

Professional Education Unit Quality Assurance Committee – Year Thirteen
Monday, March 21, 2016
1:15 PM

Members Present:

Jim Mensch, PEAT Representative
Shanna Harper, Alcorn Middle School
Cassy Paschal, Oak Pointe Elementary School
Mary Ann Byrnes, Assistant Dean, College of Arts and Sciences
Tommy Hodges, ITE Representative
Cindy Van Buren, Assistant Dean for Accreditation & Professional Preparation
Julie Rotholtz (in place for Doyle Stevick until his arrival), EDLP Representatives
Craig Wheatley, White Knoll High School
Tria Grant, SCDE Representative
Nicole Spensley, Office of Institutional Research and Assessment

Program Representatives: Nate Carnes, Program Coordinator Middle Level (BA/BS)

I. Call To Order

Chairman Mensch called the meeting to order at 1:19 p.m.

II. Welcome and Approval of Minutes

Jim Mensch moved to approve the minutes. The minutes were subsequently approved.

III. Review of Middle Level (BA/BS) - Nate Carnes

- Breakdown of B.S and B.A distinction for Middle Level Education degree:
 - B.A. in Middle Level Education: English, Language, Social Studies
 - B.S. in Middle Level Education: Mathematics, Science
- The program area is currently reviewing the number of clinical experience hours. The program meets the 100 hours of required clinical experience, but used to have more than 100 hours. EDTE 400 was a required course, but wasn't serving candidates well and placed them in non-classroom environments that seemed unrelated to Middle Level experiences. Course was very confusing, because it was entitled Community Service in Education. Community service and service learning are different. The EDTE 400 and EDPY 401P courses which contained clinical experiences are no longer a part of the degree program; faculty are looking now at the issue of quality of clinical experience and number of hours of clinical experiences before student teaching.
- Faculty seek to improve the quality of the program overall. Candidates need greater exposure to middle level students to raise level of preparation.
- The yearlong internship consists of Internship A and Internship B. Candidates complete approximately 63 days in Internship B of which candidates complete a minimum of 10 days of full- time responsibility.
- Candidates not seen until Junior year; this is uncomfortable for the faculty
- Data Review & Program Changes for Middle Level Education Programs

- Annual Spring meeting to look at systematic program changes is scheduled to take place during each May meeting.
- Dr. Carnes recommended review of data on a different timeline because bulk of assessments are gathered in the spring and doesn't present opportunity for thorough analyses of data. The middle level faculty exploring options for offering Read to Succeed courses.
- The most recent Association of Middle Level Education (AMLE) SPA report indicated that the Middle Level degree program received national recognition without conditions.
- Candidate Information:

# of Candidates Enrolled in Program	# of Program Completions
○ 2015-2016: 153	
○ 2014-2015: 153	30
○ 2013-2014: 143	27
○ 2012-2013: 125	28
○ 2011-2012: 122	22

 - Jim Mensch asked what happened to the other 100 students; numbers reported are just senior students who graduate; total number represents all candidates in the pipeline.
- Number one priority is to have students qualified and certified so that they are employed successfully, data points for 2014 show a decrease in the number of candidates passing the PRAXIS II.
- Pedagogy changes to content areas because students were not as knowledgeable in content areas. Also having to break down previous learned methods in order to restructure proper content of understanding
- Principles of Learning and Teaching (PLT)
- Key Assessments: as they stand now, but Dr. Carnes feels as though this has to change to meet new standards for 2012 ALME standards. There are now five (5) standards that contain 17 different elements to meet.
- AMLE report has changed, no longer have to submit Middle Level faculty profiles, but will still include because faculty at USC all have Middle Level Experience upon hire. Dr. Carnes also feels that 3 years of experience is not enough years to gain adequate experience. Faculty total over 83 years of experience among the five (5) faculty members.
- Racially diversified candidate population, geographical diversity (New York, New Jersey, etc)
- Currently, the Middle Level program does not have an MAT degree, would need more faculty to manage and support this added component.
- AMLE has backed away from 2 content area specialization, to now being able to focus on one specialization. If the South Carolina Department of Education allows teacher preparation programs to require only one specialization USC will continue to require 2 content areas.
- Future Plans:
 - Adding "Read to Succeed" course has been approved
 - Conversion to Chalk & Wire assessment system
- Questions:

- Jim Mensch: Are students passing and where are they going? Is the PRAXIS the end all, can you teach without it?
- Nate Carnes: The PRAXIS is the end goal but its not the “be all”
- Jim Mensch: What is the field saying about our graduates?
- Nate Carnes: Anecdotal responses show that most schools are proud with the graduates. But there are hiccups.
- Cindy Van Buren: We are doing exit surveys through the Office of Assessment and Accreditation for graduates and will breakdown surveys by program. Also revising university supervisor and coaching teacher surveys. Working with faculty to make sure we are asking the right questions.
- Tommy Hodges: University is responsible for providing proper faculty supervision.
- Jim Mensch: Are programs created equally and would it make more sense to have surveys program focused, as opposed to one all-inclusive survey?
- Tommy Hodges: The all-inclusive covers everything it needs to and if program specific information is needed then adding an addendum would be appropriate.
- Nate Carnes: AMLE would like to see middle specific data.
- Cindy Van Buren: CAEP needs unit wide data but SPA reports need program specific data.
- Tommy Hodges: Looking through the data report is there missing data and did it come up at all in the SPA report?
- Nate Carnes: There is missing data but we are catching up on missing data as various pieces become available. Data is missing due to someone also not submitting the data but data review of the gaps in information will be conducted.
- Mary Ann Byrnes: What is the correct size for this program, is the 150 students the right size for a Middle Level Program?
- Nate Carnes: Not exactly, when we started out we had 7 candidates and 6 faculty, now we have 4 faculty members and close to 200 candidates. So the number of candidates have grown but not the faculty. Resources are diluted because faculty members are spread thin by having to wear different hats. Nate is part time on the data but wishes there were others who could help assist him with the data, but WE NEED MORE RESOURCES.
- Mary Ann Byrnes: Is 150 majors, graduating 25-30 a year is that the right size for us as a flagship institution.
- Nate Carnes: No, not at all with other chiming in “NO” as well. I would love to see us grow as a faculty to offer 250+ candidates.
- Jim Mensch: Are we turning people away at the door? Is there room to grow and they aren’t coming.
- Nate Carnes: No but there aren’t enough resources to provide for a growing number of students, also need the space to grow.
- Shana Harper: My concern is they cannot pass the PRAXIS II, not certified so not allowed to teach. Attended job fair, and the number turnout

was low. And it is due to content areas. Not just at USC, middle in general.

- Tommy Hodges: Ever thought about doing a MT program or 5year program to add two methods course?
- Nate Carnes: That is not something we have considered because of financial burdens of telling students not to work but then turning away when students need help.
- Shana Harper: If they have two content areas do they have to pass both areas of the PRAXIS II.
- Nate Carnes: The answer is no, but candidates are encouraged to take both Praxis II content exams to make themselves more marketable.
- Cindy Van Buren: They have to pass the PRAXIS II to be certified, but just have to pass one content area.
- Nate Carnes: To be Middle Level in SC you have to pass one content area, but the Middle Level degree program here prepares candidates to teach in two content areas.

IV. Committee Consensus on Programs

Jim Mensch: This is long standing program that has been beneficial for a long time

Strengths:

- Nationally recognized by the SPA, without conditions
- Experienced faculty
- Impressive history of making adjustment over the years
- Willingness to address changes in their program, those that are required, and also proactively
- Strong Program Leadership – Nate Carnes
- Setting graduates up for success
- Strong assessment plan is in place
- Data Collection at multiple periods of the year

Challenges:

- Faculty not exposed to candidates until the junior year; many candidates are transfer students
- Rubrics have clearly defined criteria, but use point totals
- Praxis II pass rates, especially in social studies
- There is no set method for collecting data on completers and then providing employment data/employee satisfaction data/graduate success data
- Program has been asking for but has not been receiving data from OCE/OAA on the quality of the university supervisors and coaching teachers

Recommendations:

- As assessments are revised/created to align with new AMLE standards, the program needs to make sure that rubrics are written to three or more levels, not on an overall point system.
- Develop a plan to address the Praxis II pass rate issue
- Working with OAA, development a plan to track graduates into the field
- Add a position for an Administrative Coordinator to assist with oversight of the Middle Level Program.

V. Report from SCDE – Tria Grant

- Memorandum sent out for adoption of training rubrics on last Friday, for collaborative training. Statewide rubric
- Cindy: Implementing NITE rubric with teaching candidates in the fall, came up with a list of questions that need to be answered by the fall

VI. Input from the Field

- Districts in tight budget crunch
- Ways to motivate schools to work with USC, but budgets are getting tighter and tighter
- Have you seen any trends throughout the year from a pedagogy or content knowledge?
 - Trends seem very research based and what information is current

VII. Schedule for Future Meetings

- Early Childhood Special Education (MEd) – April 2016
- Secondary Science (MAT/MT) – April 2016
- Secondary English (MAT/MT) – May 2016
- Secondary Social Studies (MAT/MT) – May 2016

VIII. Adjournment

Chairman Mensch adjourned the meeting at 2:56 p.m.