**CEAP Assessment Committee Meeting**

Wednesday, December 03, 2014

***Attending: Sarah Meltzer, Patricia Bricker, Bridget Ryan, Renee Corbin, Axelle Faughn, Marie-Line Germain and Lydia Cook***

***Missing: Lee Nickles, Kim Winter, David Scales, Kelsey Kunkle, and Rachel Wike***

Renee called the meeting to order at 4:05 PM.

Discussion and approval of November meeting minutes was tabled for a future meeting.

***Individual Growth Plan*** *(IGP)*The committee discussed possible options concerning the IGP.  These options included:

* Removing the IGP requirement from teacher education
* Keeping the IGP assignment as a requirement across the unit but entertaining a proposal for revision
* Keeping the requirement but allowing programs to create their own assignments which follow guidelines to be developed by the Assessment Committee based on CAEP and/or state standards

The committee members agreed that eliminating the IGP without having a replacement assignment was not in the best interest of our assessment system or professional development for our candidates, especially not knowing the intention of pending professional development standards from the state.  The committee came to a consensus that programs should be given the opportunity to address professional development in a manner that works best for the program and candidates**.** The committee also recommended that a discussion should occur about how modifying the IGP will affect the EE6.

Renee was concerned about getting the information for accreditation and suggested that we ask for an additional template for Assessment Day that could be updated annually with the information.

Renee will bring the motion that was passed to the PEC and Leadership Council at their next meetings.

***Advanced licensure portfolio changes***

Dr. Bricker discusses the proposal for the organization and changes to the advanced licensure portfolio and initial licensure portfolio for MAT students (displayed on screen). The recommendation put forth clearly identifies where assignments should be completed and who will be grading the assignment.
This plan was created by a committee of faculty, and reviewed by program coordinators in the School of Education and among secondary education faculty outside the college. The proposal was presented and approved by PEC yesterday, December 2, 2014. These change will be implemented starting in the fall 2015.

One big change is the elimination of the Atomic Learning Certificate. Feedback from students has been valuable in our understanding that the material in Atomic Learning is insignificant. Technology is embedded throughout the program providing adequate experience and knowledge of using a variety of technology.

Another recommendation is to have program coordinators assign the evaluator for the 5. Reflection component assignment. The question was asked if the standards were being aligned closely with National Board Certification. The current proposal is aligned with the Advanced Licensure Standards but it is something that has been brought up and would be a possibility to implement for future. A motion was made and passed to accept the new Advanced Licensure Portfolio.

***Initial licensure Portfolio (MAT) changes***

Changes within the Initial Licensure Portfolio include substituting edTPA for EE3 and EE5 of the Teacher Work Sample and allow the Advanced Licensure to substitute for EE6. The EE2 requirement will remain the same for each program. Sarah Meltzer brought up that some students in secondary programs are not fully aware of their program’s EE2 requirement.

Dr. Bricker and Dr. Nickles will work on preparing one TaskStream portfolio for MAT students for the Initial and Advanced licensure requirements.

A motion was made and passed to accept the Initial Licensure Portfolio changes.

**Annual Principal Evaluation of Beginning Teachers Results**

Every fall, the CEAP Office of Assessment administers a survey to principals who have hired WCU beginning initial and advanced licensure teachers. UNC campuses are required as part of NC legislation to survey employers about beginning teacher performance. Questions from the survey are based on NC teaching standards. The group reviewed the principal’s survey; the results were very similar to years past. Principal comments were overall very favorable; however, several principals commented that our candidates could use improvement in managing skills of classroom behavior and working with a diverse group of students.

The meeting concluded at 5:08 PM.