

Annual Report

School of Education and Counseling

AY 2019-2020



Introduction

The School of Education and Counseling (SoEC) annual report will be completed by the Quality Assurance Committee (QAC) during the months of May-August with a final report deadline being the first week in September. The data will be reported to the SoEC faculty/staff at the biannual EPP Data Dialogue Days and with external stakeholders at the biannual EPP Forum.

SOEC'S CONCEPTUAL FRAMEWORK



Goals

The 2019-2020 academic year was a year of **PROCESS**. While writing the CAEP Self Study, SoEC goals were created based on data review and in relation to the CAEP standards. The Revolutionizing the Educator Preparation Program at PNW (REP3) was created. The goals are...

1. Increase number of candidates successfully passing on first attempt of license exam (CAEP 1.3)
2. Provide training to clinical educators (training to reliability) (CAEP 2.1, 2.3)
3. Create and implement clinical placement tracking and monitoring system to ensure candidates have a diverse experience (CAEP 2.1, 2.3)
4. Develop and expand relationships with community partners (CAEP 3.1)
5. Increase diversity of candidate entering and completing EPP degree/license programs to align with the demographics of the region. (CAEP 3.1)
6. Create unique and diverse opportunities for candidates to engage in their profession (CAEP 3.1)
7. Create infrastructure within the EPP for ongoing study of the impact of candidates (CAEP 4.2, 4.2, 4.3, 4.4)
8. Establish and monitor progress toward meeting goals and establishing new ones for CAEP. (CAEP 5)

Goals that were focused on during 2019-2020 (REP3)

3. A clinical placement tracking system, STEPP, was implemented
4. Develop and expand relationships with community partners
5. The REW was established to increase diversity of candidates entering and completing the EPP degree/license programs.
8. A Quality Assurance Systems was put into place.

Goals that will be focused on during 2020-2021 (REP3)

1. CORE pass on first attempt (content knowledge, developmental, personal)
2. Training clinical educators (online instruction, developmental, role of faculty)
7. Infrastructure (ongoing impact of candidates case study, social)

STEPP Clinical Placement

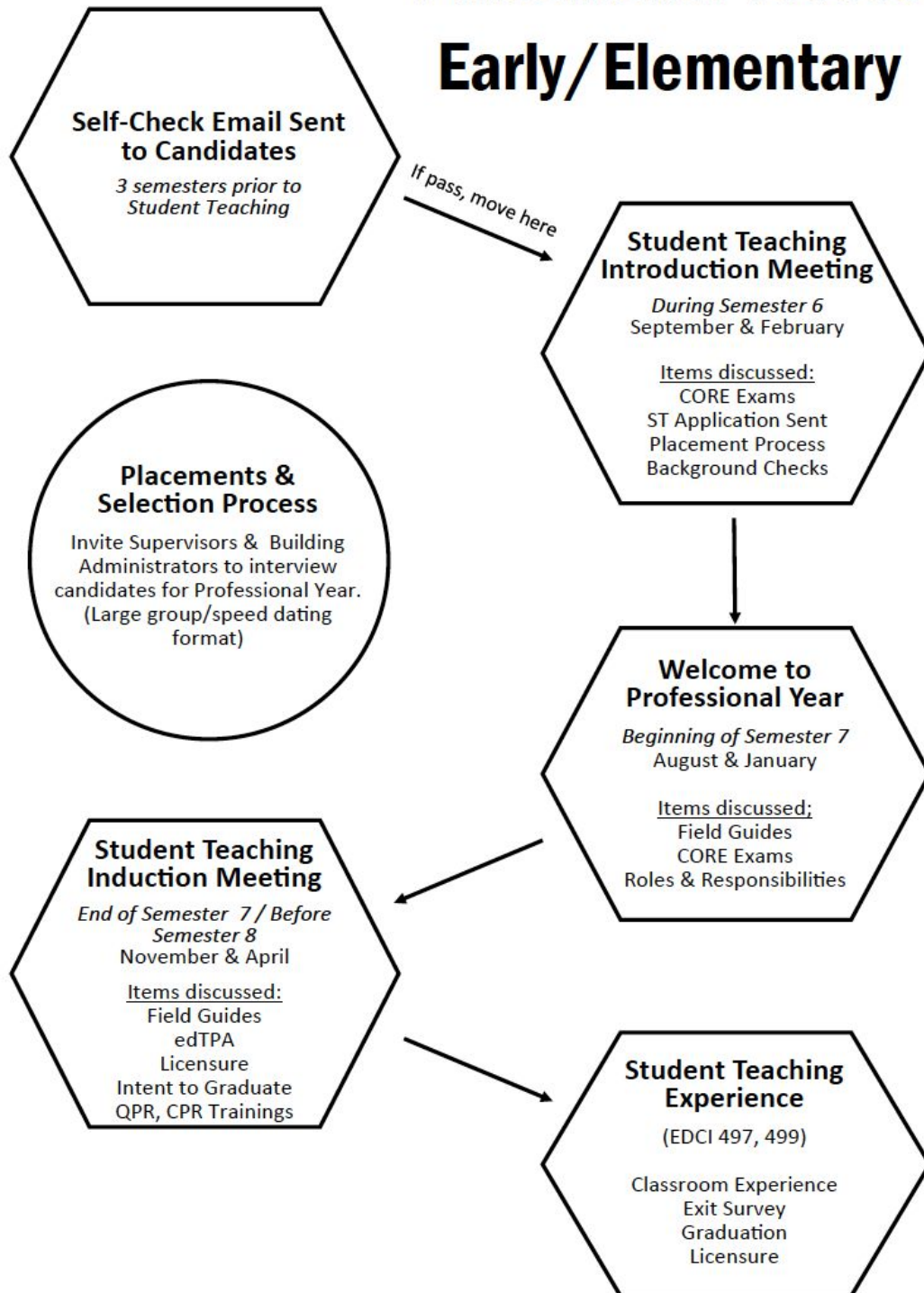
The Office of Partnerships and Outreach (OPO) is responsible for the oversight of candidates' clinical placements throughout the program. Working with faculty, community partners and clinical educators, the OPO strives to create high-quality, consistent interactions with partner schools. The Site Tracker for the Educator Preparation Program (STEPP) is the system used by the OPO to track and monitor all clinical

placements throughout a candidate's program of study. The STEPP provides the foundation for decision-making about clinical placements, to ensure that candidates experience a range of placements which includes urban, suburban and rural as well as grade levels and diversity of socioeconomic status, race, ethnicity, linguistic, etc. The STEPP, developed and launched in 2019 - 2020, has formalized placement processes, created a streamlined process for candidate placement that involves interviewing, and seeks to provide a multitude of learning opportunities from which candidates are able to learn and grow.

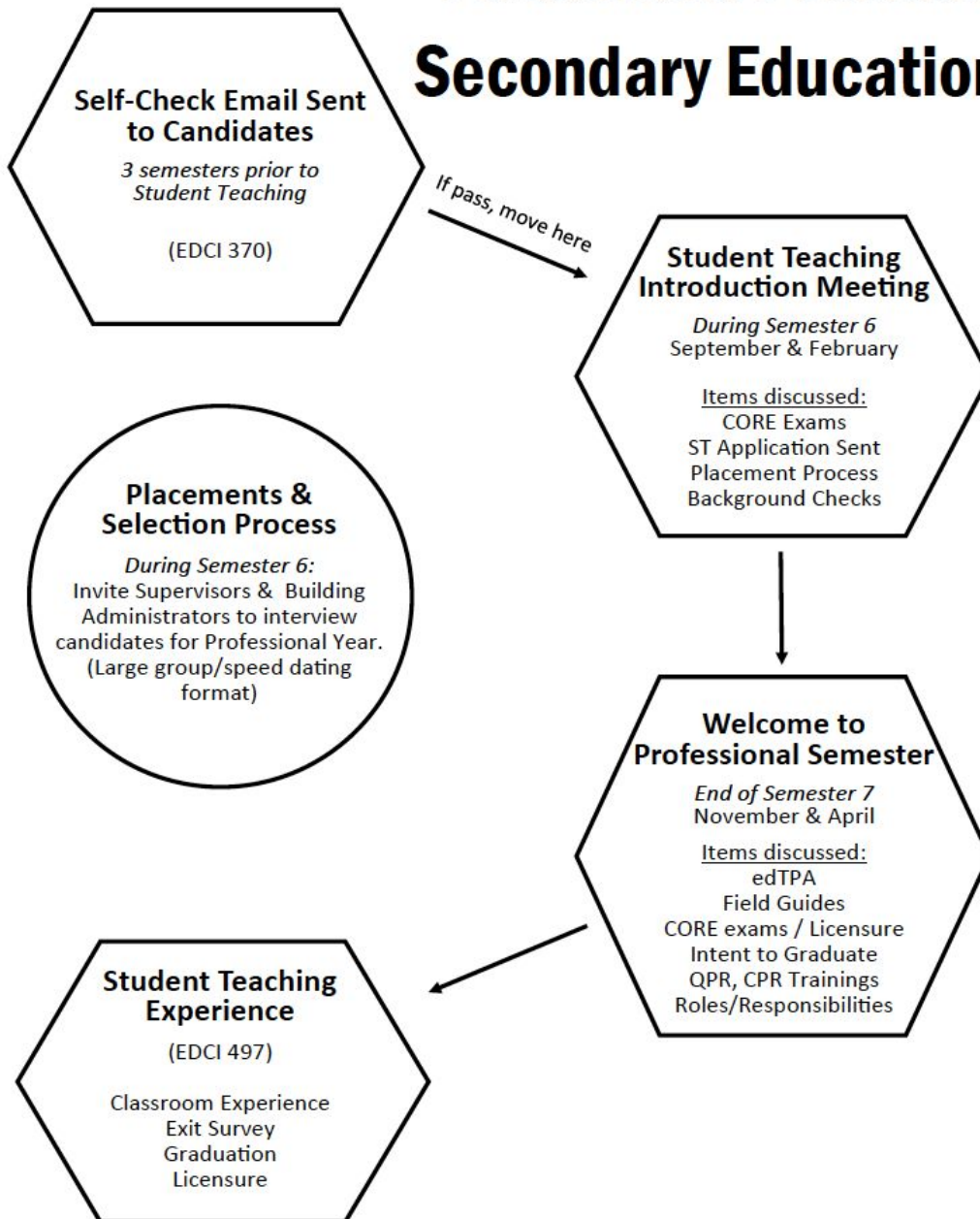
Moving forward, the OPO will incorporate data from the STEPP in the OPO Data Dashboard, shared with the EPP during the bi-annual Data Dialogue Days.

The systematic process for reviewing, securing and evaluating clinical placements is outlined in this cycle:

PNW SoEC Student Teaching Placement Process Early/Elementary



PNW SoEC Student Teaching Placement Process Secondary Education



Relationships with Partners

The Educator Preparation Program (EPP) within the School of Education and Counseling (SoEC) at Purdue University Northwest (PNW) develops and maintains effective, reciprocal partnerships with diverse P-12 schools and community organizations for the clinical preparation of our candidates. These partnerships provide an opportunity for students to make theory to practice connections between their course work and real-life situations in a variety of learning environments. Finally, the partnerships provide opportunities for collaboration which is mutually beneficial for teacher candidates, local schools and communities.

Partnerships are developed in two ways: 1.) The Office of Partnerships and Outreach (OPO) reaches out to the district/organization and requests a meeting or 2.) Districts/organizations reach out to the EPP requesting to receive professional development, to host candidates, to co-author grants, etc.

During 2019 - 2020, the OPO managed and expanded existing partnerships and forged new alliances with several entities. To further systematize the process and monitoring of mutually-beneficial relationships, a formal Memorandum of Agreement (MOA) is created for each unique partnership. MOAs are yearly; however, the OPO communicates with the clinical partners each semester to determine the terms, structure, field placements, and content of field experiences for candidates. Field Guides for each clinical placement offer an additional mode for communicating with all stakeholders the expectations for clinical placements, distinct to each theory-to-practice pairing (i.e., course and field experience).

Vital channels for connecting with school and community partners, the EPP Forum and Program Advisory Councils (EPAC) convene stakeholders to listen and learn about community needs, share EPP data and co-construct plans for collaboration. A key initiative, the Professional Year, emerged from these forums and EPAC meetings as clinical educators and school partners identified a need for candidates to have a longer, more intense engagement in the field. The EPP piloted the Professional Year during Spring 2020, with partner schools and clinical educators interviewing prospective candidates at their school sites.

A formalized process for the selection, hiring, training and evaluation of clinical supervisors was also developed this year. Interviews, onboarding and professional development were initiated and supported by the OPO.

Further outreach with the community was enhanced with in-person and online events, open to the public:

- RECESS (12.05.19): In conjunction with the Office of Concurrent Enrollment Programs, the SoEC Center for Early Learning hosted Erika Christakis, author and early educator, to speak about the importance of learning through play.
- Spotlight on Community Conversations - A Facebook Live Event (04.24.20): A panel discussion with community members, educators and SoEC faculty responding to the documentary *Love Them First: Lessons from Lucy Laney Elementary*.

Next Steps:

- Residency grant with Griffith for AY20-21
- Continued training clinical educators
- Passport PNW

Recruitment: REW

Revolutionizing the Educational Workforce: PNW's EPP Plan for Recruitment and Retention (REW)



ACTION: EPP's action plan for recruitment and retention:

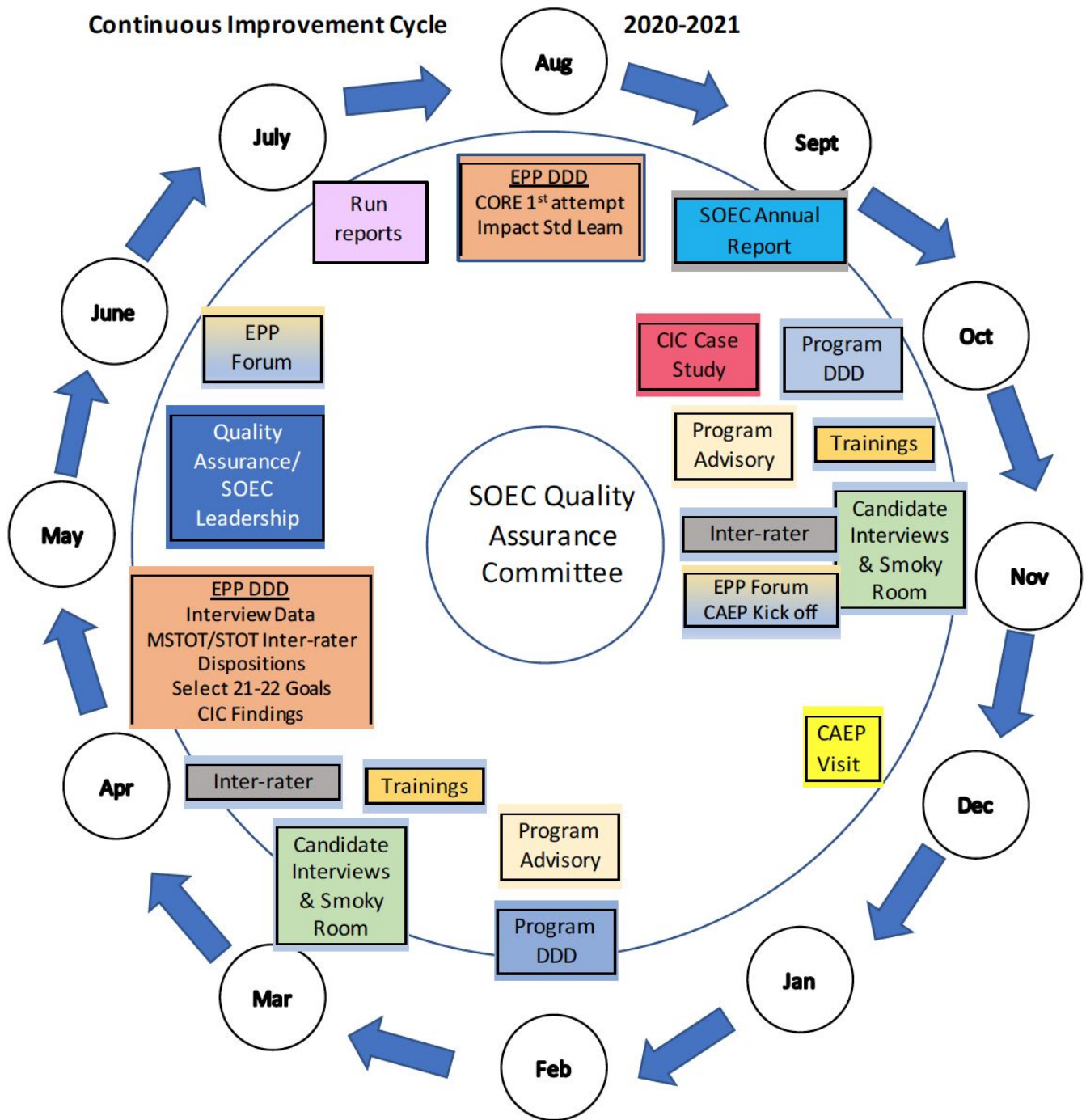
- Select graduate assistant to assist with recruitment initiatives and evaluate outreach efforts
- Developed direct admittance standards for new candidates that reduced barriers to entry
- Adjusted admissions criteria to alleviate obstacles for students
- Increase number of candidates from the following counties in IN: LaPorte, Porter, Lake, Newton, and Jasper counties; and Cook County in IL
- Partner with community high schools
- Partner with community colleges
- Partner with internal and external constituents representing diverse populations
- Developed advisory councils for both the EPP and all program areas
- Offer reading and special education concentrations on both campuses
- Recruit teachers with Special Education emergency licenses in Indiana and Illinois
- Develop and maintain social media presence
- Participate in internal PNW recruitment events

To document each of the actions, the Office of Recruitment and Retention will create a database that shows the evidence and documentation for each action in the form of artifacts, meeting minutes, data, and pictures. The evidence collected will be summarized and submitted in the yearly report to the quality assurance committee for review, evaluation, and to determine its success and any needed modifications.

- Conduct reliability exercise on the interview rubric. Use CAEP EPP-created rubric as a guide. **This was created in June, 2020 and is included in this document under the EPP Data Book Interview.**
- Create database

Quality Assurance System

The PNW EPP created the current iteration of the PNW Quality Assurance System (QAS) in the fall of 2018 as a consistent, recurring and elaborate model for assessment. During the 2019-2020 academic year the continuous improvement cycle was guided by the Master Calendar and Continuous Improvement Cycle.



Monthly Meetings

- Program Committees
- Quality Assurance Committee
- School of Education Leadership Committee

AY20-21



ACTION: Changes have been made to the AY2020-2021 Continuous Improvement Cycle regarding data reporting. The Quality Assurance Committee (QAC) felt that there was too much data being reported at one time during the Data Dialogue Days (DDD). Also, the continuous improvement cycle will be reviewed at the end of each semester and new committee agenda items will be added based on data dialogue day discussions.

New Data Discussion for 2020-2021 will include:

EPP Forum (June)

- Annual Updates
- Impact on Student Learning
- Needs assessment community partners
- Big News/Warranty

EPP DDD

Fall (October)

- CORE Pass Rates/First Attempts
- Impact on Student Learning

Spring (April)

- Interview Data
- MSTOT/STOT Inter-rater
- Dispositions
- Select 2021-2022 Goals

Program Advisory Council

Fall

- Program-specific data for consideration
- Listening for feedback/suggestions
- Outcome: Identify need(s)
- Action Items

Spring

- Steps to meet the need - follow-up
- Program-specific data for consideration
- Listening for feedback/suggestions
- Outcome: Identify need(s)
- Action items

Program DDD

Fall

SPA assessments for HLC

Spring

- Interview Data
- MSTOT/STOT Inter-rater
- Dispositions

QAC

Fall

- Prepare for Fall 2020 site visits (CAEP/CACREP)

EPP Assessment Data Book

Interview

Education Interview Protocol Analysis

June, 2020

Education Interview Protocol Alignment with CAEP Standards

As part of the PNW Educator Preparation Program's efforts to demonstrate the quality of candidates at admission (CAEP Standard 3), eligible students are contacted to take part in an interview. Eligibility of candidates is determined by completion and/or participation in the pre-professional coursework, grade point average (CAEP Standards 3.2), and verification of assessment information (i.e., CASA/SAT/ACT/GRE) (CAEP Standards 3.2). Students who meet eligibility requirements are contacted via email and asked to complete an application, submit a resume, and presentation with an outline. The email they receive describes the format of the interview, as well as the date and time it will occur.

The Education Interview Protocol is comprised of three parts: a writing sample, presentation and interview (CAEP Standard 3.3). Teams of three faculty, staff, and other clinical educators serve as the interviewing committee. Students are first asked to complete a timed (approximately 20 minutes) writing sample by selecting and responding to one of four writing prompts. This is followed by their presentation. In the presentation, they are asked to respond to the following questions:

- Why do you want to teach?
- What goals should a good educator attempt to accomplish with students?
- What are your areas of strength? (CAEP Standard 3.3)
- What are your areas of need? (CAEP Standard 3.3)
- What are your future and professional goals?

At the conclusion of their presentation, the interview committee may ask a series of follow up questions to learn more about the candidate. Some sample questions are:

- When did you decide to become an educator, and why did you choose this field?
- What do you know about our program?
- List five adjectives to describe yourself?

Following the interview, members of the interview committee independently complete the Education Interview Scoring Guide and recommend a decision (e.g., admit, provisional admit, and deny). Additionally, the interview committee makes recommendations and/or statements regarding support that students/candidates may pursue. Staff members compile the committee's recommendations and complete a decision letter for each candidate. Within 10 days of the interviewing, candidates receive notification (i.e., an email letter) indicating the admission decision and next steps.

The pre-admission interview serves the purposes of ensuring that candidates meet the EPP's, state and national standards for admission (CAEP Standard 3.2); identifying supports needed by incoming candidates to ensure their success (e.g., testing, writing, public speaking, self-advocacy, etc.)(CAEP Standard 3.3); and making early connections with candidates (i.e., a way to meet each candidate).

Content Validity

To determine the extent to which the Education Interview Protocol represents the qualities of skills, knowledge, and dispositions that pre-service candidates need to be successful in classroom spaces, nine (9) subject matter experts (SME) were contacted to validate the instrument and the nine criteria upon which applicants are assessed. Each of the nine criteria in the Education Interview Scoring Guide were evaluated in terms of their importance by the SME using a five-point Likert scale (i.e., a slider tool allowed for respondents to provide a more nuanced response). Additionally, they were asked to respond to specific questions regarding the validity of the tool (question 5) and to determine if the attributes measured were in "the right balance" (question 6).

A Cronbach alpha, a coefficient of reliability, was calculated using the SME responses on the nine criteria in the Education Scoring Guide. Cronbach's alpha measures the internal consistency (reliability) of test items. A Cronbach's alpha of 0.88 for the Education Interview Protocol. A general rule of thumb is that a Cronbach's alpha of .70 and above is good, .80 and above is better, and .90 and above is best. A Cronbach alpha .88 indicates that the interview protocol has high internal consistency.

Further, 91% of SME indicated the Education Interview Protocol measured what it claims to measure. Similarly, 77% of the SME indicated that the right attributes were being measured in the "right balance." Additionally, an item content validity index (I-CVI) was conducted on each of the nine criteria assessed. The number of SME who judged an item as important (rating of 4.0 or higher) was divided by the number of content experts. The results of this analysis are found in Table 1: Content Validity Index of Nine

Interview Protocol Criteria. These results indicate high content validity of individual items (I-CVI range: .56 to 1.00) and are also seen in the Scale-level Content Index average of 0.77.

Table 1: Content Validity Index of Nine Interview Protocol Criteria

	Writing: Organization	Writing: Development	Writing: Grammar & Mechanics	Presentation: 5 Required Areas	Presentation: Poise/Confidence	Presentation: Organization	Interview: Listening	Interview: Professional Dress & Conduct	Interview: Body Language
I-C VI	.78	1.00	.78	.89	.56	.78	.78	.78	.56

These results indicate that the Education Interview Protocol was found by subject matter experts to measure the skills, knowledge, and dispositions that pre-service candidates need to be successful in classroom spaces. Its use as a part of the EPP's selection for admission serves as an initial step in candidates' formation of their professional identity.

Criterion Validity

Criterion validity is the extent to which a measure is related to an outcome. To study if the Education Interview Protocol is predictive of candidates' future performances or behaviors as education candidates, a test of criterion validity was conducted. Comparisons of candidates' semester grade point average following admission to their educator preparation program of study and their performance on the Education Interview Protocol were made. Table 2: Relationship Between Interview Protocol Score and First Semester EPP GPA illustrates that across all program areas, there is a positive relationship between candidates' scores on the Education Interview Protocol and how they perform in their first semester as a candidate.

A few different considerations suggest that these numbers are pretty impressive. First, GPA is likely not a reliable measure of undergraduate performance (i.e., it is hardly a 'gold standard'). Second, there is likely a restriction of range happening in the relationship between Interview Scores and GPA. People who scored low on interview were not admitted to the EPP program, so their data are not represented (this restriction tends to reduce the correlation).

Table 2: Relationship Between Interview Protocol Score and First Semester EPP GPA

	Spring 2019	Fall 2019	Spring 2020*
Early Childhood	.23	.60	
Elementary	.26	.09	
Secondary	.01	.23	

All Candidates	.20	.28	
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* Candidates first semester admission into program is Fall 2020

Inter-rater Reliability

To address the issue of consistency of the implementation of a rating system (i.e., Education Interview Scoring Guide), an analysis of interrater reliability was conducted. Inter-rater reliability is the extent to which two or more raters agree. In the case of the Education Interview Protocol, prospective candidates are assessed by an interview committee. The interview committee is comprised of three members: PNW faculty, staff, and other clinical educators. Following the interview portion of the protocol, each member of the interview committee independently scores the prospective candidate's performance on each of the nine criteria, indicates an admission recommendation, and notes areas of strength and/or need for each candidate.

Inter-rater reliability (IRR) was calculated on three administrations of the Education Interview Protocol. These calculations are presented in Table 3: Interview Protocol Inter-Rater Reliability Agreement for Multiple Raters. The IRR for each semester indicates a moderate (.41-.60) to substantial agreement (.61-.80) on the total protocol. To determine specific criteria to target to increase IRR, inter-rater reliability for each item by administration was examined. This information is presented in Table 4: Inter-Rater Reliability Agreement for Multiple Raters by Item and Administration.

Table 3: Interview Protocol Inter-Rater Reliability Agreement for Multiple Raters

Spring 2019 n= 52	Fall 2019 n= 64	Spring 2020 n=49
.60	.54	.61

Table 4: Inter-Rater Reliability Agreement for Multiple Raters by Item and Administration

	Writing: Organization	Writing: Development	Writing: Grammar & Mechanics	Presentation: 5 Required Areas	Presentation: Poise/Confidence	Presentation: Organization	Interview: Listening	Interview: Professional Dress & Conduct	Interview: Body Language
Spring 2019	.61	.56	.60	.59	.64	.57	.65	.56	.64
Fall 2019	.52	.55	.48	.44	.50	.51	.55	.59	.64
Spring 2020	.66	.60	.62	.58	.57	.48	.65	.67	.63

It is important to note that when examining the agreement between only two scorers, the IRR increases to .96. These findings indicate that the Education Interview Protocol is being scored similarly, but that improvement is necessary. The following steps will be taken to improve the IRR:

- Training for all scorers to occur prior to the administration of the protocol (fall 2020). This training will include:
 - Re-define/reinforce underlying definition for the 9 criteria
 - Use of exemplars from previous administrations of the protocol (e.g., writing samples and recorded presentations) to work toward agreement on the criteria for each performance level.
 - Creation of required interview questions and possible responses to these that meet the various criteria for each performance level.
- If IRR is not improved on items, review items with low IRR to determine if it is necessary to revise them and pilot in the spring administration (2021).

Dispositions

The **Niagara Disposition Assessment** tool was introduced during Fall 2019. This instrument was selected because of its proven validity and reliability. The EPP has determined that if candidates are rated on three or more dispositions as *Somewhat Disagree* (2) or one or more dispositions are evaluated as *Disagree* (1) the candidate will be referred to a Student Affairs hearing to develop a Dispositions Intervention Plan.

		FA19	SP20	FA19	SP20	FA19	SP20
Grad Semester	Reviewer	Theme 1		Theme 2		Theme 3	
Fall 2019							
Early Childhood n=1	Teacher <i>1 reponse</i>	0		0		0	
	Supervisor <i>1 reponse</i>	0		0		0	
Elementary n=18	Teacher <i>14 reponses</i>	0		0		0	
	Supervisor <i>4 reponses</i>	0		0		0	
El/Sped n=13	Teacher <i>9 reponses</i>	0		0		0	
	Supervisor <i>0 reponses</i>	1		1		3	
Secondary n=8	Teacher <i>8 reponses</i>	3		3		6	
	Supervisor <i>7 reponses</i>	3		0		4	

Grad Sped n=0	Teacher <i>0 reponses</i>						
	Supervisor <i>0 reponses</i>						
Spring 2020							
Early Childhood n=6	Teacher <i>5 reponses</i>		0		0		0
	Supervisor <i>6 reponses</i>		0		0		0
Elementary n=23	Teacher <i>20 reponses</i>		2		1		1
	Supervisor2 <i>3 reponses</i>	1	1	0	0	0	1
El/Sped n=24	Teacher <i>35 reponses</i>		3		3		4
	Supervisor2 <i>4 reponses</i>		0		0		0
Secondary n=10	Teacher <i>11 reponses</i>		2		0		3
	Supervisor <i>10 reponses</i>		0		1		0
Grad Sped n=9	Teacher <i>3 reponses</i>		0		0		0

	Supervisor <i>10 reponses</i>	0	0	0	0
Fall 2020					
Early Childhood <i>n=0</i>	Teacher <i>0 reponses</i>				
	Supervisor <i>0 reponses</i>				
Elementary <i>n=0</i>	Teacher <i>0 reponses</i>				
	Supervisor <i>0 reponses</i>				
El/Sped <i>n=2</i>	Teacher <i>0 reponses</i>				
	Supervisor <i>1 reponse</i>	1	0	0	
Secondary <i>n=2</i>	Teacher <i>1 reponse</i>	0	0	0	
	Supervisor <i>1 reponse</i>	0	0	0	
Grad Sped <i>n=0</i>	Teacher <i>0 reponses</i>				
	Supervisor <i>0 reponses</i>				

Spring 2021							
Early Childhood n=5	Teacher <i>0 reponses</i>		0		0		0
	Supervisor <i>5 reponses</i>	0	0	0	0	0	0
Elementary n=15	Teacher <i>1 reponse</i>		0		0		0
	Supervisor <i>14 reponses</i>		0		0		0
El/Sped n=13	Teacher <i>9 reponses</i>		0		0		0
	Supervisor <i>13 reponses</i>		0		0		0
Secondary n=14	Teacher <i>8 reponses</i>		0		0		0
	Supervisor <i>13 reponses</i>		0		0		0
Grad Sped n=0	Teacher <i>0 reponses</i>						
	Supervisor <i>0 reponses</i>						
Fall 2021							
Early Childhood	Teacher						

n=0	0 reponses						
	Supervisor 0 reponses						
Elementary n=4	Teacher 4 reponses	3		3		8	
	Supervisor 0 reponses						
El/Sped n=14	Teacher 9 reponses	0		0		0	
	Supervisor 14 reponses	1	0	1	0	0	1
Secondary n=10	Teacher 0 reponses						
	Supervisor 10 reponses	0		0		0	
Grad Sped n=0	Teacher 0 reponses						
	Supervisor 0 reponses						
Spring 2022							
Early Childhood n=5	Teacher 0 reponses						
	Supervisor	0		0		0	

	5 reponses						
Elementary n=8	Teacher 8 reponses	3		3		8	
	Supervisor 0 reponses						
El/Sped n=28	Teacher 4 reponses						
	Supervisor 30 reponses	1	2	0	2	0	5
Secondary n=10	Teacher 0 reponses						
	Supervisor 0 reponses						
Grad Sped n=0	Teacher 0 reponses						
	Supervisor 0 reponses						
Fall 2022							
Early Childhood n=0	Teacher 0 reponses						
	Supervisor 0 reponses						
Elementary	Teacher	0		0		0	

n=12	5 reponses						
	Supervisor 10 reponses		0		0		0
El/Sped n=23	Teacher 5 reponses		2		7		8
	Supervisor 22 reponses		1		0		0
Secondary n=9	Teacher 0 reponses						
	Supervisor 9 reponses	1		0		2	
Grad Sped n=0	Teacher 0 reponses						
	Supervisor 0 reponses						
Spring 2023							
Early Childhood n=6	Teacher 0 reponses						
	Supervisor 6 reponses	6		2		6	
Elementary	Teacher						
	Supervisor						
El/Sped	Teacher						

	Supervisor						
Secondary n=10	Teacher <i>0 reponses</i>						
	Supervisor1 <i>0 reponses</i>		0		0		0
Grad Sped n=0	Teacher <i>0 reponses</i>						
	Supervisor <i>0 reponses</i>						



ACTION at Spring 2021 EPP DDD the following information will be shared...

- provide report/evidence on what triggered not a 3 (either high or low) and summarize by standard
- look at triggering events for a DIP (1s and 2s)
- provide a report with frequency count of each standard and see the range of scores for each standard

MSTOT/STOT

During the 2019-2020 academic year, the SoEC refined its use of the Student Teaching Observation Tool (STOT). Developed by the North Dakota Association of Colleges of Teacher Education and used to illustrate a candidate's ability to demonstrate the knowledge, skills, and dispositions found in the 10 InTASC standards, the STOT was developed for use during the student teaching semester. Believing that it is important for candidates to know and understand this assessment and have the ability to demonstrated these understandings, faculty members within the SoEC determined that parts of the tool (Modified Student Teaching Observation Tool-- MSTOT) would be incorporated in field experiences throughout their programs of study with candidates being assessed on the entirety of the tool during their student teaching semester.

The use of the MSTOT, therefore, begins with a candidate's Early Field Experience. The following table illustrates the elements of the tool used to assess candidates developing understandings by program area. It is important to note that during fall 2019, following a review of the MSTOT data by the early childhood, elementary and secondary program areas, changes were made in the elements of the MSTOT evaluated at both the Early and Mid-Program point of the programs of study. Based upon an analysis of data, changes were made to reduce the number of indicators being assessed in field experiences at both the Early and Mid-Field point in program. These changes reflect a better alignment with the expectations and the roles that candidates play in the learning spaces as they progress through their programs of study.

Early Field Experiences MSTOT	Early Childhood EDCI 37201 (10 elements)	Elementary/Dual EDCI 35500 (10 elements)	Secondary EDCI 35500 & EDPS 37000 (11 elements)
InTASC Standard 1	All elements	All elements	All elements
InTASC Standard 2	Element 2 only	Element 2 only	All elements
InTASC Standard 3	Element 1 only	Element 1 only	Elements 1-4
InTASC Standard 4			Element 1 only
InTASC Standard 5			Element 1 and 3 only
InTASC Standard 6	Elements 1 and 2 only	Elements 1 and 2 only	
InTASC Standard 8	Element 4 only	Element 4 only	
InTASC Standard 9	Elements 1-3 only	Elements 1-3 only	

Differentiation in what is assessed by program area reflects the developmental approach undertaken by the EPP in field placements, representing an introduction to the field and the standards outlining the knowledge, dispositions, and skills expected of effective teachers.

As candidates progress through their programs of study, the expectations and the roles they play within classrooms increase. Program areas continue to differentiate what standards are assessed at this point, where performance expectations move from that of ones ‘introduced’ to those that are being ‘developed.’ The table below illustrates the elements of the tool used to assess candidates developing understandings by program area during their mid-program field experiences.

Mid-Program Field Experiences MSTOT	Early Childhood EDCI 37401 & EDCI 36203 (23 elements)	Elementary/Dual EDCI 36203, EDCI 31600 & EDCI 31500 (23 elements)	Secondary EDCI 34x00 (27 elements)
InTASC Standard 1	All elements	All elements	All elements
InTASC Standard 2	All elements	All elements	All elements
InTASC Standard 3	Elements 1-4 only	Elements 1-4 only	Elements 1-4 only
InTASC Standard 4	All elements	All elements	All elements
InTASC Standard 5	Elements 1, 2 and 4 only	Elements 1, 2 and 4 only	Elements 1 and 4 only
InTASC Standard 6	Elements 1 and 2 only	Elements 1 and 2 only	All elements
InTASC Standard 7	Element 1 only	Element 1 only	Elements 1-3 only
InTASC Standard 8	All elements	All elements	All elements
InTASC Standard 9	Elements 1-3 only	Elements 1-3 only	Elements 1-3 only

As stated previously, a program area’s ability to differentiate what elements are assessed on this tool provides evidence of the EPP’s developmental approach to field based experiences for candidates. It also indicates the use of data to improve learning experiences and opportunities for candidates. During student teaching, candidates are assessed on the full-tool (STOT) twice; once at midterm and again at the end of the semester.

[STOT Proficiency Levels Data](#) (click here to view data)

Field

Student Teaching Candidates

Program	Spring 2019	Fall 2019
Graduate SpEd	8	6
Secondary	20	8
Elementary Dual	26	15
Elementary Reading	16	19
Early Childhood	10	1

Student Teaching Summary

	Spring 2019	Fall 2019
Student Placement Sites	65	29
Districts	19	14
Student Teaching	80	43

Field Placement Graduate

	Spring 2019	Fall 2019
Clinical Mental Health Sites	14	14
Clinical Mental Health Candidates	19	24
School Counseling Sites	20	10
School Counseling Candidates	21	12
Counseling Field Candidates	40	36

Field Placement Undergraduate

	Spring 2019	Fall 2019
Field Experience	11	15

Field Sites	16	14
Field Districts	7	8
Field Candidates	168	220

Student Teaching Sites

County	Spring 2019	Fall 2019
Lake	9	6
Porter	4	3
LaPorte	3	4
Starke	0	1
Newton	1	0
Jasper	1	0

Field Placement Sites

County	Spring 2019	Fall 2019	Setting	Spring 2019	Fall 2019
Lake	5	6	Urban	4	3
Porter	0	1	Rural	2	0
LaPorte	2	1	Suburban	10	11
Starke	0	0			
Newton	0	0			
Jasper	0	0			

edTPA

Candidates in the Elementary, Elementary/Special Education, and Early Childhood programs were assessed on the Elementary Literacy edTPA. Secondary candidates were assessed in their content area. Graduate Special Education candidates were assessed.

During the Fall 2019 EPP DDD the following was discussed:

edTPA Training

- Candidates have issues with language and terminology
- 1-5 scale, aim for a 3
- 15 rubrics
- Recommended pass score is 37-42, average is a 38
- PNW passing score is 39 for AY 19-20
- Special consideration if needed...if a score is below a 39 but equal to or greater than a 35 a candidate is considered to be passing if their average STOT score is a 3
- 68% of our candidates did not feel prepared and did not feel faculty did not include edTPA in their course
- Candidates struggled with commentary and going deeper; justifying why you're doing things



ACTION: Follow-up at Program-Level meetings Fall 2020

- *Provide templates/scaffolding for commentary*
- *Use commentary terms throughout program to help students*
- *Have lesson plan template that mirrors edTPA template*

Program Exit Survey (NExT)

Prior to this year, the EPP was using its own instrument as an exit survey; however, that instrument did not have reliability or validity. During 2019 - 2020, the EPP recognized the need to better understand the candidate experience at the point of completion. The EPP adopted Exit Survey from the Network for Excellence in Teaching (NExT) Common Metrics, a proprietary tool, to identify learning opportunities and practices that are perceived by candidates as effective teacher preparation strategies. Administered during the final semester, the Exit Survey collects candidates' perspectives about their experience in the educator preparation program as they prepare to enter the teaching profession.

During Fall 2019, the NExT Exit Survey was administered to all student teaching candidates as a pilot study to determine the feasibility of adopting the instrument as an EPP Signature Assessment. While the response rate was lower than expected (2%), the EPP chose to enter into a data sharing agreement with NExT to support the EPP's continuous improvement cycle. In the spring, with a concentrated effort to increase the response rate, the Exit Survey was again administered. However, the invitation and link to the survey during the and resulted in 66% response rate.

Responses on the NExT survey indicated that a majority of the candidates (81%) were planning to teach for 11 or more years, aspiring to do so in rural or suburban Northwest Indiana schools. Cooperating teachers and university supervisors received high ratings for assisting the candidates in developing reflective practice and their ability to be available for candidates. Candidates also agreed that cooperating teachers provided space within the classroom that allowed them to experiment with their own ideas. University supervisors, for the majority of candidates, provided constructive feedback, observed them teaching more than 5 times during the semester, and discussed their practice with them. Candidate criticism of the structure of the program is understandable in the context of the unification process, the challenges of creating a cohesive plan of study following unification, and changes that have occurred in faculty (i.e., retirements, etc.). This cohort of candidates experienced a tremendous amount of uncertainty as the EPP worked to increase the number and diversity of their early field experiences, adopted new Signature Assessments (e.g., edTPA, STOT, Niagara, etc.), and made changes to required coursework. These curricular changes and the data from Signature Assessments are reviewed at the program/licensure levels, as well as the EPP level, during Data Dialogue Days each semester as part of the continuous improvement cycle.

[Spring 2020 EPP Exit Survey Results](#) (click here to view data)



Action Items: Share at SoEC Leadership meeting

- **Use comparative data from the Network for Excellence in Teaching to analyze**
- **In addition to analyzing the quantitative data, present the qualitative data to the SoEC Leadership Team**

GPA

This data is based on the Indiana Department of Education (IDOE) 1388 report. Data contains a combination of Traditional and Alternative candidates.

Admission GPA Average

Content Area	AY17-18	AY18-19
Early Childhood	n=8 3.25	n=5 3.16
Elementary Reading	n=42 3.27	n=18 3.28
Elementary/SpEd	n=45 3.38	n=36 3.47
Secondary English	n=10 3.29	n=9 3.37
Secondary Math	n=4 3.52	n=3 3.20
Secondary Science	n=0	n=3 3.68
Secondary Social Studies	n=2 3.79	n=5 3.11
Secondary World Language	n=0	n=0
Graduate Special Ed Mild	n=8 3.34	n=15 3.36
Graduate Special Ed Intense	n=4 3.64	n=1 4.00

CAEP 8 Annual Measures

1. Impact on P-12 Learning and Development

The data support that completers perceive and are perceived to be making instructional decisions that positively impact the learning in their classrooms. They indicate and are perceived to use analysis of student data in this decision making process. Their understanding of content and pedagogical content knowledge is seen in their classroom practices, the expectations of performance they communicate to learners, and learner performance on assessments.

After completing this analysis and considering the implications for the EPP, the Completer Impact Committee (CIC) made the decision to adopt a different strategy to demonstrate the EPP completers' impact on P-12 learning. With this in mind, the CIC is undertaking a new approach to investigating the impact of the program, Next Steps for Investigating Program Impact (NSIPI) study. The NSIPI will utilize the stratified random sampling technique followed in the Case Study with a minimum of 20% of completers across all program areas within the EPP recruited for participation [Component 4.2]. Attention will be given specifically to completers from varied types of schools (e.g., urban, suburban, rural, private, public, charter) and multiple grade levels.



ACTION: Share data at Spring 2021 EPP DDD

The NSIPI study will collect the following data provided:

- State Data: Effectiveness Survey [Components 4.1, 4.2, 4.3], Teacher Survey [Component 4.4], Principal Survey [Component 4.3];
- State-developed content exams (e.g., CORE licensure data) [Components 1.3, 1.4, 4.1, 4.2];
- Classroom observation (e.g., school assessment system aligned with state requirements) [Component 4.2];

- Measures of teaching practice (i.e., edTPA, STOT –completed in their capstone experience will be used as a baseline measure) [Component 4.2], reports from school-based supervisors (e.g., principals or mentors) [Components 4.2, 4.3]; and
- Measures of P-12 student impact (i.e., Student Work Sample Interviews, Focus Groups on Student Impact, and Student engagement surveys) [Components 4.1, 4.4].

2. Teacher Effectiveness

Statewide Average of Ratings of Teacher Effectiveness indicates that across the state, 96% of novice educators are found to be effective. Novice educators from PNW are found to perform similarly as is indicated in Table 8: EPP Comparative and Performance Data-- Effectiveness Ratings. This table provides an overall effectiveness ratings for teachers with one, two, and three years of experience who graduated from PNW. As indicated, 96% of novice educators who received their preparation at PNW are considered to be “Effective” or “Highly Effective” in their classrooms.

Source: IDOE 2019 Annual Report

Percent of Teachers Achieving Effective or Highly Effective Rating 2017-2018										
Institution	Teachers with One (1) Year Experience			Teachers with Two (2) Years of Experience			Teachers with Three (3) Years of Experience			Grand Totals
	Effective	Highly Effective	Total of Teachers Evaluated	Effective	Highly Effective	Total of Teachers Evaluated	Effective	Highly Effective	Total of Teachers Evaluated	
Purdue University Northwest	<10	<10	<10	<10	<10	<10	<10	<10	<10	
Grand Total Rated Effective										<10
Grand Total Rated Highly Effective										<10
Grand Total Effective and Highly										<10
Grand Total Teachers Evaluated										<10
Final Percent										<10
**Year* defined as September 1 - August 31.										
Visit http://www.doe.in.gov/evaluations for additional information.										

3.Satisfaction of Employers/Principals Survey

An analysis of the Principal Survey data, Survey for PNW Completers, illustrates that 94% of principals indicate that they are “satisfied” or “very satisfied” with the training that PNW program completers received. When examining responses related to the domain of knowledge, 100% of principals indicated that completers are prepared to adhere to ethical and legal requirements of the teaching profession; and 96% indicated that completers understand how students learn and meet expectations for content preparation and knowledge. When examining principals’ perceptions of completers’ pedagogical preparation, 100% indicated that completers are prepared to analyze assessment data to improve instruction and that they are able to integrate technological tools to advance student learning. Further, 98% indicated that completers are prepared to provide an inclusive learning environment and work effectively with exceptional learners. Of the respondents, 96% indicated completers are prepared to provide appropriate and challenging learning experiences, and to use a variety of assessment methods to guide and improve instruction. When considering completers’ preparation for providing a rigorous learning environment, the development of content specific assessments, and ability to differentiate instruction, 94% indicated that they are “satisfied” or “very satisfied.” The lowest area of rating in pedagogical preparation of completers on the survey is found in their ability to use effective strategies to manage the learning environment with only 92% of respondents indicating that “satisfied” or “very satisfied” ratings. An examination of principals’ responses related to the domain of professional disposition preparation indicates that 100% of respondents were “satisfied” or “very satisfied” with completers’ preparation to openly accept suggestions/constructive feedback and to exhibit ethical practice. The responses show that 98% of principals indicate that completers are prepared to work effectively with school leaders and within the school culture, while 96% indicate that they are prepared to work effectively with other professionals. The lowest ratings in dispositional preparation was found in completers’ ability to work effectively with parents/guardians with 94% of respondents indicating “satisfied” or “very satisfied.”

Source: IDOE 2019 Annual Report

Principal Survey Results for Purdue University Northwest				
Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).				
Knowledge Preparation of Teacher				
For each of the following, please provide your assessment of how well the EPP prepared this teacher in the following categories. The range is from 1 (strongly disagree) to 4 (strongly agree).	Strongly Disagree	Disagree	Agree	Strongly Agree
	(1)	(2)	(3)	(4)
The EPP did an outstanding job of preparing this teacher to...				
1. ...understand how students learn and develop at the grade level they are teaching.	0	2	36	15
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	0	2	32	19
3. ...adhere to the ethical requirements of the teaching profession.	0	0	23	29
4. ...adhere to the legal requirements of the teaching profession.	0	0	27	26
Pedagogical Preparation of Teacher				
The EPP did an outstanding job of preparing this teacher to...				
5. ...provide an appropriate and challenging learning experience.	0	2	36	15
6. ...provide an inclusive learning environment.	0	1	41	11
7. ...provide a rigorous learning environment.	0	3	38	12
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	0	2	39	11
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	0	3	40	10
10. ...differentiate instruction to meet all students' learning needs.	0	3	41	9
11. ...work effectively with students with all exceptionalities.	0	1	40	12
12. ...analyze student assessment data to improve classroom instruction.	0	0	44	9
13. ...use effective strategies to manage the learning environment.	2	2	39	10
14. ...integrate technological tools as appropriate to advance student learning.	0	0	36	17
Professional Disposition of Teacher				
The EPP did an outstanding job of preparing this teacher to...				
15. ...openly accept suggestions/constructive feedback.	0	0	21	32
16. ...exhibit ethical practice expected of educators.	0	0	18	35
17. ...work effectively with other professionals.	0	2	22	29
18. ...work effectively with parents/guardians.	1	2	28	22
19. ...work effectively with school leaders.	0	1	18	34
20. ...work effectively within the school culture.	0	1	22	26
Overall Assessment	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
21. Overall, how satisfied are you with the training this teacher received from this EPP?	0	2	29	21

4.Satisfaction of Completers

An analysis of Teacher Survey data in Table 10: EPP Comparative and Performance Data: Teacher Survey for PNW Completers shows that 92% of completers indicate that their PNW preparation program was “good” or “excellent.” When examining responses related to the domain of knowledge, 97% of respondents indicate that they felt prepared to adhere to the ethical requirements of the teaching profession; 95% indicate that they were prepared to adhere to the legal requirements. 94% of completers indicate that they were prepared to understand how students learn and that they recognized the importance of continued professional development. Only 92% felt that they were prepared to meet expectations for content preparation and knowledge. When examining completers’ perceptions of their pedagogical preparation, 95% indicate that they were prepared to provide inclusive learning environments and to work collaboratively with school leaders and/or colleagues to create a safe and positive learning environment. Further, 94% indicate that they were prepared to differentiate instruction to meet the needs of all learners; 92% indicate that they felt prepared to work effectively with exceptional learners, to develop quality assessments to assess learners’ understandings of lessons, and to provide a rigorous learning environment; and 91% indicate that they were prepared to provide appropriate and challenging learning experiences. The lowest areas of rating in pedagogical preparation is found in their perceived preparedness in the use of appropriate strategies to effectively manage learning experiences and the integration of technological tools to advance student learning with only 89% of respondents indicating that they were “satisfied” or “very satisfied;” while, 88% indicated that they felt prepared to analyze student assessment data to improve classroom instruction. An examination of completers’ responses in the domain of professional disposition preparation indicates that 97% of respondents were “satisfied” or “very satisfied” with their preparation to openly accept suggestions/constructive feedback, to exhibit ethical practice, and to work effectively with other professionals. Of the respondents, 94% of completers indicated that they felt prepared to work effectively within the school culture, while 92% indicated that they were prepared to work effectively with school leaders. The lowest ratings in dispositional preparation is found in the completers perceived ability to work effectively with parents/guardians with 88% of respondents indicating “satisfied” or “very satisfied.”

Source: IDOE 2019 Annual Report

Teacher Survey Results for Purdue University Northwest				
The range is from 1 (strongly disagree) to 4 (strongly agree).		Number of Responses		
Teachers responded to each of the following:		Strongly Disagree	Disagree	Strongly Agree
Knowledge Preparation		(1)	(2)	(3)
My educator preparation program prepared me for:				
1. understanding how learners/students develop and grow.		3	1	23
2. meeting the content preparation and knowledge level expected of a beginning teacher.		4	1	24
3. adhering to the ethical requirements of the teaching profession.		2	0	21
4. adhering to the legal requirements of the teaching profession.		2	1	24
5. recognizing the importance of continued professional development.		2	2	23
Pedagogical Preparation				
My educator preparation program prepared me for:				
6. providing appropriate and challenging learning experiences.		3	3	25
7. providing an inclusive learning environment.		2	1	22
8. providing a rigorous learning environment.		3	2	25
9. working collaboratively with school leaders and/or colleagues to promote safe and positive learning environments.		2	1	20
10. differentiating instruction to meet all students' learning needs.		2	2	24
11. working effectively with students with all exceptionalities.		2	3	24
12. developing quality assessments to test for student understanding of lessons.		2	3	29
13. analyzing student assessment data to improve classroom instruction.		2	6	27
14. using appropriate strategies to effectively manage learning environments.		3	4	27
15. integrating technological tools as appropriate to advance student learning.		2	5	24
Professional Disposition Preparation				
My educator preparation program prepared me to recognize the importance of:				
16. openly accepting suggestions/constructive feedback.		2	0	19
17. exhibiting ethical practice.		2	0	19
18. working effectively with other professionals.		2	0	18
19. working effectively with parents/guardians.		2	6	24
20. working effectively with school leaders.		2	2	19
21. working effectively within the school culture.		2	2	20
Overall Assessment		Poor	Fair	Good
22. Indicate your overall assessment of how well you were prepared to teach by your educator preparation program.		0	5	20
				41

5. Graduation Rate (Attrition-Retention-Completion)

The number of candidates graduating from PNW is slightly higher than that of the state (39.6/33.3 vs 31.3). Additionally the number of completers retained in education approximates that of the state (59.9/62.3 vs 62.7). Program attrition also mirrors that of the state. While it is important that candidate performance be similar to that of the state, the percent of completers retained in education following graduation is concerning. To begin to address this matter, the EPP will be launching the *Next Steps for Investigating Program Impact (NSIPI)* study in fall 2020. In this study, completers will participate in focus group interviews to explore questions about classroom practices, their perspectives their preparation for the challenges of these spaces, and why they choose to stay or leave the profession

Source: IDOE 2019 Annual Report

AY2017-2018

Attrition-Retention-Completion Rates By Academic Year	State Average	Purdue University Northwest (Hammond)	Purdue University Northwest (Westville)
Total Number of Education Candidates**	9981	169	183
Total Number Completion/Graduation	3128	67	61
Percentage Completion/Graduation	31.3	39.6	33.3
Total Number Retained in Education	6255	101	114
Percentage Retained in Education	62.7	59.9	62.3
Total Number Program Attrition	220	0	4
Percentage Program Attrition	2.2	0.0	2.2
Total Number Institutional Attrition	360	1	4
Percentage Institutional Attrition	3.6	0.5	2.2

6.Ability of Completers to Meet Licensing

Title II Pass Rates

2018-2019 was the first academic year that PNW submitted Title II as one institution. In the previous years the Hammond and Westville campuses submitted separate reports.

Traditional

Academic Year	Number taking test	Number passing	Pass Rate
2018-2019	94	71	76%

Alternative

Academic Year	Number taking test	Number passing	Pass Rate
2018-2019	4*	n/a	n/a

*below 10 does not get reported.

Completer GPA Average

Content Area	2017-2018	2018-2019
Early Childhood	n=10 3.60	n=10 3.23
Elementary/Reading	n=50 3.61	n=34 3.57
Elementary/Special Education	n=39 3.37	n=42 3.51
Secondary English	n=13 3.37	n=7 3.46
Secondary Math	n=3 3.06	n=7 3.40
Secondary Science	n=1 3.18	n=3 3.35
Secondary Social Studies	n=2 3.24	n=2 3.84
Secondary World Language	n=5 3.35	n=0
Graduate Special Ed Mild	n=3 3.55	n=3 3.74

Graduate Special Ed Intense

n=2
3.44

n=1
4.00

CORE Pass Rates

Data is provided by edReport and includes all test takers who took the exam during September 1st - August 31st.

EPP CORE

Year	Pass Rate	Passed Test	Test Takers	Average Scaled Score	Year	Pass Rate	Passed Test	Test Takers	Average Scaled Score
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Pedagogy

2018-2019	83%	136	164	237
2017-2018	95%	104	110	241
2016-2017	94%	65	69	240
2015-2016	98%	79	81	244

Content

2018-2019	72%	438	620	224
2017-2018	87%	394	452	232
2016-2017	93%	280	302	233
2015-2016	94%	288	308	233

CORE Program Level

Overall Pass Rates by Discipline F19-Sp20

Test	sample size	average passing score	average # of attempts to pass	average failure score	average # of attempts	highest # of attempts w/o passing	Overall percent passing	Of those who passed, the attempt they passed on					
								1st	2nd	3rd	4th	5th	6th
05 ELED Pedagogy	86	243	1	207	1	3	81%	90%	9%	1%			
60 ELED reading	92	235	1.4	196	1.6	5	74%	74%	18%	6%	3%		
61 ELED math	78	244	1.2	198	1.8	5	85%	86%	9%	5%			
62 ELED science	78	240	1.3	205	1.6	3	88%	74%	23%	1%	1%		
63 ELED soc.studies	89	234	1.5	201	1.7	6	72%	70%	17%	9%	0%	3%	
14 ECH reading	8	240	1.2	199	1	1	75%	83%	17%				
15 ECH math	7	252	1.25	199	1	1	57%	75%	25%				
16 ECH science	7	233	1	197	1	1	71%	100%					
17 ECH soc.studies	11	228	1.1	200	1.25	2	64%	86%	14%				
25 SPED Pedagogy	38	244	1.1	208	1.75	4	94%	93%	3%	33%			
06 Secondary Pedagogy	14	255	1			0	93%	93%	7%				
07 p-12 education Pedagogy	1	261	1			0	100%	100%					
21 English Ed	7	239	1.8			1	86%	43%	14%	29%			
35 Math Ed	2			202	1	1	0%	0%					
43 Chemistry Ed	2			205	1	1	0%	0%					
48 Economics	2	224	1	208	1	1	50%	50%					
50 Government	3	232	1	217	1	1	67%	67%					
51 History	5	245	1	172	1	1	60%	60%					
53 Sociology	1			210	1	1	0%	0%					

Candidates continue to perform well on the CORE Pedagogy assessment, specifically in the areas of special and secondary education (both have pass rates of 93%). For all program areas, first attempt pass rates exceed 90% on the CORE Pedagogy assessment. Additionally, most candidates are successful in meeting requirements on this assessment by their second attempt.

When examining specific CORE Content assessments, it is interesting to see that first attempts and passing rates for candidates in the secondary program areas are rather low. During Fall 2019, secondary program areas completed the IDOE Low-Enrollment Program with State SPA- Waiver for each of the low-enrolled programs (i.e., chemistry, math, economic, government, history, sociology, world languages) and the NCTE SPA report for English education. Curricular changes occurred as a result of these activities which directly related to the content and pedagogical coursework candidates in these program areas. Similarly, for the early childhood and elementary education (both dual and reading concentrations) attempted to make curricular changes that directly relate to the content coursework candidates complete which supports their performance on the content exams that candidates complete. Unfortunately, these curricular changes were not approved at the faculty senate. Additionally, the EPP provided vouchers for the CORE exams to all candidates as they completed coursework that was connected/related to the specific content and pedagogical knowledge. This is an attempt to capitalize on recency of learning and a way to support the financial needs of candidates. Moving forward, the early childhood and elementary education program areas will put forward curricular changes again.



ACTION: Continue to monitor candidates' attempts

- Vouchers are now issued to candidates
- Purposeful connection have been added to coursework and content assessment
- Monitoring candidates attempts
- Modules with test-taking strategies developed

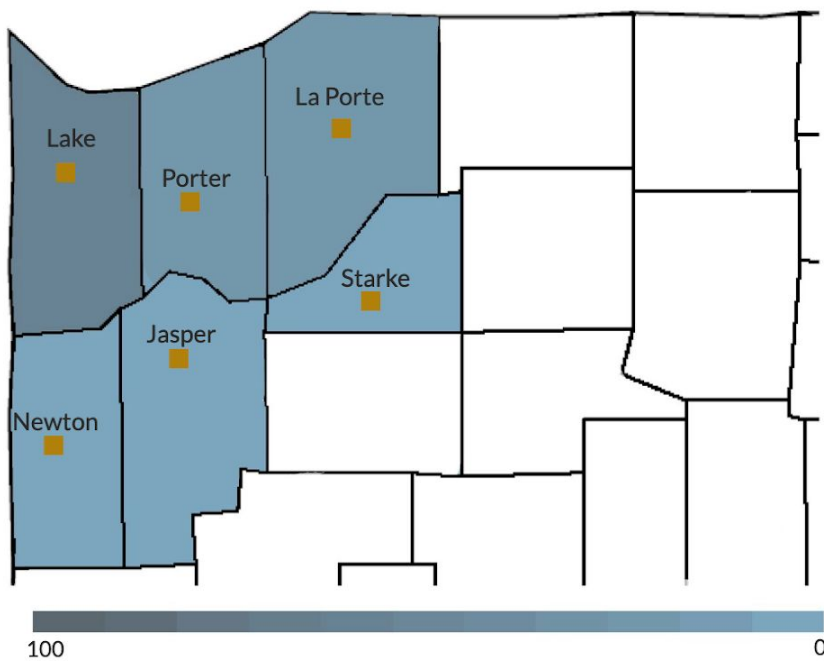
7.Ability of Completers to be Hired

Completers of the PNW EPP tend to be hired in one of the six counties that PNW serves (i.e., Jasper, Starke, Newton, LaPorte, Porter, and Lake counties). The highest concentration of completers are found in Lake county which has the highest population density. The ability for completers to find employment in these areas speaks to the relationship between the EPP and community partners, schools and districts. Currently, efforts are underway to develop tools for better tracking, mentoring, and working with completers as they transition into full engagement in the profession. The School of Education and Counseling Teacher Warranty is a demonstration of this commitment.

7. ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE PREPARED



2016-2019 PNW Completers Hired by County



	Lake Co.	Porter Co.	LaPorte Co.	Newton Co.	Jasper Co.	Starke Co.
Completers	63	17	15	3	4	3
Districts	21	7	3	1	2	2
Schools	61	15	14	3	4	3

8.Student Loan Default Rates

- PNW's official Cohort Default Rate (CDR) for FY 2016 was 8.5%.
- The FY 2017 CDR is anticipated to be released in September, 2020

Minutes

Data Dialogue Days

FALL 2019

EPP October 11, 2019

SOEC faculty and field supervisors took part in assessment training regarding dispositions, STOT, and edTPA.

Assessment Trainings

Disposition Training

Looking at overall trends for entire school, not program specific

All of these assessments are relatively new to us

Took existing instruments, CAEP doesn't want us using our own

- Niagara Dispositions
- Looks at relationships and critical thinking
- 18 items total, 6 in each theme
- 5 point scale, default score of 3
- Must provide evidence if it's a score other than 3
- Done in most field placements
- For early and mid, done at end of semester only
- Student teachers evaluated at midterm and end of semester
- Be as specific as possible in evidence
- If "strongly disagree" is selected, an email is automatically sent to the field coordinator, and student affairs for a dispositional intervention plan (DIP)

STOT Training

- Used by the entire state of North Dakota
- Based on INTASC standards
- Early -11 items evaluated, early secondary -15 items evaluated, mid -29, mid secondary-31, student teaching-34
- Introduce better progression, too many at mid
- 4 levels of performance

-
- ½ points allow for movement
 - Sharing completed evaluations mid-way can help identify strengths and areas for growth
 - Internal and external influences can affect scoring
 - Be aware of biases, leniency, or severity
 - Halo or horns effect (all good, all bad)
 - Personal bias often yield inaccuracies
 - Prevent bias by reading rubrics closely, don't give benefit of the doubt,
 - Prevent leniency and severity by grading through lense of the rubric
 - Be specific as possible if it's not a 3, especially for student teachers who may not work on needed parts if only given limited feedback

edTPA Training

- Teaching portfolio sent to outside reviewer
- Create a measurement of teaching
- Developed by professors and Pearson facilitators
- Establish accountability, credibility, transferability and required in many states, not yet Indiana
- Cycle of planning, instruction, and assessment
- Candidates have issues with language and terminology
- 1-5 scale, aim for a 3
- 15 rubrics
- Recommended pass score is 37-42, average is a 38
- PNW passing score is 39 for AY 19-20
- Special consideration if needed
- 68% of our candidates did not feel prepared and did not feel faculty did not include edTPA in their course
- Candidates struggled with commentary and going deeper; justifying why you're doing things



ACTION:

- ***Provide templates/scaffolding for commentary***
- ***Use commentary terms throughout program to help students***
- ***Have lesson plan template that mirrors edTPA template***

Review of Assessments

Program Effectiveness

- New law in IN-show attrition, retention, and completion rates
- 97% of PNW grads are effective/highly effective for first 3 years
- 96% of principals satisfied
- 92% of teachers rated preparation as good/excellent

Feedback from graduates:

- More experience on how to handle classroom management and differentiation
- Sprinkle assessment and management throughout courses
- Do a good job with professionalism
- Work with families/parents more

Student Teacher and Completer Survey Instrument Feedback

- Change to 5 point scale, hard to differentiation
- Faculty and Field Supervisors were asked to rate from 1-10 how important the survey questions were--sheets were collected for data

edTPA Data Review

- Pearson provides state and national averages
- PNW at state average, a little lower than national
- Improve planning scores, rubrics 2 and 4
- Giving feedback was higher than expected as our candidates struggle with that
- Candidates don't always see feedback modeled
- Confusion with Rubric 14's meaning-relates back to Rubric 4
- edTPA Glossary handout for reference



ACTION: Understand the edTPA rubric...If we don't understand what the rubric means, we can't help candidates

Test Results

- Westville students take CASA a lot
- Some of the low score issues are a reflection of high school preparation, not us

Early Childhood Program *October 3, 2019*

NAEYC Standards Report based on AY18-19 data

Standard 1 Child Development and Learning

- Continue on and continue to monitor over time
- Look for grander patterns
- Continue to examine the developmental nature of the assessment
- Examine same candidates scores in semester 5 and 7
- Provide training for evaluators about content knowledge as it relates to child development

Standard 2 Family and Community Relationships

Investigating EDCI 310 for opportunities to expand on candidates' understanding of language demands, functions, vocabulary

Standard 3 Observing, Documenting, and Assessing to Support Young Learners

Wait and see

Standard 4 Developmentally Appropriate Approaches

- Increase awareness and opportunities to apply differentiation during practicum
- Provide updated lesson plan template for all instructors

Standard 5 Meaningful Content

Wait and see

Standard 6 Becoming a Professional

- Wait and see
- Provide better understanding that parent interactions aren't just an event but daily interactions and can include grandparents

STOT Results

compare data again next academic year (19-20)

discuss 1 or 2 scores/inter-rater reliability issue at EPP DDD

edTPA Results

- Compare Early Childhood to National and State average
- Right at or above state average
- Encouraging as this was newly implemented
- Subject specific pedagogy is highest

Exit Survey

Include comments section/qualitative information

Field Experience Report

- Using TaskStream to track placements
- Sort by active/inactive placements, districts, supervisor, school, student
- Use for CAEP to report on qualifications of clinical faculty, coop. teacher, university supervisor

Elementary Program DDD October 21, 2019

ACEI Program Standard Report based on AY18-19 data

Discussion:

- Put changes in TaskStream (rubrics need to be revised based on new CAEP Elementary Standards)
- End of program, rated at competency
- From F18 to S19, scores increased; what happened?
- Look at where classes fall
- PE and Health can take prior to admittance
- Science, can't compare scores
- Math-improvement
- Make sure what candidates earn is accurate, provide room for growth
- Must be able to make proficient eventually, it's okay if it's not there initially
- SPA feedback- look at rubric language of how is this behaviorally demonstrated
- Can't adjust M-STOT but can reduce the number of indicators
- Use app to record and script MSTOT checklist in real time
- Torsch Talent or Sib Me



ACTION:

- Review and compare apps to pilot in Spring and separate training for supervisors
- Review rubric language of how is this behaviorally demonstrated

CORE Content Exam based on AY18-19 completers and a 3-year trend

Discussion:

- Test recorded in the year you take it,
- Number of times that candidates taking Reading test is alarming
- Possibly develop dyslexia class and take out one of the English classes
- 8 candidates never took pedagogy
- Processes in place to attempt to take it



ACTION:

- Scholarships for the cost of CORE exams
- Develop application

edTPA/GPA/STOT Comparison based on AY18-19

Discussion:

- Scores related to state and national average
- On par with a lot of other schools in the state
- Set benchmark for ourselves for each rubric and make decisions from that data
- Assessment is highest task
- Target 3 average for each task
- Evaluate if changes to lesson plans help scores



ACTION:

- **More workshops on academic language**

STOT Results overall results based on AY18-19

Discussion:

Standard 1 Development, Learning, and Motivation

Move C9, C15, C19, C20, C22, C23, C32 to student teaching

C26 moved to mid

Must get better at C18

How are students prepared for these standards that aren't taught in classes but expected to be met in student teaching?

In Spring, look at separating out requirements more based on where students are in the program

Standard 2 Curriculum

- Health and PE are outliers
- Except for math, see uptick in performance
- Pick content planning and then match onto standards
- Disconnect between context and matching it onto the standard
- On rubric, add a possible misconceptions section and content identification

Standard 3 Instruction

Issue with adapting diverse students

Math will get better because of using context for learning in every field

Standard 4 Assessment

Science only has content and planning

Math has a lot

Has moving 366 earlier impacted student scores

Standard 5 Professionalism

- Huge increase in confidentiality
- Signing confidentiality statement has made a difference for candidates
- Think of opportunities missed not what did I do wrong
- Document that will scaffold commentary
- Teach candidates how to reflect

Field Experience

- Will apply for 30ish candidates
- In Spring, at school 3 days and at PNW 2 days
- At this point should only be in SoEC classes
- These changes will allow candidates to be in class consecutive days prior to student teaching
- Move to residential student teacher experience
- Issue with not having special education placement, not it will have its own day in field
- Increase time in field without decreasing time in class
- Early-1 day
- 36203 and 450 blocks-2 full/2 half days
- 36204-2 full days
- Then residential piece
- At LaPorte forum, confirmed candidates need to be in field more
- Help districts understand that candidates can be in classroom during assessment
- These changes have been discussed since Spring
- With the 2 year schedule conflicts with math and science courses minimalized
- For self-study, candidates will conduct interview with cooperating teacher, via email or in person
- Provide more cooperating teacher demographics

Secondary DDD October 16, 2019

- **Student Teaching Observation Tool (STOT)**
- **edTPA Data Fall 2018**
- Spring 2019 if students didn't pass edTPA twice, they could complete the program if they met with Anne
 - STOT score is the exit score
 - Some didn't pass STOT but passed edTPA and were allowed to graduate
 - Have to compare old STOT and data Dave reconfigured

-
- Fall pass score was 37 and spring was 39
 - Spanish completer is actually a French completer
 - Add to report CORE scores so you can compare all 4 data sets
 - Issue is that students take exam that falls outside reporting date
 - Looks like students failed but they really passed
 - Kelly-motion to adapt elementary and early childhood cut scores for STOT until further examination
 - Staci votes to accept
 - Rubric is split for secondary
 - LaVada will look at how rubrics are divided for secondary in TaskStream
 - Determine what minimum number is
 - If STOT and edTPA scores don't correlate to who is graduating, then issues with training
 - Fall 2019 Dave provided some training to candidates for edTPA prior to submission
 - CASA 2018-2019
 - CORE Data 2018-2019
 - Huge improvement on pedagogy scores
 - Big improvement in scores from 17-18
 - English will look at concepts for core and what students need more of
 - Other program area changes have been made based off CORE exam results

Counseling DDD December 5, 2019

Attendees: Mary Didelot, Injung Lee, Vincent Marasco, and Lisa Hollingsworth

Taskstream Data was reviewed for the Clinical Mental Health Counseling (CMHC) program and the School Counseling (SC) program. ***The faculty used the cutoff of 2.5 out of a possible score of 3.0 as being exceptional.***

CMHC

Strengths that were noted throughout the data and assignments were in cultural awareness and cultural competence. Another strength across the data and assignments was in case conceptualization.

Additional strengths noted in individual assignments were:

- Ethical and Legal Considerations
- Crisis Intervention and Emergency Management
- Diagnosis and Symptomatology
- Lifespan Development
- Research: knowing the importance of research to the profession and in applying methodologies; conducting needs assessments

The faculty noted no concerns as of this time with the data provided. Another Data Day Retreat will be held in March 2020 to evaluate the data from Fall 2019 as compared to the data evaluated during this meeting.

School Counseling

Strengths that were noted throughout the data and assignments were in cultural awareness and cultural competence. Another strength across the data and assignments was in knowledge of community resources. Additional strengths noted in individual assignments were:

- Case conceptualization and presentations
- Advocacy
- Conducting needs assessments
- Human growth and development
- Research: knowing the importance of research to the profession and in applying methodologies

Concerns:

Some students who are currently teachers and making the transition to school counselor had difficulty with transitioning roles. This was made clear during the counseling techniques course.



ACTION:

The faculty noted the need to continue addressing this transition of professional roles and responsibilities throughout the SC program, but especially in the following courses: Introduction to School Counseling, Counseling Techniques Lab, Practicum, and Internship.

The faculty noted no additional concerns as of this time with the data provided. Another Data Day Retreat will be held in March 2020 to evaluate the data from Fall 2019 as compared to the data evaluated during this meeting.

Dispositions

Dispositions were a strength across the program in both CMHC and SC programs. This demonstrates a concentrated effort by the students and faculty to uphold the dispositions evaluated. The faculty noted that evaluating students across the curriculum is advantageous in keeping students mindful of the importance of professional dispositions in their training as future counselors.

Special Ed DDD (UG/Grad):

- Did not meet in Fall 2019

PARTNERSHIP ADVISORY MEETINGS

EPP Forums

LaPorte County September 6, 2019

Attendance: Anne Gregory, PNW SOEC Director; Mary Jane Eisenhauer, PNW Assistant Director SOEC; Elaine Carey, PNW CHESS Dean; Amanda Timm, PNW Administrative Assistant; Theodore Stevens, Superintendent, South Central Community School Corporation; Brian Ton , Principal, Westville Elementary School

Three Year Review of Data

- 500 EPP candidates enrolled at PNW
 - In Early Childhood, Elementary Education, Secondary Education
 - 75% Elementary Education
 - 4% Early Childhood
 - 22% Secondary Education
 - Emphasis on marketing for Early Childhood and Secondary Education programs
 - 90% come from Lake, Porter, and LaPorte County
 - 48% from Lake Co.
 - 26% from Porter Co.
 - 17% from LaPorte Co.
 - 18% are men, 88% female
 - See uptick in men enrolled in elementary education
 - 17% Hispanic/Latino, 30% African American, 80% White
 - 34% of our candidates are first generation students
 - Speaks to what we need to do to meet professional disposition requirements

-
- IDOE tracks graduates for three years after graduation
 - 96% rated effective or highly effective

Other information shared:

- Recent Field Placement of Candidates (handout)
- Moving Forward with Field Placements



ACTION: Questions/Feedback:

Agree on adding additional rigour in the math courses will be helpful

- Liked the idea of involvement in the interviews
 - Set limits at each school/district
- Liked the idea of the year long program
- Could our candidates come and observe during iLearn/iRead?
 - Not proctor but be in the classroom to feel the tension and experience testing
 - Candidates would sign agreements, watch videos, etc.

Lake County September 25, 2019

Attendance: Anne Gregory, PNW SOEC Director; Mary Jane Eisenhauer, PNW Assistant Director SOEC; Amanda Timm, PNW Administrative Assistant; Art Equihua, Director of Personnel, Crown Point School Corporation; Michelle Rushing, College and Career Readiness Coordinator, School City of Hammond

Three Year Review of Data

- 500 EPP candidates enrolled at PNW
 - In Early Childhood, Elementary Education, Secondary Education
 - 75% Elementary Education
 - 4% Early Childhood
 - 22% Secondary Education
 - Most are English, History/Social Studies or Math
 - Difficulty recruiting into World Languages and Science and Technology
- 90% come from Lake, Porter, and La Porte County
- 18% are men, 88% female
 - Same as national trend where majority are white female

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- 17% Hispanic/Latino, 30% African American, 80% White
 - 34% of our candidates are first generation students
 - Encouraged by this because education hasn't recently been a choice of first generation students
 - IDOE tracks graduates for three years after graduation
 - 96% rated effective or highly effective
 - Our candidates have an average GPA of 3.035; State average is 3.42
 - Average ACT is 22 (national average is 20.8)
 - Average SAT Is 1038 (national average is 1050-1060)

Other Information Shared

- Recent Field Placement of Candidates
- Moving Forward with Field Placements

Questions/Feedback

Things to think about

- How can we improve the placement process?
- What role can we play in selecting cooperating teachers?



ACTION: Feedback

- Like the model of selecting teachers/be behind the scenes in selecting
- Create a better plan/agreement between school districts
- How far in advance is the interview for residency?
 - Year and a half in advance
- Knowing placements needed further in advance will be excellent
- Candidates have been using applicant tracking for our students to apply
 - Pre-screen candidates
- Tell candidates what schools to apply to
 - Help alleviate a school district on number of applicants
 - Differentiate district based on what type of experience a student needs

-
- Prevents school districts from reviewing a lot of unnecessary applications

SPRING 2020

EPP April 3rd

INTERVIEW DATA DASHBOARD



ACTION:

- Provide follow up information on how long it takes students to reach full admittance
- identify how many are not meeting their provisional admittance requirement

FIELD OPO DATA DASHBOARD



ACTION:

- Sped faculty more involved with placements; coordinate OPO—discuss at program area meeting

DISPOSITIONS



ACTION:

- provide report/evidence on what triggered not a 3 (either high or low) and summarize by standard
- look at triggering events for a DIP (1s and 2s)
- provide a report with frequency count of each standard and see the range of scores for each standard

NeXt PROGRAM EXIT SURVEY



ACTION:

- share at program level and broken down by program level once we have more data
- have survey completed during QPR/CPR training

IMPACT P-12



ACTION:

- Share data and have discussion at program level and EPP DDD level
- Given that our students would benefit from increased experience teaching a variety of learners, how can we best structure the field? Without just increasing hours. Identify supervision, flexibility, etc.
- Discuss on how to present standardized tests (personal views v. standards)—what is school's philosophy
- Dig into data of what if supervisor is also professor v. outside supervisor-compare data move to OPO to come up with an action plan
 1. identification of schools that fit into categorizations that we want to target.
Partnerships/relationships and identify that
 2. What do we want to occur in those placements at early/mid/student teaching?
 3. what is role of collaborating teacher v. university supervisor (faculty v. external)

DATA DASHBOARD INFOGRAPHICS



ACTION:

- Draft thank you to partners and share infographics to strengthen relationship

GRADES



ACTION:

- Policy on +/-
- Policy on grade scale
- Geoff and Kelly will draft document to bring to leadership to bring to vote to all faculty
- QAC meeting: develop a plan to go through
- OPO will hold collective meeting
- Data for informed decision on who should supervisor field (efficacy of using external member v faculty)
- identify key courses that may need university supervisor in field

ILES April 14th

edTPA



ACTION:

- Jackie, Shannon, and Anne and Deb discuss scaffolding/trial run edTPA for methods classes

DISPOSITIONS (NIAGARA)



ACTION:

- Discuss where to store/follow up on DIPs at Quac meeting

FIELD EXPERIENCE



ACTION:

- Tenure track faculty decide model for supervisor's role, then meet with OPO to discuss how they interact with each other/structure

SECONDARY April 15th

edTPA

FOLLOW UP:

- Look at complete data once submission is complete
- Table discussion until September until have completed data

DISPOSITIONS (NIAGARA)



ACTION:

- Need to discuss of how to present this data
- Concern with sharing student names

-
- Go over tool at orientation and how to evaluate
 - Needs to see pattern, more data over time to make decisions

OTHER



ACTION:

- Aim for the 2-2.5 range for STOT during midpoint
- Confirm December extension for CASA scores
- PEL Fellows for secondary candidates

COUNSELING April 8th

CMHC Data Reports

ACTION:

- Compare syllabi/assignments for EDPS 507 (Career development)
- Look at class sizes (particularly EDPS 523) and how this impacts scores to make program decisions/how to schedule
- compare SC/CMHC scores to compare in totality and separately

SCHOOL COUNSELING REPORTS



ACTION:

EDPS 610

- include dispositional reviews/issues for the class
- more contact with students to assess for dispositions
- 523-Developmental Interview
- compare SC and CMHC scores for this class
- 528-Lit Review
- 5C2j-hard to evaluate SC candidate when it's a CMHC standard

-
- Evaluated if this standard is needed, in there inadvertently; or can remove before CACREP visit
 - 2F8j-also not applicable for lit review
 - need to go through standards one by one if there isn't criteria that isn't applicable
 - also remove 5c2j standard since it's CMHC and not for SC

EPP Advisory FORUM - JUNE 2

Listening to Community Partners Needs/Goals

Edgewood Elementary Michigan City (K. Smith)

- Introducing a new literacy curriculum in the fall
- Continuing to use ready math
- Focus on literacy implementation
- Want to continue to work with PNW students, especially introduce them to new literary content
- PNW students who have helped with math and remediation and it's been very helpful
- Be interested in having students who are going into student teaching

Duneland (C. Jarka)

Having stakeholders come together and look at re-entry plan for next academic plan

Michigan City Schools (S. Attar, Director of Student Support Services)

- Looking at hybrid programs
- Questions for PNW: how are we preparing candidates for teaching online? What can we expect on how to support them in learning?
- Teaching them models, platforms, etc. for collaboration
- A. Gregory: we want to partner in sharing platforms and elearning
- Put together a tech taskforce to identify what we need to be teaching candidates prior to graduation;
- what should we be asking of them relative to technology and how it's used
- Welcome input and to join this group
- S Attar: also include how to offer special education services online

-
- M.J. Eisenhower-as we develop partnerships for the fall, be purposeful in asking for feedback and help from districts

Porter Township (S. Schmidt)

- Working as a county for plans for Fall
- Also working as Lake and Porter group for unity for the fall
- Coming up with lots of ideas with lack of state guidance at this point
- Continue to train on e-learning
- Sustained e-learning is different than partial e-learning
- As hybrid or virtual is a real possibility, how do we up our game?
- Also looking for early childhood educators
- Expanding and rolling out inclusive program
- A. Gregory: as part of curricular changes, going to open an early childhood-special education program

Hobart, Early Learning Center (D. Jennette)

- Have a team that's meeting to make decisions about the fall
- Waiting on state guidance and following CDC guidelines
- Working on professional development for teachers for the Fall
- Concerns for teachers and students that are going through trauma
- How do you put in a place a system that will support educators in the middle of this trauma
- How are they being supported emotionally, psychologically?
- How are they prepared to support students who are going through trauma?
- Are there ways to support candidates and the public education systems around you?
- A. Gregory: PNW wants to be a part of that. As part of SoEC, we have the Community Counseling Center as a resource, tool, and support for our community.
- Create processes to help
- Faculty in counseling who are ready to take on this class
- Working to support candidates on trauma informed practice that's being integrated into curriculum
- We must be more intentional about that going forward

Westville (B. Ton)

- Waiting on state guidance for re-entry in fall

-
- Putting a strong focus on RTI

Accreditation Updates

CACREP

- Self study was submitted in October, 2019
- Spring 2020 addendum is being written
- Site visit is anticipated to be Fall 2020

CAEP

- March: CAEP Self-Study was submitted March 15, 2020
- July: Formative Feedback expected from CAEP
- August: Third Party Comment sent out to the public notifying of upcoming review
- September: Addendum is due 60 days after formative feedback is received from CAEP
- October/November: Pre-visit virtual meeting w/lead to discuss schedule, interviews, logistics
- December 13-15, 2020 onsite visit

Program Review Updates

Fall 2019

Secondary low-enrollment programs (Math, Chemistry, Physics, Life Science, Social Studies, French, Spanish) submitted their State Review Reports on September 15, 2019. All secondary low-enrolled programs received State Continued Recognition.

Spring 2020

NCTE (Secondary English) submitted their response-to-conditions SPA report on March 15, 2020.

Received National Recognition July, 2020.

Early Childhood NAEYC received National Recognition

Transition to Teach was submitted for State Program Review and received Continued State Recognition at "At-Risk" Status**

***Program remains state-recognized; however, any identified areas for improvement or concerns must be addressed and resolved prior to the next review process. This review will occur during your next accreditation cycle.*

Initiatives/Accomplishments

Technology

When the Coronavirus hit during the Spring 2020 semester, all face-to-face classes were cancelled during the middle of the semester. Faculty were required to finish the semester by offering their courses on-line. Faculty pooled their technology expertise and assisted each other with the creation of on-line courses.

Faculty Member	Technology Expertise
Patrick Keegan	https://www.amazon.com/Going-Online-Protocols-Teaching-Learning/dp/0807753572 Morning, CUFA! A few days ago I started a faculty online learning collective FB group for support and empowerment! In 3 days, we have roughly 7,500+ higher ed folx from around the world and 22k+ posts! With a great leadership team, we're building programming, video panels, a website, Q&A zoom calls, and even daily weekday live video meditation sessions. All university educators are welcome! Join us! Link: https://www.facebook.com/groups/539260760037960/
Jen Jones	I have experience in creating discussion boards and interactive video/ lectures. I also plan on utilizing google classroom for real time discussions if you want to work together to structure such discussions.
Shannon Wood	Flipgrid

Nicole Baker

Canvas

I have been teaching online for several years now so I'm comfortable with what to do from here. I will be hosting some interactive lectures and collaborative activities and discussions.

- Complete the differentiation Padlet found here: <https://padlet.com/baker658/hhkjnv5alzn4>
- Complete the AnswerGarden on response cards found here: <https://answergarden.ch/1146370>
- Complete the Rtl FlipGrid here: <https://flipgrid.com/e1f00810> (Password PurdueNW)
- Complete Rtl Challenges on Padlet here: <https://padlet.com/baker658/gx1phff79sm0>
- Complete Discussion Board about Case Studies.
- Explore the "Refugee Unit Plan"
- Complete "My Immigration Story" FlipGrid here: <https://flipgrid.com/6c25b50f> (Password PurdueNW)
- Virtual Bulletin Board www.linoit.com

Kelly Vaughan

I have experience in creating discussion boards and interactive video/lectures. I also plan on utilizing google classroom for real time discussions if you want to work together to structure such discussions.

Deb Pratt

ACUE - Facilitating Engaging Class Discussion
<https://acue.org/courses/modules/planning-effective-class-discussions/>

Technology Task Force

A technology task force was developed during the Spring 2020 semester and met twice in May. Task force members include PNW faculty, staff, and external partners from various school districts. Their mission is to brainstorm how technology can be infused throughout all of the SoEC programs. A position statement will be created and presented to faculty Fall 2020.

Promotion and Tenure

The SoEC Personnel Committee finalized the promotion and tenure document. This will be sent out to SoEC for vote and to CHESS for information only.

Admission Criteria replacing CASA

A group of faculty have created an admission policy that will replace the requirement of the basic skills tests (CASA). This will be piloted for Fall 2020 admission. ACT/SAT scores or 12 credit hour coursework GPA of a B or better.

Grading Policy

A group of faculty are reviewing grading practices and will be drafting a grading policy. Grade inflation is also being reviewed.

Student Affairs

A database was developed to keep track of student progress reports

STEPP

Field experience plan and monitoring system to give candidates a diverse learning experience

Professional Year

Implemented Spring 2020, the professional year is a year-long residency experience that will provide candidates more time in the school setting. Giving them more opportunity to experience things like standardized testing.

Transform Local

An opportunity for candidates to experience real-life experiences, i.e., getting around Chicago, exploring opportunities outside their own community.

Events

- Recess December 5, 2019 In conjunction with the Office of Concurrent Enrollment Programs, the SoEC Center for Early Learning hosted Erika Christakis, author and early educator, to speak about the importance of learning through play.
- Second Cohort Early Learning Fellows
- Spotlight on Community Conversations -
- A Facebook Live Event (04.24.20): A panel discussion with community members, educators and SoEC faculty responding to the documentary *Love Them First: Lessons from Lucy Laney Elementary*.