



CAEP Steering Committee Members
February 4, 2016 1:15pm

Committee Members Attending

Dr. Erinn Bentley
Dr. Jennifer Brown
Dr. Toni Franklin
Dr. Dawn Frazier
Dr. Deirdre Greer
Mr. Roger Hatcher
Dr. Ellen Martin
Dr. Sallie Miller
Dr. Margie Yates
Ms. Jackie Adamczyk

Part I

Dr. Margie Yates welcomed everyone and introduced two new members: Dr. Toni Franklin and Ms. Jackie Adamczyk

Dr. Yates stated that our next CAEP visit will be in 2020.

Dr. Yates distributed, presented, and discussed with members an Executive Summary of the Committee Chairs' [Standards and Evidence Reviews](#).

The discussion topics included:

Topic 1

Dr. Yates reminded the Committee that key assessments are used at the EPP level to determine overall EPP effectiveness. Our focus for spring will be to evaluate our Key assessments for initial programs. CAEP and the State are still trying to figure out how to effectively evaluate advanced programs.

During the section on the Dispositions Evaluation, Dr. Miller suggested that a Dispositions Evaluation be required for EDUC 2130 as an alternative requirement for admission to Teacher Education (CAEP Standard 3 Evidence). Dr. Bentley informed the members that the SAFE Office has a disposition evaluation in place for EDUC 2130 but that the students are not required to purchase LiveText before admission; thus, all the data are not available.

Topic 2

The Committee has identified important supplemental assessments and sources of data which include SAT, ACT, and GRE scores. Admission requirements will increase in rigor if CAEP standard 3 remains the same. The other supplemental data identified are important to various standards.

Topic 3

Critical (Course) Assessments may be found on the P-drive and also in LiveText. Critical assessments will need to be evaluated at the program level. Program coordinators will guide these initiatives.

Topic 4

All rubrics and assessments should be aligned to the GA PSC Program Rule; CAEP; InTASC, and the program SLOs.

Topic 5

Critical (Course) assessments at the Graduate Level will be evaluated; however, we are waiting on the standards for advanced programs to be approved by the state.

Topic 6

Need: A formal recruiting plan targeting the Diverse Groups; Shortage Fields and STEM.

Topic 7

Teacher Effectiveness Measure Evaluations such as TKES and LKES. Dr. Yates is not sure that the EPP can access this data due to privacy issues. The EPP has not received data at this time, so Dr. Miller is going to investigate the issue further.

Topic 8

We must demonstrate that our key assessments (and critical) have strong validity and reliability. We will discuss more strategies for establishing validity and reliability at the April 16 meeting during the workshop.

Topic 9

Need: Reliable Alumni and Job Placement Information – Where are our students / graduates teaching. Current and alumni students should be informed of the current job market [...so that they can (maybe) better plan their studies]. The job market information should be posted for public viewing.

Topic 10

More data representing, Evidence On-Going Professional Growth for Cooperating Teachers – was identified by the Committee as a need. The professional development schools are providing more data from our partnerships and an initiative between CSU and Dr. Lewis may provide more opportunities for us to provide professional development to cooperating teachers.

Other

- Dr. Yates briefly talked about COEHP moving from LiveText to Tk20. There was one concern expressed related to data transfer between the two platforms.
- **Action Item:** Dr. Yates asked (and received) volunteers to evaluate the following, using the CAEP Revised Assessment Rubric:
 - MAP – Mr. Roger Hatcher and Dr. Ellen Martin
 - Disposition Evaluation – Dr. Jennifer Brown and Dr. Erinn Bentley
 - Employer and Alumni Surveys – Dr. Dawn Frazier and Dr. Toni Franklin
- **Action Items:** The Committee was provided with a timeline (see attached) for reviewing the assessments; validity and reliability work; recommendations and revisions to the assessments. All work should be completed by June 2016, so assessments will be ready to go for fall 2016.

Part II

Dr. Deirdre Greer presented and explained the CAEP Assessment Rubric. CAEP simplified the rubric to a single rubric with 6 categories instead of separate rubrics for 10 different categories with 4 performance levels each. The single rubric now identifies the CAEP Sufficient Level, below CAEP sufficient level, and above CAEP sufficient level. 4 The revised rubric includes 6 categories:

- 1) Administration and Purpose
- 2) Informing Candidates
- 3) Content of Assessment
- 4) Scoring
- 5) a. Rubric (Assessment) Data Validity / b. Rubric (Assessment) Data Reliability
- 6) a. Survey Content / b. Survey Data Quality

For surveys use:

- 1) Administration and Purpose
- 2) Informing Candidates
- 6) a. Survey Content / b. Data Quality

Dr. Deirdre Greer distributed a sample rubric that had 4 performance levels. She explained the importance of having an even number of levels to avoid the “middle ground”. Dr. Greer indicated that this is just a sample to illustrate the need for qualitative differences in the performance levels as opposed to simple frequency counts (i.e., never, sometimes, always).

CAEP will be using rubrics for all program Key Assessments.

Part III

Dr. Sallie Miller presented and discussed the COEHP website with the committee members. Since Dr. Yates had already talked about the online Assessment Calendar the presentation and discussion proceeded as follows:

1) Ed-Prep Assessment and Accreditation Resources Ed-Prep Accreditation and Reporting Agencies. Dr. Miller talked with the members about the Guidelines for Course Critical Assessments and the differences between Key and Critical / Course Assessments as well as why the Critical Assessments are so important. Although not explicated stated in the document, Dr. Miller stated that the most important reason we need the critical assessments is: *"These assessments are the primary delivery method for our program learning outcomes."*

The members discussed changing the name for the Key Assessments to Unit Assessments; however, it was acknowledged that CAEP and the GaPSC actually refer to the assessments as Key Assessments, not Unit Assessments.

2) Under the online Unit Assessment Handbook Dr. Miller explained the need for updating the twelve section document. Since there were no volunteers the document will be worked on in sections as we continue with the CAEP committee work. Stay tuned.

3) Dr. Miller directed the committee members to the CAEP Annual Report as well as the Unit and Departmental Fact Books.

Dr. Greer explained that the Fact Books are published later than usual due to OIR working with SACS and waiting for UITS to finish the ISSUU Flip Books.

Dr. Miller noted that we are working with Abraham George to assign someone in-house (Ms. Adamczyk) to train in ISSUU so that timely revisions and uploads can be made.

4) Dr. Miller is working with the Georgia Assessment Directors, Georgia Department of Education, and Board of Regents to develop a state-wide Dispositions Assessment. The group has collected disposition evaluations from 26 school districts. The group members are hopeful that the GaPSC will endorse the assessment.

Closing Remarks: There was a discussion of inter-rater reliability. Dr. Brown and others expressed that the reliability should be in the same time period and that we can trust the tool.

Meeting adjourned at 2:38 pm

Respectfully submitted: Ms. Jackie Adamczyk