

Assessment Committee Minutes February 9, 2021

Present:

Lucy Barnard-Brak, Bill Bergeron, Tammy Brown, Joy Burnham, Yvette Bynum, Judy Giesen, Carl Hancock, James Hardin, Stacy Hughey-Surman, Junfei Lu, Lisa Matherson, Leah McCool, June Preast, Margaret Rice, Karen Spector, Holly Swain, Nicole Swoszowski, Liza Wilson, Diana Winchester, Anne Witt, Akeisha Young

1. Welcome and approval of the January minutes

Bill Bergeron made a motion to approve the January minutes, which was seconded by Joy Burnham. The January minutes were approved unanimously.

2. Assessment Committee Goals - Spotlights

a. Dr. Burnham and Dr. Lu – Recognition

Joy Burnham spotlighted Counselor Ed's ongoing assessment and diversity work. She highlighted a few minority students that have received the National Board of Certified Counselors (NBCC) doctoral fellowship award in the past five years. Two of their minority doctoral graduates have been hired as adjuncts in the Counselor Ed program this semester and one of their current doctoral students has won the Outstanding Student Award. Junfei Lu explained their Comprehensive Assessment Plan (CAP) and how they use it to promote their program and report to CACREP. The plan is broken down by Program Evaluations, internal data and external data, and Student Assessments. The CAP report is published on their website annually.

b. Dr. Spector - Diversity

Karen Spector noted that the C&I program has six nationally accrediting bodies in which they report. She discussed how the C&I content disciplines include education for democracy and social justice in all their curriculums. She noted that they look at how they are enacting student learning outcomes (SLOs) that relate to diversity, equity, and inclusion in all of their syllabi. C&I is also in the process of drafting a consensus DEI syllabus statement for secondary programs.

3. Portfolio Updates (Submissions, Assessments, and Unacceptable)

Lisa Matherson is working with Via reps and program coordinators for students who have not submitted their portfolios and holds have been placed on their accounts. She also asked that the Committee members please remind faculty that portfolio assessments are due by February 15th. Liza Wilson reiterated that the Committee designed the assessment process so that students would have a consistent assessor at each checkpoint. James Hardin asked that we make sure assessors are giving as much feedback and help to students who score an unacceptable as possible. He noted that 14 students across all checkpoints and levels received a score of unacceptable in the fall 2020 semester. Of the 14 students who were assessed as unacceptable, 8 were allowed to resubmit their portfolio and passed at least a developing level.

4. edTPA Update

Diana Winchester clarified that there will not be any mandatory faculty edTPA sessions. She requested edTPA contacts for each program so that she can forward content specific emails and updates to those people. Please feel free to schedule help sessions if needed and email her with any questions.

5. CAEP review

Liza Wilson updated the Committee on the CAEP accreditation process. She noted that each year an annual report is prepared centered around certain prompts provided by CAEP and that evidence is posted on the website, as required by CAEP. This report is due at the end of April. Continuous improvement is key to this process, noting the good things we're doing and the areas that need improvement. One of the continuous improvements we are working on is case studies to highlight COE completers. For the past year Lisa Matherson has been interviewing completers (a completer is someone who graduated from the program and is employed in the role in a school system from which they earned their degree), observing them teaching using the eleot tool, and interviewing the principals to see what we are doing well and what areas need improvement. This year we are replicating that research with new individuals and adding advanced certification programs as well.

Judy Giesen provided a description of some of the types of surveys that are given throughout the year and available to certification programs: the teacher exit survey, Skyfactor (formally EBI), teacher alumni survey, teacher employer survey, supervisor survey given to CMTs and cooperating teachers, student teacher survey for interns, Alabama State Report Card which are surveys given by the state (ex: employer survey), first year teacher survey.

Liza Wilson noted that technology is the next step for ISTE standards in the cross-cutting theme.

6. Cross Cutting Theme - Diversity definition, Collecting Course Information

Liza Wilson discussed the importance of the CAEP and COE dispositions, particularly the focus on diversity. The definition for Diversity that was added to the disposition rubric was shared and discussed. The Committee discussed how to best capture the work that faculty are doing in the area of diversity across the curriculum. The idea of whether each faculty member should identify diversity in their courses individually or if the courses in a program should be mapped was discussed. The NCATE matrix was referenced as part of the discussion. Holly Swain offered to share the chart being used in Elementary Education. This effort will be discussed further in March.

Since there was no new business, the meeting was adjourned at 1:03pm