

5.3.2 Selected Stakeholder Input & Recommendations

PEC Agenda Item (QAS) 12/8/21

Dr. Tony Latiker

Approval of Course-based Key Assessments Policy

1. Administration and Scoring of Course-based Key Assessments Policy
 - a. Course-based key assessments and scoring criteria must be introduced and explained to candidates enrolled in an assessment course when reviewing course syllabus and requirements at the beginning of the semester.
 - b. Candidates are allowed one (1) resubmission of a course-based key assessment after receiving feedback and/or remediation on the initial submission of the key assessment
 - c. Course-based key assessments are due a minimum of three (3) weeks prior to the end of the semester to allow time for scoring, resubmission by candidate(s) if necessary, and whole class discussion and/or remediation if necessary
 - d. Whole class discussion and/or remediation is required for knowledge/skills where class performs at or below the “Needs Improvement” level.
 - e. Candidates must successfully complete the course-based key assessment in order to pass a key assessment course.

The original policy recommendation and feedback from the Quality Assurance and Assessment Committee is below. The current recommendation has been altered to incorporate the input from the 9/21/21 QAAAC meeting.

Original Policy Recommendation

1. Key Assessments must be administered a minimum of 2 weeks prior to end of course.
2. Key Assessments must be graded in TK20 by End of Semester.
3. An unsuccessful initial performance by candidate results in resubmission of Key Assessment prior to end of course or Incomplete until Key Assessment is successfully completed (for candidates passing the course).

QAAAS Feedback

- 2 weeks does not seem long enough; pilot having assessments due 3 weeks prior to the end of the semester.
- Remove the statement concerning “Incomplete” grade as we are attempting to reduce number of “Incompletes” granted.
- Add statement concerning passage of key assessment in order to pass the course.

CANDIDATE RESOURCE & SUPPORT WEBSITE INPUT

Initial candidates and selected elementary education advisory members (prior to official selection as advisory board members) suggested that the following information be included on the candidate resource website to support candidate matriculation:

- Praxis preparation resources
- MAE Membership and Resources link
- Key skill resource videos
- Opportunities for professional development, internship, & employment opportunities in education

QAAC/GQAAC Sited Needs for Improvement

The needs below were based upon analysis of data and trends noticed throughout initial programs.

- Access to Renaissance STAR Reading and Math to incorporate into coursework. Data on multiple assessments of multiple cycles shows that our candidates need to improve in their ability to develop assessments, review and analyze assessment data, and make decisions based on student performance data. Renaissance STAR Reading and Math are tools that are widely utilized in local schools and nationwide. Our candidates need exposure to these tools in coursework and we need to show that we are making steps towards addressing this identified need.
- Access to specific special education assessment tools and instruments for example: Diagnostic assessments that help to diagnose reading disabilities, samples of IQ test, etc.
- Faculty with expertise in assessment to teach ETEC 367 Assessment, Measurement, & Evaluation and ETEC 336 Advanced Multimedia in the Classroom (hire and/or professional development in assessment and utilizing technology in classroom teaching).
- Professional Development for Faculty in PRAXIS CORE and PRAXIS II Content Area Exam content for all licensure programs.
- Resources for consistent PRAXIS workshops and/or summer program

Quality Assurance Survey Input (Qualitative)

The following feedback from mentor teachers represents themes/information that we considered as a priority.

Recommendations from Mentor Teachers

Improved Communication (most frequent recommendation; sample comments below)

- The only thing I would change is the communication. I like communicating through email but sometimes things get lost in the shuffle, so being able to visit your advisor or supervisor when mishaps occur would be the only thing I would improve. I know this was all adjustments to the pandemic.
- There should be a platform used for communications and updates other than email.

We transitioned directors of student teaching during the pandemic, had to meet/train virtually, and candidates enrolled in student teaching increased fourfold straining our traditional methods of communication and training. We will revisit these comments during the Summer 2022 Data Day.

Candidates Need More Teaching Experience Prior to Student Teaching

- I think that student teachers should be required to have more teaching experience through methods courses prior to beginning student teaching.

This cohort of candidates completed much less field work than our candidates traditionally do, due to COVID-19; however, we do acknowledge that increased teaching opportunities are necessary. We believe that our move to yearlong student teaching and more focused field work will begin to address this concern.

Candidate Student Teaching Workload

- Give the students more time on some projects and be a little bit more compassionate about kids (candidates) having issues outside of the classroom.

This is also a recurring concern. Student teaching is demanding and candidates are responsible for completing other work in addition to the 3 state mandated key assessments that must be completed during student teaching. We will continue to examine workload in order to get a proper balance.

More support needed on how to seek employment

- I spent a great deal of time assisting my student with preparing for interviews...He seem unprepared and unformed regarding the process
- I would suggest in the semester prior to student teaching, implementing a two or three-day conference. Here student teacher candidates can mingle, network, and undergo professional development from proven teachers and administrators via workshops, clinics, presentations, job fairs, etc. Feel free to contact me....

We will further examine this issue during the summer data day. At one time resume and interview preparation were significant components of student teaching within the EPP. Further discussion is needed to determine if this is still the case, to determine the proper balance between preparation for teaching and preparation for seeking employment.