



Assessment Committee Meeting Minutes
February 4, 2011
10:00 a.m. – 12:00 p.m.

Members Present: Dean Vivian Fueyo, Bonnie Braun, Alejandro Brice, Olivia Hodges, Jennefer Khattabi, Cynthia Leung, Rebecca Ogletree, Terry Rose, Zafer Unal

Welcome and Announcements

Dean Fueyo welcomed the assessment committee. The agenda and minutes from the previous meeting were accepted as presented. It was asked that the NCATE Annual Report be placed on the agenda for the next meeting.

ACTION ITEM: Place the NCATE Annual Report on the March agenda.

New Business

Dean Fueyo announced the unit is making new Conceptual Framework (CF) posters for use around USFSP and PHCC campuses. She then asked the program representatives to discuss how the CF is presented each semester by the various programs within the College of Education.

- Reading Program – The CF is addressed in the syllabus for each course and addressed with candidates during the first day of class. An oral review takes place the second night of the class to highlight the importance of the CF.
- Education Leadership – The CF is addressed similar to the process in the reading program. There is a class discussion of the CF.
- Internship – The CF is in the front of every internship manual and reviewed during the first semester at every level of internship. The CF is also displayed on the student professional development plan, and candidates must include the APs with learning outcomes. Dr. Braun confirmed the CF is included in the supervisor training.

The following suggestions arose from this discussion:

- Use the term Conceptual Framework
- Be explicit with direct instruction of the CF
- Request faculty make CF explicit in all syllabi
- Review CF with candidates on a regular basis
- Recommend direct instruction and review of CF in all undergraduate classes
- Add to quizzes with first two internship courses
- Add visual of CF to syllabi
- Add “Conceptual Framework” to new posters
- Distribute bookmarks with CF visual at beginning of course program

ACTION ITEM: Bring suggestions for making the Conceptual Framework an integral part of candidate knowledge to the next faculty meeting

Annual Schedule for Reporting to the Assessment Committee

- **Final Internship Status** – Dr. Braun handed out the accompanying handout (see page 4) on Internship Data. Dr. Braun reported that a main concern for Fall 2011 is a lack of necessary coursework to address the prompts in the CDN. Candidates may not have gained the knowledge base to reach Bridging. Since there are no Summer evaluations, decisions are based on submissions in the Spring before some of the coursework has been completed. Dean Fueyo asked to revisit the discussion of CDN evaluations over the Summer session as the college does not want to place any of its candidates at a disadvantage. This is a learning process, and this Summer is the first without CDN evaluations.

The question was asked whether it's possible to break FTCE scores between Elementary Education and ESE. Dr. Unal explained the information required to do that is not in our database. It was then asked if the data on internship applications that were withdrawn could be broken down further: CDN only, FTCE only, and combined. Is it possible to see what accomplished practices are not being met? The answer is yes. This led to a discussion regarding why candidates aren't entering the internship and how many times successful candidates applied before entering. Dr. Braun will bring a report of the following to the March assessment committee meeting: Successful Interns by Undergraduate, MAT, and Dual Track; Time to Completion; and Avg. GPA. The dean asked for all to remind candidates to select USFSP on the FTCE exam so reports will come directly to the college.

Discussion continued regarding candidate experiences prior to internship. The view was expressed that candidates are going through a great deal before the internship, and CDM is causing concern. The question arose as to whether there are gaps between classes taken and internship. It was recommended that the college develop a suggested plan of action/timeline for taking FTCE exams and responding to CDN prompts. Other suggestions:

- Ed. Leadership encourages candidates to upload assignments and respond to the CDN by providing 10 points to their scores
 - Create a suggested reading list to assist students with topics of difficulty on the FTCE
 - Remind candidates all FTCE competencies are on the COE website
- **Educational Leadership Report** – Dr. Hodges began her report (see pages 5 – 8) by stating the number of submissions to the CDN necessary for students to be successful has dropped since the faculty began addressing the CDN for the FPLS. Two areas of concern for the program are diversity and empowering others. All candidates are considered “average” based on evaluations from field-based experience. Ethical leadership is also an area where candidates are “average” but this requires probing from evaluators. Overall, mentor evaluations may be inflated as candidates are interning in the schools where they are currently employed.
 - **Undergraduate Admissions Data** – Dean Fueyo reported that she and Ms. Ogletree are working on a template to gather data not only required for reporting purposes but also to give the college valuable information to enhance the program of study for our candidates. A draft will be shared at the March assessment committee meeting.
 - **Report on Standards Based Education Completers, Spring/Summer Previous, Including CDN Submissions** – Dr. Unal reported the number of CDN submissions required for candidates to experience success has dropped (see pages 9 – 10). The data indicate the changes to the AP5

rubric have benefited our candidates. Dr. Brice and Ms. Khattabi were recognized for the excellent work in ESOL 1 and the alignment with the rubrics.

ACTION ITEMS: Bring the following reports /items to the March meeting:

- Successful Interns by Undergraduate, MAT, and Dual Track candidates
- Successful Interns Time to Completion
- Successful Interns GPA
- Undergraduate Admissions Data Template

Confirmation of Next Meeting Date – The assessment committee will meet March 7, 10:00 a.m. – 12:00 p.m. in the COE conference room.

**ASSESSMENT COMMITTEE REPORT
INTERNSHIP DATA AY 2010 - 2011
February 4, 2011**

Fall 2010

1. Total Applications = 84
2. Withdrawals = 53

Reasons for Withdrawals*

**Some applicants had multiple reasons and were included in several categories*

CDN = 39

FTCE = 14

Other = 32 (Missing Coursework – 11; Personal – 21)

3. Entered Internship = 31 (Undergraduates: 23; Dual Track: 4; MAT 4)
4. Successful Completion of Internship = 25
Incompletes = 5 (3 = CDN; 2 = Performance)
Withdrawal = 1 (Medical)

Spring 2011

1. Total Applications = 108
2. Withdrawals = 53

Reasons for Withdrawals*

**Some applicants had multiple reasons and were included in several categories*

CDN = 38

FTCE = 32

Other = 8 (Missing Coursework – 3; Personal – 5)

3. Entered Internship = 55 (Undergraduates: 47; Dual Track: 4; MAT: 4)

RESULTS OF FALL 2010 PRACTICUM FIELD EXPERIENCE UNIVERIT EVALUATIONS (N=7)

Please complete this assessment of the Candidates field experience as an intern. Please assess the candidate on the Florida Principal Leadership Standards and their ability to assume a leadership role as related to standard indicators.

Novice: The candidate understands the role performance.

Average: The candidate is able to describe the role or roles as identified by the indicator.

Above Average: The candidate assumes a leadership role and needs little coaching.

I. Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

| Indicator | Novice | Average | Above Average |
|---|---------------|----------------|----------------------|
| 1.F.1 Assume a leadership role to promote instruction that maximizes student learning | | 1 | 6 |

II. Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, and effective learning environment.

| Indicator | Novice | Average | Above Average |
|---|---------------|----------------|----------------------|
| 2.F.1 Candidates will foster a culture that promotes positive organizational health, while attending to issues of equity, effectiveness, and efficiency | | | 7 |
| 2.F.3 Apply at least one current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations) | | 2 | 5 |
| 2.F.4 Evaluate the use of problem-solving skills, strategic planning, or operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those resources with a focus on teaching and learning | | 3 | 4 |
| 2.F.5 Be articulate, expressive, and animated | | | 7 |
| 2.F.6 Consistently engages in effective written expression and demonstrates ability to adjust writing style for intended audience | | | 7 |

III. Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

| Indicator | Novice | Average | Above Average |
|---|---------------|----------------|----------------------|
| 3.F.1 Work with a teacher or staff member and improve student achievement | | 1 | 6 |
| 3.F.2 Uses multiple sources of data to inform decisions and improvement processes | | | 7 |

IV. Human Resource Development – High Performing Leaders recruit, select, nurture, and where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

| Indicator | Novice | Average | Above Average |
|---|---------------|----------------|----------------------|
| 4.F.1 Assume a leadership role and evaluate his/her own leadership behaviors and determine needed adjustments | | | 7 |
| 4.F.2 Uses methods and principles of personnel evaluation, a variety of supervisory models, and appropriately implements contract language | | | 7 |
| 4.F.3 Creates his/her own expectations within a philosophy of leadership to ensure student achievement. | | | 7 |
| 4.F.4 Empowers others appropriately to achieve individual and organizational goals | | 7 | |
| 4.F.5 Participates in recruitment, selection, induction, professional development, retention, or dismissal activities and analyzes the extent to which contract language was followed | | | 7 |
| 4.F.6 Engage in reflective practices to enable them to plan appropriately for their own professional development. | | | 7 |

V. Decision Making – High Performing Leaders plan effectively, use critical thinking and problem solving technique, and collect and analyze data for continuous school improvement.

| Indicator | Novice | Average | Above Average |
|------------------|---------------|----------------|----------------------|
|------------------|---------------|----------------|----------------------|

| | | | |
|--|--|----------|----------|
| 5.F.1 Makes decisions in a timely fashion using available information. | | | 7 |
| ↑ 5.F.2 Establishes goals and targets, uses data to make informed decisions that support student learning. | | | 7 |
| ↑ 5.F.3 Empowers others to assist in the accomplishment of organizational goals. | | 5 | 2 |
| ↑ 5.F.4 Uses a problem-solving model when making critical decisions. | | 4 | 3 |

VI. Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner

| Indicator | Novice | Average | Above Average |
|--|---------------|----------------|----------------------|
| 6.F.1 Demonstrate an ethic of caring and ethical reasoning that places the well being of children first. | | | 7 |

VII. Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

| Indicator | Novice | Average | Above Average |
|--|---------------|----------------|----------------------|
| 7.F.3 Models the use of technology as a tool in support of both educational and community activities | | | 7 |
| 7.F.4 Within the available resources, increases access to educational technologies within and beyond the | | | 7 |
| 7.F.5 Implements at least one strategy to increase the technology usage in a particular school or district | | | 7 |

VIII. Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

| Indicator | Novice | Average | Above Average |
|---|---------------|----------------|----------------------|
| 8.F.1 Provide the leadership to collaborate with families and other community members to mobilize resources that promote student learning | | 1 | 6 |

IX. Diversity – High Performing Leaders understand, respond to, influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

| Indicator | Novice | Average | Above Average |
|------------------|---------------|----------------|----------------------|
|------------------|---------------|----------------|----------------------|

| | | | |
|---|--|--|---|
| 9.F.1 Address issues of social justice as they model leadership within the school community | | | 7 |
|---|--|--|---|

X. Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

| Indicator | Novice | Average | Above Average |
|---|---------------|----------------|----------------------|
| 10.F.1 Develop, articulate, and implement a critical vision for their school that will promote success for all students | | 2 | 5 |

Summary of data:

4.F.4 Empowers others appropriately to achieve individual and organizational goals. Candidates lack the experience and knowledge of using empowerment strategies to lead change in schools. They tend to respond that they empowered a teacher to do a task.

5.F.3 Empowers others to assist in the accomplishment of organizational goals. Candidates often respond that they empowered the teacher to work on a subject area.

5.F.4 Use problem solving model when making decisions

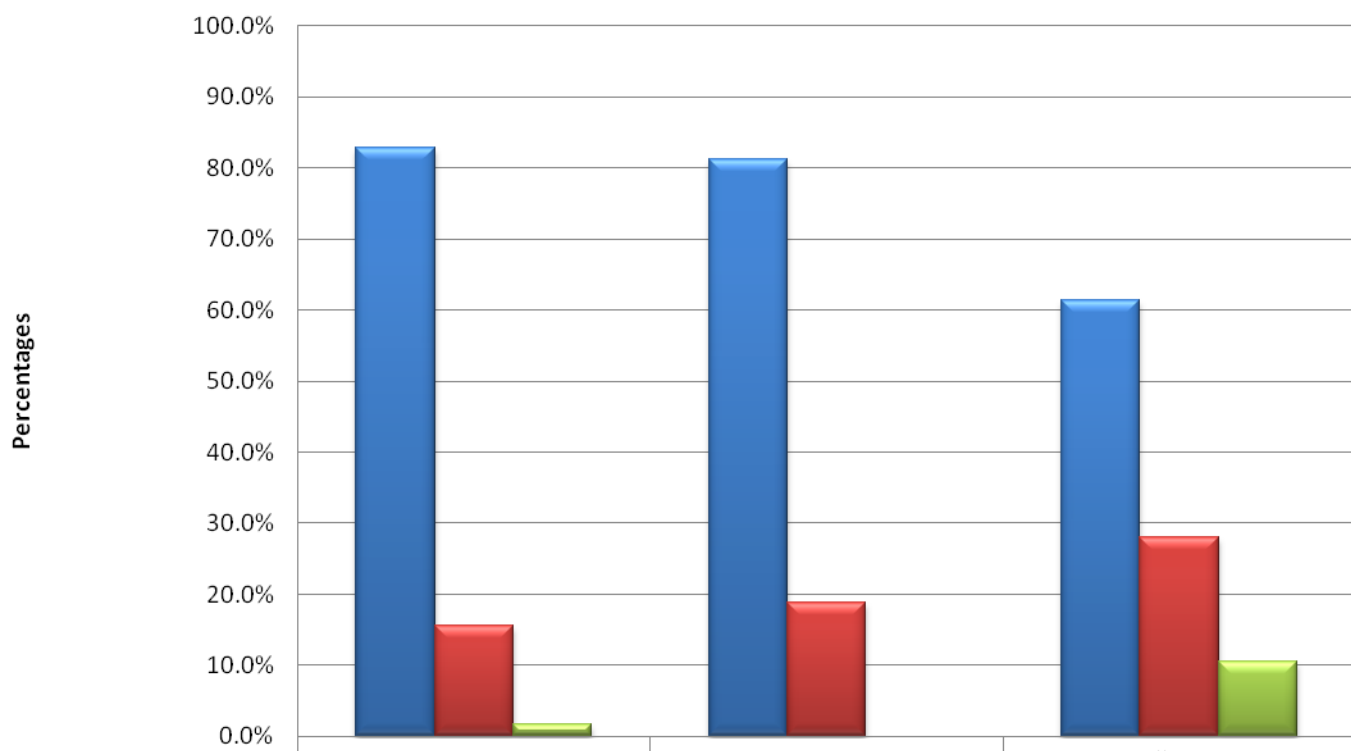
Report on EDG4012-First Submissions

| Semester | Course | Enrollment | First Submission(s) at Preliminary (all) | First Submission(s) at least one Emergent | First Submission(s) at least one Bridging |
|--------------------|---------------------|---------------|--|---|---|
| Spring 2010 | EDG 4012 799 | 11 | 10 | 1 | 0 |
| Spring 2010 | EDG 4012 601 | 16 | 13 | 3 | 0 |
| Spring 2010 | EDG 4012 602 | 13 | 12 | 1 | 0 |
| Spring 2010 | EDG 4012 603 | 18 | 13 | 4 | 1 |
| Spring 2010 | Total | 58 | 48 | 9 | 1 |
| Spring 2010 | Success Rate | 100.0% | 82.8% | 15.5% | 1.7% |

| Semester | Course | Enrollment | First Submission(s) at Preliminary (all) | First Submission(s) at least one Emergent | First Submission(s) at least one Bridging |
|--------------------|---------------------|---------------|--|---|---|
| Summer 2010 | EDG 4012 692 | 16 | 13 | 3 | 0 |
| Summer 2010 | Total | 16 | 13 | 3 | 0 |
| Summer 2010 | Success Rate | 100.0% | 81.3% | 18.8% | 0.0% |

| Semester | Course | Enrollment | First Submission(s) at Preliminary (all) | First Submission(s) at least one Emergent | First Submission(s) at least one Bridging |
|------------------|---------------------|---------------|--|---|---|
| Fall 2010 | EDG 4012 602 | 18 | 10 | 6 | 2 |
| Fall 2010 | EDG 4012 601 | 20 | 11 | 5 | 2 |
| Fall 2010 | EDG 4012 793 | 21 | 14 | 5 | 2 |
| Fall 2010 | Total | 57 | 35 | 16 | 6 |
| Fall 2010 | Success Rate | 100.0% | 61.4% | 28.1% | 10.5% |

EDG4012-First Submission



| | Spring 2010 | Summer 2010 | Fall 2010 |
|-------------------------|-------------|-------------|-----------|
| ■ at Preliminary (all) | 82.8% | 81.3% | 61.4% |
| ■ at least one Emergent | 15.5% | 18.8% | 28.1% |
| ■ at least one Bridging | 1.7% | 0.0% | 10.5% |