

PROFESSIONAL EDUCATION UNIT QUALITY ASSURANCE COMMITTEE – YEAR THIRTEEN
MONDAY, MAY 9, 2016
1:15 PM – W274-N

I. Call To Order

Present were Jim, Cassy, Mary Ann, Regina, Craig, Doyle, Tommy, Tria and Nicole

II. Welcome and Approval of Minutes

III. Review of Secondary English (MAT/MT) - Mary Styslinger (1:30)

Mary did not prepare a PPT; however she did provide a packet of handouts. She spent some time differentiating between the MT (undergraduate folks who declare interest in becoming a teacher) vs. the MAT (traditionally career-changers). The difference ends up being 9 additional graduate hours in English for the MAT students.

The MAT program is currently “recognized with conditions” for a lack of enrollment.

Mary: Assessment 5 requires candidates to work with students at DJJ. Students collect data via case studies while student-teaching; Assessment #7 is evidence for meeting “teaching for social justice” standards. Assessment #8, professional portfolio, is the comprehensive exam as well as aid for interviewing for employment. As this was her 3rd time going through accreditation, she was asked by NCTE (SPA) to utilize some key assessments (#s5 and 7) as exemplars. 100% Pass rate for Praxis.

Jim: as far as MAT goes, do you get any hits from the CHE re: low numbers?

Mary: No.

Jim: What’s your target number?

Mary: I have 28 right now, and that’s a lot. A cohort of 20 is ideal (combination of MATs and MTs). The MT numbers, in terms of males, is growing. I am not growing in terms of diversity as this is a graduate program. This program has just hit the books in terms of loan-forgiveness, so I am hoping this will help increase the pool of diverse candidates.

Doyle: Do you understand why your numbers are so volatile?

Mary: No. I’ve compared my numbers to Furman, and we still have the highest number of completers of graduate students. I’ve pushed an undergraduate program but because of SPA requirements and subsequent coursework, we will need a double major.... All of my graduates have been hired.... I also lose some students to middle level because they do the one-course add-on. Because of the higher need in middle level, they are heavily recruited. All students have to do a 6-week practicum in middle school.

Jim: How have you gotten involved in distance Ed?

Mary: EDRD 651 Media Literacy was approved for complete on-line delivery, but is now a blended version as well as EDRD 786 and student teaching seminar.... MEd in

literacy will have an adolescent literacy strand, and a goal I have is to make sure there will be a blended format.

Jim: Tracking the graduates?

Mary: I have none. I do have Facebook, but I don't have data on their students.

JIM: Don't knock Facebook. Facebook and Twitter are the way to go.

...

Mary: Many may leave the classroom. Some end up running IB Programs.... One of the challenges to the program is to meet the NCTE requirements and state standards. How can we not overwhelm them? I'm thinking of eliminating KA8, digital portfolio; many are getting hired without it. But I did have two get hired by Teach for America with the portfolio.

Doyle: So by cancelling the portfolio, you may keep folks.

Mary: Yes, I won't lose them to Georgia either! We've got to do something about salaries; I lose them to GA.... Regarding student progression, I monitor their progression because I see them in at least one course each of the 3 semesters of the programs. I also meet with their supervisors during the internship. I also analyze the data by myself because I am a program of one.... Program changes are driven more by standards (NCTE and State) more so than the data....Regarding diversity, they have practicums in two very different situations (district and demographics). I miss the urban, suburban and rural.

Jim: Do you have any metrics?

Mary: I have qualitative data from the seminar and data from Beth Looney's office.... More in terms of diversity, we have EDSE 500 (service learning), EDSE 302 (at LR or Dreher)... NCTE wants assignments that are aligned with just their own standards (not the State's standards).... I would also like to Block EDSE 786 & 787.

Tommy: How did Read to Succeed impact staffing:

Mary: It will hit us big time after next year for disciplinary literacy. We have it fully on-line, but we need a traditional option as well.

IV. Review of Secondary Social Studies (MAT/MT) – Daniella Cook (2:00)

Daniella prepared a PPT.

DANIELLA: I have inherited 5 program standards here at USC that work, so I am keeping them. Cultural competence as a program goal... "Inability to predict achievement and discipline outcomes by.... Identity markers."... We have a nice research and clinical balance; heavy on both.... The thing I'm most proud of is the development of a cohort system where the students build collaborative, rigorous relationships.... Resulted in 4 Aya Gatherings (renewal and relationships)... This past Friday 21 out of 23 showed. Students are building a professional network of people through these gatherings. They have a Facebook page. ... I am also looking at how we're supporting our graduates in the field.... I am very dependent on the graciousness of the Arts and Sciences faculty. I have developed two courses because of a gap with NCSS standards requirements-- SCOY 698, AFAM 599. I can also use EDSE 733 as a summer course of special topics that focuses on economics. Vision for the future—

1. redesign key assessments (CAEP and beyond)— I want assessments to be “high leverage”
2. secure consistent, high quality placement experiences— supervisors and coaching teachers; [shared chart of placements which maxed at 46 and min at 18]; we need help with paying and building relationships
3. seek grant funding to increase student support—part of me knowing my students means that I know they have families and have to work. So I am thinking about how can I support with grants so that we can recruit high quality candidates.

16 of the 23 so far have jobs. My goal is to have at least 2 hired in each school so that they can have support in the field.

REGINA: How are you using AYA to get induction data?

Daniella: When panels of former students come back to share with the latest cohort of graduates. I can also email the cohort of students (each cohort has a contact person); informal gatherings gets me good information. Feeding people works.

Jim: Being a one-woman show, how can what you're doing be sustained?

Daniella: All of this is written down in a Google doc. It is more important to me that the work I'm doing continues after me... I inherited a treasure-trove of materials from my predecessor. I would like a clinical person.

Tommy: Didn't you have that?

Daniella: Kim Smoak is now at Dreher. She has agreed to be a coaching teacher. But now I have a gap because Kim served as an advisor the the program and also someone who knew social studies well enough to bounce ideas off of.

Jim: What's your ideal number of students?

Daniella: I don't know the ideal number as I am not an administrator. [committee banter on numbers and tuition dollars] 23 is too many; I am concerned about placements in the Fall. Some have had amazing experiences, but some have had awful experiences..... To answer the question 16-20 would be ideal. The average will most likely 18 over the next few years.

Tommy: Have you thought about doing something different than 1 to 1 placements?

Daniella: Kim went to the training....

Jim: How do you find out [quality clinical teachers]?

Daniella: The supervisors and I meet throughout the semesters and are pretty honest about the teachers. (In regard to not re-using coaching teachers)... I do not burn bridges. I think we can call things out but how we call things out really matter.....

Jim: This sounds like grounds for telling the dean [to allow program cut]

Daniella: Undergraduates are led to believe that if they take the cognate, they get into the program. There may be push back.

Tommy: Are you doing your own placements?

Daniella: As of this year (AY 2016-17) I'm turning it over to the Office of Clinical Experiences. ... [discussion regarding placing interns in schools that could take at least two candidates to support supervisor sanity]

V. Committee Consensus on Programs

ENGLISH

Accreditation=MT: exemplary, MAT:meets

Assessment Plan: exemplary

Rubrics: exemplary

Student Assessments: exemplary

Student progression: two bad grades rule in the PEU undergraduate requirements; grad school is B or better; point of intervention needed before the end of the semester (Doyle); meets

Data Collection: exemplary

Data Review: meets – the difference between systematically and regularly

Program Changes: responding to trends in the field; exemplary

Quality Clinical Experiences: exemplary

Diversity: exemplary; DJJ course, diverse clinical experiences

Certification Exams: exemplary

Employment Data: meets; Facebook

STRENGTHS: Employment; 100% pass; weaves in literacy; placements in diverse experiences;

AREAS of GROWTH: What happens if you are no longer in this position? What is in place for program sustainability?; duplicate of NCTE/State Standards

Recommendations: remove the portfolio; interweaving of two courses; alumni follow-up and employment data

SOCIAL STUDIES

Accreditation: Meets

Assessment Plans: exemplary

Student Rubrics: Meets

Student Assessments: Exemplary

Progression: Exemplary

Collection: Exemplary: feedback in multiple ways (AYA)

Data Review: Exemplary (AYA)

Program Changes: Exemplary; altering dinosaur way of comps

Quality Clinical Experiences:exemplary

Diversity: exemplary

Licensure/Certification: 100% pass;

Employment Data: meets

STRENGTHS: AYA, definition of cultural competency; your enthusiasm and effort in building relationships; cohort coordinator and cohort of AYA; cooperation with Arts and Sciences to create new courses; identifying

AREAS of GROWTH: cooperating teachers know cultural competence?; not having Kim; spread very thin with large numbers and multiple content areas;

RECOMMENDATIONS:

Following up with quantitative employment data

VI. Input from the Field & SCDE

Tria: gearing up for IHE NIET rubric training for Fall 2016 implementation; districts will begin training in Fall 2016. Survey sent out for evaluation system; still open to May 28th.

Craig: I asked my schools re: technology preparation. They needed a basic understanding of common sense technology and it would be the district's responsibility

a. Confirm Service for 2016-17

Jim re-announced that this is his last meeting.

Mary Ann is leaving USC on June 30th. One of her last tasks is to appoint someone to this committee—most likely the new dean.

Doyle, Craig, Nicole, Tommy and Tria confirmed for next year.

Need to confirm EDST person.

VII. Election of 2016-17 Chair

Doyle was appointed to call the first meeting and elect a chair there.

VIII. Meeting Dates for 2016-17

Sept 13, 2016 @ 1:15

Set meeting dates, elect chair, vote on technology criteria addition to rubric

IX. Adjournment

Adjourned at 3:26 p.m.

Minutes drafted and respectfully submitted by Regina E. Wragg, PhD