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Hi, Univ ND Admin | Wednesday, October 24, 2007Wednesday, October 24, 2007

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T&L Assessment Committee

by Univ ND Admin

Meeting Minutes

Attendees

Mark Guy

Glenn Olsen

Linda Holdman

Donna Pearson

Barbara Combs

Cindy Grabe

Notes

First meeting of the year - reviewed work to date.

Progress is being made on implementation of critical tasks and their asesment in Livetext.

Distributed the Intasc Standard, Program Standard and ESPB Standards crosswalk

Discussed process for gathering data from the field through assessment of Lesson Plan #3 and Teaching Observation

Discovered an issue with Lesson Plan#3 assessment as students do not have a standard

template to use in Livetext - applying the rubric without the structure would not be fair to the student

Discussed how teacher observation form will be distributed to teachers in the field.

Discussed current status on portfolio phases

Action plans

- Barbara asked for an executive summary of the portfolio survey data
- Teaching observation form will be created and distributed through Livetext forms
- Develop the lesson plan template
- Meeting dates need to be set

Attendees

Barbara Combs

Glenn Olsen

Mark Guy

Donna Pearson

Cindy Grabe

Minutes

1. There is a great deal of concern about the Portfolio review component of the T&L undergraduate program. Although it is currently listed as "the" primary means for program assessment in the NCATE document, it is in effect not really being operationalized as part of the assessment plan. The Portfolio Task Force's work has begun with the charge to determine a purpose and process for the use of portfolios in the program. Much of the discussion time at this meeting was taken up with possibilities and concerns related to portfolio.

2. Barbara gave the committee handouts which outlined the assessment system elements in the initial programs (with the exception of Special Education which is an initial program at the graduate level) and the operational structure of the Unit Assessment System. As the Unit Assessment Coordinator, the Associate Dean for Teacher Education oversees all assessment related activities to ensure compliance with state, NCA and ESPB standards-thus meeting NCATE Standards 1,2,& 6. The operational structure graphic shows the relationship between those charged with assessment and the NCATE Coordinator of the Unit (see attached).

3. Mark handed out a table outlining the critical tasks and where, as of today, the tasks are assessed. (Mark will you please send me an electronic copy of this table so that I can add it to the minutes? Also, I'll need a copy of the revised table-se #5 below.)

4. Barbara noted that it looks like some critical tasks may happen in particular T&L programs while others run across all T&L programs. Cindy questioned whether or not this would be acceptable to NCATE based upon previous conversations. Barbara responded that as long as the process is clear and all of our students are being assessed as to their level of achievement of T&L, INTASC, and ESPB Standards, assessment tools could be program specific or department wide or a bit of both.

5. Conversations about the Critical Tasks led to the following decisions:

a. Lesson Plan 1 will be omitted from the Critical Tasks because students who complete that task are not yet admitted to the program.

b. Lesson Plan 2 will become Lesson Plan 1 and Lesson Plan 3 will become Lesson Plan 2

c. It appears that the "Personal Cultural History" task has been revised and no longer fits the title. Mark will talk with Nadine to secure a description of the

task so that the comm. can decide where it now seems to fit in the assessment system and whether the standards the original task addressed are

assessed by some other task. He will bring this description to the meeting on Nov. 15.

d. T&L 252 is not to be considered as a course where the task "Child Study is assessed at the secondary and middle levels. 252 is a

pre-admit open to all

majors and will confound our data collection; instead Mark will talk with Gail and Margaret to determine where else if at all a "Child Study" is conducted

with students in our middle and secondary level programs.

e. Descriptions of purposes for each of the Critical Tasks need to be added-possible at the top of the related rubric right after the title.

f. ECE will implement the assessment of student work with a Case Study as part of their program level assessment. Glenn and Mark and other ECE faculty

will need to meet to develop a rubric from the master rubric for this task. Mark will try to find out whether other programs are using case studies as a

significant tool for student learning in their programs. If so, this might be a task assessed across all T&L programs.

g. The Beliefs and Practices Statements, 5 documents completed by students in ECE and Elementary Education programs are submitted as part of the

contents for Phase II. These statements will be assessed as a Critical Task within these programs. The rubric has already been developed. It appears

that Phase II Portfolio contents for middle and secondary include a statement that integrates Beliefs and Practices. If so, this can remain a critical Task

across all T&L programs. Mark will follow-up on this.

h. Barbara will work with Cindy and Linda to gather assessment data for the Critical Tasks Lesson Plan #3 (now #2) and Teaching. Both of these are

completed during the student teaching semester. Although these will be completed in LiveText eventually, access for and training of all teachers &

supervisors is not yet completed, so data will be compiled and aggregated using Microsoft Excel. This work will be done in the office of the Associate

Dean for Teacher Education.

i. Mark will review the grid that details which standards are addressed by each Critical Task to determine whether or not all standards are being met -are

there any gaps?

6. Mark and Cindy talked about helping the extended faculty with the assessment of Lesson Plan #2. CINDY & MARK, I NEED YOU TO FILL IN HERE BECAUSE I AM NOT SURE WHAT WAS DECIDED-DO THE FACULTY WANT OR NOT WANT A TEMPLATE??

7. Mark suggested that we add a second Teaching Critical Task during the field experience that takes place during methods. classes. Barbara strongly suggested that faculty not teachers in the field be responsible for this assessment. This would mean that faculty in the methods class(es) that accompanies the field experience would observe and assess one lesson in the field.

8. Mark will establish a time line of assessment collection and then, in his role as Assessment Coordinator and with the Chair's support, see that this is implemented with faculty. A routine for collection, analysis, discussion and planning for program improvement must be documented and T&L must have data -across all Critical Tasks for at least one year before the NCATE visit (spring 08). We are out of time for planning and need to act. We already know what Tasks will be assessed and in which class and because of this we can get a list of faculty who are responsible. We now need to know when (both semesters-spring only-fall only) and by what time the assessment must be completed? By establishing due dates we can send out reminders and follow-up with those faculty who are late. We also need to establish a time for assessment analysis reports to be completed (and who is responsible) and when they will be presented to faculty for review and decision-making related to improvement either across all T&L programs or within specific programs. These final parts of the overall assessment plan must be completed this semester.

A final thought here. The overall plan needs to be presented to faculty and community partners, so that each person knows what he or she is responsible for when and why? We are making a lot of decisions by committee, something I think needs to be done. But if we don't give the big picture to all faculty then they can not possible work together to make our assessment system rich and valuable to our students and faculty and partners in the field.

Attachments:  [Assessment_System_Operations_Structure.doc](#),
 [NCATE_ASSESSMENT_PLAN_Grid_10-11-06.doc](#)

Members Present

Shelby Barrentine
Barbara Combs
Mark Guy
Cindy Grabe

Minutes

Overview of the data from Livetext for the original assessment instrument and the revised assessment instrument. How can it be analyzed in order to present to faculty?

Format for an assessment retreat

- Assessment committee presents an overview of the data to the department.
- Program areas meet to review data particular to them and make decisions
- Share decisions from the program level looking for common ground. If an area for improvement is common to all programs this will become a department initiative for improvement

Data not being collected for all standards. What is the issue?

Tasks

Schedule for Spring 07, Summer 07 and Fall 07 semester

Analyzing the current data

The future and the look of this assessment group

Implement schedule for collection of data from all critical tasks

Set a date for retreat

How should the data be analyzed?

Spring 06, Summer 06, Fall 06

Plan for the future

Assessment retreat will occur in January

Data from Spring, Summer, and Fall will be examined in the January each year.

See if the data can be disaggregated by program area

Notes

Assessment Committee Notes

2/7/07

1. Setting Calendar for data collection
2. What does the artifact have to be to be significant?
 - Problem emerges if multiple artifacts in one class are submitted under a single critical task
 - 50 artifacts, 8% or more looking at the artifacts, we agree that fewer than 8 in 100 indicates failure and warrants attention—the students aren't being prepared the way we want
 - What is the Standard (%) for acceptable
 - What is the number needed for attention to be paid
3. New critical task
 - Multicultural Teaching is replacing multicultural – personal cultural history
 - See paper – Cindy will upload the description and.....
4. Beliefs & Practices
 - Secondary reports that they will not be doing this semester because it does not "fit".
 - Mark will speak with Glenn.
 - The Assessment Committee believes it must be done and the description is broad enough to be accommodated.
5. Teaching I – Shelby suggested – phase into TEAM in the fall of the year
6. Mark will contact faculty to set deadlines

Remove P7 (could this mean paragraph 1 or 7) we are no longer doing it and we don't want Faculty mistakenly using it. New Sp 07 instrument—Dispositions will be loaded.

Next time

Calendar for Fall

Retreat day – work backward

20th review – Student Teaching Observation Report

Members Present

Barbara Combs
Donna Pearson
Shelby Barrentine
Linda Holdman
Cindy Grabe

Minutes

Barb distributed collated data from Pre – Admission and Cindy distributed Critical Task data obtained through Livetext.

Data is skewed as multiple documents are being submitted to the Admin account. Advised that only one document per student, per critical task, per semester should be submitted to the Admin account.

Tasks still to be accomplished – Faculty must be reminded of their responsibility for assessing a critical task in the targeted classes

Linda distributed the Mid-Term/Final Student Teaching Observation Report that she constructed and reviewed with field-based teachers.

Does this rubric address the program standards? – The consensus is yes.

At the student teaching level Lesson Plan #3 and Teaching 2 critical task will become

Lesson Plan#3 becomes

Student Teaching Midterm Report/Cooperating Teacher

Student Teaching Midterm Report/Supervisor

Teaching 2 becomes

Student Teaching Final Report/Supervisor

Student Teaching Final Report/Cooperating Teacher

On the observation rubric – make the change (see attached)

Divide Classroom Motivation and Management Skills into 5A and 5B
Divide Communication Skills and Technology Integration into 6A and 6B

Task for next meeting – Review data documents

Attachments:  [Intasc_Data_06.doc](#),  [2007_ST_Early_Observation_Report.doc](#),
 [2007_ST_MidTerm_and_Final_Observation_Form.doc](#)

Members Present

Mark Guy

Barbara Combs

Cindy Grabe

Linda Holdman

Donna Pearson

Shelby Barrentine

Proceedings

Friday April 20, 2007 – Afternoon retreat for T&L department for assessment retreat. Assessment committee is responsible for planning retreat – looking at program data, breaking up in small groups, reviewing data, making action plans, coming together as a whole and looking at common threads across the department.

Linda reviewed the Student Teaching observation form for midterm and final observations. Mark will match the program standards to the form and the form will be created in Livetext Cindy will create the form and pilot it this Spring with cooperating teachers The created form will be descriptive within categories. Teacher input was sought and incorporated in the observation form

New department rubric will change:

Personal Cultural History – Multicultural Teaching

Lesson Plan 1, 2, and 3 will become Lesson Plan using Lesson Plan 2 as the rubric

Teaching 1 is still being developed

Teaching will change to Midterm Observation/Supervisor and Midterm Obs/Cooperating Teacher, Final Observation/Supervisor and Final Obs/Cooperating Teacher

Retreat – will comments be able to be organized through Livetext to give more clarity to data?

Action Plan – Print out a lesson plan document that will be scored during the assessment meeting next week.

Assessment committee will score and discuss the plan before presenting to the faculty.

Response to data reports from previous meeting

Shelby – it seems that there are way too many exceeds

Clarify what Does Not Meets, Fulfills and Exceeds means on the T&L rubric.

Secondary must do Beliefs and Practices Critical Task – Secondary faculty object to the language in the rubric

At the Secondary level a beliefs and practices statement is done.

What is the evidence in the beliefs and practices statement that can be assessed for the program. This is not a course assignment – how does the document address program strengths and weaknesses.

Donna will meet with Glenn about the Secondary Beliefs and Practices statement.

Meeting adjourned.

Members Present

Mark Guy

Shelby Barrentine

Barbara Combs

Cindy Grabe

Notes

Distributed Lesson Plan and Lesson Plan 2 Rubric – committee members scored the lesson , results were compared, discussion and clarification on scoring rubric.

This exercise will be done with faculty in the afternoon faculty meeting

Barbara proposed 8.2, 8.3 and 8.4 be added to the Lesson Plan 2 Rubric

Discussion will proceed at a later time.

Meeting adjourned after 25 minutes to attend faculty meeting.

Members Present

Mark Guy
Barbara Combs
Shelby Barrrentine
Cindy Grabe

Notes

Barbara distributed outline of data being collected – see attachment

Faculty Reflection on Assessment meeting – April 20 9-2
What is the most important data to be presented to faculty?
Should completer surveys be addressed at the retreat?
Shelby – Critical task data is the most important to bring before faculty
Praxis II data could be presented

Barb –Secondary Praxis tests should be aligned to Program data – three tests

Cindy – Could data be formatted comparing Critical Task data, principal data and the completer survey?

Barb - At what level should the data be addressed

Barb – April 20 meting
Critical Tasks – Spring, Summer, Fall
Praxis -
Dispositions

Once a year the totality of the data needs to be looked at for NCATE.
The University assessment system expects that departments may focus on an isolated element

Shelby – the focus is to look internally – this will be the first time this has been done
Study internally and then get a reflection from completer surveys as a second step

The new rubric should be placed in Livetext

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