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College of Education Assessment Committee Meeting: 2010 : 03 : 01

University of South Florida St. Petersburg, College of Education. Assessment Committee.

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Members present: Dean Fueyo and Drs. Bonnie Braun, Alejandro Brice, Malcolm Butler, Brie Reck, Terry Rose, George Roy, Gwyn Senokossoff, Zafer Unal, Ms. Jennefer Khattabi, Dr. Susan Holderness

1. The minutes from the 1 February 2010 meeting will be distributed via email for review, and approved at the April meeting.

2. Dean Fueyo briefly reviewed the Assessment Committee’s charge: The Assessment Committee is responsible for the systematic development, review, and analysis of the ongoing data collection and information systems that inform and improve the College’s programs and the performance of its candidates. [http://www.stpt.usf.edu/coe/assessment_committee.htm](http://www.stpt.usf.edu/coe/assessment_committee.htm) The Committee has representatives from all programs and areas, such as ESOL and internships, and is an administrative committee in the College of Education. It succeeds the NCATE Steering Committee and has been broadened, focusing on accreditation and program improvement issues, i.e.: continuous program review and improvement against standards.

   Dean Fueyo and Dr. Holderness are working to establish templates to be used for reports to the Assessment Committee; the process and forms will be vetted by the Committee. This will ensure consistency of the information collected and aggregated across programs, as well as for reports to accreditation agencies. **The Schedule of Reporting will be reviewed at the May meeting.**

3. Updates: Dr. Braun provided more information about the 17 UG candidates who did not qualify for the final internship in Spring 2010. Seven of the 17 are applying for the final internship in Fall 2010; a total of 74 have applied for the final internship in Fall 2010, the first cohort of interns in the new bachelors degree program. Of the remaining 10, two have not responded to calls and emails, three postponed their graduations until Spring 2011, two transferred to USF Tampa, one dropped for financial reasons, one has GPA problems, and one started late because of medical reasons.

   Dr. Braun and Dean Fueyo met on 23 February 2010 with Ms. Marilyn Lusher, Pinellas County Schools Human Resources Director, and two other staff members to discuss intern placement issues. They will prioritize the interns in groups, making placement decisions for the first group with 98% confidence now, a second group in April that is less certain, and a final group in the summer with lowest confidence. Ms. Lusher would like Dr. Braun and Dean Fueyo to present information on the new program at a principals’ meeting, because of the unique features of the program with its two certifications and two endorsements. In addition, they will inform the principals about the placements will require eight weeks in a regular classroom, and eight weeks in an ESE setting. Dean Fueyo said it was a very productive meeting, and Ms. Lusher had remarked that the new program will help solve compliance issues in the district.

   Dean Fueyo asked Dr. Unal to create a location on the COE website, where agendas and minutes of committee meetings can be posted.

   **ACTION ITEM:** Add Internship Committee to the list of committees on the COE website.

4. Annual Schedule for Reporting to the Assessment Committee
a. ESOL report on program submissions: There was discussion about possibly uploading students’ approved assignments to the CDN without need for further annotations/ summaries or evaluations. This could allow students to reach bridging sooner. The issue was not resolved, and will be on the agenda again in April, following a meeting with Dr. Brice, Ms. Khattabi, and Dean Fueyo. **ACTION ITEM**: Place on April agenda

b. ESOL report on faculty training: Dr. Brice reported that all full-time faculty are now ESOL-credentialed.

Dean Fueyo reminded the Committee that the online ESOL-credentialing option was designed as a response to an area for improvement cited by the Florida DOE in 2008. Feedback from the three new faculty members who used this option in Fall 2009 will be helpful, as the online training module continues to be refined and improved. All new faculty must complete the training in their first year, and adjuncts teaching ESOL-infused courses are paid a stipend of $500 for completing the training.

Dr. Brice suggested that the course could be made available, for a fee, to other universities or school districts. There was some discussion about the State’s work in revising the ESOL performance standards; the five general domains/ areas are the same but the names have changed slightly. The domains and performance standards have changed.

c. TWS work sample results: Dr. Braun reported that the faculty completed the review of the work samples on 26 February. She is analyzing the results and will present a report to the Committee at the April meeting. **ACTION ITEM**: Present TWS work sample results in April.

d. Practicum and internship demographic data report for spring final interns: Dr. Braun explained that the internship demographic data report is designed to ensure a variety of placements for interns so they have experience with students with linguistic diversity, special needs, racial and ethnic diversity, and from various socioeconomic groups. She said that each school’s demographic profile comes from a State database, but that interns are also required to complete forms describing the demographics of their schools. Dr. Braun said there are 74 applicants for final internships in Fall 2010, and there are only five with any diversity concerns; three are around PHCC and two in the PCS. She will put specific recommendations/ requests for school placements for those students, to assure diversity.

There was some discussion about the definition of ‘diversity’ and Dr. Unal said there was no explicit formula to define diversity. He also said the system that pulls information from the State database does not pick up school labels, only census data. Dean Fueyo asked whether ESOL information could be included and Dr. Unal said it depends on whether DOE has another box for LEP. Dr. Braun said that most institutions only define diversity by school district or county, not to the individual school level.

Dean Fueyo asked for more explanation of the diversity concerns with the five interns next Fall. Dr. Braun said it is considered a concern if there is less than 1% diversity of race in a school. The diversity experience is calculated over all three placements, not just the final internship.
Dr. Rose suggested that free and reduced lunch is often an indicator of socioeconomic diversity. Diversity can also be considered in regards to the background of the candidate compared to the school placement. Dr. Braun said that grade level is another kind of ‘diversity’ that is considered in placements.

Dr. Brice said that according to Donovan and Cross, White is defined as the majority, and everything else is defined as diversity. He suggested that the Committee consider broadening the definition. In that context, Dr. Braun remarked that ESE populations are declining as a result of the Response-to-Intervention process.

Dr. Reck pointed out that Ed Leadership interns are place-bound in the school where they work, so it is a bigger challenge to look for opportunities to get them other experiences. She said the program collects some data for the practicum experience, and suggested they could become more intentional with other experiences.

Dr. Butler reminded the Committee that in the TWS, candidates are asked to look at the classroom level, which might or might not reflect the building’s demographics.

Dean Fueyo asked the Committee to begin considering what kinds of descriptors should be used to define ‘diverse placement’ of interns. She also asked Dr. Braun to draft some ‘rules’ governing the definition of diversity, to be discussed at the next meeting.

**ACTION ITEM**: Dr. Braun will present draft descriptors of diversity for consideration by the Committee at the April meeting.

5. Other
   a. There was discussion about revising CDN evaluation dates. Dean Fueyo indicated that she is reluctant to require faculty service during the summer months; summer school contracts compensate faculty for teaching-only. It was proposed that CDN evaluations will no longer occur during the summer, beginning in 2011, except for the Educational Leadership program. For summer 2010, Dean Fueyo will find a source for compensation, so that candidates planning to graduate in summer 2010 can be accommodated.

Dr. Braun suggested that it will take planning to ensure that discontinuing summer CDN evaluations does not negatively impact students. Rubrics and courses would need to be set up so students can meet requirements. Committee members agreed, and Dean Fueyo said that the CDN rubrics should be reviewed, and new courses should be audited to correct assignments. This work will need to start in May and be resumed again to be completed in August 2010.

Dr. Rose said that when the program in North Carolina made a big change in summer requirements, they took one and a half years to implement it. Because stopping CDN evaluations in the summer does not involve stopping courses, the proposed notice should be adequate. Dr. Unal suggested that a fee could be added to the standards-based course to defray the cost of summer CDN evaluations. Dean Fueyo said this would not be possible, as no student fees can be used for faculty compensation.

Dr. Butler proposed adding an additional CDN review date in the Spring of 2011, to partially offset the effect of having no reviews during the Summer. There was discussion and general agreement that adding a January review date to the list could be helpful. However, Dr. Rose
pointed out that this would not affect the issue of students’ taking courses in the summer yet being unable to submit assignments to the CDN for review during the Summer.

A motion was made and passed unanimously that beginning in Spring 2011 there will be four evaluation periods, with none in the Summer, except for Educational Leadership.

Dean Fueyo said the information about the change should be immediately communicated to students. Dr. Senokossoff and Dr. Bullard should be informed, as well as the graduate program advisors.

b. Ms. Khattabi brought up the issue of ESOL course assignments and CDN requirements for more discussion. She suggested that grade sheets for assignments should be adequate for the CDN without requiring additional annotation. Dr. Brice said that each assignment has a portfolio requirement which could be graded for the CDN. Dean Fueyo asked how the ESOL portfolio is different from the CDN portfolio, and whether it might be a duplication of effort.

Ms. Khattabi said that completing assignments successfully does not necessarily mean a candidate has completed all the performance assignments. Dean Fueyo asked for an examination of assignments that when completed successfully during the course would automatically allow students to get to bridging. Dr. Brice said that completion of three of the five assignments is required to reach bridging. He and Ms. Khattabi will look at assignments and report back to the Committee in April.

REPORTS FOR NEXT MEETING (based on March Action Items and April items from master schedule)

Dr. Unal – Establish a new website for Internship Committee
Dr. Brice & Ms. Khattabi – Recommendation on CDN requirements for ESOL Portfolio
Dr. Braun – Present TWS work sample results
Dr. Braun – Submit draft definitions of ‘diversity of placement’ for consideration by the Committee
Dr. Senokossoff – Reading & Curriculum Literacy dispositions, mid-course monitoring, demographics of placements, CDN portfolio report (Mar)
Drs. Butler & Roy – Math/ Science dispositions, mid-course monitoring, demographics of placements, portfolio evaluations report (A)

DATES FOR UPCOMING MEETINGS

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