Standard 1

Evidence

1. MDE exit survey
2. Capstone Project (Modeled after EDTPA – per assess.)
3. MTTC subject area scores
4. GPA/ course grades
5. Portfolio process – use specific performance tasks!! – content areas (ESAR) – rubric development

Question

1. Why not prescribe the instruments!!!!!
* Can we verify/translate/depends how we use it
* Present data in a variety of ways
* Alignment INTASC with conceptual framework (Irrel?)
* (Training inter rel. reliability)

\*can we crosswalk INTASC –conceptual framework

\*learning outcomes- INTASC- based

- We already have in place in content over courses and methods courses that have components on track or parts of each of the INTASC standards.

- ID capstone courses in trendy majors for standards.

-“You can’t measure commitment.”

-Maintain relationship with completers and have them send in lesson plans they are doing in their classrooms. Even maybe have them send videos 1, 2 and 3 years out?

1. Definition of completers vs. candidates?

2. How will MDE help us gather evidence with a reliable methodology? i.e. “drilling down” into the effectiveness ratings of teachers by “value added” data?

3. How can we utilize our institution’s surveys?

4. Can we do focus groups with the principals who have hire recent grads and ask what they do well and what they don’t?

5. What about charter schools? Are teacher’s raises tied to their effectiveness rating? If so, maybe charters are rating low to keep salaries down.

-Some kind of imbedded focus group with completers in the field. Follow them over the years with surveys and then write in a sample for focus group.

- Track 20% of first year students (random) and follow in it over their programs.

- Compare demographics of sample (and their performance) with whole pop.

Standard 2

Question

1. What is a tech-based collaboration- with who?\*

-Minutes from adviser meeting (TEPAC)

-Partnerships/agreements

-Orientations?

-Co-teaching evaluations

-S-T handbook/ conference 3 way (CT. ST. US)

-Using tenure/ T. E. H. to pick quality of CT’s

2. A way of higher quality CT’s!! Do we use tools =(top 2 ) Danielson category

-(effective rating)

-We now use a verbal from principal – need to be updated

To ensure data point collection

* Lesson pans/reflections/as they take cover work –put in portfolios

Do partners

Co selecting/co instruction – how do we do this?

-focus group/adv. Board

-Teacher feedback

3. Define partners (In glossary) does this have to be formal agreement

What may be available to meet this standard via virtual spaces for P.D. and long term membership?

Standard 3

Diversity recruiting

-Where does the responsibility lie?

- Does institutional plan “count”?

-Institutional? College? Program?

-Difficulty with university counsel…

- Students choose majors- we can tell them, but we can’t convinces “X” student to change from social studies to physics.

- What is the state doing to help diversify the teaching force? (Other than telling us to get more diverse students)

1. How does CAEP define diversity?\*

Strategies

-admission events sp. For education/minorities

-alumni “box”

-Targeted post cards

- Group advising meeting within college/ during content orientation meeting

-list of undecided

-Faculty panels – 5 to 10 min gigs

- Faculty speakers at special events

Problem skills to pass –PRE 25% state wide

Location/private/children/liberal art

* Strong programs/available programs-impact #s
* Disposition sheets- valid/reliable? Need more data
* Student concerns/diversions
* Tripod surveys/student surveys
* Use of capstone – give student pre/post in a given unit = to see growth

Use specific questions about awareness on exit survey

Ask about how we get data for 3.5/3.6 before recc for certificate- that comes to us later?

3.1

ESAR- (demographics of cohorts)

Targeted scholarships (TEACH grant)

Fellowships (Wood Wilson)

State identified teacher shortages

3.2

GPA

ACT/PRE

Praxis 2/pre

Transfer student?

Can we remove the $50 cap to get the PRAXIS

3.3

Disposition surveys (3times) entry, method, student teaching

-course instructors

-teacher candidates

3.4

Lessons aligned to standards (state/national ) taught in class

 -methods

Peer teaching – independent teaching

-student teaching

- assessment

\*evaluation

3.5

 Cont. GPA

MTTC

St evaluation

Standard 4

1. How to collect student achievement data on our grads?

-State needs to help

- What “counts”? – Just test scores?

- Value added?

 2. Complexities of data

 - Lots of potential areas for error

 - No apparent avenue to address perceived inaccuracies

 3. What do we do to support new teachers who are not performing well?

Data- generally what counts?

Who is included?

How to determine validity?

Question

1. Is this all after program/post certificate?
* Pretest/post test – using the learning assessment cycle with p -12
* Student teaching data
* Teacher aff. Data TEA- (Sean)
* Year breakdown of effectiveness

Privates- a lot of students go to religious schools

Teacher evaluation used for 4.2

1. How can we do 4.2 = surveys that are validates?
2. What does “completer” mean? “exiting”? (finished student teaching?) Post S.T? or post Cert? pre recc? Before state?

Standard 5

Quality assurance/ cont. improvement

-TEAC – quality control / assurance

- you don’t meet- you don’t get accredited

\*must have 5.1/5.2/5.3

5.3

Selection criteria – 50%

* We must show program is working
* Take a look at the end!!

5.4

Within University, we need cash

Provider ?

External review and collaboration

DARTEP for a predictable data review session ( MACTE)

Pearson results analyzer

MDE – Steve’s idea for drilling down into scores (workshop)

Hope annual conference

AACTE

 MACTE summer workshop

Critical partners network

Locals k12 p12 cc school boards

Random

Recruit

* Community college articulation
* Exploratory courses (system)
* Pipeline to K-12 through alumni
* A&S faculty outreach to K-12 (STEM Music)
1. Number of transfer 2 year college students interested in education.
2. Admissions

-Reg.s

GPA course equivalency

MACRAO- Michigan association of collegiate registrars and admission offices

* Invitations to events
* Meetings with admissions

Selectivity factors

* TIERS
* Boundary Crossings