**CEAP Assessment Committee Meeting**

**September 7, 2012**

Members Present: Frederick Buskey, Renee Corbin, Lee Nickles, Terry Rose, and Kim Ruebel

Members Absent: David Scales, Sarah Meltzer, Savannah Pegram, Erica Pollock, Adam Holt, Teresa Cook, and Mary Engel

Guest: Lydia Cook

**The CEAP Assessment Committee was convened by Renee Corbin at 3:04 pm on Friday, September 7, 2012.**

The committee approved the previous meeting minutes for April and May. Renee announced that the Assessment Committee is not yet complete and that there will be students and school partners added. Future meetings will probably be held on Monday or Wednesday afternoons, depending on members’ availability.

**CEAP Assessment Day**

Dale Carpenter, interim Dean has announced that Assessment Day will be January 25th, 2013. He has proposed that the events take place between 9am to 3pm. Kim Ruebel and Renee Corbin will be working together to create a format of the day. They will be reviewing assessment data to give to program coordinators prior to assessment data possibly including survey results and/or list of questions from surveys for the sessions.

**AACTE Request**

AACTE has asked that all institutions post statistics on their website about their campus education programs. They provided a general suggestion list of things they would like to see available on our sites including PRAXIS scores, job placement rates, modeling systems, and average completer GPA. Some of the Information we post for the AACTE may be very basic information. For example, we may post the percentage of students that passed and failed the PRAXIS II test instead of listing what percentage of students received a certain score. Kim Ruebel informed the committee that along with posting this new information there will be efforts towards cleaning up the website and making it more user friendly with Lydia’s help. Alisa Chapman from UNC-General Administration will be preparing the AACTE data for all UNC campuses.

**HOST Teacher’s Evaluation for Early Field Experience**

Renee presented the newly revised host teacher survey results from 163 host teachers of students completing early field experiences in EDCI 201, SPED 339 & PSY 321. The survey was revised in the spring to include NC DPI standards. Comments about students not recommended as future teachers by host teachers were sent to the Field Experiences Director and to program coordinators explaining why host teachers did not recommend students as teachers. These students typically did not attend the school or were continuously late. The results from the survey were sent to the department heads for review. Lee suggested the information be organized into a histogram to see how many 1’s, 2’s, 3’s, 4’s were selected. Renee reported that she would go back to reconfigure the data for the committee.

**Disposition Policy**

This Fall the college is implementing the new disposition policy that was approved last April. This policy will be implemented for any program that falls under NCATE. Leadership council is familiar with the process but it seems that not all faculty members are aware of this new policy. Kim sent an email to all Department Heads and program directors about the process (9/6/2012). Currently the policy will only affect the undergraduate students. There is a process being developed for the graduate students. There will be requirements that will be implemented within 3 different courses: 1st will be EDCI 201, the 2nd will be within a junior level course (program decision), and the 3rd within seminar/practicum. There is also a piece required for the admission to Teacher Education. Kim believes it is important to meet with faculty this semester to explain the new policy and to implement the new requirements through TaskStream. Kim stated that we want to emphasize that we are teaching the students dispositions.

**Program Evaluation Survey**

During the spring semester, 145 students completed a program evaluation survey electronically. Frederick asked about the required number of visits by University Supervisors. Terri reported that the requirements differ by programs. The data collected was separated by program and sent to program coordinators for review. This past spring, gifted education questions were added to the survey. When discussing program weaknesses, WCU students reported lack of preparation for special needs students as a common reoccurring theme. Lydia spoke about her personal experience as a student teacher and wished there was more information on how to implement the SPED strategies within an average classroom. She felt she could teach a SPED class but had a difficult time differentiating within the classroom.

Frederick suggested possible rephrasing of the questions listing classroom management/behavior management so those answering the questions would better understand what we are asking them to evaluate. He feels that there is a difference between classroom management (organization of the classroom) and behavior management (how to deal with a disruptive student). Terri commented that the personality of the different teachers will contribute to the type of management and organization skills they have. Kim commented that these are always hot topics for 1st year teachers. Teachers actually learn these skills mostly from experience even when though they are exposed to this during college. Frederick provided an example that he taught on how to manage a PE classroom but when he was switched to an average classroom setting, he had to learn new strategies. Kim commented that when management techniques based on the content are taught, it will assist in behavior management.

The committee discussed wanting to find out which courses are “filled with busy work” and what exactly has been “repetitive work” and in which courses. The question was asked if the committee could pull information from the faculty/course evaluation. Kim said, to her knowledge, the department heads do have access to that information.

**Professional Educator Beliefs about Diversity Inventory**

Before being accepted into the Teacher Education program and after completing the program, students take a diversity survey. This is the 1st year that there has been enough data collected for the pre and post inventory in order to determine gains with diversity by program and gender. Kim mentioned that John Habel would probably like to have this information for the diversity committee. Some of the programs have changed within the last few years. Comment made: If you can’t figure out what causes someone’s score to be higher, it will be hard to use this data to improve the area. Unanswered question: How do WCU Teacher Education students compare to other universities nationally?

The meeting was adjourned at 4:00 PM.