

CITEP Meeting
November 20, 2015
1:00 PM
Wardlaw 274-O

Agenda

Members Present: Cindy Van Buren, Lisa Peterson, Regina Wragg, Maggie Frick, William Morris, Paul Malovrha, Chris Christle, Christine Lotter, Lauren Brown, Nate Carnes, Rob Dedmon, Tommy Hodges, Lynda Nilges, Wendy Valerio, David Virtue, Donna Watson, Stephanie Milling

I. Welcome and Introductions

Dr. Nilges called the meeting to order at 1:03 p.m. New staff members in the Office of Assessment & Accreditation (OAA), Regina Wragg and Lisa Peterson, were introduced.

II. Approval of Minutes

Due to Laura Aboyan's departure after the previous meeting, minutes from this meeting could not be located.

III. Proposed Changes to GPA

- Rob Dedmon began by giving a Read to Succeed update. All 25 proposals submitted to the SC State Department have been approved. If your program has one of the courses listed on the program sheet, the syllabus for the course will need to eventually list how the requirements for Read to Succeed are met through the course.
- Praxis Core Requirements – new SAT with new scoring – in May, ETS will provide to the State Department how this score may be equivalent. A new cut score for Praxis Core exemption will be provided in late spring or summer of 2016.
- GPA Discussion: The University Registrar is recommending that the university no longer maintain an overall GPA and transfer GPA; the GPA will only consist of coursework completed at USC. For undergraduate teacher education, students' overall GPA is considered for admission to the professional program (2.75 GPA requirement) – if we no longer have access to this GPA, what do we do? State policy indicates a minimum cumulative GPA of 2.75, and it seems like this is up to interpretation – in the past, all coursework was considered no matter what school it is from. Other institutions such as Winthrop and Clemson state coursework from their institutions explicitly. USC will have to maintain Life Scholarship GPA so could refer to that GPA, considering a way to make that GPA available to students. Technical college courses are included in Life Scholarship GPA and any post secondary or remedial work will count in that.
- Discussion about GPA changes' affect – David Virtue contributed that someone could take a course at Midlands Tech and this course will not be factored into GPA– how will

this negatively affect those that take courses from a technical college for accessibility and affordability? Rob researched 42 students that he identified may be ready to enter the professional program. Out of the 42, this change would hurt 10 students who this change would hurt b/c they had at least 2.75 overall GPA, but their USC GPA was below that. This change though would help 9 of these 42 students, so he concluded that the change would hurt some, but help others. Cindy Van Buren contributed that factoring in the GPA from other institutions was foreign to her since this did not occur in other colleges that she had worked at. Rob would like input on the decision...it does not have to be made now, but finalized in the spring semester. David Virtue believes all coursework should matter and be added into GPA. Paul Malovrha added that most of the students in Arts & Sciences are transfer students and that this will definitely affect them since many come from Midlands Technical College. He believes that this would be detrimental for them if we did not include their GPA from Midlands Tech. Stephanie Milling added that in her program, most classes have to be taken at USC due to the program requirements, so this would not affect her students as heavily. Rob will continue to discuss options with the registrar's office, and he believes that we should only focus on Life scholarship GPA if students can actually see it. The decision will be voted on at the Faculty Senate.

IV. Chalk and Wire Discussion

- Stephanie Milling would like training on Chalk & Wire (C&W) before she begins using it. William Morris assures that OAA is putting a contact list together for trainings, and Dance Education is scheduled to begin with C&W in Fall 2016 (Laura set to launch programs into C&W in different phases).
- Paul Malovrha has had several students complain that they should have been notified of costs before they begin the course and he was going to introduce C&W in his methods courses to be fair if possible. In a Linguistics class this semester that he was not teaching, the students were not informed of the requirement. It was questioned whether C &W was used solely for assessment purposes – why are we having students pay for program assessment? Cindy Van Buren said that she knew many students were not informed properly this past semester, but she will be sending out an email next week to all students taking courses with key assessments in the spring notifying them of the C&W requirement, and will resend this email again in January. She also added that William Morris and Therese Maxfield (OAA's graduate assistant) can come to classes to talk to students about C&W's full capabilities.
- Chris Christle- a program guide is given when students interview for Special Education programs, and they are advised of the Chalk & Wire expense so they are aware before they begin program.
- Some SPA reports allow you to have GPA as a key assessment, this can be set it up in C&W. William Morris is taking the lead on learning how to do this.
- Lynda Nilges - training with school site teachers? Maggie Frick stated that coaching teachers will not be entering data...the site supervisor will actually be entering information into Chalk & Wire. OAA will set up internship evaluations that can be completed as a guest, so coaching teachers will not need an account. ADEPT Classroom evaluations – those are not submitted through C&W. At some point, the whole ADEPT

packet will be in C&W, but now only the final internship evaluation will be entered into C&W.

- William Morris - Submission and assessment process has gone very well so far, most questions have been from those who waited and forgot what they were originally taught during training. C&W has many of the features that Blackboard currently has, but Blackboard is the university's official grading software and C&W is not replacing it at least at this time.
- William Morris had a question – are there comp finals that are not tied to a class? William needs to know how many there are so that he can fix an issue that is occurring in C&W...If the comp final is not tied to a class, the student may not have known to buy an account. Students are contacting William on how to enter these classes in C & W. At this point, we do not think we should request for these students to purchase C&W this later in the semester.
- Pricing scale concerns – make sure when students ask how much C & W is, you ask where they are at in their program and what courses they may need it for. Prices can be more if bought year to year instead of the 5 year price.
- Praxis II- Laura took the 6-8 key assessments for SPA report, they are all in C&W but only 4 or 5 may be linked to a class. We are figuring out how to get this information into the system when it is not linked to a class.

V. CAEP Standards and CAEP Steering Committee

- Cindy gave a very brief overview of the 5 CAEP Standards for Initial Licensure:
 - Standard 1: Content and Pedagogical Knowledge
 - Standard 2: Clinical Partnerships and Practice
 - Standard 3: Candidate Quality, Recruitment, and Selectivity
 - Standard 4: Program Impact
 - Standard 5: Provider Quality, Continuous Improvement, and Capacity
 - Diversity and Technology are not their own standards as they were with NCATE; these two standards are not missing, but are embedded in all 5 CAEP standards and are called “Cross Cutting Themes”.
- Paul Malovrha had a question- he helped with the SPA report a year ago. Does he submit as a program a CAEP report? Cindy assured everyone that OAA sends the CAEP report. CAEP is unit wide accreditation. Being nationally recognized by your SPA helps the COE meet Standard 1. If your programs aren't successful in your SPAs, we would not be CAEP accredited because we would not pass Standard 1. Cindy also shared that CAEP has asked if the Foreign Language SPA reports can be used as exemplars on their website.
- Nate Carnes – data sources for Standard 4? Cindy said that some of this will be our ADEPT data after candidates are employed in the state. OAA will be surveying principals that hire them, surveying candidates after they leave us, and possibly have a parent focus group. USC is the first institution in the state to have a CAEP visit in 2017, so our visit is a Phase-in visit. We do not have to have all data necessarily in place, but just the plan in place.
- CAEP Steering Committee scope of work – Cindy introduced the current members, and shared that the committee is willing to take on more members if anyone else would like

to join. The committee does not currently have P-12 representation, but has asked the Office of Clinical Experiences (OCE) for recommendations, but if anyone else has any recommendations, let Cindy know.

VI. Unit Wide Assessment/ADEPT Internship Evaluation

- Regina Wragg: OAA & OCE will work closely together due to unit wide assessment. CAEP Requirements: CAEP rubrics are available for evaluation of our assessment instruments, OAA has requested that an assessment portal be open to us for advanced feedback. Two particular concerns: There are only a few current unit wide assessments, and our current internship evaluation (Met/Not Met Checklist) for pre-service teachers will not meet CAEP requirements.
- Where we are now? The SCDE has a task force in place to revise the current ADEPT “met/not met” checklist to a rubric reflective of best practice (Danielson and NIET). Other SC EPPs have already moved forward with internship evaluation rubrics reflective of best practice. OAA and OCE are combining efforts to move us forward. SCDE does not believe they will have everything rolled out and ready for us to use right now.
- Discussion of two rubrics and their scale/requirements: NIET 4-scale rubric is currently used by SC Tap systems, has 12 criteria. Danielson 3-scale rubric has 4 domains with 5-6 subdomains each.
- Discussion of rubrics from other colleges that have specific program area 5th domain. Tommy Hodges believes that if we moved to a unit-wide rubric with this criteria it will be reflective of what they use now in their program area- Chris Christle agreed the met/not met is not helpful. The State Department has told OAA to not wait for the state’s rubric changes and that we do not have to use their rubric once they implement it. The rubric must be aligned to the ADEPT performance standards / InTasc aligned. If any program area wants a content area Domain 5, OAA can support the process whenever the programs are ready.
- Moving forward: OAA will provide a 4-scale rubric that will enhance our current Met/Not Met internship evaluation checklist to meet CAEP requirements– they want to begin pulling some of that data on why some students have met/not met. Maggie Frick: if someone is not met, the supervisors have to put in comments on why and an action plan is usually attached.
- Timeline: Cindy Van Buren originally wanted to implement the changes starting in January, but OAA decided that they will work to make a unit wide 4 point rubric and possibly pilot this spring with interested program areas. This will allow for a semester of feedback and then training with university supervisors in the summer. A draft of the changes will be available at the next meeting.
- Tommy Hodges: it would be a really poor use of a rubric to at any time create a mean score as this assumes the data are linear and they are not. Caution – as we look across a rubric, we might value some criteria more than others.
- David Virtue – we have very few unit wide assessments – David finds this troubling, Tommy Hodges said that this was brought up at an Elementary program area meeting and they are discussing creating a key assessment for 201 to obtain baseline data since many candidates take this course. Also, almost everyone takes EDPY 401, so a unit wide assessment could be implemented there.

- Only initial licensure programs are a part of the CAEP visit in 2017 due to the timing of the visit. CAEP does not limit you on the number of assessments, only SPA limits the program assessments to 8. In C &W, you can have more than 8 key assessments, but the minimum is 6.

VII. *Paper Tigers*

- David Virtue – *Paper Tigers* is a film that deals with struggling teens and teachers armed with new science and fresh approaches that are changing their lives for the better. The COE will get to show this film for free, but we just have to decide when we want to show it. We can invite students, faculty, and K-12 partners. Nate Carnes- this could be presented to the Diversity Committee at the college –what is important when we talk about culturally relevant pedagogy.
- Lynda Nilges– Reminder of the screening of *Most Likely to Succeed* sponsored by COE at the Nickelodeon at 6:30 on Dec 8th.

VIII. Meeting Dates for Spring

1:00-3:00 PM in Wardlaw 274-O

February 12

April 22

Additional meeting dates may be needed to provide feedback on the unit-wide internship evaluation rubric.

IX. New Business

No new business was noted.

Dr. Virtue adjourned the meeting at 3:10 p.m.