

DEWAR COLLEGE OF EDUCATION
Executive Committee Retreat
JUNE 26-27, 2006

June 26, 2006

Discussions on this day of the retreat focused primarily on the upcoming NCATE visit and are summarily presented below.

Dean Gunter hopes, following the NCATE visit, to take more of a facilitator's role and be somewhat less directive. He reminded COE Executive Committee members that they will be interviewed by NCATE representatives; program goals will be discussed. With the upgrade in technology, a previous goal has basically been met. New goals for assessment should be set and the review process should be extended beyond LiveText and Banner. The retreat may offer an annual opportunity to review assessment data and set goals for the following year.

Dr. Gunter indicated that despite a slight decrease in credit hour production (from 23.4 to 22.8), the COE shows a small increase in its portion of the Academic Affairs budget (from approximately 23% to 24%). Given its relative contribution to the university, the COE could still benefit from an increased share of the Academic Affairs budget. For example, Dean Gunter noted that the COE brought in 31.93% of the university funding grants including a recent relatively large grant (approximately \$500,000) from the Psychology and Counseling Department under the direction of Dr. Kevin Colwell.

Dr. Gunter likewise mentioned that the average library collections budget would be approximately \$5000 per program and stated the need for increased travel funding.

Following Dr. Gunter's introductory remarks and some discussion of budgetary issues, the remainder of the retreat focused primarily on NCATE. Dr. Julie Lee presented much of the candidate survey data (Candidate Survey for Program Improvement [CSPI]). This data indicated a perceived weakness in classroom management skills as well as insufficient preparedness (on the part of 6.3% of respondents) to meet the diverse needs of P-12 learners based on candidate survey results and some employers' surveys (Employer Survey for Program Improvement [ESPI]). The return rate for the graduate data was 36% with 20% of respondents stating they were not prepared to meet the needs of diverse learners. The need to place students in selected schools for exposure to diversity issues was discussed and supported by C/ESPI data. Dr. Lee noted that data from spring semester must still be added. Survey items were discussed, particularly candidate disposition survey item #11 where some slight revisions were made.

Dr. McGahee presented much of the Praxis II data. Praxis II pass rates for some of the smaller programs are obviously more greatly affected by individual scores. Middle grades math, secondary education, music, foreign language (especially Spanish), and middle grades science (chemistry) represented areas of some concern due to lower pass rates.

For the various forms within LiveText, Dr. Lee again recommended using 10-point Arial font. Although some of the programs with smaller enrollment numbers may not always be linked to LiveText, data from various student outcome measures must still be entered for the past year, similar to data in the PSC report.

For the NCATE report, a discussion of 2999 data included the need for a clear demonstration of dispositions related to future teacher impact on student learning. Student placement in selected schools should be addressed to ensure exposure to diversity.

Dr. Reffel reviewed the Teacher Observation Instrument data and the Early Childhood Education mentoring data entered into LiveText. A video for observation training has been developed and has contributed to a more reliable rating process for the student teacher observation instrument.

Dr. Lee then presented some of the technology assessment data from Georgia Assess online.

June 27, 2006

The meeting began with a discussion of what students preparing to be teachers need to know about the pre- and post-assessment process. Pretests and the observational instrument help assess a student's prior knowledge and use it to build an effective lesson; the pretest process may need to further evolve to address the role of prior learning as part of the training process.

Other issues discussed concerning teacher education included the need to examine how prepared students are to be assessment literate. Have we shown that candidates have adequate opportunities to learn and practice their skills, especially when demonstrating student impact on P-12 learning.

Dr. McGahee described the certification process and stated that students applying for certification must submit to his office a copy of their Praxis II scores, an application completed in **black** ink as required by the PSC, the college recommendation form with the official VSU seal, and their official transcript.

Discussion then turned to NCATE Standard #2 and COE student teacher observations. An update was given regarding the definition of evidence-based practice. Basically, what is needed in the summary statement is that that evidence-based practices are grounded in professional wisdom and/or systematic inquiry and when properly implemented in appropriate settings, have been demonstrated to positively impact teaching and learning.

Again, the aforementioned information represents an overview of discussions during the retreat. Most of the retreat focus was on NCATE standards and the need for a little more refinement of the report. Reconfiguration of the educational core was not considered as a "current goal" and will be addressed after the NCATE visit. At the conclusion of the retreat, Dean Gunter noted the following COE goals and challenged committee members to list something they would do to help meet these goals. These goals relate, in part, to data collected for the College of Education.

- 1. Measurement of Impact on P-12 Learning** - Dean Gunter said that he will review the institutional report (including professional development) and perhaps provide a forum to examine how consumer information or evaluation data can be used to measure the impact of COE students on P-12 learning.
- 2. Training Session on COE Observation Instrument** - Dr. Gunter will provide a training session at the August 8, 2006 faculty meeting for new and veteran VSU professors on how this observation instrument should be used.
- 3. Meeting Needs of Diverse Learners** - In meeting COE students' need for exposure to diverse learners, Dr. Gunter will examine changing the site selection process for student placement.

4. **Behavior Management** - Dr. Gunter may try to provide teacher education candidates with a professional development conference regarding behavior management.
5. **Continued Implementation of LiveText** - Dean Gunter will provide beginning and advanced sessions at the faculty meeting on August 8, 2006 and wants to continue sending personnel to the LiveText conference.
6. **Addressing Educational Core** - In October, following the NCATE visit, the COE Executive Committee will discuss possible changes to the COE core.
7. **New Academic Programs for Old** - In addition to addressing each of the six items listed above, Dean Gunter challenged each Executive Committee member to propose one new academic program and offer three reasons for the program and three reasons against it while looking at enrollment trade-ins (perhaps closing weaker programs to divert resources to new programs).

Respectfully submitted,
Larry Hilgert