

CAEP Advanced Programs
Planning Meeting
June 22, 2020

1) Introductions

In attendance: Michelle Conrad, Michael Pantleo, Bart Washer, Bryan McDonald, Doug Thomas, Ann McCoy

2) CAEP Timeline

- Spring 2023 - Site visit
- Late spring 2022 - Self-study report due
- Fall 2020, Spring 2020, Fall 2021 - 3 cycles of data collection

We will continue to collect data in Spring and Fall of 2022 and this can be presented during site visit.

3) CAEP/DESE definition of Advanced Programs

- DESE memo [DESE MEMO](#)
- UCM programs - who counts?
- Role of other graduate level programs

4) Unit wide plans

- Reactivate College of Education Advisory Board
 - Meet twice per year
 - Will need recommendations from you for members
 - Purpose - provide input and guidance
 - Analysis of data and resulting recommendations
 - Input on assessments
 - Vision 2020 Strategic Plan implementation
- Reactivate Professional Education Faculty SIG
 - Meet once per semester
 - Provide unit wide analysis of data
- Provide data to Teacher Education Council and K-12/Secondary group

Could also meet with selected principals and superintendents following the meetings held here on campus during the academic year.

5) Review of AFIs

- Areas for Improvement from last visit [AFIs](#)

After reviewing the AFIs, we believe we are in good shape with the exception of the assessment of dispositions. We will hopefully be able to use the tool available through Watermark. We will use this to obtain data required by CAEP and will begin working on our own tool immediately. Some of the AFIs may be due to a lack of evidence or an across the unit assessment. The narrower approach to advanced programs will allow us to more easily provide needed evidence.

6) Review of standards and assessment of current status

- Standard 1 - Content and Pedagogical Knowledge [Standard 1](#)

We carefully reviewed Standard 1 and the suggested evidence. We believe we are in pretty good shape for this standard. The MPEA will supplement other existing assessments. We talked

about sharing projects and assignments across programs for consistency. We will begin work on an exit survey.

- Standard 2 - Clinical Partnerships and Practice [Standard 2](#)
- Standard 3 - Candidate Quality and Selectivity [Standard 3](#)
- Standard 4 - Satisfaction with Preparation [Standard 4](#)
- Standard 5 - Quality Assurance - Submitted as one unit report

7) Next steps?????

- Meet again in mid-July.
- Look at other standards and make notes of what we already have in place.
- Suggest names for the advisory board.

Advanced Programs Handbook:

https://drive.google.com/file/d/155aJz_GnJy4ujc5jYztKhqMW0Q2n7Vnt/view?usp=sharing

August 10, 2020

1) Dispositions form

- Questions from Michelle:
 - Will we give the evaluator a hard copy?
 - Should all items be required?
 - Are we allowing self-reflection?

- Plans for using this fall.
 - Do programs need to do the same thing?
 - How will we get this to the people needing to do it?
 - How often do you want me to share results?

- Training

<https://w.taskstream.com/ts/adair25/EducationalLeadershipDispositionsAssessment>

On-demand calibration training is available via this [link](#).

The password to enter the course is: DA

Password to enter the EDLDA module is: EDLDA3.

All passwords are case sensitive.

2) Next meeting

3) Time to work on matrix

October 1, 2020

1) Touch base and summarize needs

- Start in chart on bottom

2) Dispositions form

- Plans for using this fall.
- How plan to give the dispositions tool - this is how we're going to do it
- CTE - plan is to do the survey during CTE 5150, internship, and 2nd year mentoring
 - Review the data; have conversations
 - Survey is pretty good; specific things to check
 - Conversations need to occur if someone is marked really low
- EDAD - students doing it, have faculty do it, and then have mentor do it
- Different perspectives; interrater reliability increased with clear criteria
- Quantify it as much as possible
- Have to document what we do and how we're doing it; looking for growth and aggregation of the data
- Summary statements that are more narrative
- Philosophical statement about why monitoring dispositions and how being used
- Use in the admission process; CTE would need to put in process to get a certification plan
- CTE may have Principals and Superintendents
- Do we have students reflect again? Have students reflect again; that's where we can see growth
- May take about 15 minutes per person; sometimes someone listed as a mentor for up to 4 different people in a building; might not be a priority
- Need to do some more thinking on the dispositions
- Ann starting a chart on a philosophical statement; let's not create processes that are not useful to us
- Training
<https://w.taskstream.com/ts/adair25/EducationalLeadershipDispositionsAssessment>

On-demand calibration training is available via this [link](#).

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3) Exit survey

4) Advisory Board

Summary of Needs

	Advanced
<p>Standard 1 or A.1</p> <ol style="list-style-type: none"> 1. Data Literacy 2. Leading and supporting collaborative efforts 3. Use of data to develop supportive environments <ul style="list-style-type: none"> o Finance <p>Rubric for EPP locally created assessments 1 assessment per skill area in each program MOCA scores as well for content knowledge MPEA assessment scores (overall score; individual score might not be a good reflection of their knowledge) Example responses as evidence? - Maybe, not sure on CAEP; can add some additional things when come for site visit Two raters for each test; MPEA does yearly calibration across institutions; will need documentation of that, got information back from MPEA on calibration; were significant differences; MPEA was correcting where differences are; conversations with MPEA on our scoring procedures; have to have 2 raters</p> <p>Things to do next:</p> <ol style="list-style-type: none"> 1. Three points to administer dispositions - Doug, Bryan, Mike, Michelle 2. Review Rubric for assessments and find 3 assessments in programs for data literacy, collaborative efforts, & use of data - Doug, Bryan, Mike, Michelle 3. Start on the philosophical statement for dispositions - Ann to start; Doug, Bryan, Mike, Michelle to add to it 	<p>Implementation plan for ELDA</p> <p>Evidence that six “generic” skills are introduced (data literacy, use of research/methodologies, use of data to develop supportive environments, leading and supporting collaborative efforts, applications of technology, application of professional disposition/ethics, etc.) Only the three skills that the EPP determines are most relevant for a specialty preparation program must be demonstrated for that individual program. An EPP with multiple advanced-level programs need not demonstrate the same three competencies for all of its programs. Determination of the assessments that will provide this evidence. We talked about MPEA and some course projects/assessments.</p> <p>Data tables for MPEA and MOCA</p>
<p>Standard 2 or A.2</p> <p>Advisory Board:</p> <ul style="list-style-type: none"> ● Show actively seeking input; particularly working with them to create the experiences our candidates have ● Have them review the assessments in A.1; co-constructing assessments ● Internships - provide some input; what needs to be addressed; multiple sites ● Actively using their input and getting their input; using past data, can provide historical data and going forward in this three data collection cycle; minutes and 	<p>Advisory board agendas</p> <p>Mentor evaluations as evidence of input/feedback from partners?</p> <p>Possibly notes from more informal meetings</p> <p>Evidence of collaborative projects or action research</p> <p>Diversity of field experiences - how to achieve and how to document</p> <ul style="list-style-type: none"> ● School building with multiple age students ● School building with males and females ● Public school setting

call it evidence; can do other means of collecting information, like a survey; can then have faculty discuss the information collected

- College of Education advisory board to look across all of our programs; members need to come from this group for knowing what teachers are doing; need names of people to invite
- Survey to those who host our candidates; demographics of districts; excel spreadsheet; districts that they are placed in; we identify our own categories that get at diversity; almost always; Peyton to collect for us; could be problematic; how we might give those experiences/exposure without doing field experiences
- Ideas for how to do the advisory board
- Some coming together initially to get a big picture; F2F through zoom
- Partners don't know our Dean; interested in sharing the strategic plan
- Initial meeting for sharing information
- Survey follow up
- Follow up in the Spring with a meeting (hopefully F2F)
- Exit Survey draft is in the CAEP advanced programs folder; started with the previously developed one and modified for
- Ensure the three areas are addressed?

Things to do next:

1. Have Peyton start collecting school district data; then take a look at it- Doug, Bryan, Mike, Michelle
2. Select people to invite - Add names and contact information - Ann doing a googledoc to add names - Doug, Bryan, Mike, Michelle - add names by October 15
3. Plan initial advisory meeting (Ann)
4. Ask Dean to create a video on strategic plan (Ann)
5. Review exit survey in the advanced programs folder in google doc (change to suggesting and put feedback on before next meeting) - Doug, Bryan, Mike, Michelle

- Rural school setting
- Urban School setting
- Suburban school setting
- Second language acquisition students in a regular classroom
- School building with a varied racial make-up
- School building with a high free/reduced lunch rate
- Students with special abilities/disabilities in regular classrooms
- BW Note: Could we use our adjuncts who are active in their buildings/districts? We have many SPEL adjuncts who are practicing teachers and building leaders.

Use of MPEA or course projects

Exit survey

Standard 3 or A.3 (Recruitment and selectivity)

Tracking process for candidates - at admission and

	<p>throughout - focus is on quality and selectivity</p> <p>Implementation plan for ELDA</p> <p>Table showing technology use</p> <p>Potential case studies?</p> <p>Description of how MPEA, MOCA provide evidence</p>
Standard 4 or A.4	<p>Employer satisfaction - survey, interviews, focus groups</p> <p>Employment data</p> <p>Completer satisfaction survey - exit survey?</p>
Standard 5	

1) Dispositions implementation plan

Philosophical statement: - EDIT -

Education leaders require a unique set of dispositions to be effective in their roles as administrators and directors. Dispositions of education leaders should be assessed over time and the assessment should incorporate an ongoing reflective process. The purpose of assessing the dispositions of education leadership candidates is to identify areas for growth and to provide appropriate and effective mentoring for the candidates.

Implementation plan:

<https://docs.google.com/document/d/1dXk-E2g4fQNzyySJiauETcSkIf05aMxXXCiVVLf2hBo/edit?usp=sharing>

Check to see if results go back to person completing the assessment.

2) Assessment Planning

<https://docs.google.com/document/d/1EIC2GTnOtsQ6SQMScKNYHTPQqpOzyWfWqLqjNpHKi98/edit?usp=sharing>

3) Exit Survey

EDIT

<https://docs.google.com/document/d/1MRloxCZskD6MAPXYuLYszLwfl79EeD4cDCJgSdMn5LU/edit?usp=sharing>

Plan for implementation:

Need to change questions

Have work to do - align to MLDS, think about when to send, think about skills and knowledge gained, look at first year principal survey to see if could use those items

4) Update on COE Advisory

5) Other??

6) Plans for next meeting -

Look at Standard 1 table and update with assessments (including course assessments)

Look at first year principal/leader survey to identify questions that could be used as exit survey.

Think about dispositions 2 and 3 assessment. Consider the "Then what?"

January 25, 2021

1) Proposed revised CAEP Advanced Program Standards

- Out for public comment
- Will go into effect Fall 2022
- Link: <https://drive.google.com/file/d/1P5IG4t-4sZqWxhCRq65acBtEzhoDxzIG/view?usp=sharing>
- Back pages show comparison
- Topic for next meeting?

2) AFIs - <https://drive.google.com/file/d/1P5IG4t-4sZqWxhCRq65acBtEzhoDxzIG/view?usp=sharing>

- Annual report due soon - must address progress
 - The unit does not regularly and systematically assess professional dispositions of advanced program candidates. - OK here
Assessment and then reflection
 - The unit does not have a minimum of three years of candidate performance data for all of its program and assessment of unit operations. - OK here
 - The unit does not provide evidence that unit-wide data are used to improve unit Operations.
 - School partners do not participate in the design, delivery, or evaluation of the clinical practice and internships for advanced candidates
Advisory committees minutes - internship
Mentoring handbooks lay out coordinated effort -
 - The unit does not systematically ensure that all candidates have an opportunity to work with ELL students and students from at least two racial/ethnic groups.
Document in logs
 - Candidates have limited opportunities to work with diverse faculty members.
Include clinical faculty
Perhaps include panel participants
Use expanded version of diversity

3) Dispositions implementation plan

Philosophical statement:

Education leaders require a unique set of dispositions to be effective in their roles as administrators and directors. Dispositions of education leaders should be assessed over time and the assessment should incorporate an ongoing reflective process. The purpose of assessing the dispositions of education leadership candidates is to identify areas for growth and to provide appropriate and effective mentoring for the candidates.

Implementation plan:

<https://docs.google.com/document/d/1dXk-E2g4fQNzzySJiauETcSkIf05aMxXXCiVVLf2hBo/edit?usp=sharing>

FORM for Ed Leadership: <https://forms.gle/ZRpuyE43NeUmm8UY8>

SPREADSHEET for Ed Leadership:

<https://docs.google.com/spreadsheets/d/1UgsegsqAyEvbHgR4EHP6Q77Fs7UaNaM5cUYrL99-1pM/edit?usp=sharing>

FORM for CTE: <https://forms.gle/fWo69TGXsvhZsxUL7>

SPREADSHEET for CTE:

https://docs.google.com/forms/d/e/1FAIpQLSfQEI_NemnXlj86Lz_AfZu9pR-D6l2LUHfvvGBYfU_my1gPw/viewform?usp=sf_link

Forms are set up so that the person completing the form will get a copy of their responses. This could be forwarded to the candidate if desired.

Notes from last meeting: Need to add for 2nd and 3rd administration and then consider “then what?”

4) Assessment Planning

<https://docs.google.com/document/d/1EIC2GTnOtsQ6SQMSckNYHTPQqpOzyWfWqLqjNpHKi98/edit?usp=sharing>

5) Exit Survey

CURRENT:

<https://docs.google.com/document/d/1MRloxCZskD6MAPXYuLYszLwfl79EeD4cDCJgSdMn5LU/edit?usp=sharing>

Notes from last meeting: Look at first year principal survey to see if could connect questions:

First Year Principal Survey Items:

<https://docs.google.com/document/d/1h2K9ubFtKS2Q3fvmD18H9zalHzxGVWdmy944ljw7l6k/edit?usp=sharing>

Goal - Ready to use this spring?

6) Other??

Ed Leadership - has conducted advisory meetings and will hold more - will include internships and dispositions

7) Plans for next meeting - Week of February 15

- New standards
- Exit survey
- Assessment planning
- Diversity

May 20, 2021

1) Status check and planning [Status](#)

Where are we?

What needs to be done over the summer?

Start on to do table!

What?	Who?	When?
Share MOCA data with programs (Will need list of completers. Also will need help with disaggregating) 18-19 19-20 20-21	Ann Send once a year	ASAP
Update dispositions form CTE version Ed Lead version	Ann	Should have already happened. ASAP
Create evidence templates PA MOCA ELDA DESE	Mike Michelle	
Add ISTE standards to syllabi		Spring 2022
Document showing alignment of MPEA (PA) to standards	crosswalks	
Upload advisory meeting notes - template, what to highlight?	Both programs	
Draft response for self-study	Assessment Committee members (Michelle, Mike)	
Statistics	Mike	
Update 3 areas assessment	Both programs	
Exit surveys - administer	Both programs	

