

**Data Retreat
August 14, 2014**

Present: Hardin, Carlette; Cox, Jammie; Hatcher, Jana; Andrews, Martha; Shelton, Becky; McMahan, Becky; Wesley, Tim; Butts, Michele; McIlveene, Martha; McConnell, John; Vogel, Jackie; Bullock, Audrey; Taylor, Ellen; Haddy, Lana; Walrond, Snyder, Jennifer; Shirley; Maurer, Marcy; Wall, Anne; Barron, Lisa; Davis, Linda; Rogers, Michelle; Dey, Donna; Jerles, Joe; Honea; Bouton, Bobette; Stone, Angela; Stewart, Gary; Alvey, Tara; Lyle-Gonga; Bruster, Benita, Assad, Ann, Preston-Sabin, Jennie, Wang, Ling; Grogan, Gina, Sanders, Anthony, Luck, Don; Lewis, Lisa; Lynch, Erin; Butter, Tom

NCATE UPDATE

- We passed!!!! The Board of Examiners report will not be official until the Unit Accreditation Board (UAB) meets in November.

NCTQ

- National Council for Teacher Quality (NCTQ) – we ranked 12th in the nation for secondary and 55th in the nation for elementary. Our secondary ranking was based on our Chemistry scores. We also made the list for bargain schools. However, we loss a point for classroom management because they could not see that we evaluate how our candidates reinforce students.

PRAXIS

- Praxis training- if you wish to do a workshop for Praxis exams please let Dr. Hardin know, so the paperwork can be processed for payment.
- Praxis changes (Jana Hatcher)
 - There are no secondary changes.
 - There will no longer be any paper tests; all tests will be computer based.
 - Testing will be available at the Prometric center here in Clarksville.
 - There are three test changes: **0021** (early childhood) will now be **5024** with a minimum score of **160**; **0014** will now be **5018** with a minimum score change of **140**; **0011** will now be **5018** with a new score of **153**.
 - All charts will be updated with the new changes and emailed to faculty
 - All changes will be effective September 1st
 - The state will no longer take scores that are older than 5 years.
 - Please check your program sheets and make sure they are correct.

KEY ASSESSMENTS/DISOSITIONS (Anne Wall)

- Key assessments
 - See Appendix A below for details
 - The handout is sorted by key assessment courses and shows what has been turned in, what was graded or not graded, and if a disposition was turned in for that course.

- Dispositions
 - See Appendix B below for details
 - Prior to this semester all dispositions were hard copies, now all dispositions can be seen in either LiveText or Banner.
 - This will now allow us the ability to be able to run a report that shows how many incident reports a student has received.
 - Please make sure all of your rubrics, key assessments, and standards are up-to-date in LiveText.

ADMISSION ISSUES

- The new CAEP admission standard says that the provider will ensure that the average grade point average of its accepted cohort or candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:
 - Is top 50 % from 2016-2017
 - Is top 40% of the distribution from 2018 - 2019; and
 - Is in the top 33 percent of the distribution by 2020
- CAEP will not accept the CASE test.
- Dr. Hardin has asked the following faculty to serve on the admission/retention committee: Benita Bruster, **Chair**, Rebecca McMahan, Tara Alvey, Moniqueka Gold, Eric Branscome, Larry Lowrance, Audrey Bullock, and Don Luck (support).
- The committee was tasked to review the co-hort for 2011-2012 based on the new CAEP standards, and provide feedback to the faculty.

PROGRAM CHANGE

- The state will no longer require interviews for teacher candidates, so effectively immediately we will no longer have the student interview requirement for passing Milestone II.

REVIEW OF 2012 – 2013 DATA (Hardin & Luck)

- Reviewed all data in the data book and discussed issues and ways to improve the program.
- All Annual Program Review (APR) reports are due to Dr. Hardin by September 15th.
- Dr. Hardin will send the form for the report electronically to all program chairs.
- Please make sure to use the data that was given today when writing the APR reports.

edTPA (Lisa Barron)

Dr. Barron reviewed the edTPA results for Fall 2013 and Spring 2014. In the Fall, 90 students completed the edTPA. In the spring, 97 students completed the edTPA. Fall, 2013, the average score was 42.3 and Spring, 2014 the average score were 43.4. In Fall, 2013, the average rubric score was 2.8 and in the spring, the average rubric score was 2.9. The national mean average for 2013-2014 was 43.7.

A review of scores by major and level was shared by the faculty.

GROUP ASSIGNMENT

- Faculty were asked to break up in small groups and discuss/answer the following topics:
 - What are our strengths?
 - What are our weaknesses?
 - How do we become #1?

Group I

- What are our strengths?
 - Ability to capture data
 - Building strong relationships/students
- What are our weaknesses?
 - Underutilization of data (strategic planning)
 - Evaluations of course curriculum
 - Curriculum alignment
- How do we become #1?
 - Maintain strengths and address weaknesses

Group II

- What are our strengths?
 - edTPA scores improving
 - Residency program
 - Use of data – data retreat – to improve
 - Improved recruitment of male and minority students
 - Strong new faculty
 - Strong MAT program
 - Improvement of facilities
 - New tech room
 - New reading room
 - Student lounge
 - Student dispositions
 - Use of technology(dispositions, key assessments)
 - Number of new teachers scoring 4s and 5s
 - Strong IT
 - Increase EDS numbers 3 years + Reading Specialist co-hort
- What are our weaknesses?
 - Our new teachers teaching out of area
 - Number of new teachers scoring 1s and 2s
 - MAT edTPA scores
 - State challenges

- Admissions and retention – new requirements
- Assessment
 - Teacher surveys
 - edTPA
- Low enrollment in Government, History, C & I, Physics, etc.
- Not passing Praxis I/Case
- Number of students graduating without completing licenses
- How do we become #1?
 - Professional marketing (fliers, recruitment)
 - Improve connections with community colleges
 - Recruitment team
 - Continue improving facilities
 - Take advantage of STEM scholarships
 - Math and Science –Martha Dickerson Eriksson scholarships
 - All of the Martha Dickerson Eriksson College of Education faculty become cheerleaders for all of the programs
 - Visit schools to promote graduate programs
 - Money to promote

Group III

- What are our strengths?
 - Students know content knowledge
 - Students are able to reflect on teaching
 - Increased diversity
 - Increased disposition reporting
 - Increased license awarded
- What are our weaknesses?
 - Feedback scores in edTPA
 - 4-8 state report card scores
- How do we become #1?
 - Targeted marketing
 - Student follow-up
 - Recruit from academically successful high schools
 - Target potential students for dual enrollment programs
 - Middle College
 - Find out if the admissions office is recruiting in schools

Group IV

- What are our strengths?
 - Assessment data to guide program
 - NCATE report
 - EC Graduates
 - High pass rates on assessments
 - EC faculty
 - New research faculty
- What are our weaknesses?
 - Small number of secondary teacher candidates
 - Small number of minority candidates
 - Data-based decision making (graduates)
 - edTPA – giving feedback and student use of feedback

- How do we become #1?
 - Workshop on providing feedback
 - Increase number of teachers from APSU scoring 3+ on State Report Card
 - Refine practices we have put already in place (assessments, LiveText)

Group V

- What are our strengths?
 - Faculty experience/commitment to students
 - Use of technology
 - Maturity of students
 - Financial commitment of university/college administration to fund useful resources (i.e., Master Clinician, University Supervisors)
 - Exceptional school district partners
- What are our weaknesses?
 - Assessment strategies and data use (for candidates)
 - Heavy teaching load – adjunct numbers
 - Diversity of students (male, minority)
- How do we become #1
 - Consistent high expectations in every class
 - Develop personal and appropriate relationships with every student
 - Review best practices of other exemplary teacher ed programs nationally

Group VI

- What are our strengths?
 - Teaching standards, serious and professional faculty, supportive and helpful
 - Comradery/collegiality
 - Ready2Teach – more than lip service, but real administration support
 - Consensus/agreement in the value of great teaching
 - Common will to succeed
 - Commitment to our student at APSU!
- What are our weaknesses?
 - Ability to transition students
 - Planning – realistic to student abilities
 - Video capture of 1 and 2 are up for our students' edification
 - Content mastery as an effective teaching strategy
 - Diverse learners and instruction in a real world setting
 - More effectively sync theory and practice in a useable way

Group VII

- What are our strengths?
 - Student engagement
 - Professional demeanor
 - Learning cohorts
- What are our weaknesses?
 - Program modifications and remediation based on data
 - Pedagogical methods encouraging student achievement through use and interpretation of data
- How do we become #1?
 - Define “number one”

- Objectives and measures not clearly defined
- Stronger connection better teacher
- Academic preparation with pedagogical practices
- Political engagement and advocacy