

**PROFESSIONAL EDUCATION UNIT QUALITY ASSURANCE COMMITTEE – YEAR THIRTEEN
MONDAY, NOVEMBER 16, 2015**

Members Present:

Allison Anders, EDST Representative
Mary Anne Byrnes, Assistant Dean, College of Arts and Sciences
Tria Grant, SCDE
Shana Harper, Alcorn Middle School
Tommy Hodges, ITE Representative
Jim Mensch, PEAT Representative
Cassy Paschal, Oak Pointe Elementary School
Nicole Spensley, Office of Institutional Research and Assessment
Cindy Van Buren, Assistant Dean for Accreditation & Professional Preparation
Regina Wragg, Coordinator for Office of Assessment & Accreditation
Lisa Peterson, Accreditation Coordinator
Craig Wheatley, White Knoll High School

Program Representatives:

Tommy Hodges and Beth White– Elementary Education B.A. and M.A.T.

I. Call Meeting to order

Chairman Mensch called the meeting to order at 1:02 p.m. He gave an update on his meeting with the Dean and made assurances that the Dean is very supportive of the work of this committee.

II. Introductions, Overview of Meeting, and Approval of Minutes

Introduction of new members, Lisa Peterson and Regina Wragg. Dr. Anders moved to approve the minutes. The minutes were subsequently approved.

III. Committee Discussion

Purpose of the Committee – Review of the committee’s four primary duties. Cindy read the recommended changes, and others offered feedback. The committee agreed that we will continue to re-evaluate ourselves and our role. The new proposed wording of the duties:

1. To provide consultative and advocacy services to programs and offices in creating and developing quality assessment plans that enhance student learning.
2. Periodically review assessment plans, aggregated data, related program changes, and provide constructive, formative feedback.
3. Oversee the analysis of data that are used to evaluate the PEU as a whole and use the data for periodic review and reporting to the Executive Council on trends that appear to be unit-wide.
4. Evaluate the relevance of each program, based on the program’s impact on candidates and the candidates’ impact on students. (This bullet did not change.)

The Committee also recommended that finding that go beyond the scope of the program area be communicated to the EC by Cindy Van Buren.

IV. Review of Elementary Education Programs (BA, MAT)

Thomas Hodges, Elementary Education Programs Coordinator, gave an overview of both the BA and MAT programs, along with input from Beth White, Undergraduate Program Coordinator. Residential B.A program– 75-90 graduates each spring. Palmetto College online – around 20 students per cohort. MAT – Residential graduate program– 18 – 35 graduates per year. It takes 18-24 months depending on prerequisites to complete the program. All lead to licensure in grades 2-6.

- ACEI: 2014-15 Association of Childhood Education International Standards: Nationally recognized with conditions. Cause for conditions: Single line-items on rubrics served to address multiple ACEI standards. Response: resubmitting in March 2016 – Disaggregated rubrics so that no more than one ACEI standard was measure per line-item.
- Rubrics & Scoring: GAP, Praxis II/PLT, ADEPT and others embedded within course work. These are 3 level rubrics.
- Student Assessment: Course coordinator for each course with multiple sections and a key assessment. Each course containing a key assessment has a course coordinator who regularly meets with instructors, maintains current exemplars, practices scoring prior students' work to ensure interrater reliability. MAT – cohort format with single section courses occurring once per academic year. Taught by tenure-line faculty. Consistency between the two programs makes them both stronger.
- Student Progression: The students must pass PRAXIS Core, 3.0 education GPA (cumulative 2.75 BA and 2.5 MAT). Admission to the BA program occurs before Spring Junior year after having completed certain courses with a C or better. MAT admission occurs before the fall semester having completed certain courses with a B or better. Support for those who do not meet progression requirements occurs upon petition of faculty at monthly faculty meetings. There was some discussion on a student that had not passed all parts of Praxis Core, and Beth White was advised this could possibly be handled internally.
- Data Collection: Data from Office of Assessment and Accreditation has missing information. Errors were made by someone at some point. SPA reports provide a much clearer picture of the data. Students demonstrated a high level of competency on assessments.
- Data Review & Program Changes: Semi-Annual faculty retreats provide opportunities for major, systematic program changes – ex establishment of key assessments. Monthly meetings are used to make small, iterative changes to assessments.
- Nature of Clinical Experiences: Sets USC Elementary Education Program apart from others. All methods courses have embedded field experiences and students experience the preparation and start of the school year during their final internships.
- Diversity and Quality of field experiences – placement hand-picked by methods instructors. Multiple placements in Richland 1 and 2 Lexington 1, 2, 3 and Lexington-Richland 5. Senior Seminar is used to evaluate quality of internship sites. A question was raised whether expectations are clear with sites. Supervisors are used to nurture that relationship and communicate expectations.

- Employment Data: Tracking has been difficult, especially with the BA program since many leave the state. About 10% of graduates go on to graduate school immediately. MAT is smaller and tend to stay nearby. MAT nearly 100% employment rate over past 3 years. MAT uses Facebook groups to track members. Is there a need for more graduates to meet state needs? Tommy Hodges reiterated that the Flagship program does not necessarily have to be the biggest producer.
- Areas for Growth – BA
 - 1) Ensuring quality classroom-level field experiences
 - 2) Coordination with the Office of Clinical Experiences when issues arise
- Areas for Growth – MAT
 - 1) Lack of classroom experience before they start
 - 2) Less diversity in placements due to the shortened time frame
- Discussion of Palmetto College: How do you ensure that it is of the same high quality as the residential program? The program came upon them begrudgingly and faculty did not ask for it. Less diversity of experiences. Faculty have developed a robust program within the constrictions of 7.5 week courses with asynchronous environments, but they anticipate high attrition rate. The idea of regional coordinators across the state has been presented to ensure program quality. The candidates come to campus three times now and may increase it.

V. Committee Consensus on Programs

Strengths of the program were noted and include:

Candidates feel supported by program. Undergraduates are more competent in content. There is not an overabundance of adjuncts, and there is continuity between instructors via the course coordinator. Faculty is open to change if it improves the program and the candidates' experiences. The committee is impressed by the inter-rater reliability aspect of the key assessments and the co-teaching model.

Areas for Improvement were noted and include:

Representatives from the field gave input and felt that BA students were more confident in teaching reading than those at the MAT level. Several supervisors may be coming to one school for numerous students – could we streamline this process? Employment data needs adjustments- how do we track our graduates college-wide?

Recommendations:

Keep Palmetto College data separate. Develop supervision mechanism for Palmetto College – staffing, placements, etc... Palmetto College candidates need more placements than two – should be held to the same standard. In order to ensure that Palmetto College candidates have a comparable experience, need to focus on oversight and supervision. Recommend Margo Jackson being out in these schools to make sure we are making good placements. Connect with teacher forums, etc. to make sure the program has access to the best placements. Social media, professional associations, alumni associations, and the ADEPT IHE portal could be used to track those teaching in SC.

VI. Report from SCDE

Monthly updates can be found on the Educator Effectiveness website. The state is looking at a new rubric for teacher evaluation, but EPPs do not have to use the same rubric. Cindy Van Buren noted that EPPS needs an evaluation instrument that is aligned to ADEPT Standards and keyed to INTASC standards.

The teacher candidate needs a final evaluation that moves the candidate toward growth. Tommy Hodges provided input by saying that the Danielson rubric lacks focus on content.

VII. Input from the Field

PDS schools are going in a positive direction. Graduates need more study and in analyzing classroom data and assessment. Cindy Van Buren asked if candidates were equipped to use technology, and Cassy Paschal and Craig Wheatley agreed that candidates showed strength in technology.

VIII. CAEP Standard 5 – Provider Quality Assurance and Continuous Improvement

This will be discussed at a future meeting due to time constraints.

IX. Schedule for Future Meetings

1:15 on the third Monday (with the exception of January):

January 25
February 15
March 21
April 18
May 9

Chairman Mensch adjourned the meeting at 3:10 p.m.