

Minutes
Extended Dean's Council
College of Education and Human Services
September 21, 2007

Present – Larry Daniel, Marsha Lupi, Jennifer Kane, Claire Torres, Len Roberson, Karen Patterson, Cathy O'Farrell, Crystal Timmons, Sharian Deering, Royal Van Horn, Rick Chant, Paul Eggen Sandra Gupton, Sebastian Foti, Anne Jagnow, Katrina Hall, Russell Mays, Otilia Salmon, Jacque Batey, Ellie Scheirer, Annie Spruell, John Kempainen, Sandy Hansford, Chris Janson, and Carolyn Stone

Call to Order – The meeting was called to order at 9:02 a.m.

Introduction and Overview of the Retreat Agenda – Larry Daniel introduced the presenters and reviewed the agenda for the meeting. The purposes of the session:

- Provide updated information about program approval, accreditation, and accountability under new rule and statute.
- Explore impact of new standards' requirements on current assessment activities and curriculum.
- Set a plan for how to respond to tasks we need to engage with in order to comply with new data reporting elements leading to continued program approval, and accreditation.
- Overview a timeline for work.
- Examine plans for the future of the College.

State Requirements for Continued Approval of Teacher Preparation Programs – Claire Torres discussed the state requirements for continued approval of teacher preparation programs.

Revised Rule 6A-5.066

Two Guiding Principles for the Revision: add flexibility in program design (competency-based); and accountability for the performance of program completers (impact of completers on student learning).

Three new standards shape Initial and Continued Approval of Teacher Education Programs:

- Standard 1 —Core Curriculum Content
- Standard 2 —Candidate Performance
- Standard 3 —Continuous Improvement

We have to engage in several activities to meet new state requirements as outlined under the new statute and rule. The College Assessment Advisory Board (CAAB) was appointed by the department chairs. The members of the board facilitate discussions, distribute materials, and represent and provide a voice for faculty members on issues related to assessment and accreditation. Members of the CAAB include: Anne Jagnow (CE), Otilia Salmon (CE/FSE), Royal Van Horn (FSE), Sharian Deering (ESDE), and Sebastian Foti (LCIT). Other Members: Marsha Lupi, Chair, Claribel Torres, Facilitator, Larry G. Daniel, Ex-Officio, Cathy O'Farrell, Field/Clinical, and Dwayne Kohn, Field/Clinical Representative

Standard 1. Core Curriculum Content

The curriculum content is delivered and assessed in each approved program including the Uniform Core Curriculum (UCC) and all other state mandated requirements.

Elements of the Standard:

1. *Current mandated state requirements and curricular content are implemented and published.
2. Field/Clinical sites in a variety of settings.
3. Faculty meets state mandated requirements for supervision of field/clinical experiences.
4. School district personnel meet state-mandated requirements for supervision of field/clinical experiences.

*Current Mandated State Requirements and Curricular Content are Implemented and Published. How to respond:

- Need a planned sequence of assessments for student performance on the Uniform Core Curriculum (UCC) content and other competencies.
- Benchmarks (collect and report data) are now required.
Progress on core curricular content occurs at two benchmark points in the program: prior to student teaching and student teaching.
Reporting Requirements: Report % of candidates demonstrating FEAPs prior and during internship. Report % of candidates demonstrating at least 2.5 GPA in courses aligned with core curriculum and other state mandates (Uniform Core Curriculum, UCC) prior and during internship.
- As part of the new statute and rule, matrices are a requirement. These matrices need to map where the UCC and other competencies are taking place and how are these being assessed (see Yecke).

Other Reporting/Evidence Requirements Under Standard 1.

- Annual data for diversity placement of students in field/clinical experiences.
- List of faculty members responsible for clinical supervision.
- Data verifying clinical educator training of school district personnel.

The Uniform Core Curriculum (UCC) is comprised of 15 elements.

1. *12 Florida Educator Accomplished Practices (FEAP)-pre-professional (see handout sample matrix).
2. *1-5 or 1-2 Reading Competencies (handout).
3. *ESOL Standards and 11 Competencies (handout).

(*No later than the Fall 2008 we must collect data electronically and use these 3 elements data to report on Standard 1, Indicator 1.)

4. Competencies and Skills for Teacher Certification (12th Edition) known as Subject Matter Competencies (see handout).
5. Higher-level mathematics concepts.
6. Math computational skills acquisition.
7. Use of Technology for teaching and learning processes.
8. Understanding of Sunshine State Standards content as measured by FCAT.

(Departments and colleges of education shall emphasize the state system of school improvement and education accountability concepts and standards, including Sunshine State Standards (FS 1004.04).)

9. Reading, interpretation, and use of data for student achievement.
10. Information on the state system of school improvement and accountability.

(Departments and colleges of education shall emphasize the state system of school improvement and education accountability concepts and standards, including Sunshine State Standards (FS 1004.04, 3(a)).

11. Teaching strategies to meet the needs of diverse student populations.
12. Classroom Management.
13. School Safety.
14. Professional Ethics.
15. Educational Law

These elements of the UCC: must be assessed and in place in the curriculum (syllabi), and in the matrices (see matrix sample handout).

Standard 2—Candidate Competency

Each candidate in the approved program will demonstrate all competencies identified in statute and rule. Implication - All programs and completers within programs/tracks will be looked at.

Elements of the standard:

1. Follows state-mandated admission requirements (Institutional Research).
2. Evidence of candidate attainment of the UCC content is assessed and data are collected from coursework, field/clinical experiences and on the FTCE.
3. Candidates demonstrate impact on P-12 learning (during the program and after first year of teaching).
4. Documentation of assistance to program completers (a plan).

2.2 Evidence of attainment of the UCC

How to respond...prior and during internship—Candidate Assessment System (CAS). Use CAS to collect performance data related to the assessment of elements of the UCC and other competencies.

How to respond...after graduationstandard reports, Title II data, FTCE pass rates. DOE provides these data.

2.3 Impact of Candidates on P-12 Learning

How to respond....

Internship:

-Data collected during internship (Tab #13)—First Pilot Spring 2007.

After Graduation:

-Data collected by FLDOE during the first year of teaching (FCAT data).

Other Reporting/Evidence Requirements Under Standard 2.

-Admissions

-Enrollment

-10% Waiver

-Remediation for Students admitted under the 10%.

-Plan for remediation

Standard 3—Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

Elements of the Standard:

1. The program remains responsive to the needs of the state and the districts served.
2. Employers satisfaction with level of preparedness for the first year of teaching (Dean's Office).

3. Program completers satisfaction with the level of preparedness to teach (Dean's Office).
4. Continuous improvement across and within programs based on data collected on Standards 2 and 3, enrollment, completion status of candidates, and results of faculty recency experiences.

How to respond:

- Periodically seek input from school district/service area partners.
- State level teacher quality/workforce data
- Student achievement data
- Faculty recency experiences (design a form).
- Current research

ESOL Requirements - Anne Jagnow presented on ESOL requirements. The 25 ESOL standards are redundant. ESOL infused courses need reference to ESOL indicators. There needs to be on an indicator level and it needs to be included in the syllabi. The program chooses which indicator applies to each course but all 25 have to be documented in the program. The 25 ESOL Performance Standards state that the ESOL teacher is able to:

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
2. Recognize the major differences and similarities among the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to LEP/ELL and non-LEP/ELL students.
4. Use knowledge of the cultural characteristics of Florida's LEP/ELL population to enhance instruction.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP/ELL students.
7. Locate and acquire relevant resources in ESOL methodologies.
8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.
9. Develop experiential and interactive literacy activities for LEP/ELL students, using current information on linguistic and cognitive processes.
10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.
11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.
12. Apply content-based ESOL approaches to instruction.
13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.
16. Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.

17. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
20. Administer tests and interpret test results, applying basic measurement concepts.
21. Use formal and alternative methods of assessment/evaluation of LEP/ELL students, including measurement of language, literacy and academic content metacognition.
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.

Anne offered to meet with anyone who needs assistance on ESOL and ESOL standards. The Dean and Claribel Torres will provide additional information about ESOL requirements in secondary education and school counseling programs.

Group Activity on Accomplished Practices Indicators – Cathy O’Farrell said that we need to come up with college wide indicators. Each group seated together at a table were asked to select four indicators for each accomplished practice and submit one final copy to collect data and later report on the college wide indicators.

College Candidate Assessment System –

Candidate Evidence of Attainment of Core Curricular Content—Standard 2, Indicator 2.

Critical Tasks - The Backbone of the Assessment System

Critical performance tasks are used to assess the most significant outcomes in a course.

Critical Assessment Examples: portfolios, group and individual presentations, reflective essays, examinations, lesson and unit planning activities, practicum observations, case studies, etc.

- Keyed to ESOL, and/or other professional and content standards per program, makes reference to indicators, and scoring tools (i.e., rubrics).
- Designed around Florida’s Educator Accomplished Practices.

Electronic Candidate Assessment System Needed to Accommodate New State Data Reporting Requirements

- New partnership with ITS
- Redesign of CAS—talks to Banner
- Flexible and expandable
- Collect data at the indicator level-responding to NCATE/DOE weakness.
- Reporting tools
- Student access
- Pilot run fall 2008

Institutional Assessment Efforts – *Academic Learning Compacts* - Jennifer Kane talked about how the sport management program took existing learning outcomes and identified what fit and where we can best provide data and report numbers to Claire. She reported on how students are doing and student generated projects (indicator on outcomes). Programs should initially pick assessments easy to report and communication between instructors is important. Sport management also did a survey of graduated students on learning outcomes and what they learned and did not learn. SACS requires direct and indirect measures.

Graduate Learning Outcomes – Russell Mays distributed a copy of GLO statements for the Ed.D program. Learning outcomes are assessed in several ways. At the end of year one and year two Academic Progress Audits (APAs) are completed. The APA requires the student to document mastery of content and then conference with his/her faculty advisor to collaboratively assess personal and professional growth to date. Successful performance on the written and oral comprehensive examination advances the student to candidacy in their 3rd year of study. Student assessment culminates with approval of a major independent research proposal, completion of the research project, and successful defense, review, and approval of the dissertation by the Program Director, or Chair, and the College Dean, and Dean of the Graduate School.

SACS reaffirmation effort – The Quality Enhancement Plan (QEP) for the University is a critical part of the SACS review. The committee took 7 proposals and reduced the 7 down to 3. The top plans are sitting with President Delaney or Provost Workman. An email was sent to faculty and staff asking their thoughts on the 3 proposals. The QEP will be implemented institution-wise.

Dean Daniel reviewed the timeline for SACS reaffirmation.

Timeline for SACS Reaffirmation 2009

Major SACS Preparatory Tasks and Associated Timeline		
Fall 2009	Re-accreditation Decision by SACS Commission on Colleges	December
Summer 2009	Preparation & Submission of Response to Onsite Peer Review Team Report	August
Spring 2009	Receipt of Report of Onsite Peer Review Team	April
	Onsite Peer Review	March
	Submission of Quality Enhancement Plan	January
	Submission of Focused Report	January
Fall 2008	Preparation of Focused Report Responding To Compliance Certification Review	December
	Offsite Peer Review of Compliance Certification	November
Summer 2008	Submission of Compliance Certification	August

SACS-related Supplemental Tasks That Most Institutions Perform and Their Associated Timelines (Mileposts)		
Summer 2008	Submission of Compliance Certification	August
Spring 2008	Completion of Reports by Compliance Certification Task Force for each of the Core Requirements and Comprehensive Standards	April
	Initial Draft of QEP by QEP Task Force	April
Fall 2007	Initial drafts of Reports by Compliance Certification Task Force for each of the Core Requirements and Comprehensive Standards	December
	Selection of QEP Theme	November
	Posting of 2006-07 Strategic Plans	November
	Completion of Faculty Data Bases (qualifications & course syllabi)	November
	Development of a Work Plan for QEP	September
	Identification of a Quality Enhancement Plan Task Force	August
Summer 2007	Identification of Compliance Certification Task Force & Attendance at SACS Summer Institute on Quality Enhancement & Accreditation	July
	Completion of 2006-07 Strategic Plans and Annual Reports (Annual Reports include summaries of assessment outcomes of improvement initiatives)	July

Marsha Lupi announced that Dr. Douglas Eder is the new Associate Provost on Institutional Effectiveness.

Timeline for Work to be Completed in 2007-2008 –

December 15, 2007

- Draft FEAPs Matrices to Assessment Director for feedback.
- Electronic submission of revised critical tasks, critical task ids, descriptions, alignment with FEAPs, coverage, indicators (worksheet).
- Draft rubrics that include college wide indicators.

January 31, 2008

- Feedback to programs on FEAPs matrices and worksheets and/or tables.
- Reading Competencies Matrix (Use DOE template).
- Submit draft rubrics.

February 2008

- Feedback and Work continues.

March 15, 2008

- ESOL and Competencies Matrix.
- ESOL assessments, critical tasks, descriptions, indicators.
- Draft rubrics.

April 15, 2008

- Other elements of the UCC Matrix and other curricular requirements.

May 31, 2008

- Final deadline to submit all revised matrices, worksheets, and draft rubrics.

June-July 15, 2008

- Director of Assessment reformats matrices, when needed, and prepare all documentation for DOE.
- Contact department chairs if information is missing, incomplete, etc.

July 31, 2008

- Deadline to submit revised syllabi (hardcopies and electronic) to the Dean's Office and Department

August 2008

- All matrices and documentation to DOE for review and approval.
- All instructors, faculty, and adjuncts use new and revised syllabi and critical tasks.

Future Directions for the College of Education and Human Services – Dean Daniel walked the group through the annual report for the college. The report is outlined as follows: Part I – Strategic Planning, Part II – Student Learning Outcomes, Part III – Strengths and Weaknesses, and Part IV – College Scholarship Report. The four goals for the college are mirrored after the set of goals Academic Affairs has included in their strategic plan. Marsha Lupi asked the group to break off into their assigned groups and respond to one strategic goal. Each group leader responded for their group.

Adjournment – The meeting adjourned at 3:35 p.m.