

Peru State College
School of Education Advisory Board Minutes
Agenda
July 24, 2023

Zoom Meeting: <https://zoom.us/j/93997886132>
Meeting ID: 939 9788 6132

Present: Andres Silva, Stephanie Holmes, Greg Seay, Rachel Crook, Lisa Othmer, Jen Madison

Absent: Amanda Anderson, Brian Hoover, Kristy Anderson, Tim Kluck,

*Minutes will be emailed to the absent members to review and provide additional feedback.

- Welcome
 - The meeting was called to order at 9:03 a.m.
 - Stephanie introduced Dr. Greg Seay as the new interim SOE Dean and others introduced themselves.
- Dr. Seay went over the role of the advisory board and outlined the function of the board and the importance of their role.
 - Review/discuss key assessment data utilized by the School of Education to inform improvement.
 - Collaboratively participate in the decision-making process, and
 - Provide feedback and guidance that allow us to establish best practices to move our School of Education Program forward.
 - We have asked all members if they wish to stay on the board and explained we will be adding new members for the January 2025 meeting.
- Dr. Seay, Stephanie, and Rachel went over the updates from the January 2023 meeting.
 - CAEP- SOE received official approval for the next seven years. The team reported we did well and the only AFI was to continue with the advisory board to collaborate feedback from our stake holders.
 - Praxis-Stephanie explained the new law that NDE passed to remove the Praxis Core from all admission to EPP programs.
 - NDE has left the decision to EPPs to determine basic skills for their programs.
 - Praxis Core is not a requirement for teaching certification. The Praxis Content is still a requirement.

- SOE will meet with their faculty in August to discuss next steps with changing their admission to SOE requirements.
- Para to Educator Pathway
 - Stephanie explained we will start a new Para to Educator pathway with three districts: Bellevue, Millard, and Papillion LaVista this Fall 2023 term.
 - Currently we have 7 students enrolled with the hope of increasing that number to 15 by August 21st.
- IAP Revisions (Pilot Group)
 - We have revised the IAP project again and plan to pilot the new revisions with the Fall 23 student teachers.
 - A committee was formed in the spring term to draft the new revisions based on feedback from data and this group.
 - Dr. Ruskamp will be leading this pilot group.
- R.E.A.C.H (Raising Education Awareness Creating Hope)
 - Dr. Seay shared that Peru State College would like to host another R.E.A.C.H. Day on campus.
 - A day has not been set yet, but Dr. Bittner is working on finalizing this date with Dr. Hinrichs.
 - Once the date is confirmed, please share with ESU#4, Lori Broady.
- SOE Data Retreat Key Assessment & S.M.A.R.T Goal Review
 - Rachel went through PowerPoint to share the key assessment and smart goal data.
 - She shared overall trends of all key assessments.

Provided below, you will find the summative trend data for 3 cycles of the IAP, EDA, and NCPE Key Assessments for Teacher Education programs during the Spring of 22, Fall of 22, and Spring of 23.

OVERALL TRENDS		
Lowest Trend Score(s) for Three Cycles:		
KEY ASSESSMENT	TREND AREA(S)	AVERAGE SCORE(S)
IAP	Demonstrates self-regulated learner behaviors/takes initiative <i>(CAEP-Initial-2022-R1.3, CAEP-Initial-2022-R1.4, INTASC-2013-10.r, INTASC-2013-7.p, INTASC-2013-9.m)</i>	2.15
EDA	Demonstrates self-regulated learner behaviors/takes initiative <i>(CAEP-Initial-2022-R1.3, CAEP-Initial-2022-R1.4, INTASC-2013-10.r, INTASC-2013-7.p, INTASC-2013-9.m)</i>	1.85
NCPE	Standard 8 Instructional Strategies - Incorporates digital tools into instruction <i>(CAEP-Initial-2022-R1.3, INTASC-2013-8)</i>	3.25
Trend Score(s) of Relative Strength for Three Cycles:		
KEY ASSESSMENT	TREND AREA(S)	AVERAGE SCORE(S)
IAP	Demonstrates Effective Oral Communication Skills <i>(CAEP-Initial-2022-R1.1, CAEP-Initial-2022-R1.2, CAEP-Initial-2022-R1.3, INTASC-2013-3.r, INTASC-2013-5.n, INTASC-2013-8.m)</i>	3.54
EDA	Demonstrates professionalism <i>(CAEP-Initial-2022-R1.4, INTASC-2013-10.s, INTASC-2013-9.o)</i>	1.93
NCPE	Standard 9 Professional Learning and Ethical Practice Dispositions - Accepts critique and input regarding performance <i>(CAEP-Initial-2022-R1.4, INTASC-2013-9)</i>	3.73

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- Student Teacher Survey Review
 - Stephanie shared the survey results with the group and allowed them to analyze it together.
 - There was a strong correlation between the cooperating teachers, college supervisors, and teacher candidates with understanding the survey.
 - We revised the survey to align with all stakeholders after our last meeting.
- EDA Review

- Rachel shared the EDA data during the PowerPoint presentation.
- NCPE assessment
 - Rachel shared this data with the group.
 - The data showed we met Smart Goal #2 and #3.
- Smart Goal #4 -Early Childhood Inclusive teachers prepared to know Gold Standards
 - SOE continues to work on this goal.
 - The survey results showed we are still below half of the students who felt comfortable with knowledge about GOLD assessments.
 - The advisor board shared recommendations to present to the SOE faculty at the next assessment retreat in August.
- Retention/Recruitment/Diversity
 - Rachel shared the enrollment numbers and how the previous praxis waiver helped to increase enrollment numbers to admission to SOE.
 - Removing the Praxis Core will help with barriers that were in place previously.

How has the Praxis Waiver Changed Admissions for SOE?

The chart shows how the new praxis waiver has affected the teacher education admissions.



Note:

Admission to SOE New Waiver					
	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Total	17	15	20	17	18
No Waiver	17	15	6	5	6
Waiver			14	12	12

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- Rachel shared the diversity of numbers within School of Education students.
 - Next meeting in January 2024 the committee would like to see how SOE diversity numbers compare to campus wide.

Semester	Declared	Admitted	Female	Male	Diversity
Fall 2021	223	136	138	85	25% 44/179
Spring 2022	196	126	123	73	23% 36/160
Fall 2022	219	111	142	77	20% 36/183
Spring 2023	189	91	126	63	19% 30/159
Fall 2023	189	82	140	49	13% 22/167

○ Diversity %= other ethnic background/white

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- Guiding Questions for the board to discuss.
 - What changes do you recommend related to the new Praxis Core Legislation?
 - What are the pros and cons of adapting these changes for admission to the School of Education at PSC?
 - The board shared the following feedback for these two questions:
 - Peru State College does an excellent job preparing teacher candidates.
 - Removes barriers and helps build the teacher shortage pipeline.
 - In favor of eliminating, it from the admission to SOE checkpoints.
 - Wants to make sure we continue to use a tool to measure basic skills.
 - Currently, need to complete English and Math courses with a grade of C or higher.
 - Shared with the board, other Nebraska institutions have eliminated it from their admission requirements to align with NDE.
 - What are your recommendations for matching the GPA requirements to Rule 20 for admission to the School of Education at PSC?
 - Stephanie shared currently; our requirements exceed Rule 20 requirements.
 - Rule 20 is 2.5 GPA for admission to teacher education program.
 - Rule 20 is 2.75 GPS for admission to clinical practice.
 - PSC requirement is 2.75 GPA for admission to SOE.
 - PSC requirement is 3.0 GPA for graduation and clinical practice.

- Other Nebraska Institutions are using Rule 20 guidelines or using 2.75 for both admission and clinical practice.
- The board shared their feedback below:
 - PSC should aim to produce quality educators.
 - PSC prides themselves on their education department.
 - The board would be in favor of a 2.75 GPA for both admission and clinical practice.
 - This would still be at a higher SOE admission requirement from Rule 20 but still meet Rule 20 clinical practice requirement.
 - One GPA across the board would be helpful for all parties advising students.
- What recommendations do you have for deficiencies in Early Childhood Gold Standards to help meet our goal?
 - The board shared their feedback below:
 - Have guest speakers present to help increase the variety with which the GOLD standards are discussed.
 - Assign more assignments connected to the GOLD standards and/or have more courses that discuss the GOLD standards.
 - Implement a scavenger hunt assignment where a teacher candidate finds key pieces of information.
 - Have students use the application of GOLD standards within written lesson plans.
 - Conduct an interview with a current early childhood educator regarding their use of the GOLD standards.
 - Partner with a preschool educator in the field to visit classroom and observe teacher and students using the GOLD standards.
 - This would help students see good practices in action.
- Closing-The meeting was adjourned at 10:03 a.m.