Standard 5 Quality Assurance Workgroup
September 10, 2021
Agenda and Task List

Members present: Ann McCoy, Rene Burress, Lisa Robbins, Michelle Conrad, Michael Pantleo, Karrie Snider

1) Debrief from PEF meeting
   ● What tasks need to be accomplished following this meeting?
      ○ TEC - Mission, Vision, Goals
      ○ Input on review of data - September 15
         ■ Communicating with parents continues to be an issue
            ● Brainstorm ideas?
            ● Get sense of what is already done - Google form to PCs?
      ○ Assessment Blackboard

2) Advisory Board Meeting
   ● October 13
   ● 4 - 5:00 p.m.
   ● Virtual - I think this is best given how things are going.
   ● Two areas for input:
      ○ Data
      ○ Strategic Plan - have them look at our goals (specifically ones about partnerships) and suggest strategies

3) Update on Diversity (Terrell is only one left - getting additional folks) and Technology subgroups (teacher work sample; teaching modules; spring student teachers to complete those modules; get feedback from Spring folks)

4) MSU's experiential log - Should we consider something like this? Would help with both diversity and technology - SHARE with Standard 2
   Rene will design and we have students complete 3 time

   [Experiential Log](#) used in all field experiences - make as a Google Form

   Every course containing a field and clinical experience requires candidates to complete an Experiential Log (Appendix 1.1.9). In the Experiential Log, candidates are prompted to reflect upon any interactions and/or modifications of instruction related to diversity and technology. For example, one candidate during student teaching wrote:

   My placement was in a primarily self-contained autism classroom with 6 students. These students varied widely in abilities, strengths, and needs. Each student had a diagnosis of autism as well as IQ in the moderate to severely low range. Several students had other diagnosis along with autism that impacted their educational performance as well. All students required a specially designed curriculum that was very different from the regular education curriculum. My students all had unique strengths and abilities, which were used during instruction to build confidence and motivation to succeed. Principles of Applied Behavior Analysis were used in every aspect of academics during the school day.

   The quality of candidates' reflections varied, but some candidates provided insightful statements like the one above. For the full report on the qualitative analysis of the reflections in the Experiential Logs, see Appendix 1.3.2.

   Assignment from 2250:

This is the assignment description and the rubric that I use for "My American Story".

Perhaps do this as a pre and post in some manner - Diversity committee

<u>Assignment 1: PERSONAL REFLECTION MINI-PAPER: My American Story (possible points: 100)</u>

*Remember that who you are and what you know influences how you teach. For this assignment, you will write a short descriptive paper (750 words minimum) that describes who you are as a cultural being and future educator. The US is a nation of diversity, and it is important to consider how our own experiences shape the ways we think and teach. We all bring certain perspectives, biases and prejudices that we are often unaware of or very aware of. Please consider as many of the following topics as you can. You **<u>must</u>** respond to those that are highlighted but are encouraged to include all that directly relate to your own experiences.*

First, read "Our Culture - The Way We View the World". This article should help you as you consider your own story.

Topics to be covered in this paper:

- *Ethnicity (your own and your experiences with others) and immigration experience of your family. Any stories have been passed down about "coming to America"? How do you identify? **(10 points)***
- *Race (your own and your experiences with others) **(10 points)***
- *Second language experiences (in school, travel, family, neighbors) **(20 points)***
- *Regional backgrounds (your own and your experiences with others)*
- *Experiences with other cultures (travel, living abroad, relationships with people from other cultures) **(20 points)***
- *Religion (Any cross-religious experiences?) Is religion a major part of your life?*
- *Gender*
- *Disability/difference (physical, intellectual, emotional, weight, etc.)*
- *Social class (wealthy, middle class, low income, poverty, homeless)*
- *Family structure (diverse, adoption, same gender parents, single parent, family members in prison, extended families, biracial)*
- *Please describe what you think makes you particularly prepared/unprepared to work with diverse students **(20 points)***
- *You will need to include **two quotes** from the week's reading (Our Culture - The Way We View the World). **(10 points)***
- *Appropriate grammar (free of grammatical, punctuation, and spelling errors) **(10 points)***

5) Initial Programs - Look at [Standard 1 document](#)
   - Look at key concepts, guiding questions, and evidence suggestions.
   - What else is needed?
      - Alignment document with all classes and InTASC and MTS?
      -

6) Discuss task list and get started!

Links:
[Missouri Teacher Standards](#)

[InTASC Standards](#)

Introductory Work

Task	Who	Status
Update/Write **Context and Unique Characteristics - Please link to your document here** **Self Study Examples**	Lisa	
Update/Write **Description of Organizational Structure P**lease link to your document here **Self Study Examples**	Rene	Started
Update/Write Mission, Vision, Goals **Please link to your document here** **Self Study Examples**	committee/PEF meeting feedback rounds	Done?
Update/Write **EPP's Shared Values and Beliefs for Educator Preparation - Please link to your document here** **Self Study Examples**		
Create document/Google form to gather faculty qualifications and system for collecting and tracking. Create a list of everyone who needs to receive this. Name ● Highest degree earned ● Field or speciality area of highest degree ● Program assignment(s) ● Teaching assignment or role within the program ● P-12 certificates or licenses held ● P-12 experiences including teaching or administration, dates of engagements in these roles, last five years	Rene	Check link
Create evidence tracking table	Michelle/Mike	Started an ADV Evidence Table and an INT Evidence Table in CAEP 2023 - Std 5 folder - Evidence Documents

Align STWS assessment, lesson plan template and rubric to InTASC and MTS - This is partially done but we have not updated it since the revisions were made. STWS assessment STWS Lesson Plan template STWS rubric	Karrie	
Create organizational chart Missouri State Example	Rene	Done
Work on EDA online training. Can it be revised so faculty do not need a copy of the EDA? Is this adequate for inter-rater reliability training?	Ann Updated training https://docs.google.com/forms/d/1EcSR-N76HwWiTvErLqoy5TbzuzDc-bN4ir_sJxpfM_o/edit	Is this adequate? Need to share this and start collecting responses.
Experimental Log - Field Experience Log	Rene	Check link

The evidence templates include description, rationale, alignment, and data. We can add the data later - just need to get the documents started.

Here is an example of Missouri State's evidence templates. It is much more simple than ours. What do you think?	I like the MSU template	
Evidence template for MEES	Ann	
Evidence template for EDA		
Evidence template for MOCA		
Evidence template for STWS		
Evidence Template for ST Exit Survey		
Quality assurance review of STWS		
Quality assurance review of ST Exit Survey		

Standard 5 Quality Assurance Workgroup
October 8, 2021
Agenda and Task List

Members present:
Rene Buress, Michelle Conrad, Ann McCoy, Michael Pantleo, Lisa Robbins, Karrie Snider

1) Debrief from CAEP Self-Study webinar
   - Reactions
     - QAS needs
     - Webinar gave good sense of where we are and what we need to do
     - From advanced side, need to get assignments, rubrics, and data
     - Advanced side, need to organize data in a way to understand
     - Advanced - Evidence of technology - need to address
     - Advanced - Return to Standard 3 - recruitment and transitions
     - Advanced - need to analyze data
     - Advanced - may need to do focus groups for employer satisfaction
     - Make sure give context and that tables match narrative, evidence must be very clear to reviewers
     - No fluff - very straight forward writing style
     - Overall - feel like we are right where we should be

   - Tasks based on webinar and reactions
     - Need to look at alignment documents
       - [Assessments aligned to MTS and InTASC](#)
       - [MSU alignment table](#)
       - More specific alignments are included in our standards documents. May need to pull out and include in an overall table.
     - What are our strengths and our weaknesses?
     - Create a table showing ST exit survey data beside first year teacher data. May do the same for advanced programs?
     - Determine threshold for success on surveys - put in executive summary - will recommend and send to TEC
     - Finalize approach to evidence and data - perhaps use both our evidence tables and MSU's data appendix approach. One appendix for initial and one for advanced?
     - [Create a table](#) that shows all assessments. Include if proprietary or EPP created, include when administered and to whom, what are presenting to team (semesters)
     - Brainstorm changes we have made based on data. [Create table](#) that shows decision made
     - Create a graphic for gateways - we have this in a handbook. I can ask Andi to work on this. Suggested creating posters that show this and making sure students know. Need a plan for this.
     - Make sure the faculty all know about QAS system - try to figure out how/when to talk with new faculty, is it the Standard 5 committee? Comments - probably need to have this come from the the Assessment/Standard 5 committee
       - need to include faculty, students, and advisory board

- - - Do next fall? Do in spring at PEF? Maybe repeat?
      - Could we create a Nearpod for faculty to build into class?
      - Do we need signage?
      - Faculty and staff - need to think about adjuncts
        - Student teaching supervisors - can easily capture at meetings
        - Other adjuncts will be harder - maybe through video
          - Maybe try a virtual meeting and record to share with those who can't attend?
          - Adjunct guides? SPEL has one - maybe add to this and use across all programs - add QAS information (ask Rachel to update but we will need to provide additional information for her to add)
        - Include information at program meetings
        - Assessment committee could be guests at program meetings
      - Share folder for meeting minutes with PCs

2) Advisory Board Meeting
   - October 13
   - 4 - 5:00 p.m.
   - 25 attending as of today
   - Who is available to facilitate a breakout room? Michael, Rene, Karrie, Joanie
   - Shared:
     - Student Teaching Data - Link to ST Data
     - Strategic Plan Feedback - Link to Goals - Selected Goals

   - Plan:
     - Ask to put first and last names and district/position in Zoom name
     - Updates from COE
     - Breakout rooms to gather input on ST Data - need facilitators to take notes
     - Reconvene - quick share out
     - Introduce goals and where we are on strategic plan
     - Breakout rooms to gather ideas on selected goals
     - Reconvene for quick share out
     - Thank you

3) Assessment Committee
   - discuss annual reviews (timeline, identify programs for this cycle, determine cycle, review pairings). -- Michelle is working on this; We will meet about this on Oct 29th meeting
   - determine format for sharing QAR processes with new and current faculty -- See the discussions and actions about this up above under item 1-reactions

4) Review of Standard 5 - what do we have, what do we need Standard 5

5) Looking ahead - dates for meetings
   - Workday - November 12
   - Workdays - December 8 and 10

6) Moving forward

- Sub-committee with Foundations folks and middle and end folks to look at spiraling - maybe use InTASC standards as framework, work towards some common terminology - under curriculum maps, what are we collecting that we could use (Joanie)
- Senior level class - refresher with application (Lisa and others)
- Survey on Teaching Beliefs and Efficacy - pre and post (Karrie)

- Start with PCs, what information do we need

From last meeting

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Update/Write **Context and Unique Characteristics - Please link to your document here** **Self Study Examples**	Lisa	
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Update/Write Mission, Vision, Goals **Please link to your document here** **Self Study Examples**	committee/PEF meeting feedback rounds	Completed
Update/Write **EPP's Shared Values and Beliefs for Educator Preparation - Please link to your document here** **Self Study Examples**	Karrie	
Create document/Google form to gather faculty qualifications and system for collecting and tracking. Create a list of everyone who needs to receive this. Name - Highest degree earned - Field or speciality area of highest degree - Program assignment(s) - Teaching assignment or role within the program - P-12 certificates or licenses held - P-12 experiences including teaching or administration, dates of engagements in these roles, last five years	Rene	Check link Send to PEF and to university supervisor list from Andi
Create evidence tracking table	Michelle/Mike	Started an ADV Evidence Table and an INT Evidence Table in CAEP 2023 - Std 5 folder -

		Evidence Documents
Align STWS assessment, lesson plan template and rubric to InTASC and MTS - This is partially done but we have not updated it since the revisions were made. STWS assessment STWS Lesson Plan template STWS rubric	Karrie	Done
Create organizational chart Missouri State Example	Rene	Done
Work on EDA online training. Can it be revised so faculty do not need a copy of the EDA? Is this adequate for inter-rater reliability training?	Ann Updated training https://docs.google.com/forms/d/1EcSR-N76HwWiTvErLqoy5TbzuzDc-bN4ir_sJxpfM_o/edit	Is this adequate? Need to share this and start collecting responses.
Experimental Log - Field Experience Log	Rene	Check link Karrie checked this it's working!

The evidence templates include description, rationale, alignment, and data. We can add the data later - just need to get the documents started.

Here is an example of Missouri State's evidence templates. It is much more simple than ours. What do you think?	I like the MSU template	
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Evidence template for MOCA		
Evidence template for STWS	Karrie	
Evidence Template for ST Exit Survey	Karrie	
Quality assurance review of STWS	Karrie	
Quality assurance review of ST Exit Survey		

Members present:
Rene Buress, Michelle Conrad, Ann McCoy, Michael Pantleo, Lisa Robbins, Karrie Snider

- **Quick update - TEC and the assessment summary from this group**
  - Unit-wide data are collected and compiled fall and spring (EDA, MEES, Teacher Work Sample, MOCA, Student Teaching Exit Survey) DONE
  - Unitwide data are disaggregated by program and sent to program coordinators fall and spring. DONE
  - Unitwide data are compiled at end of spring semester for academic year. DONE
  - Compiled unit-wide are data shared with groups (PEF, Secondary-K12, PCs, advisory groups) for input on trends and recommendations in summer/early fall. DONE
  - Input from these groups is presented to the Quality Assurance (CAEP Standard 5) group. DONE
  - OCTOBER - Executive summary prepared by QA group. DONE
  - NOVEMBER - Summary shared with TEC who will make recommendations to the Dean and unit. TEC accepted the report at the November meeting. Will provide recommendations in December. **Need to keep working onTEC being an active group. They are not used to providing big picture guidance**

- **Update from CAEP webinar**
  - Don't need to include adjuncts or university supervisors in faculty table
  - Our site visit may be virtual

- **Revisit tasks identified at last meeting. Add to today's To Do list as appropriate**

  a) Need to look at alignment documents
     - [Assessments aligned to MTS and InTASC](#)
     - [MSU alignment table](#)
     - More specific alignments are included in our standards documents. May need to pull out and include in an overall table.
  b) Create a table showing ST exit survey data beside first year teacher data. May do the same for advanced programs?
  c) Determine threshold for success on surveys - put in executive summary - will recommend and send to TEC
  d) [Create a table](#) that shows all assessments. Include if proprietary or EPP created, include when administered and to whom, what are presenting to team (semesters)
  e) Brainstorm changes we have made based on data. [Create table](#) that shows decision made.
  f) Make sure the faculty all know about QAS system - try to figure out how/when to talk with new faculty, is it the Standard 5 committee? Comments - probably need to have this come from the the Assessment/Standard 5 committee
     - need to include faculty, students, and advisory board
     - Do next fall? Do in spring at PEF? Maybe repeat?
     - Could we create a Nearpod for faculty to build into class?
     - Do we need signage?
     - Faculty and staff - need to think about adjuncts
       (1) Student teaching supervisors - can easily capture at meetings

(2) Other adjuncts will be harder - maybe through video
  (a) Maybe try a virtual meeting and record to share with those who can't attend?
  (b) Adjunct guides? SPEL has one - maybe add to this and use across all programs - add QAS information (ask Rachel to update but we will need to provide additional information for her to add)
(3) Include information at program meetings
(4) Assessment committee could be guests at program meetings
- Share folder for meeting minutes with PCs

- **Plans for upcoming meetings and for spring**

	Who	Status
Field Experience Table Middle and SPED add courses Library - add descriptions	Joanie, Lisa, Rene	
From a quality assurance view, analyze what is seen in the field experience table. What might programs and our unit want to consider?	Whole group	
Evidence template for MEES	Ann	
Evidence template for EDA	Karrie	
Evidence template for MOCA		
Evidence template for STWS	Karrie	
Evidence Template for ST Exit Survey		
Quality assurance review of STWS	Whole group/Karrie	
Quality assurance review of ST Exit Survey	Whole group	

Link for MOCA brief validation info http://www.mtel.nesinc.com/Content/StudyGuide/MA_SG_about_866.asp

Standard 5 Assurance Workgroup Meeting
January 21, 2022
Agenda and Task List

Members present: Ann McCoy (chair), Rene Burress, Michelle Conrad, Mike Pantelo, Lisa Robbins, Karrie Snider

1) Planning for PEF meeting
   - February 9 at 1:30
   - STWS - review and get feedback
   - CAEP updates

2) Plans for COE meeting
   - Strategic planning as connected to EPP goals
   - Move to March 16, 2022
   - Keep it 10 to 12 with lunch and CA meeting
   - Add facilities

   Professional Knowledge, Skills, and Dispositions

   UCM professional education programs will integrate into coursework experiences that prepare educator candidates to:
   - Apply current technology to engage and improve learning for all PK-12 students.
   - Develop and apply the knowledge, skills, and dispositions of effective collaborative practices for educating students with special needs.
   - Develop and apply the knowledge, skills, and dispositions for enacting child guidance and behavior management practices for all PK-12 students.
   - Develop and apply trauma informed practices for all PK-12 students.

   Student Recruitment, Retention, and Success

   UCM professional education programs will:
   - Align recruitment initiatives with the demographics of the regions served by educator preparation programs.
   - Increase the number of candidates from diverse backgrounds entering and completing educator preparation programs.
   - Increase systematic support for monitoring student persistence and success in educator preparation programs.
   - Increase the number of non-traditional students pursuing educator certification through alternative pathways to certification (paraprofessional program, early childhood certificates, etc.).

   Diversity, Equity, and Inclusion

   UCM professional education programs will:
   - Embed the central concepts of multicultural education into existing coursework to increase diverse, equitable and inclusive pedagogical knowledge across PK-20 classrooms.
   - Integrate cultural and linguistic knowledge of contextual factors, resources and supports to increase differentiated instruction across PK-20 classrooms.

   Collaborative Partnerships

   UCM professional education programs will:
   - Collaborate with stakeholders to develop and sustain meaningful reciprocal relationships to increase candidate effectiveness.

- Collaborate with stakeholders to provide mentor training to clinical educators.

Continuous Improvement

UCM professional education programs will:

- Develop and maintain a culture of assessment, defined as evidence-based decision-making to improve and sustain educator candidate learning outcomes.
- Collaborate with stakeholders to collect and use data for continuous review of the impact of educator candidates and completers on PK-12 learners.

3) Plans for spring advisory board meeting
   - Virtual and 4 to 5
   - Look at STWS
   - Look at strategic plan
   - Schedule Wednesday April 20

4) Work day

   [Initial programs](#)

5) Next steps
   - Individuals complete tasks, reach out to programs and others as needed
                  Prepare for PEF/Advisory group meetings

Standard 5 Quality Assurance Workgroup
Agenda
April 14, 2022

Present: Ann McCoy, Chair, Rene Burress, Michelle Conrad, Lisa Robbins, Mike Pantleo, Karrie Snider

- Focus groups
  - Diversity
    - Alethea Rollins from CFD leading a focus group of students of color; 85 students identified
  - Completers
    - Krystle's dissertation - virtual observation vs face-to-face - request permission from Krystle: https://docs.google.com/document/d/1iHXfF13kS0M4eOKXhptCXmcW7AEXv1NM/edit?usp=sharing&ouid=110268712255703516073&rtpof=true&sd=true
    - Sandy Hutchinson as facilitator?
    - 20 students; crafting questions today - Lisa
    - What support made you successful, technology. Student teaching
- Advisory Board - agenda I sent
  - Welcome and brief updates
    - i) MACTE slides; context for advisory members

- - Feedback on COE Strategic Plan. The document linked here includes a separate spreadsheet for each of the components of our strategic plan along with suggestions from our faculty of important ideas to include. We will be asking you to provide thoughts and suggestions and share questions and concerns.
    - Discussion of how UCM can provide support to our partners.
    - If time permits - Review of Student Teacher Work Sample The Student Teacher Work Sample is required of all student teachers to provide evidence of their readiness for their own classroom.
      - i) Reviewed last Spring and gave input; show updates based on changes from input last Spring
- Review of data - Karrie -- Data Summary Karrie shared preliminary analyses that have been applied to assess mean scores on MEES. Discussed issues with comparing TWS data and shared she will meet with Dr. Yao to discuss options for assessing reliability of TWS.
- Work
  - Initial Programs
- AGENDA for next meeting
  - Summary statements on data - implications (ie, reliability of CT scores), need for additional analysis

Item	Notes	Who
Alignment Table R1.2.AssessAlign	Please do one more check of alignment. This is key to the data we present for each component.	☑ ~~Karrie~~
Quality Assurance STWS table	📄 Copy of Student Teacher Work Sample - …	☑ ~~Karrie~~
Evidence Template for Student Teacher Exit Survey R1.7.ExitTemp	This is a blank template and needs to be completed.	
LIS MEES template	LIS version of the MEES.	☑ ~~Rene completed.~~
Create alignment table for ISTE standards	I can ask Rachel to pull the syllabi and do the alignment - just need a shell for her to use.	☑ ~~Karrie~~ 📄 Template for IS…
Create a compiled document of program advisory board members	Lisa and Joanie have collected. Need compiled document.	☐ Rene and Lisa
Characteristics of cooperating teachers R.2.24CTInfo	Can we add spring 2022 to this? Here is data	☑ ~~Rene is doing.~~
Add districts to this document: Use some more of the districts planning to attend Teach It Forward.	This chart is created from the data Lisa collected. Nicky suggested added more districts from those planning to attend Teach It Forward and relabeling it as just district partners.	☐ Lisa is doing
Create summary of supports offered through programs.	Lisa and Joanie have collected. Need summary document.	● Rene and Lisa

Create document describing EST degree. Perhaps add data about who has moved out of teacher ed into this program.	https://docs.google.com/document/d/1-6sj_dJ7SbPzrbko-IKFkAO3a2NZ-LBKnFUhxFLY6-4/edit?usp=sharing	☑ ~~Michelle and Mike~~
R.2.26.SSof Clinical	Double check to make sure all programs have completed their rows. All practicums should be referenced.	☑ ~~Karrie~~
DDispositions implementation Document showing how dispositions are assessed	Check to see which programs have not responded.	Rene added LIS
Document showing variety of assessments used in field experiences	Lisa and Joanie collecting. Create summary document.	
https://docs.google.com/document/d/1vDW4pWTdWFojn4UdX6lTOaSDYhykIEAOUKpZ3tJvReg/edit?usp=sharing	Complete sufficiency rubric for Student Teacher Exit Survey.	📄 Copy of Studen… Here is the document Karrie completed
ASsessment table - propriety vs EPP created, when administered, purpose, etc.	Need to complete	☑ ~~Karrie~~
chart	Common Elements in 2150 Lesson plan and STWS, similarities	Rene completed