**Assessment Committee Agenda**

**Noon, September**

**September 19, 2017**

**211 Carmichael**

1. At the last Assessment Committee meeting, we agreed that Dr. McWilliam would edit the Dispositions rubric document. Dr. Matt Curtner-Smith moved for this rubric to be approved, Dr. Joy Burnham and Dr. Tomlinson seconded and all approved.
   1. Content Validity Process.

Dr. Giesen explained that the validity evidence actually is a process where we get a panel of experts and we go through a process for approval. Part of the process is to ensure item was clear and aligned with CAEP standards.

[There is an actual form that each of the content experts needs to complete. First, identify panel and credentials. CAEP recommends at least three content experts from the program of Education and at least 3 from the field/practitioner and one from outside the field. ]

Once we create the response forms, the experts will review the content, which is to be completed in October. It would be helpful to have the response forms attached to the rubric.

* 1. Reliability Process.

The Committee should begin the process in Spring 2018. The Committee suggested creating videos of classroom discussion, so everyone who will be assessing the form for validity can review the video. The use of a portfolio could also be a possibility. Dr. Giesen said that we need 50 to 100 people to rate the form for the reliability. Dr. Wilson talked about choosing representatives from programs that teach undergraduate and graduate students. If you have an individual who is an expert in your program, please let Dr. Giesen know. She will prepare the packets for distribution.

Robin will approach Kagendo Mutua. Dr. Witt will ask Christina Motley. Stephanie Wind would be really good.

The validity results will be reported to the Committee in November.

1. Graduate Student Learning Outcomes: As part of our C. I. process, our student learning outcomes need to be more sophisticated for our graduate programs.
   1. Rather than breaking into small groups to work on the student learning outcomes, the Committee worked as a whole to offer more rigorous language for the graduate student learning outcomes.
      1. Use of Evidence-based Content Knowledge

Research

And demonstrate research-based professional skills to meet the needs to employ evidence-based

* + 1. Develop and implement authentic assessments into their work with stakeholders and employ theoretical informed critical reflection to improve praxis.
    2. Students will use theory and evidence to analyze, address, and synthesize questions, discuss scholarly questions related to diversity and social justice in the learning environment.
    3. Students will demonstrate professionalism, leadership, and collaborative skills necessary to pursue life-long learning.

1. Portfolio Rubrics.

Review these documents TEP Portfolio Assessment Rubric Outcomes 1-5 based off old Alabama quality teaching standards. How does all this play in. CAEP and INTASC should look similar if not the same. Please start thinking about this.

We will send out for feedback. We will vote at next meeting.

Adjourned at 12:50 PM.