

Annual Assessment Meeting Minutes

UHWO Educator Preparation Programs (EPPs)
Annual Assessment Meeting
November 13, 2020
9:00-11:00 am

Zoom Link: <https://westoahu.zoom.us/j/97485787541>
Meeting ID: 974 8578 7541

Faculty Present: Bonnie Bittman, Michael Hayes, Mary Heller, Cathy Ikeda, Laurie James, Rick Jones, Stephanie Kamai, Joy Mahiko, Paula Major, Jonathan Schwartz

Zoom meeting began at 9:10 am.

I. Program Modification Updates

- HIST 282: Quali Proposal in Workflow: The Faculty Senate Curriculum Committee is reviewing our minor modification to the HIST 282 requirement, now replaced with a 3 credit elective. This action was the result of faculty review of the HDOE K-6 History standards, which do not address Post-Civil War US History content in a substantive manner. This action allows for more flexibility moving through the program in a timely manner, especially for Leeward Community College AST transfer students.
- Praxis CORE Extension: Policy Recommendation. In efforts to facilitate movement through the B.Ed curriculum, faculty agreed to admit teacher candidates into Block 1, provided they have submitted at least one set (reading, writing, math) of proprietary exam scores, as well as fulfilled all other requirements as shown on page 86 of the 2020-21 General Catalogue. Mary will send a policy notification to all candidates via Kako'o early next week.

II. CAEP National Accreditation: 2020-2027

- No Areas for Improvement (AFIs) YAY
- CAEP Revised Standards: Effective Spring 2022
 - R3.3 Foundational Academic Knowledge of Candidates: The CAEP revised standards, especially standard R3.3, may provide us with some latitude with regard to adjusting the requirements for "Foundational Academic Knowledge," which refers to reading, writing, and math. Faculty have already recommended an extension of the time required to pass a proprietary exam (Praxis, SAT, or ACT), in order to be admitted into the Professional Teacher Education Program. We will continue to study the matter, including research into what other CAEP accredited institutions do to address this standard. Thank you, Bonnie, for taking leadership in this regard!
- Standard 4: Program Impact---Phase-In Plan: Jonathan provided a brief overview of research that he and Laurie conducted prior to the CAEP onsite visit, some of which has resulted in a publication. We will continue to reach out to alumni and principals, in particular, to continue collecting data relative to "impact on student learning." Revised standard R3.3 suggest that we are to provide evidence of a direct link between "Foundational Academic Knowledge" and program completion

success. Our Phase-In Plan should provide the platform for collecting such data. Data relative to the impact of online teaching and learning during the Covid-19 pandemic will likely be a topic of relevance during data gathering and analysis.

III. Reflections on B.Ed 2019-20 Program Evaluation Data: Trends & Issues

Mary provided a brief overview of the CAEP Standards 1-5, the “Big Picture,” as we continue to assess our Education Division, our B.Ed programs of study, and the knowledge, skills, and dispositions of our teacher candidates, and program completers. We are reminded to use “data to inform practice,” a task we continue to take seriously and follow through.

Faculty took a closer look at 2019-20 program completer grades in all content areas. Overall, grades were higher for middle-level/secondary candidates who specialize in a subject area. Elementary candidates are generalists and less likely to excel in one content area over the other. Overall, grades for all K-12 candidates were well above the 50th percentile, when averaging grades A & B. It was observed that there appears to be a relationship between higher gpa’s and Praxis passing scores. Faculty noted that this particular data set has relevance to CAEP Standard 4, in the context of determining how best to provide evidence of candidate Foundational Academic Knowledge.

Candidate Dispositions data does not reveal serious areas of concern across all licensure areas. Faculty were reminded to use the Education Division Professionalism Alert policy, in order to track candidate performance and provide advice and counsel as needed. Any candidate receiving a “0” on the dispositions survey should be presented with an alert, in efforts to support their successful progress through the program.

No other data-driven concerns were raised by faculty. Jonathan indicated that all assessments (e.g., surveys and field experience evaluations) have been set to mentors. He reminded faculty to evaluate practicum, student teaching, and signature assignments in Taskstream, prior to the end of the semester.

CAEP STANDARDS

- Standard 1: Content and Pedagogical Knowledge
 - The Learner & Learning [InTASC 1, 2, 3]
 - Content & Application of Content [InTASC 4, 5]
 - Instructional Practice [InTASC 6, 7, 8]
 - Professional Responsibilities [9-10]
- Standard 2: Clinical Partnerships and Practice
 - Partnerships for Clinical Preparation
 - Clinical Educators
 - Clinical Experiences
- Standard 3: Candidate Recruitment, Progression, and Support
 - Recruitment
 - Monitoring and Supporting Candidate Progression

- Foundational Academic Knowledge of Candidates*
- Standard 4: Program Impact
 - Complete Effectiveness
 - Satisfaction of Employers
 - Satisfaction of Completers
- Standard 5: Quality Assurance system and Continuous Improvement
 - Quality Assurance System
 - Data Quality
 - Stakeholder Involvement
 - Continuous Improvement
- Standard 6: Fiscal and Administrative Capacity (Spring 2022)
 - Fiscal Resources *Administrative Capacity *Faculty Resources *Infrastructure

Zoom meeting adjourned at 10:27 am.