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College of Education Assessment Committee
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ASSESSMENT COMMITTEE MINUTES 3 May 2010
1:30-3:30pm

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

Others: Dr. Deanna Michael

1. The minutes from the 5 April 2010 meeting were approved as corrected.

2. Dean Fueyo invited Dr. Michael to explain to the Committee the best way to identify students who have completed 15 credits in the College of Education. Dr. Michael said the best record-keeping device is Banner, and she demonstrated how information can be accessed. It is not possible to know when admitted students become inactive without checking individually. Instead of expecting faculty to check on Banner, Dean Fueyo said she would bring up the issue at the Council of Deans meeting on 4 May 2010. Perhaps other Colleges have systems, or the Office of Graduate Studies may have a system. Some work may be done over the summer to find a solution. This is an important issue because of mid-program monitoring.

**ACTION ITEM:** Dean Fueyo will bring a recommendation to the August meeting on how to determine if students are inactive.

3. Updates
   a. Dr. Unal created a site for the Internship Committee (UG teacher education and graduate students) to record recommendations and actions:
      [http://www.stpt.usf.edu/coe/internship_committee.htm](http://www.stpt.usf.edu/coe/internship_committee.htm)

      Dean Fueyo said this will be useful for meeting NCATE Standard 3 and FL DOE continuing program approval standards, and will provide access to the information for faculty. This site will not be used for posting documents from the Teacher Education Advisory Board or the Ed Leadership Advisory Board, although minutes from those meetings should be forwarded to Dr. Holderness, for the record. As part of the discussion, it was recommended that beginning in the fall, Dr. Hodges will be added as a member of the Internship Committee so Ed Leadership field experiences will be part of the discussion.

      **ACTION ITEM:** Add Dr. Hodges to the Internship Committee.

   b. In response to the earlier discussion about how to assist the first semester students in the CDN to be successful by achieving Emergent and/or Bridging with their first submissions, Dr. Unal explained the CDN requirements for EDG4012, as students’ first course, along with the first ESOL course. Dr. Senokossoff reminded the group that the Foundations of Special Education course is also a co-requisite. There was some discussion that might not be clear.

      **ACTION ITEM:** Dean Fueyo will follow up with Deanna Bullard to ensure that the ESE course is shown as a co-requisite. 5/16/10: Dr. Senokossoff will bring this forward as a program recommendation, to get the ESE course listed as a co-requisite.

      Dean Fueyo expressed concern that students’ first encounter with the CDN may be unsuccessful because of the way assignments in their co-requisite courses are structured. Several suggestions were made that could help students reach emergent with their first submissions. In FLE 4317, Ms. Khattabi said the parent component could be pulled separately from the lesson plan.
assignment; Dr. Braun voiced concern about adding extra assignments. Dr. Braun said some sample annotations could be misleading for students, and there was discussion about taking them down from the website. Dr. Reck suggested that faculty could gather good examples of annotations during the next round of CDN evaluations.

**ACTION ITEM:** Dean Fueyo said the rubrics will be looked at by the faculty at their meeting on 7 May 2010. She said that the group responsible for a rubric would also be responsible for ensuring its sample annotations were helpful. 5/16/10: This was completed at the 7 May meeting for all present. Dr. Senokossoff will set up a meeting with Dean Fueyo to plan next steps on how to proceed with the other APs, and to summarize the ones already completed.

c. Dr. Brice and Ms. Khattabi met with Dean Fueyo and presented the following statements and recommendations:
   i. All clusters are developmental in student learning;
   ii. Students must reach bridging in 3/5 ESOL clusters before their final internship;
   iii. Collect data on what clusters are submitted and what clusters reach bridging;
   iv. Decide upon what clusters may be reached early and which clusters ESOL faculty may emphasize;
   v. Put into syllabi that 3/5 ESOL clusters must be at bridging before their final internship;
   vi. Announce in the USFSP ESOL site that 3/5 ESOL clusters must be at bridging before their final internship.

If there are any changes, announcements must be made on the ESOL site and course syllabi, in addition to the catalog. It will be necessary to keep track of which students are admitted under which catalog.

**ACTION ITEM:** ESOL requirements and deadlines for acceptance into the final internship will be discussed at the next Internship Committee meeting.

d. Dr. Braun presented the TWS rubric. All final interns are expected to be at level 2, developing, and graduate students are expected to be at level 3, proficient. There was discussion about the terminology, and whether level 2 should be proficient and level three exemplary; SACS requires graduate courses to be more rigorous than undergraduate courses. Dr. Rose said that perhaps graduate students in initial certification programs should be expected to perform at the same level as undergraduate students in initial preparation programs. Dr. Reck suggested that a literature review component could separate graduate from undergraduate students; Dr. Braun said a separate rubric could be developed for the literature review. Dr. Rose thought it was important for undergraduates to perform literature reviews too. Dean Fueyo said that since both graduates and undergraduates are being certified at the same level, initial certification in elementary or exceptional student education, perhaps the requirements should be the same. She suggested engaging all the faculty in making recommendations, either at the May or August faculty meetings. Dr. Braun suggested tabling the discussion of contextual factors until the review is complete.

**ACTION ITEM:** Discuss the TWS rubric and expectations for graduate and undergraduate students at the May or August faculty meeting.

Dr. Senokossoff brought up an example of a literature review in a TWS presented by a student in the dual-track program: the University Supervisor and the faculty advisor said it was acceptable. When she, as the content area specialist, reviewed it, she found it to be inadequate because of
dated information and lack of citations. Dr. Braun said there is a small group of about six students this semester who have content-area reading on the back-side of their programs; it should be on the front-side. Dean Fueyo suggested that perhaps Dr. Leung should read the literature reviews.

**ACTION ITEM:** Drs. Senokossoff and Braun will meet with Dean Fueyo and Dr. Michael to capture recommendations for the dual-track program.

d. Dean Fueyo and Dr. Braun informed the Committee about discussions at the recent Teacher Advisory Board meeting. Now that PCS is back to the neighborhood-school concept, the demographics of school enrollment does not change much from year to year. Dean Fueyo distributed a page from the NCATE standards 4d. *Experiences Working with Diverse Students in P-12 Schools.* Diversity is defined as male and female P-12 students

i. From different socioeconomic groups

ii. At least two ethnic/racial groups

iii. Including English language learners and

iv. Students with disabilities.

Dr. Unal said that because the data are needed at the school level, rather than the classroom level, the state database can be used. This is a defensible source of data.

Dr. Braun noted that currently the system is not capturing ESOL placements. It was agreed that a category for ESOL practicum would be added. There was discussion about whether a hand analysis might be required; ESOL placements in Spring 2010 will have be backfilled. 

**ACTION ITEM:** Dr. Unal will add a category for ESOL placements to be recorded. 

**ACTION ITEM:** Ms. Khattabi will provide the 2009-2010 ESOL placement information to Marlana Walker, no later than May 18, to enter into the database this summer.

Dr. Butler acknowledged that candidates could be placed in a school that met the diversity standards and still have a more limited experience in a specific classroom. Dean Fueyo said that compliance reporting requirements are the minimum, and should be separated from best practices. She asked for continuing discussion. In preparation for NCATE Continuing Accreditation, the Dean said she will suggest focusing the faculty on NCATE Standard 5 – Diversity during the next academic year.

**ACTION ITEM:** Add this topic to the August faculty meeting agenda, ensuring (and documenting) that candidates have many opportunities to engage in meaningful ways with assignments that provide them with the skills and dispositions to work with diverse learners.

4. **Annual Schedule for Reporting to the Assessment Committee**

Math/Science: Dr. Butler presented professional disposition and mid-program (not –course as previously recorded) monitoring data. A total of 36 students were reviewed; 11 students were reviewed for professional dispositions (or professional behavior analysis PBA) and all were deemed at least acceptable. Three former students are requesting readmission to the program – one for Summer 2010 and two for Fall 2010. Twenty-two students must be further reviewed for coursework status and possible need for review. Current transcripts will be reviewed to ascertain program status. Those who have taken at least five courses will be considered to be at the mid-program point, and the PBA will be completed for those students.

**ACTION ITEM:** Drs. Butler and Roy will complete reviews on additional students indentified to be at mid-program and report findings to the Committee in August.
Action Research Reports: The action research projects will be presented tonight; Chancellor Sullivan and Dr. Noonan will attend. Dr. Noonan made university resources available so students could present their projects on large-size photo paper. Dean Fueyo noted the College is working hard to engage all students in the research/inquiry process. She asked the Committee members to provide consistent support, guidelines and expectations for projects. Three questions were listed:

1) If the student were in your class, what kinds of suggestions would you make about the project?
2) Is the presentation of the project of high quality, i.e., is it comparable to a poster session at a major conference?
3) The action research project is an exit capstone curricular experience - how do you believe it has helped the candidate prepare to be a better professional?

**ACTION ITEM:** Dean Fueyo asked Committee members to send recommendations to her by Friday, 7 May 2010, regarding these questions. This will be the first agenda item at the August 2010 meeting.

**DATES FOR UPCOMING MEETINGS**

20 August 2010, 1:30-3:30pm, COE Conference Room
The schedule for the remainder of the academic year will be agreed upon at the first meeting.