

School of Education

ASSESSMENT & PLANNING SUMMIT Minutes

TJM 228
Thursday, June 6, 2019
9:00 am – 3:00 pm

Attendees: Dr. Ellie Kunkel, Dr. Greg Seay, Dr. Paul Hinrichs, Ms. Heidi Jo Bartlett, Ms. Lisa Parriott, Dr. Kyle Ryan, Dr. Robert Ingram, Dr. Anthony Citrin, Dr. Spencer Vogt, Dr. Darolyn Seay, Dr. Gina Bittner, Dr. Kelly Kingsley, Ms. Sara Westerlin, Dr. Frank Lynott, Dr. Shana Walsh, Dr. Sara Crook, Dr. Joy S

Introduction

9:00 am Welcome and Overview – Teacher Candidates with jobs – 3 from this semester and from Fall, we have about half that do not have jobs
Graduates from KIN –
We also have a student Taylor Eltiste job in the Spring – letter of recommendation by Kunkel
Darolyn and Spencer great time Study Abroad, amazing experience. Fabulous students
Spartan race in Chicago. Dan Boshart proposed to Julie
Seays, 8th grandchild
Walsh grateful for the baby gift
Sherry for all the hard work getting all this together, data
CAEP Conference (sherry and steph went)

Green sheet – goals – keep in mind where we are with these goals.

Data Analysis and Interpretation – 2018-19 Goals

9:05 am Graduate Programs – Several courses that have data linked in LiveText. 612 core specific outcome specifically imbedded. Needs input from faculty, data assessment numbers will be emailed to you. Feedback needed - Reflection and 3 recommendations

3 Assessments – disposition evaluation, field experience data, student exit
MSED – (Disposition) look at the numbers and see what they mean to you – Darolyn – honesty and integrity has dropped; fulfills, learning environment – lowest they have ever been. . What do we expect from grad students – reteach or

Field Experience – Reviewed the three assessments in LiveText. Discussion ensued

Introduction of guests – Wendy Fulton, Dr. Joy Stilmock, Dr. Sara Crook, Lisa Parriott.

9:30 am Clinical Practice - Faculty broke out into groups for discussion and fill out blue sheet

- Instructional Analysis Project Results – Station 1
- Nebraska Formative Observation Results – Station 2
- Nebraska Clinical Practice Evaluation (Summative) – Station 3

- Educator Disposition Assessment – Professional Dispositions – Station 4
- Praxis II Scores – Station 5

10:10 am Groups summarize findings/priorities

10:15 am Groups report out

IAP

Group #1 Continue to build the IAP

Group #2 Introduce aspects of the project

Group #3 Score were low on analyzing, ability to teach, red flag not writing, diversity

Group #4 Not understanding how the instruction

Group #5 Use of technology or lack of

Before student teaching that placement could be known while in 400. Communicate early in the semester to Stephanie if seeing Red Flags so the ST would not have to be pulled. Contextual framework. Need to tell ALL faculty that the student is taking classes with with any problems

Nebraska Formative Observation –

Team #2 – Increase the training of ST to apply the data

Team #3 – Planning on instruction

Team #4 – better organization of data, communication between all 3

Team #5 – GOLD ECEI Students. Difference between differentiation and diversity

Team#1 emphasizing the ethical behavior

Nebraska Clinical Practice Evaluation

Team #3 – comments about student with room for growth and behavioral mgmt.

#4 – effort with professionalism

5 – Diversity and differentiation

1 – reconsidering the technology requirements, ongoing training

2 – better train supervisors

Punctuality

Educator Disposition Assessment

4 – cooperating teachers and supervisors same thing, same verbage

5 – modeling in the early classes what this looks like

1 – continue, pilot year

2 – content area professors included

3 – share expectations

Praxis II Scores

5 – look at ed program, drill down and look at the different areas to see where they need more work

Strength in the SPED courses

1 – focus on science and soc studies, go to courses

2 – investigate students to report praxis II scores directly to us

3 – room for growth with category 1

4 – increase the number of – present to the local schools, cross curricular

Training on the tool and consistency

10:25 am Field Experiences – process and assessment discussion – Ms. Holmes
NDE website – refer to handout notes – have to have the formative – they need to know – subcommittee
(the ELED block, their practicum instructors and #2 they need 40 hours for each subject - #3 how you
observe that lesson, need to be scripting, then come back to the rubric)
Darolyn Sara Robert Kelly - subcommittee

10:40 am Surveys

- Cooperating Teacher (CT) and
College Supervisor (CS) re: program and TCs – Station 1
#1 Weakness in cross curricular
#2 continue to use EDA at earlier points
#3 professionalism, issue across the board
#4 differentiate for students
- Teacher Candidate (TC) re: CT and CS – Station 2
- #2 ct needs to provide ongoing support throughout the placement
- #3 cs provide professional literature, where's the line for sharing resources (social
media platforms)
- #4 tc need to be exposed to and learn how to deal with constructive criticism
- #1 training for ct and cs
- TC Exit Survey - Station 3
- #3 stronger research
- #4 ready for rural school setting not larger area schools
- #2 middle school
- #1 invite to content area faculty methods block
- First and Third Year Teacher Survey Results - Station 4
- #4 below on everything 1st year, tc how they are addressing their needs
- #1 scores are low across the board
- #2 scores dipped on , purposeful and meaningful instructions
- #3 application content

11:30 am Groups summarize findings/priorities

11:35 am Groups report out

11:45 am Course Assessments/Course Reflections by program/course (need laptop) - Round 1
208/209 performing at a very high level; panel interviews – improved; liabilities
Challenge – organizational chart does not fit the needs of what we need our students need to know.
SPED 200 – strength-being able to analyze weak -Choosing alternative
255 – rubric pretty close; differentiation increasing information
Block – standard deviations small; ingraining technology
Praxis CORE – PSC Students did more poorly than state standards; idea - remedial prep course between
high school and freshman year to increase scores – prospective students, freshman orientations – get the
information

12:00 noon Course Assessments/Course Reflections by program/course - Round 2
315 – good – portfolio & website (good design and creative engaging
Weakness supporting philosophy and why they want to do things
400 – good seem to be able to address each of the topics, individualize a paper (further developing what they consider professional development; writing grammar spelling
430 – integrated 2 week unit using backward design (immature group and by the end proficient except for finding data division, diversity
223 research based power point (no below standard at all
Continue working
434 – reading and writing plan weakness in (students in reflection
Assessment practices
300 – no glaring concerns (challenging for the early ones – 317 should be taken before
317 – assessment and design

12:15 Working Lunch – Continued discussion of key areas of need

1:00 pm Goals 2018-19 status (hand-out)

- Met
- Not Met
- Partially Met
- Next Steps

1:30 pm Goals for 2019-20 (green sheet)

2:00 pm EDA Certification/Re-certification– page 8 – doing what we say we are doing
– EDA rubric in packet

Oral Communication – 1

Written Communication – 0

Demonstrates Professionalism – 0

Demonstrates a positive and enthusiastic attitude – 1

Demonstrates preparedness in teaching and learning – 2

Exhibits an appreciation and value for cultural and academic diversity – 1

Collaborates effectively with stakeholders – 0

Demonstrates self-regulated learner behaviors/takes initiative – 1

Exhibits the social and emotional intelligence to promote personal and educational goals/stability - 0

2:40 pm CAEP Road Map

2:55 pm Wrap Up and Adjourn – On the right track, addressing everything in the right way.

School of Education Mission Statement

The mission of the Peru State College School of Education is to develop exemplary professionals dedicated to excellence in teaching and learning in the state of Nebraska and beyond. A strong emphasis is placed on a commitment to a culture of evidence that embeds, creates, and informs relevant coursework in content and pedagogy with diverse field experiences and mutually beneficial P-12 school and community partnerships to support the continual growth of Teacher Candidates. Faculty provide support for Teacher Candidates as they develop and nurture personal teaching identities based on their knowledge, skills, and dispositions, and use these to become reflective practitioners, wise decision-makers, and teacher leaders who promote student achievement.