Professional Ed Assessment Committee Minutes  
March 7, 2005

Present: Tracy Pellett, Terry Fogg, Judith Luebke, Kitty Foord, Sue Moore, Sandra Mullins, Jeet Sausen, Mike Miller, Anne Blackhurst, Sandi Jessen, Jean Haar, Beth Handler, Maureen Prenn

- Minutes from December 14, 2004 were reviewed and approved.

- **Core assessments update.** A table of core assessment rubrics and number of evaluations submitted for fall, 2004 was reviewed. Tracy explained that we will want to review the rubrics to determine whether we still want to keep all of them. Also some evaluations were not included for fall because the courses were not offered or the evaluations were not submitted.

  Terry raised questions about whether we should have more difficult assessments. We should also look at whether they are developmental. Kitty suggested that we should be using our evaluation data to look at what we need to do earlier in our program. Currently, the only assessment that is developmental is the clinical experiences. Jeet stated that her KSP undergraduate program has been developmentally more challenging. She would like more performance assessment in her program. Anne stated that CSP has resisted having core assessments by course and does it by program instead. The core assessments are developmental and more is expected of students at the higher level than the earlier one. The assessments are very global. They came up with the assessments as a program. Jean stated that they are focusing at the end of the program. They will look to CSP as a model for how to move assessments earlier in the program.

  Mike suggested that we could focus on areas like differentiated instruction with repeated assignments. These could be stranded throughout. Then if students are not doing well at the end of the program but have done well with earlier assessments, we will know we have a problem with the assessments. In that case the earlier requirement will show as needing improvement. In content areas, there are fewer opportunities for stranded continuously improving skills, but more discrete areas. Judith says in the MS school health the needs are very different with more focus on the end of the program. Beth suggested that EBD/LD works in a similar way with people already entering the program with a teaching license in another area.

  The focus this semester will be on making certain that assessment data is entered into the system. We want to be able to predict early on who is doing well and who is not. Departments will be reviewing their list of assessments and can consider the issues discussed above.

- **NCATE and BOT reports**-what they said about assessment. Mike explained the process for approval from both organizations. The NCATE Unit Accreditation Board will examine the report from the BOE team closely and make the recommendation for
approval. The Board of Teaching will base its recommendation on the report from the visiting team. In order to address the area of improvement listed in the NCATE report, we need to ensure that more data is entered into the system from advanced programs. The BOT report would like more focus on the Standards of Effective Practice in clinical experiences. This is a problem because our school partners are more comfortable with the Domains than the Standards of Effective Practice. Kitty suggested that we may be able to better clarify the SEPs with the teachers and with students.

- **Annual plan for assessment activities.** Tracy has constructed a database functional timeline for assessment activities. The red flag system to bring in candidates who has not passed the PPST for remediation will be started this spring. Candidates will be put on an assistance plan and sent to the Center for Academic Success. We may also want to examine how to approach the content part of the Praxis 2 exam. Kitty would like to have a discussion about examining how well candidates are prepared in their content. We need to develop a flag to help us target this problem when it occurs. Beth asked that the timeline be split into activities that occur continuously and those that occur at a discrete time. Jean suggested that surveys, dispositions, and unit-level assessments be included also. We will be talking about this at the next meeting. Sue suggested that systems for requesting individual reports needs to be added. She would like to access one student’s record in the situation where a student teacher is struggling. She also wants to know who can input information into the system.

- Meeting agenda for next time was set.
  - Reporting services-present and future (demo)
  - Content of reports-what should be generated?
  - Level of access to information for inputting and receiving information
  - Reports for special groups
  - Past progress
  - Continued Progress for Assessment/Additional Steps
  - Annual Plan for Assessment Activities (Timeline) finalized version

- Meeting adjourned.