

1st Annual Elementary Teacher Education Program Assessment
Monday, August 13, 2012
10:00-11:30 am, E-228

Present: Mary Heller, Richard Jones, Stephanie Kamai, Julia Myers, Paula Mathis, Jonathan Schwartz, Kristen Urata

The meeting began at 10:05 a.m.

Meeting rationale provided by Mary: This is the first annual Education Division **Program Assessment** meeting. The overall purpose of the meeting is to discuss and come to agreement on all unit assessments for the upcoming academic year. The 7-year NCATE accreditation cycle will call for the 3 most recent years of data collected, to begin in AY 2015, with the next on-site visit occurring in AY 2019-20. (First continuous improvement accreditation reports required only 2 years of data, using the same assessments).

Mary announced that the NCATE Board of Examiners, chaired by Dr. Jerry Bailey, conducted its virtual off-site visit today, August 13, 1:00-5:00 pm EST. The off-site report will be made available to us via the AIMS website sometime within the next two weeks. We will, in turn, have the opportunity to respond via IR addendum, prior to the on-site visit.

I. Overview of Elementary Teacher Education Program Assessments, as described in the elementary teacher education program report to the ACEI and in the NCATE Institutional Report:

A. Assessments by NCATE Standard: The following describes the assessments that we currently have in place.

Standard 1: Knowledge, Skills, & Professional Dispositions

- Elementary Content Knowledge:
 - Praxis I & II
 - Candidate liberal arts & science grades in the content areas
- Pedagogical Content Knowledge:
 - Signature Assignments
 - Practicum & Student Teaching Evaluations
- Dispositions
 - Practicum & Student Teaching Evaluations
 - Division **Professionalism** Policy & Procedures

Standard 2: Assessment System & Unit Evaluation

- All assessments noted in Standard 1 above
- Candidate exit interviews (survey)

- Surveys of alumni, mentor teachers, and principals
- Teacher Education Advisory Council (TEAC) recommendations
- Faculty Evaluations

Standard 3: Field Experiences and Clinical Practice:

Faculty are in agreement that surveys and field experience and student teaching evaluations should be handled electronically, for ease of data collection and analysis. Surveys will be reviewed and edited, as needed, by faculty during the fall semester, prior to distribution to constituencies.

- Candidate evaluations of mentor teachers, field experiences, and clinical practice
- Surveys of alumni, mentor teachers, and principals
- Teacher Education Advisory Council (TEAC) recommendations
- Early Field Experience, Practicum, & Student Teaching Signature Assignments

Standard 4: Diversity

- Data on diverse populations: candidates; faculty; field placement in the elementary schools
- Placements at a variety of grade levels
- Engagement in an evaluation of candidate use of culturally responsive pedagogy (e.g., field experience and clinical practice evaluations)
- Foundations, Educational Technology, and Methods course activities targeting culturally responsive pedagogy
- Required course: EDEF 444 Teaching Culturally and Linguistically Diverse Learners, with signature assignment: Case Study of a CLD Learner.
- EDEE 424 signature assignment: Case Study of a Struggling Literacy Learner

Standard 5: Faculty Qualifications, Performance, and Development

Faculty evaluations

Faculty professional development plans (To be articulated more fully)

Examples of collaborations with P12 schools

Standard 6: Unit Governance & Resources

Organizational Chart

Description of how the unit conducts its business

Adequacy of budget must be addressed

B. NCATE mandated "Moving to Target" Assessment: Standard 2

“Moving to Target” mandate made known to us, after the IR was submitted and reviewed by the BOE. A prompt was not included in the IR. We can select Standard 2, since it is what the

UHWO faculty have the most control over. Data collection included grades, PRAXIS I/II data, signature assignments, exit surveys, and following candidates into induction year.

Areas of improvement noted by faculty include:

First year teacher induction: Support for our alumni during their first year of teaching; connect with the HDOE Hawaii Teacher Induction Program, which is a part of Hawaii's Race to the Top initiatives.

Teacher Education Advisory Council

We will be confirming membership on TEAC and inviting new members, to include teachers, principals, UHWO liberal arts and science faculty, and education faculty from island community colleges and UH-Manoa.

II. AY 2012-13: Signature Assignments (SA)

Mary reminded faculty that SA rubrics should not be changed during an academic year, unless there are extenuating circumstances. If faculty SA's and rubrics have changed since 2011-12, please provide Jonathan with revisions and new descriptions, so that he can upload to Taskstream. As Taskstream Administrator, he will continue to collect and collate the data and distribute to faculty for interpretation and reflections on the impact on practice.

Faculty discussed the importance of written reflections on signature assignment data (by semester) to inform practice. These reflections will inform data-driven decisions to improve course content and delivery, in particular, and the elementary teacher education program, in general. Data-driven decision-making will be discussed during annual program assessment meetings, as well as during regular faculty meetings during the academic year, as indicated.

No change in signature assignment were reported by Jonathan, Paula, Rick, and Stephanie.

Mary: In EDEE 424, Case Study of Struggling Literacy Student assignment will focus on writing, as opposed to reading and writing. This change is data-based, resulting from candidate and mentor teacher concerns about being prepared to teach writing in the schools. An updated description and rubric will be sent to Jonathan.

Julia: EDEE 432 signature assignment will no longer focus on Lesson Study. This change is data-based, resulting from the re-structuring of the blocks. Block 2, Math/Science, now occurs earlier in the program, and candidates are not prepared to engage in the intensive Lesson Study approach to math teaching and learning. Julia will be submitting her new SA and rubric to Jonathan.

Jonathan reported on the Hawaii Department of Education LDS = Longitudinal Data System to which IHE faculty may now have access. The opening of this avenue to K-12 student data

provides a unique opportunity for partnering with the schools and teaching our candidates the value of using data to inform practice.

III. Transitioning to new HTSB Standards by July 2013

We will be transitioning to the new Hawaii Teacher Standards Board standards no later than July 2013. The new standards are posted in the Resources section of the Division Laulima website. Mary will revise the current table to illustrate alignment of the new HTSB standards with the B.Ed curriculum.

Meeting adjourned 11:20 a.m.