TED FORUM MEETING

May 5, 2016 ~ 30 Education Building ~ 9:30 a.m.-2:00 p.m.
AGENDA AND MINUTES

• May Agenda approval

• Minutes from March approval
ANNOUNCEMENTS & KUDOS

Kudos
CONGRATULATIONS ARE IN ORDER IN TED

• Kate Roberts – P&T
• College Awards:
  • Sandra Gonzales - Scholarship
  • Maria Ferreira - Service
  • Chris Crowley – Teaching
• Elected Committees
  • Geralyn Stephens – COE Chair
  • Kate Roberts - Curriculum
  • Maria Ferreira - Personnel
  • Poonam Arya – Ac Senate
  • Sandy Yarema - Grievance
FAREWELLS

Greg Zvric
AND WHAT ABOUT YOU???

• What have you been up to?
• What did you accomplish?
• What goals are you setting for yourself?
TED NEW DOCTORAL PROGRAM

Susan Gabel
Education Studies

- Curriculum & Critical Social Inquiry (CCSI)
- Reading, Literacy, & Literature (RLL)
- STEM
PROGRAM APPROVAL PROCESS

• Summer: Susan works on whole program package

• Aug. 1: all program syllabi to Susan

• Aug 15: whole package to curriculum council

• Then what?
How can we support preservice teachers’ developing dispositions throughout the program?
RESOURCES: RESEARCH (SAMPLE)


RESOURCES: INSTITUTIONS

• Central Michigan University
• Northern Michigan University
• Bowling Green State University
• University of North Carolina - Charlotte
• University of Pennsylvania – East Stroudsburg
DISPOSITION FOCUS AREAS

1. Responsibility
2. Communication (oral and written)
3. Engagement with the Learning Process
4. Collaboration and Participation
5. Commitment to Self-Reflection
6. Commitment to Diversity
7. Ethics and Integrity
EXAMPLE: COMMITMENT TO DIVERSITY

• Actively listens to, and engages with other perspectives in a respectful manner.
• Demonstrates an understanding of the complexities of diversity including gender, ethnicity, race, culture, religion, linguistic background, abilities, socioeconomic status, etc.
• Treats all with equity
• Values and demonstrates respect for individual, social, and cultural differences in others
MOVING FORWARD

• Further articulating the seven focus areas
  • Send out to TED List for feedback by the end of the month
• Goal: Focus on assets preservice teachers bring with them along with areas for support
• Kristin & Kathleen attending retreat focused on dispositions
• Pilot Fall 2016 in 2250 and 2-3 methods courses
DATA ANALYSIS & DISCUSSION OF INITIAL CERTIFICATION PROGRAMS
Data Analysis & Discussion of Initial Certification Programs

**Goal:** To create a Licensure specific report for all endorsement areas preparing for initial certification

The CAEP report requires that each licensure area (LA) examine its program, specifically addressing how they meet the InTASC standards. Currently all the student outcome data for CAEP are collected through assessments in clinical experience courses. As a result we do not have a method in place for individual LA programs to collect data that they can use for program changes and improvements. As we go forward we need to consider InTASC related outcomes that might be assessed in program courses.
Data Chart: Summary of All Students by the 10 InTASC standards

Assessments are based on a 4 pt rubric:

1 = unsatisfactory
2 = Basic
3 = Proficient
4 = Exemplary

Goal is to have 85% of our completers at 3.0 or higher.
InTASC Standards

• THE LEARNER AND LEARNING STANDARDS
  1. Learner Development
  2. Learning Differences
  3. Learning Environments

• CONTENT KNOWLEDGE STANDARDS
  4. Content Knowledge
  5. Application of Content

• INSTRUCTIONAL PRACTICE STANDARDS
  6. Assessment
  7. Planning for Instruction
  8. Instructional Strategies

• PROFESSIONAL RESPONSIBILITY STANDARDS
  9. Professional Learning and Ethical Practice
  10. Leadership and Collaboration
Average Mean Score Across Standards by Assessment Fall 2015 - Winter 2016

- All Assessments
- Lesson Plan
- Case Study
- Digital Video
- e-Portfolio
- Observation
- MDE Student Exit Survey
- MDE Supervisor Exit Survey

Assessment Name

Average Mean Scores: 0.00, 0.50, 1.00, 1.50, 2.00, 2.50, 3.00, 3.50, 4.00
Average Mean Scores of Assessments by Category Groupings Fall 2015 - Winter 2016

Category 1: The Learner & Learning
Mean Score: 3.28

Category 2: Content Knowledge
Mean Score: 3.39

Category 3: Instructional Practice
Mean Score: 3.34

Category 4: Professional Responsibility
Mean Score: 3.36
Summary of Licensure Area (LA) by the 10 InTASC standards

1. How do students in your LA compare to the overall averages for initial certification?

2. How well do the students in your LA meet each of the InTASC categories? Are their scores below, at or above the target criterion level of performance?

3. Look over each of the InTASC standards. To what extent does your LA meet these teaching standards? Are there any areas that can be enhanced in relationship to these standards?

4. All courses outcomes should be already aligned with InTASC standards. Think about assignments in your courses that in the future could be used as sources of data for accreditation so that the data are not all based in clinical experiences assignments. Brainstorm ideas with the program faculty and create a plan.
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Data Analysis & Discussion of MEd, Ed Sp. & Doctoral Programs (compliance assist)

Goal: Ensure that the following are completed by end of the day today for each program:

1 - Mission statement
4 - Program Learning Outcomes
2 – Assessment Reports – today’s work
1 – curriculum map

(SEE ONE DRIVE FOR “WHAT TO WRITE IN EACH SECTION)

For the 2016-17: Add assessments for each Outcome (minimum of 4 total).
Assessment Plans Include:

- Methodology
- Results
- Action Plan
- Timeline
- Report to Stakeholders (to be put on the website)
Assessment Methodology Needs to Include:

1. What the data source is
2. Who the data is collected from
3. How the data will be gathered and by whom
4. How often/when data will be gathered
5. Who will evaluate/score it
6. What criteria will be used to evaluate/score
7. What the evaluation scale is
8. The criteria for acceptable performance
9. Who will review the results and when they will be reviewed
Results

An objective statement of the degree to which students met the program’s performance criteria for each learning outcome

• A summary of scores or responses for the group (concrete, specific info)
• A statement of whether the results met, failed to meet, or exceeded target
• Include reference to data files you’re attaching
Action Plan

• Identify at least one area of the program or of the assessment plan that will be monitored, remediated or enhanced
• State at least one logical step the program will take in response to that area to improve or monitor the program
• Identify a person or group responsible for carrying out step of the action plan
Timeline

• State the program’s schedule for implementing the action plan and achieving the learning outcome.
Report to Stakeholders

• The program’s plan for communicating the results of the program assessment to stakeholders

• Audience-appropriate information about what you did, why, what you found, and how and when you will use it.

• Includes how/where/when you will disseminate the report to your stakeholders
Complete reports today and load on Compliance assist

• Maria’s helpful handout for CA.
DATA ANALYSIS & DISCUSSION OF MED, ED SP. & DOCTORAL PROGRAMS
PROGRAM MEETING TIME
REMINDER: GRADUATION 4:00 P.M. AT FORD FIELD