

CAEP Operational Retreat 2018-2019: Minutes

As a distinguished, urban EPP, WSU's initial certification programs prepare reflective, innovative educators who are committed to diversity.

Room 298 8.21.18 9 am – 12 pm	In Attendance: Dr. Elizabeth Corah-Hopkins, Paul Johnson, Dr. Kate Roberts, Dr. Leah van Belle, Karin Abel, S. Asli Ozgun-Koca
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Agenda Items

No.	Topics for Discussion	Outcome (Brief Summary)
1	Welcome!	Today is focused on updates for the CORE Team.
2	Updates and Documentation <ul style="list-style-type: none"> • QAS • Data/Evidence Chart • Journey Chart • Dispositions • Data Collection Points Table • Rubrics (LP, CS, Observation/DSS) • Recruitment Retreat • Validity/Reliability • Principal's Survey • Partner School Visits 	<p>Collected 100% of our data in Winter and Spring Semester.</p> <p>Overview of Quality Assurance System Document: See insert in folder. (Organized by semester across the Academic year.)</p> <p>Mid Cycle Data Review in place. We will look at again in Feb./March and review to see if we are still on the right track.</p> <p>Overview of Data/Evidence Chart: See Attached</p> <p>What standards or cross cutting themes are we hitting?</p> <p>Data specific to programs and pathways.</p> <p>Process Practitioners: The people working to gather the data.</p> <p>Journey Chart: Located in your One Drive. We are still working on this document and are trying to visually portray our journey. There have been many revisions and we have our validity in place.</p> <p>Dispositions: We have a comprehensive system in place as it relates to the monitoring of dispositions, which is an amazing accomplishment. The students love Cornerstone (P.Johnson). The students complete the PPSSR as part of their application. The PPSSR (44 line item) is the Hillman instrument. In Block 2 in the professional core course, each faculty member (who is teaching a data collection course) will be completing a professional survey. If you decide there is a concerning or exemplary issue, you may complete the Early Alert System Survey, which will be rolled out in the second half of the fall semester. This will help to identify a struggling student early on.</p> <p>Data Collection Points Table: There have been a few changes made. Dispositions for this academic year has its own column. Pre-Student Teaching has been moved to Block 2.</p>

		<p>Data Collection Platform in place of Data Collection Instrument on the evidence/data chart. Music is missing from the technology assignment and it will be added.</p> <p>Rubrics: Not Expected, Not Observed will be changed to “N/A, Not Expected, Not Observed” for the lesson plan, Blocks 1 & 2.</p> <p>Recruitment Retreat: Debra Gibson and Jeff Lisiecki presented to Academic Services Staff. They are taking feedback and working on a plan of action. Two sub-committees will be put together to work on each focus of the academic year.</p> <p>Academic Services is also working on a retention plan. It will be headed up by new success coach recently hired. Maybe the early alert could be tied to the retention plan.</p> <p>Validity/Reliability: We want to let you know there is language on the One Drive specific to Expert Panel and IRR training. Please review this.</p> <p>Principal’s Survey: Pilot program The home base for storing the data is Eastern Michigan. There were issues with data being sent to all principals. We tried to quickly correct the situation but received very few back. This pilot wasn’t completely successful over the summer, but we now know how the process works and can get on top of it.</p>
<p>3</p>	<p>2017-2018: Big Questions We Carry Over</p> <ul style="list-style-type: none"> • How do we define a cohort? • How do we go about “tightening” alignments in rubrics? • What do we do with our completer data? • How do we share data with individual students? • Where in the Curriculum are 	<p><u>Definition of Cohort:</u> A group of students moving through student teaching in a given academic year. (Cohort will be defined as when they do their full-time student teaching.)</p> <p>Once we define a Cohort as a unit of analysis, it has to be consistent.</p> <p>We need to know our admitted cohort GPA and our completer cohort GPA</p> <p>The students can only be in one cohort, so where do we count them?</p> <ul style="list-style-type: none"> • Full-time student teaching. <p>Once we define a Cohort as a unit of analysis, it has to be consistent.</p> <p>Students will not know they are in a cohort. It is for operational purposes only.</p> <p>Roland and Elizabeth recently visited our community partners. We asked that they support our accreditation process. We’d like to be able to provide the data of our completers and connect those completers with their student data. This is answering standard number 4. What we can do is create case studies on a sizable number of WSU completers.</p>

	InTASC Standards discussed?	MTTC: Connected to the above is that we are also going to try to provide those principals with feedback on our completers. This will be great for our program for standard 4.
4	Faculty Data Retreat SWOT	*** This agenda item carried over to the following week's meeting: <i>Operational Goal: improved communication with our stakeholders via the website</i>
8	Open Discussion and Moving Forward	Defining Diversity and what it means to us: A conversation for the future. We need to point out that diversity is a cross cutting theme. It is not just the diversity of our candidates but in terms of students in our k-12 schools. We need to be explicit in the ways in which we are dealing with diversity. We also need to look more closely at how we can get our mentor teachers involved as stakeholders. Leah will share
9	Meetings 2018-2019	September 4 th and 18 th . 10:30 – 12:30 *****every other week starting on the 4 th through December. Site Visit: March 3 rd – March 5 th (May possibly be just the 3 rd and 4 th depending on the agenda)

Next Steps

No.	Action Items/Ideas to Pursue and Person(s) Responsible	Due Date (if applicable)
1	Please review Evidence Chart when you have time and let us know if you see needed changes.	
2	Please review Journey Document and provide feedback.	
3	Please review the Expert Panel Validity and IRR protocol.	
4	Leah will provide Karin with the mentor teacher survey	
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