

Minutes ACT Meeting
1/11/17

Participants: Thomas Wiley, James Zarrillo, Ann Halvorsen, Recia McCormick, Hugo Diaz, Kelly Moore, Ardella Dailey, Margaret Harris, Greg Jennings, Shira Lubliner, **Shubha Kashinath**

Improvement needs to be data based – need to have a baseline.

Example Teacher Ed – supervisor reliability – Dania prepared work where they evaluated supervisors, followed up with training, and toward the end they do the same kind of assessment.

Simply identify the data – based objectives then filling out the template – start thinking about this as a program, what your faculty want to focus on

Item 2

Two documents being worked on – Common Standards and Preconditions documents

-entail collecting a tremendous amount of data

Jim writing the common standards

Shira and Patricia writing the preconditions

There will be many requests for data for these documents from each department

CTC is looking for complete information to how we admit, track progress, and recommend candidates

Item 3 UAOs

Unit Improvement Objectives (2016-2017)

Candidate Diversity Recruitment Plan (2017)

We have two unit improvement objectives

We will add an item to the program completer survey – get feedback about observe/support, use as baseline data

Greg – for non teacher programs, what does that look like? – Your candidates have some sort of field experience. We have volunteer supervisors in the field and the School Psych program coordinator (Greg)

We are talking about the frequency/dosage of how often people come out to supervise/observe (some programs use the word coach instead of supervisor)

Shira – also need to put something in there about whether or not they are student teachers or interns

Ann – SPED needs to be added

We will see where CTC goes (only data we had is from them) – CTC has a huge issue with how many are responding (very low response rates to their surveys) but we have pretty good response rates to our surveys.

CTC and the CTQ are both facing the same challenge – getting response rates from graduates are two years out

Second objective

-the problem we need to avoid, (we don't have the capacity to do a lot more) so we're going to develop and implement a plan to increase diversity – primarily takes into account what we already do

We currently get ethnicity data on applications, but each program if they want to go beyond and ask more detailed questions (language, gender, disability, etc.) and all will be optional.

Jim has written the Candidate Diversity Recruitment Plan (see handout)

2 levels

-Underrepresented populations – we can put prominent statements on our websites, we welcome applicants who are diverse

-explore the possibility of getting financial support for diverse candidates

-support for program level components

Each program can look at the Program Level Menu and pick at least three items where they can help increase diversity of candidates (see the 5 items on the handout)

We will let each program choose and define how to increase diversity as they see fit

There are common support characteristics – staff, faculty, several factors going into support our candidates

-it's really important that our candidates remember the support that they receive because they will be interviewed by CTC – we need to make sure we articulate to candidates and remind them what support is available.

If there is anything else you are doing in your program, we can add it to the program level menu

Any ideas about Program Improvement?

Peg – we are going to look into our coach/supervision

Shira – think about how these things can be data based

Jim – it's important to use the mountain of candidate performance data we have to improve your program.

The ideal program level objective would be something that relates to some bit of knowledge, or process that they are supposed to be able to do, and the data shows an outlier which needs improvement. In the past programs have been good at doing this. There is usually something that is graded lowest that could use improvement (in comparison to all the other scores).

Shupha – we had external funding that just ended that was used to recruit underrepresented minority candidates. We will have to look into what we are doing to support diverse candidates, but we do offer a lot of support to all candidates. We tracked those diverse candidates and have seen that some have gone onto graduate programs.

Issue of diversity came up – preparation to work with diverse students, SLP has implemented assignments to help candidates work with students from diverse backgrounds – make sure there is data to support – measure the performance.

Sometimes for a program level improvement objective, the thing you need to do relates to really getting detailed and determining what is causing the deficiency, get more granular, get more data on the situation

Kelly – did a calibration with the supervisors – used a PACT video, scored it and talked about it. Dania took the data and put it into a spreadsheet and sent to supervisors. Identified the outliers who need extra support. A lot of good feedback, calibrated what each score should be.

Ann – still discussing with faculty

Greg – only faculty in the program – thinking about the percentage of supervisors directly training with us. Beginning of the year we have an orientation for supervisors – we can see that those who don't attend the orientation have many questions that could have been answered at the orientation – how do we improve supervisor training process – especially for those who cannot attend the orientation early in the quarter.

Master Teacher Training for CTC – Eric has designed some videos – CSU is also talking about creating system wide videos.

Program level standards that each program has – non-university personnel, must have something at the very base level that addressed to non-university personnel – thank you for being a master teacher (etc.). This becomes a big issue for adm svcs tier 1, MS and SS.

Carolyn –for master teachers, unrealistic to expect the expectations for the role to not change over time – Eric does take that into account and communicate that to master teacher considering first placement and second placement.

Ann – we want people to have a common base, and skill, and expectation, but when we don't do anything for them (payment), it's a huge thing to ask them to be a master-teacher (10 hour requirement).

Common Standards Document and Field Experience

You will get requests over the next few weeks

Program Handbooks

Need to be ready by February 15th

Should include these things:

- 1 Admissions Requirements
- 2 Description of Coursework and Fieldwork
- 3 Declassification policy

Reminders to Program Faculty

-remind faculty that the responses to CTC feedback needs to be evident in syllabi, courses, and candidate responses (please make sure revisions actually take place/are reflected and are documented through assignments or class sessions etc.)

Faculty Participation in Schools

-Every single program – every faculty has to fill this out if they teach in schools

Faculty Presentations, Publications, Grants

Signature Assessment Data

Carolyn – all hands have to be on deck for the Site Visit – April 29th – May 2nd, 2018 no one should take any vacation