diverse individuals. These relationships should be grounded in a sensitivity to the diversity of individuals within the classroom, community, and society. Educators who openly express and model respect for individual differences will be able to build bridges within the community. The advanced educator preparation program will challenge educators to positively impact society's understanding and acceptance of all individuals.

GA-GCSU-  
AEPP.3

Professional organization and mentoring novices: Students in the advanced educator preparation program will be encouraged to develop their roles as professionals, to explore their professional strengths and weaknesses and to organize their philosophies of education and classroom experience in a manner that will be beneficial to those just beginning the teaching process. They will learn how to be mentors to novices in ways that will benefit both educator and student alike.

GA-GCSU-  
AEPP.4

Theory and Research: Just as beginning educators will learn from those in the advanced educator preparation program, graduates will be taught to seek information from master teachers and researchers. They will become skilled in seeking information from research articles and professional presentations; they will also be encouraged to conduct research in their classrooms and make the results known to their colleagues through conference presentation or articles.

GA-GCSU-  
AEPP.5

Communication and Advocacy: Students in the advanced educator preparation program will be taught the skills needed to communicate with families and leaders in the community in regard to individual students and/or needs of the school. Educators will be guided on how to engage families and the community in the instructional program and to advocate for individual students when appropriate.

GA-GCSU-  
AEPP.6

Dynamic Leadership: As with the basic educator preparation program, emphasis will be placed on endowing practicing educators with dynamic leadership capabilities. The focus in the advanced educator preparation program, however, will be on creating educators who will serve as role models in the educational, professional, and social communities and who will model the benefits of education by becoming life long learners.

GA-GCSU-  
AEPP.7

John H. Lounsbury College of Education  
Initial Capstone Rubric (Revised)

	<i>Passes with Honors</i>	<i>Passes with Distinction</i>	<i>Passes with Recognition</i>	<i>Passes</i>	<i>Does not Pass</i>
Overall	A coherent whole with clear examples and with multiple, explicit connections among parts within the whole and extending beyond to consider ethical, moral or political issues.	Candidate's capstone activities demonstrate clear assimilation of professional teaching and learning theory, making explicit connections between practice and theory.  A principled theory is explicitly developed and articulated throughout the capstone activities.	Candidate's capstone activities demonstrate integration of professional teaching theories, making connections between practice and theory.  The candidate's integration of theory as embedded throughout the portfolio is based on tradition, however theory is integrated with most aspects of professional practice.	Candidate's capstone activities tell a clear story about teaching practice with illustrative examples; explication of theory in relationship to teacher lore and professional practice is evident yet basic.	Little descriptive language; relies upon story without describing theory; little sense of pattern or organization.
Portfolio Narrative	Using sophisticated language, explains how the candidate integrates understanding of the conceptual framework with the program standards in relation to being admitted to the profession of teaching. The candidate extends and discusses implications of ideas and concepts presented in the last two years of professional education, explicating the candidate's theory at a dialectical level.	Using clear, succinct language, explains how the candidate integrates understanding of the conceptual framework with the program standards in relation to being admitted to the profession of teaching. The candidate shows compelling evidence of having assimilated the concepts and expresses ideas and issues presented in the last two years of professional education, explicating the candidate's theory at a contextual level.	Using clear, succinct language, explains how the candidate integrates understanding of the conceptual framework with the program standards in relation to being admitted to the profession of teaching. The candidate shows evidence of having assimilated the concepts and expresses ideas and issues presented in the last two years of professional education.	Explains how the candidate integrates understanding of the conceptual framework with the program standards in relation to being admitted to the profession of teaching. Ideas are dealt with simply but clearly. The synthesis is basically cohesive with minimal gaps.	Narrative is weak, with little cohesion or substance. There is little indication of professional readiness or understanding of personal growth within the program.
One-page Justifications	All justifications are persuasive, showing vigorous attention to selection of evidence and powerful reasoning for the fit between the standard, and its accompanying explanation, and its application to future practice.	All justifications are persuasive, showing careful attention to selection of evidence and well-informed reasoning for the fit between the standard and its accompanying explanation.	Justifications are persuasive with most showing attention to selection of evidence and informed reasoning for the fit between the standard and its accompanying explanation.	Justifications are, on the whole, persuasive but may lack depth. Appropriate artifacts are selected but may be minimal in number and/or reasoning.	Justifications are insubstantial or incomplete. Writing is not cohesive.
Elements of Written Style	Uses language creatively and effectively with a strong voice and a clear sense of audience and context. The written portion of the portfolio is free of errors and follows conventions of APA manual of style without fail.	Uses language effectively with a distinct voice and a sense of audience. The writing has minimal grammatical errors. Writing is free of spelling and typographical errors. Follows APA manual of style.	Uses language effectively with an appropriate sense of audience. The writing has few errors either of grammar or spelling. Follows APA manual of style.	Uses language effectively. The candidate's writing contains errors but not so substantial to detract from the overall written performance.	Writing demonstrates poor use of language and limited vocabulary. The writing has major errors in grammar and spelling.
Content of Presentation	The selected organizer and the oral presentation create a coherent whole that transcends the candidate's individual practice to illuminate the candidate's development as a professional teacher. The presentation shows a well-developed sense of self-awareness and professionalism. The choice of visuals, if included, is indicative of professional presentations—well integrated	The selected organizer and the oral presentation make explicit connections to the candidate's individual practice and development as a professional teacher. The presentation shows a developed sense of both self-awareness and professionalism. The choice of visuals, if included, enhances the presentation.	The selected organizer and the oral presentation make relevant connections to the candidate's individual practice and development as a professional teacher. The presentation shows a developing sense of professionalism. The choice of visuals, if included, supports the presentation.	The selected organizer and the oral presentation make comprehensible connections to the candidate's individual practice. The presentation shows a nascent sense of a professional teacher that tends to focus on personal story. The choice of visuals, if included, contributes at least minimally to the appeal of the presentation.	The selected organizer is inconsistent or inappropriate for the venue. The content of the presentation lacks professionalism and fails to demonstrate growth. Visuals are unrelated to the content.

Interview Response	Thorough, well-constructed, and smooth responses which are fully supported and verified. Effectively critiques and encompasses other plausible perspectives when necessary to provide a deep explanation. Responses are thoroughly supported by evidence drawn from theory and practice.	All interview responses are illustrative, going beyond what is obvious or what was explicitly taught. The candidate makes apt criticisms, discriminations, and qualifications. Responses are well supported by evidence.	Most responses are revealing, going beyond what is obvious or what was explicitly taught. The candidate makes appropriate connections and is articulate in his or her responses. Most responses are well supported by evidence.	Responses reflect personalized ideas supported by some theory. Responses may be brief or incomplete yet contain apt ideas that demonstrate awareness.	Responses are unclear or demonstrate a disconnect. Candidate is unable to formulate or articulate responses.
Elements of Oral Style	Candidate uses voice quality as well as eye contact and body language to captivate audience. The presenter is articulate and expressive and displays ease in presenting to a panel of colleagues.	Candidate uses voice quality and variation, as well as eye contact and body language, to hold the attention of the audience. The presenter employs strong delivery techniques, is expressive, and displays confidence in presenting to a panel of colleagues.	Candidate uses voice quality and variation, as well as eye contact and body language, to hold the attention of the audience. The presenter uses adequate delivery techniques with some expression and, for the most part, displays confidence in presenting to a panel of colleagues.	Varies voice, uses satisfactory voice quality, and makes occasional eye contact with audience. Displays professional behaviors in presenting to a panel of colleagues.	Delivery techniques detract from the message. There is a lack of eye contact or sense of connection with the audience.
Use of Technology	Candidate demonstrates an exceptional use of technology in the portfolio. In addition to the Internet and productivity applications, the candidate utilizes multimedia (images, video and audio) as well as other technologies that enhance the portfolio and show facility with a range of media.	Candidate demonstrates an above average understanding of technology. Presentation utilizes various forms of technology, including Internet resources and products created from typical productivity applications such as Microsoft Office.	Candidate demonstrates an acceptable level of technology. Candidate integrates the Internet and perhaps one other form of technology within presentation. It is evident the candidate still has gains to make in the utilization of technology.	While candidate uses requisite technology to build their portfolio, additional uses of technology are not evident.	Candidate demonstrates little or no evidence of technology integration.