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College of Education Assessment Committee Meeting : 2009 : 08 : 17

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Assessment Committee Minutes—August 17, 2009

Members present—Zafer Unal, Bonnie Braun, Alex Brice, Malcolm Butler, Brie Reck, Vivian Fueyo, Kathe Rasch, George Roy, Andy Reeves, Gwyn Senokossoff

Not present—Terry Rose

1. Finalizing the Overall Assessment Calendar—

Dean Fueyo welcomed George Roy to the group. Gwyn Senokossoff is also taking Margaret Hewitt's place on the committee officially.

*Action Item: Dean Fueyo asks that we take the tiers and finalize when specific reports will be received. Reports will be presented in writing and emanate from discussions with each program faculty, as the Initial Teacher Preparation, Math/Science, and Reading reports did last April. This will not supersede continuing to share data in College of Education faculty meetings.

*Action Item: Program faculty will review program specific dates and, by August 28, provide Kathe with the months that their program will regularly report data back to the Assessment Committee.

*Action Item: Dean Fueyo will provide the entire group with dates for admissions data for all programs.

Graduate and undergraduate survey data is currently available for review and will be each September. Faculty from each program will review and report on the current survey data by August 28, 2009 in preparation for the visit.

Internship data linked to CDN will be evaluated on the cycle of reviewing applications for final interns. We will add ESOL reporting and a report on faculty credentialing to the calendar as well.

We'll add ESOL and faculty credentialing, with reports in October and February.

2. Report from Educational Leadership on Program Data

The Educational Leadership evaluated data in meetings with all faculty (including new faculty member Charlie Vanover)

What follows is Olivia's summary for Brie to report. After that, are the specifics that Brie highlighted during the meeting.

August 17,2009 Summary of data

Upon the review of data collected by the Education Leadership Program faculty several areas were identified as needing improvement. The data reviewed is from the University Supervisor Evaluations of Field Base Experiences and the Supervising Mentor's Evaluation of candidates.

The University Supervisors Evaluation is completed collaboratively by the University supervisor, the candidate and the mentor during a meeting held at the end of the Practicum experience.

The University Supervisors Evaluation data from the Fall of '07 to Spring of '09 shows that students demonstrates less proficiency in the following indicators of the Florida Principal Leadership standards. These findings are the bottom five needs from least to most need of improvement

5. ***Standard 5, Indicator 3*** *Empowers others to assist in the accomplishment of organizational goals*
4. ***Standard 2, Indicator 3*** *: Apply at least one current leadership theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations) Students are ask to share field experiences were they have reflected upon one of these theories when involved in a leadership opportunity.*
3. ***Standard 2, Indicator 4:*** *Evaluate the use of problem solving skills, strategic planning, or operational planning (including applications of technology) in effective, legal and equitable use of fiscal, human and material resource allocation and alignment of those resources with a focus on teaching and learning.*
2. ***Standard 4, Indicator 4:*** *Empowers others appropriately to achieve individual and organizational goals.*
1. ***Standard 4, Indicator 5:*** *Participates in recruitment selection, induction professional development, retention, or dismissal activities and analyzes the extent to which contract language was followed.*

The program staff agreed that more instruction on Empowerment of teachers should be integrated in program courses and especially in the Supervision course.

Another data source used to evaluate candidates is the Evaluation of Supervising Mentor form. While this rating is based on a 3 point scale the following areas were rated with a mean score of 2.5. This is the lowest score given by a mentor of candidates participating in field experiences. (numbers represent the number on the Supervising Mentor's form)

5. *Demonstrates potential to coordinate services that support student development and achievement.*
6. *Demonstrates potential to use assessment and evaluation to inform about students, staff and community when making decisions.*
10. *Demonstrates a potential to facilitate participation of parents and families as partners in the education of children.*

Brie reported that they have reviewed assessment data and are trying to triangulate the information from the supervising principals and the CDN system. The faculty also get a lot of feedback from staff development and the targeted selection process in Pinellas that is reviewed continuously as Dr. Hodges meets regularly with the Staff Development. The Pinellas Staff Development folks have also continued to be involved in providing feedback for their Action Research Project.

Brie then discussed specifics addressing Human Resources. She reports that is still an area that needs more work in CDN assignments. The faculty is going to add more depth in the supervision class, including working on looking at contract language. There will also be additional attention to this in the Principalship class.

She also reported about the challenges of helping candidates who are struggling more in abstract principles. For example, diversity was a standard where the candidates have to this point needed a greater number of attempts to read fulfilled. In response, faculty have enhanced the action research project, added an equity audit across a number of areas….and become much more intentional in the ways in which the FPLS Standard is addressed. Faculty were not satisfied with the job they were doing to pursue what kinds of conclusions can be drawn from the candidates' analysis. Faculty plan to "beef up" the two places in program evaluation and tech data classes that they can get a better and stronger grasp on the type of conclusions that are drawn. Faculty are explicitly concerned about confronting and addressing deficit thinking on the part of candidates as it relates to student demographics in the schools,.

As Dr. Hodges report suggests, the faculty have analyzed which standards the candidates struggle with more. As previously suggested these FPLS standards are HR, Empowerment and Leadership.

Program faculty recognize that there are needs to continually increase leadership capacity to make decisions. CDN and Practicum evaluations will be analyzed to ensure that concerns in these areas are addressed.

Dr. Butler asks to see the equity audit and how it might relate to an equity metric he is using. . He believes there are chances for research. Faculty are concerned about how the needs of ESE students are being addressed and are anxious for opportunities to collaborate with other programs.

2. Review of Survey Data—

Each program is now reviewing survey data again with the USF SP summary from the last 3 years. The data in now presented in standard 1 has a disappointly low response

rate. As can be seen in other minutes, we will continue to supplement with Advisory Board Data and focus groups.

Each program will be presenting feedback from its survey data by after program meetings September 1. The faculty agreed that other methods must supplement these data, while collection of data will also be emphasized this year as our candidates graduate.

3. Math/science portfolio. Faculty have looked at 4 portfolios this summer per schedule and all 4 needed to rewrite their section on research.

 Math/Science have now put procedures in place that the reading faculty have been using. The program advisor, as well as Dr. Sampson will need to approve the research topic.

4. Questions/feedback from Friday's meeting with Dr. Ross, Consultant for the NCATE consultation—

Dr. Ross provided excellent and specific feedback

One of her suggestions was that the meeting with the Assessment Committee actually be a meeting where we are analyzing data and they are looking at it in a fishbowl way.

5. Prompts for the CDN—Dean Fueyo is proposing on behalf of the faculty and with the feedback from many candidates, that prompt 4 is removed, Making it optional in the system now. Discussion….ensued confirming that this has been a question asking for redundant responses in many cases. At this point, it would be optional in the system and it can be revisited at a later date..

Action item—make it optional, "Streamline for them."

Motion that question #4 be made optional beginning August 23rd. and after 3 years review. Candidates receive communication about the change when the system reopens. Passed unanimously.