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Meeting:	SP14 PALs
Attendees:	Judy Butler, Jeff Johnson, Kim Griffith, Phyllis Snipes (sub), Becky Stanard, Dawn McCord, Yun-Jo An, Angela Insenga, Jim O'Donnell, Tami Ogletree, Elaine Roberts, Jennifer Heidorn, Emily Leak
Meeting Date:	2/4/2014
Location:	Ed Annex 113

1. Establish a group to:
   a. Explore the extent to which dispositions outlined in the *InTASC Model Core Teaching Standards* (2011) are addressed in the required assessments (*Dispositions, Intern Keys, Impact on Learning*); and
   b. Suggest revisions to existing instruments to ensure that we are assessing the dispositions at two points during students' enrollment

Notes:

Dr. Cobia went over new CAEP admissions standards… new GPA admission standard is 3.0 since it is higher than the state's. Overall GPAs at admission for TE equaled approx. 3.02, so there are some programs that will need to work on getting the higher GPAs at admission. CAEP standards are listed on the PALs wiki on the Standards page.

Our CAEP site visit will be in 2018. Dr. Cobia talked about how key data quality will be for this visit. For example, Intern Keys and other such instruments will need to be high quality.

Dr. Cobia suggested that the group work on revising the COE Dispositions instrument. CAEP has adopted, more or less, the InTASC standards, so does it make sense to start with those dispositions to see where they may already be assessed? How do we design a rubric that helps us see how students are actually demonstrating the dispositions? A good place to start would be to find instruments that others are already using. Dr. Cobia asked the PALs for volunteers to be on a subcommittee to examine the current dispositions rubric to see if we might revise it to make it tighter. Dr. Butler said that there is a national body that studies dispositions… Elaine Roberts, Kim Griffith, and Judy Butler will form this committee. First task is to see what else is out there and use that as a starting point.

CAEP standards have a greater emphasis on quality of data, not just on counting instruments. Lack of specificity offers more freedom through ambiguity of standard language.

2. Program Improvement Strategies 2013-14
   Please be prepared to share with the group the strategies undertaken by your particular program this academic year. What data informed the need for the improvement? What data do you need to determine whether the desired outcome has been achieved? Are these existing data?

Notes:

Judy Butler: SEED has revised syllabi in internship & 2 content areas. They are looking at differentiation & technology as far as revision. Feedback from primarily grad students indicates they're not doing enough modeling & requirement of assignments other than checking off items on instruments like IK. They're trying to update syllabus language. They have some concerns about inter-rater reliability on IK b/t CT's and Univ. Sprvsrs. Unsure what to do about this; there are too many teachers to bring them in and train them on how to use the instrument. Could they use technology to perform online training for CTs & supervisors? Dr. Cobia asked whether we can use a program-wide training module or if it should be done program by program? Angela Insenga stated that it should be done by program.

Elaine Roberts: READ is going to start using Google community/hangout to communicate with teachers about how they're filling out instruments. They have overhauled UG syllabi to revise language. They have weekly meetings with adjuncts so that there is a constant flow of communication. They want to make sure that adjuncts are incorporating program policies in their classrooms. That partnership has been strengthened. READ saw a difference between what was being taught in courses and what students were doing in their classrooms (practica, internship). READ had a workshop with adjuncts throughout the semester to ensure that there is no disconnect there. Adjuncts have been mandated to teach a common strategy so that every class gets the same information.

Jim O'Donnell suggested that students need a guide of some kind to introduce them to the IK and the full Teacher Keys on which they're going to be evaluated when they become teachers. Dr. Cobia asked Jim to create the guide to help students. Need to make sure the language communicates how assessment differs from grades.

Tami Ogletree stated that the IK & Teacher Key language aligns nicely with edTPA.

Dr. Stanard addressed the issue of videotaping in the classroom. There is a disconnect b/t BOR and PSC, but bottom line is that videotaping will have to occur in the classroom because it's the only way people will get certified (via edTPA). Wanda Calhoun will begin to negotiate the videotaping issue with schools, and our candidates won't be sent out to schools that won't allow videotaping. Dr. J. Heidorn asked whose responsibility it is to teach students how to upload these videos. Technology aspect needs to be addressed. Dr. Cobia suggested that instructors start requiring small video assignments here and there so they can get used to submitting video. Through edTPA, video can't be edited; it can be put in in two parts. Dr. Snipes suggested putting videos on YouTube to avoid compression issues; would that work in Tk20/edTPA though? Not sure.

Tami Ogletree stated that there is a new edTPA "guru" at the state level who will help pave the way for whole-school videotaping.

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3. Suggestions for agenda items for the two remaining PALs meetings:
   a. School system data coordinator to discuss how achievement data are used for decision making at classroom, school, and district levels and skills needed by teachers to participate fully in these discussions/decisions
   b. Dispositions assessment report and recommendations from subcommittee
   c. Other needs/ideas?

Notes:

Dr. Cobia asked the group if they would be interested in having a local school data coordinator come to the next meeting to present. The local districts are using current data effectively, and would be able to show us their methods.

Next Steps:

Action Item	Owner	Due Date
Post revised IK instrument on the PALs wiki	Stephanie	

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