

CSLC Committee Meeting Minutes 11/14/2014

Meeting called to order at 10:00 AM by Associate Dean Thelma Isaacs.

Present:

Teresa Eagle
Thelma Isaacs
Kandice Napier
Amanda Preece
Camille Ramsey

Neil Arneson
Kenneth O'Connor
Edna Meisel
Allison Carey
Karen Mitchell

Kristine Greenwood
Michael Fultz
Sandy York
Tina Allen
Gary McIlvain

Business:

S.C.o.P.E.S.

K. Napier: SCoPES new structure/Curriculum sheet updates/changes

Spoke on the combining of the Office of Student Services and the Office of Clinical Services into one, called SCoPES, Student Center of Professional Education services. Hours will be from 8 to 5 Monday through Friday and students are taken in as freshman and followed until they graduate as seniors. She then asked for questions to which there were none, and finished by telling about SCoPES being a One Stop Shop for all things students may need

A. Preece: Introduced herself to the group. Spoke about her commitment to education.

K. Napier: Brought up issue with tracking dispositions being an issue in the past, and attempting to put together a plan to track in the future. Stated that with a form we would be better able to track dispositions according to CAEP standards.

T. Isaacs: Stated that this was the third constituency group the form had been shared with. The student group was very receptive to the idea and said they thought the opportunity for students to "fix" the issues was a good idea. EPPAC was also on board with a form, however mentioned concern about ethical issues of keeping track on a form. Question was asked of committee members if they would be interested in completing such a form if an issue with a student were to arise.

K. Mitchell: Suggested that the slowness of paperwork being completed could possibly slow the process, causing problems with taking care of the issue timely.

A. Carey: Suggested that the combination of intervention and tracking with a form creating a paper trail may be a better idea.

T. Isaacs: Stated this form would be used in addition to speaking with the student and trying to find a pattern.

K. O'Connor: Suggested a place on the form to indicate a date that the issue had been rectified/issue was addressed. Suggested this might help with students' self-esteem.

A. Carey: Was in favor of implementing such a tracking system. Suggested that often the issues of mental health can be seen in behavior but not in students course work. Another example of it being a good reason to track was in the case of serial plagiarism. If one instructor is the only one to know about the issue, then a pattern cannot be found, and an attempt to fix the issue cannot be made.

K. Napier: Stated that her office only sees the academic side, and cannot judge by that solely. Then the student is given false hope that they can actually graduate the program and become a teacher. They make it to Student Teaching before it comes to our attention that they should not be there.

T. Isaacs: The issue of not being able to continue is almost always a dispositional issue. This semester alone there were four students with issues who all had appropriate GPA. They all had dispositional issues.

N. Arneson: Asked what dispositional reasons are seen. A. Preece answered that there are several issues, for example, sexually inappropriate behavior, hygiene issues, tardiness, or absences.

C. Ramsey: How often would the form be completed?

K. Napier: Any time there is an issue.

K. O'Connor: Is there a way to help those mentally why to cannot graduate as teachers?

K. Napier: In the most current disposition issue MU Mental Health services, sat in on the meeting and spoke with the student after the meeting. Career Services is always involved as well as the counseling department.

T. Eagle: Our aim is to catch these issues and take care of them before student teaching.

S. York: Is anyone at liberty to see the disposition form?

K. Napier: Only my office will have access to that in EAB.

E. Meisel: Stated she feels certain if the incident is severe enough to write down, it is severe enough to address.

T. Eagle: As educators, we have a responsibility to address these issues when they arise. We also have a legal liability issue. If a person has disposition issues, they likely have a background with issues that possibly will not allow them to be employable. We ultimately want students who not only represent MU well, but are also employable.

A. Carey: In terms of privacy for the student, how private is this information?

T. Isaacs: It has been created as part of the EAB platform, and privacy will always be important to us. Our hope is to begin using this by the fall.

K. Mitchell: Will the initiator find out when a resolution happens?

K. Napier: Yes

T. Eagle: This form is not to keep you from dealing with issues at your level as well. We need to take a look at confidentiality so that people are not involved who do not need to be.

K. O'Connor: Will students get a copy?

T. Eagle: Not at this point. Also, this is not a discipline form, it is a form to help students. It is not used for disciplinary issues. It may be something that comes up again and again.

T. Isaacs: This issue will go on the next agenda as well.

CAEP:

K. Napier: GPA for professional education has gone up to 3.0. Content goes to 2.8. Fall of 2015 it goes to 2.9, then 3.0.

T. Isaacs: TESC can make exception to the GPA policy through an appeal process.

K. O'Connor: If GPA is low, is there a way for students to find out they are not meeting the required GPA?

K. Napier: When students start their junior and senior semesters, they are required to have an evaluation that informs them of any GPA issues they may be having.

T. Isaacs: Advisors should also be having this conversation with their advisees as well.

K. Napier: The Praxis exam changed approximately one year ago. We still have students taking the incorrect assessment. If you know students have questions, please direct them to our office for answers.

T. Isaacs: Please get all adjustments to curriculum sheets to Kandice Napier as soon as possible.

ASSESSMENT UPDATE

E. Meisel: Edna introduced herself and explained her role in program review and reports. She stated she was looking forward to speaking with everyone individually, concerning the importance of program review and reports to the accreditation process.

SPA REPORTS

E. Meisel: A lot of our content areas need guidance-they have standards that need taught in content area. Our goal is to write successful SPA reports, so we will need to have many conversations with each content area. We will be asking you to join us in our SPA meetings as well. Each area will need a content area representative. Suggestions will be requested for our methods courses. Are there questions?

No questions

T. Eagle: SPA's time is coming quickly. Our next CAEP meeting is in the fall of 2018. This means SPA reports must be Ok'd by 2017. There are 46 or 47 that must be approved. We will have to have your help to make sure this happens. If our SPA reports are not approved, we cannot request students be licensed in that content area. Science and Math are both very important to the state so we must get those approved as well.

As part of the new standards, we are doing some new things. LIVE Text, which is new software that we will begin using this semester, and should be fully implemented next semester, is a data analysis program. Students buy the license to use the program. They will be able to upload things they need to it and maintain a record or portfolio, in a sense, of their work. The only way it works however, is if students in your area purchase a key to it. For any additional questions please speak with George Watson, who is heading up the program. Does anyone have questions?

K. Mitchell: When it comes to unit plans in methods courses, will there be templates in LIVE Text?

T. Isaacs: Performance assessments have been placed there, you can get more specific information from George Watson.

Additionally we will be implementing PPAT and EDTPA, two versions of performance assessments that are created and evaluated outside the institution. This is a trial basis. According to the state, will increase the quality of teacher candidates being produced here. Our goal is for students to leave us as close to ready to teach as possible.

EDTPA is produced by Pearson and Stanford University. PPAT was produced by the same people who brought us PRAXIS. Half the student teachers will use PPAT, while the other half will be assessed using EDTPA.

EDTPA is based on students providing a number of artifacts or written documents. They will provide video of their teaching, and then submit it for it to all to be scored nationally. We anticipate at first the score will not be used as a final grade. We will need time to prepare students and the first group will not be prepared in time to use that score solely.

PPAT has four different pieces. The first piece is scored here at Marshall. Sections two, three and four are sent out and scored then sent back. Student will still be required to video themselves.

All higher education must have one or the other program implemented by 2016.

Questions?

K. Mitchell: There seems there may be an issue with student teaching because students cannot always teach their lessons timely because of cooperating teachers.

T. Eagle: There are many questions we cannot answer yet, my thinking however is, it does not matter what they are teaching because you can still look at classroom control and management.

T. Isaacs: Students are asked to be analytical and descriptive. It imitates the national board certification process to some degree.

A. Carey: Students teach a demo lesson that is videoed. It would be nice to get some prompts so we know what to look for and can prepare them.

T. Isaacs: January 21 and 22nd is our next meeting. We would like other content areas to go along as well.

T. Eagle: Another concern is that this is another expense on the backs of students. It will cost \$300, with \$100 retakes. However, students will not be required to pay until fall of 2016.

T. Isaacs: The next meeting is scheduled for spring. Get any changes you would like made to curriculum sheets to Kandice, and think about the things we have discussed. Edna Meisel will be getting with each of you on an individual basis.

Meeting Adjourned at 11:10AM Associate Dean Thelma Isaacs