

**PROFESSIONAL EDUCATION UNIT QUALITY ASSURANCE COMMITTEE – YEAR FOURTEEN
TUESDAY, NOVEMBER 29, 2016**

**WARDLAW 274-N
1:15-3:00**

MEMBERS PRESENT: JONATHAN OHRT, DOYLE STEVICK, LISA PETERSON, REGINA WRAGG, CINDY VAN BUREN, KATIE BARBER, TOMMY HODGES, JODY DAVIDSON

OFFICE PRESENTERS: CINDY VAN BUREN, PAMELA ADAMS

I. Introductions & Call Meeting to Order – Dr. Doyle Stevick

Dr. Stevick called the meeting to order at 1:20 pm.

II. Welcome and Approval of Minutes

Dr. Wragg moved to approve the minutes, Dr. Hodges seconded. The minutes were subsequently approved.

III. Office Rubric Discussion

In previous years, Dr. Hodges and Dr. Barber were on the committee when the Museum and Child Development Center presented. They both agreed that the report criteria for these offices did not fit, and there was not a set rubric in place for the reviews.

Dr. Wragg discussed the new office rubric that she created. The four elements (Significance, Quality of Design and Management Plan, Quality of Evaluation, and Significance) came from previous QCom files from previous years, and was presented the University Assessment Committee for feedback.

Dr. Stevick remarked that QCom should provide space for an office/academic unit to self-select some areas in which they would like support. All of these are important elements, but we might also have something that is open ended to go with it. Dr. Barber agreed that feedback is valuable, especially that open ended feedback.

Dr. Wragg added that the Office of Institutional Research, Assessment, and Analytics (OIRAA) does not evaluate offices, only program areas.

Dr. Stevick suggested that QCom consider the idea that programs in transition with large personnel changes be referred to us...the part of the Qcom process would be to determine what adjustments are needed, etc. The leadership may want QCom to play that role. We would need to finalize that. There is a technical role in monitoring assessment plans, but we should also take a broader approach – where offices feel policy and research issues are affecting them, we can be

attentive to that. Last year, a trend we discovered from every program that presented is that we do not know where our graduates are. Over time, it became a COE trend.

Dr. Stevick requested that Ms. Peterson add for a next meeting bulletin point: The year thus far...are there any of these common issues that we should send to the leadership team?

Dr. Stevick then discussed communication that we should have with offices before they present to the committee. A lot of people throughout the college do not know what a lot of the rest of us do. One thing that we can contribute to when we reach out to programs is having them make a statement about themselves that can be shared more broadly. If we make a request to these different offices that if you were just defining yourselves about who you are and what you do, what would you want the college to know about its function? Four lines about that could go into the newsletter each month. We could share those statements then with Kathryn McPhail. When we reach out to programs, ask them for:

- What is your mission?
- What is the name of your office?
- What is the purpose and function and mission?
- What criteria do you have for yourself? What are you trying to achieve and how do you know if you're doing it?
- Do you have the research support, policies, and structures to achieve your ends? Do you see potential for growth and development that we should take into account? Vision for going into the future eventually?

We could also notify the offices that each are special cases and the rubric is a set of priorities for the college, but it is not always a perfect fit for each office, and we would like feedback on their thoughts on the rubric. We also want to recognize things that are not on the rubric. We are building the office rubric. We could circulate that draft letter to address those kinds of issues.

Dr. Van Buren added that the reason she volunteered for the Office of Clinical Experiences to go first was because they are in a process of revision in that office and also to use/test out our new office rubric. The committee decided to move forward with the new rubric and we would monitor/adjust throughout the year as needed.

IV. Review of Office of Clinical Experiences – Cindy Van Buren and Pamela Adams

OCE needs feedback and we also want to get the rubric where it needs to be. Pamela joined OCE on October 17th...Cindy invited Pamela because she hasn't been here long and Cindy has only been with the office since June, so they have fresh eyes and are looking for feedback.

Background:

- Office of Clinical Experiences used to be the Office of School and University Partnerships and Clinical Experiences (SUPCE).
- When Dr. Bruce Field left USC, he was not replaced as Director of SUPCE and the name was changed to Office of Clinical Experiences (OCE) with a staff member promoted to

Coordinator. In June 2016 the coordinator retired, and Dr. Van Buren was asked to serve in the supervision role of that office until they could figure out what they wanted the office to be going forward.

Current Staffing:

- Beth Looney – Administrative Coordinator and Field Placement Coordinator for Secondary and K-12
- Maggie Frick – Field Placement Coordinator for Early Childhood and Elementary
- Pamela Adams – Field Placement Coordinator for Middle Level and Secondary Social Studies
- Margo Jackson – Field Placement Coordinator for Palmetto College – Half Time

What the Office of Clinical Experiences Does

- Work primarily with initial licensure programs
- Work with program area faculty/internship coordinator to obtain recommendations on placements – so that faculty have ownership on the placements that we make
- Each district has a different way that they want the placements made – some have to go through district office, some go through principals
- Communicate with students on their placements
- Identify potential university supervisors
- Input all the data into C&W on student teacher evaluations, assists supervisors in doing that
- Constant communication about what is going on in the field
- Manage the tuition reduction program, an incentive to coaching teachers
- Attend and help plan PDS meetings – 16 PDS schools
- Provide any needed data for CAEP

Overall Strengths

- Office staff members have positive working relationships with each other and are willing to help each other
- Experience and expertise in clinical experiences
- Active in making connections and developing relationships inside and outside of Wardlaw
- 3 of 4 staff members have been classroom teachers
- Close working relationships with supervisors, coaching teachers, and internship sites
- They do seek continuous improvement, but it is easy to say that they have already done it this way. The different perspectives of experience is helping the office. Everyone is collegial, work together, and all help each other.

Overall Gaps

- Future direction of the office is unclear

- Future of Margo Jackson's position was unclear...she has been part-time student diversity and inclusion advocate for COE, half time Palmetto College field placement coordinator, and teaches a course for ITE. On Wednesday, Dean Pedersen notified her that she will be the full time Diversity and Inclusion Advocate – she will work with the Associate Dean. They need someone full time handling student diversity advocacy issues.
- The office is currently short staffed, even with the hiring of Pamela Adams.
- Communication from COE/OCE to schools and teachers – they are trying to identify if that is an OCE gap, program area gap, etc.
- Division of labor – who is responsible for communicating what? There is a process underway to clarify this, and they are working with ITE on this.
- Beth Looney's eventual retirement – she will probably be retiring in December of 2017. When someone that leaves after 42 years, that is a lot of institutional history leaving.

The committee then began a discussion regarding the co-teaching model.

- Dr. Van Buren said that Daniella Cook says that the COE sent two people to be trained in co-teaching, but neither work here any longer. Since the co-teaching model is important, we possibly may have a gap. In Secondary SS, some interns have said that they do not want interns because they do not want to give up their classroom to an intern. Dr. Hodges replied that the COE invited speakers to discuss this, so we do have some resident experts on the co-teaching model. One of the things that was brought up by the speakers was that the data would suggest that when you do co-teaching, students' standardized assessment scores increase. It is hard to advocate for the stance of taking on an intern because the data does not support that claim. Dr. Barber added that in her school, they had to navigate the parents' perspective of this as well. When parents heard that their child's classroom has an intern, she got a lot of questions and concerns, so they must educate the parents about that piece.
- Dr. Hodges added that the traditional student teaching model is that the intern goes into the classroom and the classroom teacher is on while the student teacher does other tasks, and then slowly starts to take over the entire class and then are weaned back off. That is an antiquated model. Co-teaching designates roles and responsibilities for each teacher...there is never a point in which one is on and one is off. We have about 8 different models of co-teaching...some programs are required to note the co-teaching on the lesson plans.
- Dr. Wragg remarked that part of the purpose is to tease out the functions of the office. Part of the office's duties could be to support this paradigm...being a liaison between offices and schools in educating schools. Dr. Hodges added that there is space for the leader of Clinical Experiences to be engaged in research...if we want to measure co-teaching data or others, there would be space for this. It could be that the role is as an analysis and PDS role.
- Dr. Van Buren said that University of Central Florida had someone in this role that they could use to craft the position description.

Opportunities

- Eight months ago, Dr. Van Buren asked the office what the purpose of a clinical experience was. The answer that she got internally from the office was to determine if students were ready to be recommended for certification, which is not what the main purpose should be.
- OCE does not place everyone who needs to be placed. They are being asked to take on more placement responsibilities from ITE
- Dr. Stevick asked if we could map what is required within the COE and outside of the COE. Dr. Van Buren replied that what she is more concerned about is within our college...Early Childhood, for example, has placements that OCE does not make. Physical Education makes all of their other placements prior to final internship. Hand Middle, for example, may get calls from all program areas and Columbia College, etc. as well.
- Ms. Davidson, Assistant Principal at Hand Middle, stated that as a teacher who is in a school with a new principal and relatively new superintendent and she is the new PDS person at her school, new people and veterans too need a break down of who to go to for what. Having a flow chart would be very helpful and then communicating that.
- A new Associate Dean for Academic Affairs could bring about a new vision for the office, how it functions and what it encompasses

Research: Current Best Practices in Clinical Experiences (What the Office is currently doing)

- Analysis of cooperating teacher planning, implementing and reflecting lesson
- Planning, implementing and reflecting of at least six lessons—three formative and three summative
- Opportunity to intern in “hard to staff schools”
- Interns are in a “collaborative culture”—pre and post conferences, co-teaching
- Coaching teachers are chosen to provide high quality, innovative instruction
- Factual orientation to internship
- Evaluations/surveys of intern, coaching teachers, and supervisors are completed, analyzed, and shared each semester
- Candidate evaluation system aligned to professional evaluation
- Include interns in multiple school activities—after or before-school programs, sports, arts, conferences
- Interns placed in pairs or small groups in schools to support one another

Research: Future/Potential Best Practices in Clinical Experiences (Opportunities)

- Map the school community to know who students are, community needs, demographics, housing/neighborhoods
- Intern should enter placement with knowledge of community and school needs, accolades, demographics
- Use(more) school sites for college course meetings
- Candidates spend quality time (Arizona State candidates spend 150 hours their first two semesters in schools) in schools prior to Junior or Senior level courses

- University schedules allow for interns to be in PK-12 schools for time periods that allow for both quantity and quality.
- Interns are “innovators, collaborators and problem solvers” and “expert in content”
- Involve schools, practicing educators in building teacher pre coursework
- Build data driven interns that can retrieve, interpret and use data to make informed, differentiated lessons for students.

Division of Responsibility ITE/OCE

- Dr. Van Buren shared a map of the division of responsibility between ITE & OCE. ITE and OCE have a close relationship and make decisions together.
- Dr. Hodges added that what makes this enterprise difficult is that by program, everyone wants something different. Some program areas want to manage everything by themselves, and others want to be more hands off. This shows what guidelines we can put into place- there needs to be some glue that holds us together.

Significance

- Goal #2 of the blueprint has a lot to do with what is going on with Clinical Experiences.
- Virtual trainings
- Their work feeds into blueprint and strategic plan

Design

- They do have a timeline on who does what when
- Proposed Organization Chart
- They do not have a set budget or a management plan

Proposed Org Chart

- Changes could be made with new Associate Dean – they can maintain flexibility
- Currently do not make placements for advanced programs – except for Counselor Ed – Dr. Van Buren thinks it is most important to not burden schools because many are overwhelmed

Efficiency & Measurability

- They are improving their processes
- They meet weekly for 90 minutes to discuss how they are completing tasks & why
- Service Unit mentality
- OCE makes approximately 600 placements per academic year. Dr. Van Buren added that the fact that they can't tell you exactly how many placements indicates a measurability issue

Staff Assessment

- Staff responsibilities are clear and evolving

- Staff are evaluated using EPMS system
- 2 of 3.5 staff members are temporary
- With new PC college hire, 3 of the 4 staff members are in temporary positions

Data Collection

- Coaching Teachers and University Supervisors evaluate interns using SCTS 4.0
- Interns evaluate Coaching Teachers and University Supervisors using a survey
- Coaching Teachers and University Supervisors also evaluate each other and the school site using a survey
- Data is shared with the program area – OAA takes most of the lead on this data collection
- Focus groups are also conducted each semester with interns and school principals– Some of that data can support some of the ideas that the office has

Data Review

- Since OCE is a service office, the data is shared with the program areas who review it and use it for program/clinical experiences improvement

Continuous Improvement

- A strength of the OCE – constantly looking for ways to better serve the COE
- Host Round Table for Clinical Experiences at PDS in Myrtle Beach
- Attend conferences... PDS, CAEPcon, American Association of Colleges for Teacher Ed, ASDC, National Association for PDS, etc.

V. Committee Consensus on Office

Due to time constraints, Ms. Peterson and Dr. Wragg will work with Dr. Van Buren to complete the office rubric based upon her self-assessment of the office.

VI. Schedule for Future Meetings

- Foreign Language Education (BA/MAT) – January 2017
- Office of Program Evaluation / Policy Center / School Improvement Council – January 2017
- SC Geographic Alliance / SC Middle School Association / Writing Improvement Network – February 2017
- Grants & Contracts – March 2017
- Conferences – March 2017
- Office of Student Services – April 2017
- Office of Assessment & Accreditation – April 2017
- Instructional Support & Facilities – May 2017

VII. Adjournment

Dr. Stevick adjourned the meeting at 3:00.