

1. Scorer Calibration

Professors need to calibrate with each other. Have a department meeting and have all professors calibrate on how to correctly grade assessments. In the fall we want to ask all programs to report on their progress in calibration.

2. Continuous improvement

3 years cycle, important because we didn't pass because we didn't do unit assessment, had to have a return visit. This is very important. First year, looked at data and found something to improve, 2nd year – address the area of improvement, 3rd year look at data and see if you were successful and see if you improved in the selected area of improvement.

Shira will write up report after getting everyone's responses.

Deadline is going to be June 15th, after Spring data is available, but this has to get done so don't disappear for summer.

3. Grad Survey – testing this week, will be sent out in April

4. Longitudinal study – hand pick a few people for an in depth study. Purpose is to learn more about us, not the graduate – we are trying to learn about us, our methods, frame it in a way that is not threatening. Pick people you think will be easier to work with. Asking the grads how did your students do in specific subject, give us scores from beginning and end of year. It's not quantitative but we can have written report. This will show the impact our students are having on students. Now we only have 3 multiple subject candidates, we aren't talking huge numbers. We discovered when we went out to Oakley, the principal is a graduate of EDLD program. He was very enthusiastic and friendly and loved CSUEB.

5. Review of policies to ensure that they are administered consistently and fairly

Most pressing issue is candidate dismissal – when and how and under what conditions do we counsel someone out. ACT should have a discussion about this. Next month, Patricia will talk to us about the university's policies on dismissals – then each program coordinator should discuss their own program's current dismissal policy, talk about experiences, exceptions, etc. Come prepared to next meeting. We may want to develop a unit wide policy, maybe, maybe not, but we have to have current policies in place and follow university guidelines. Also the concern for grievances – one student gets an exception and another doesn't. Issues with gender, race, ethnicity – discrimination.

Patricia says the same topic was being discussed and a suggestion from APGS – look at all the policies and see if they meet the university policy. Once we have discussion we'll decide what needs to be done and make sure we are in alignment with university policy.

6. Candidate handbooks – CTC visitors will look at handbooks for all programs. This isn't something you do right this minute, but within the next year we need to make sure all program's handbooks have been updated and sent to Hugo. We need to update the current quarter system then we need to update again with the switch to semester system. Once you convert and update your handbook, hopefully changes won't be too big. In any case we still need to update current quarter handbooks. CTC says they need to reflect new standards. Programs have more than one handbook sometimes – admission, program, intern handbook – make sure someone looks at all of those and same policy appears in each one. Separate out admission stuff from program/candidate handbooks.

Peg says for EDLD it's better to have the handbooks together instead of separate (as long as it is updated and sent to Hugo by next year this time posted on the website). Changes include new program standards.

7. Development of relationships with district personnel
We need to work closely with district personnel so that we can have people who are willing to be interviewed by CTC. We need relationships so we can ask a favor like that so people will show up. Eric wants to know if we can have a matrix to show all relationships with district personnel so we know who we already have relationships so other program's can draw on. Bobbie says EDLD visits every year to build relationships, have a database that lists all students and projects. Also have a list of who is in the program currently, talk about several topics, social justice lens, ask them about their initiatives, connect our assessments and projects (like equity plans) with what they are doing in their districts and they love that.

In the fall maybe Bobbie can give a presentation on how to develop relationships with district personnel. Shortage of teachers, so some superintendents are desperate for teachers.

Time is ripe to pick out some districts we currently have relationships with, cultivate those relationships, and find people who can come in to interview and talk about our programs. Having superintendents and teachers come talk about CSUEB's role in providing quality teachers and administrators.

Angela suggests making it a symbiotic relationship – candidates and district personnel could meet. Now they would welcome opportunity for job fairs.

Job fair possibility – have superintendents/district personnel come and talk about the need for teachers and administrators, have candidates there to connect them and establish relationships. – if we want to do this we should probably involve the career center. TED – we have new student affairs committee. We can aim for next spring, sit down and plan it – Ardella, Bobbie, Angela, would be nice to have people from different programs.

You need to know what a district is looking for, you have liberty to ask whatever you want

If you have connection with resume building, it's part of a larger event, motivation, could build this as a 6999 course for a Saturday – all in one job info – interviewing, resumes, unions, etc

We'll come up with a proposal and see if the group is interested, but if the group is not interested, we need to still build those relationships with district personnel. Let people know far in advance to let people know.

Closer we get to the site visit, we can ask for dates and times to prepare.