

Agenda

DEPARTMENT OF EDUCATION

Monday, October 25, 2021
5:00-6:00 P.M.
TEAMS

Type of meeting: Joint Department of Education /Advisory Board Meeting

Agenda Topics

5:00 p.m.

WELCOME & INTRODUCTIONS

INTRODUCTION OF NEW STETSON FACULTY

Chris Colwell

- AMY SMITH

GRADUATE PROGRAM EXPANSION UPDATE

Lou Sabina

HOLLIS JOURNAL UPDATE

OVERVIEW OF FLDOE SITE VISIT

Chris Colwell

- TPI/DOE REPORT AND VISITATION CALENDAR
- TPI/DOE SCORING WEIGHTS AND RUBRIC OVERVIEW
- APPR REPORT

REVIEW OF PROGRAM PERFORMANCE MANAGEMENT SYSTEM

5:55 p.m.

CLOSING COMMENTS FROM ADVISORY BOARD

ADJOURN

SEE YOU IN OCTOBER 2022!

Minutes – October 25, 2021
DEPARTMENT OF EDUCATION
Notes - Joint ADVISORY BOARD/FACULTY MEETING

Attending: P.Coggins, C.Pryor, C.Colwell, E.Heins, C.Scott, R.Hazel, M.Tichenor, J.Williams, B.Head, A.Smith, L.Sabina, F.Duvall, H.Bailey, M.Parks, R.Shankar-Brown, J.Lychner, S.Hay, E.Beeghly, J.Roseboom, C.Larson, E.Dail, J.Lewis, M.Garcia, G.Epley, K.Piechura, M.Miranda

The meeting began promptly at 5:00 p.m. with a short introductory exercise. First time attendee Amy Smith was introduced and welcomed to the Advisory Board.

Graduate Program Expansion Update – Lou Sabina

We have reenergized our graduate programs by reinstituting two graduate programs that had previously existed, the Exceptional Student Education Program, which currently we have another cohort slated to begin in DeLand in May, and the Educational Specialist Program, which has been a thriving group that we've had the pleasure of working with. We have another cohort beginning in January. Our Educational Specialist is focused on district level leadership and research writing and the collegiate experience and becoming a professor potentially, eventually in preparing for doctoral studies. Our Educational Specialist runs once a year, and it is already very close to being filled for January.

Lou Sabina took five students to the SRCEA conference in New Orleans, which was incredibly successful. There will be a press release coming out on that very soon. Excellent work all around from the students, and it's been great to see what our students can do when they're pushed to a level that they not necessarily have been before. They are thriving and they are doing well.

Additionally, we have another master's program that is beginning in the fall at the Valencia location, and it is in Higher Education Administration and Supervision. The program will be working with individuals who want to be doing work in academic affairs, executive vice presidents and people who want to transition into higher education.

Hollis Journal Update – Lou Sabina

The journal is in year four. Our 4th issue will be coming out at the end of the year. Last year we produced two issues. We had incredibly high-quality submissions. We struggled this year to get submissions and we finally were able to get enough to have a full journal, which will be coming out at the end of the year. We're always looking for what we call voices from the field articles and if you go to our website voicesofreform.com you can see examples of them. Those are interactive articles that talk about the good things that are happening at your schools and your organizations. If you have a teacher who teaches something really cool that you want to highlight or they want to get into research writing, please have them contact Lou Sabina. We would love to have some more submissions for our voices from the field section.

After four years we were accepted as an Eric Database journal. This doesn't happen that quickly for most journals, but we were very fortunate that some of our early authors were cited as much as they were and that has allowed our journal to gain more traction, meaning the quality of submissions should improve as we get back on the conference track. If you're interested in publishing in our journal, voices from the field component is a great way to share your experiences with other practitioners and scholars.

Overview of FLDOE Site Visit – Chris Colwell

Chris provided an overview of the site visit and calendar to give everyone a sense of what's headed our way. If you're a cooperating teacher with an intern in the spring, or if you're a principal where we have interns, the FLDOE review committee is going to want to meet with you. We will be coordinating those meetings with you as we come back from the holidays.

The largest piece of the report is the self-study. We are also doing a SACS self-study at the same time this year. We will also be creating an exhibit center where we are gathering artifacts in each of the areas of focus: candidate quality, quality of teaching, quality of field experience, (where so many of you will hopefully be involved and support us and share your experiences with Stetson and with our interns,) and our program performance management and continuous improvement process.

The site visit is scheduled to place from March 28th through April 1st. It's a very intensive visit that will have all our interns observed, all cooperating teachers will be interviewed, all principles that are hosting cooperating teachers will be interviewed as well as all our faculty, and district partners at the district level.

Milba is doing great work and starting to build the shell of the calendar. We have so many moving parts and that will probably be the trickiest part of what we do. If we can, we will schedule face-to-face meetings with the program reviewers. Every university or college being evaluated will have a success plan that is written where the department will identify three focus areas for improvement, and we will know what those three focus areas are on April 25th.

We will have a week to review the report for any factual errors. By June 2nd we will have to write a one semester program improvement plan focused on the three areas identified by the state. In June, we'll write the plan and submit it to FLDOE for approval and we will implement the plan in the fall of 22. On December 1st, we submit a program improvement plan progress report to FLDOE for review. On December 31st, FLDOE recommends program continuation approval or denial to the state board.

TPI/DOE Report and Visitation Calendar

Day 1 – Monday, March 28, 2022

- Introductory Meetings with Program and Site Visit Teams

Day 2-4 – (T, W, TH,) March 29-31, 2022

- Reviewers will be spending most of the days out in the field. They're super interested in the quality of our students in the field and the quality of feedback that our students are getting from our cooperating teachers and from our professors at those schools. They will meet with principals and cooperating teachers. One reviewer will conduct meetings here on campus all day, every day. They will also be reviewing all our documents. At 4:00 pm every day, they will hold a meeting of their team that is open to our faculty to come and observe only.

Day 5 – Friday, April 1, 2022

- End of Visit and Summative Oral Report
- We will get an oral report and then a written report with our three focus areas at the end of the month.

TPI/DOE Scoring Weights and Rubric Overview

- 50% of Score is the APPR Report, which is the annual program performance review
- 20% of Score is the actual Site Visit itself
- 30% of Score is the quality of our mandatory Program Improvement Plan and the quality of our Program Improvement Plan Progress Report due December 1, 2022

APPR Report

Each Annual Program Performance Report receives a summative rating score of 1 through 4 based on the average of all the performance levels below.

PERFORMANCE METRIC	PERORMANCE LEVEL
Placement Rate	3
Retention Rate	4
Student Performance on Statewide Assessments	3
Student Performance by Subgroups	1
Teacher Evaluation Results	4
Critical Teacher Shortage	
SUMMATIVE RATING = 3	

Placement Rate - Our current placement rate is a three out of four. That is a good score. We're very proud when our students go to Graduate School, but unfortunately FLDOE does not count a graduate student going to Graduate School as being placed, so we sort of get hit on this one.

Retention Rate - This would be the people who are hired, or rehired, and you can see we have the highest score that you can get for that area. So, our graduates are being retained and reemployed.

Student Performance on Statewide Assessments - This is the aggregate performance of students who are taking FSA exams.

Student Performance by Subgroups - This is an area of focus for us, and we are sure FLDOE will pay attention to it as well. This is taking the statewide assessments and breaking it out by ESE, ESOL and children of color that make up a subgroup category. One of the challenges we have is that our sample size is very small in this particular area, so this score bounces around. This is an area that we want to focus on with looking at differentiation and how we go about that.

Teacher Evaluation Results - FLDOE looks at the percentage of teachers who get distinguished or high performing evaluations. This would be the percentage of our graduates who get a distinguished rating by their principal, the state of Florida.

The state expectation is that you have a summative rating of 2.2 or higher. If your summative rating is below 2.2 and you're in a non-program renewal year, you are put on a probation status, and you have to write a success plan until you come up above the 2.2 rating. This this document here will make up 50% of our program renewal score.

Review of Program Performance Management System

Chris provided an overview of the table of contents for the Program Performance Management System that identify the 12-data elements that we feel are valuable and inform us about the quality of our work and the establish goals around each of these data elements.

1. Professional Dispositions

- 1.1. Goal: Maintain the average of 15% or less (students receiving letters of concern)
- 1.2. Intervention
- 1.3. Progress Monitoring Report
- 1.4. Status

2. Candidate Quality

2.1 Diversity

- 2.1.1 Goal: Increase diversity every year with a goal to match or surpass university diversity statistics by the end of the 2023-2024 academic year

2.3 Declared Majors/Minors

- 2.3.1 Goal: increase by 5% each year

2.4 GPA

- 2.4.1 Goal: Maintain average Major GPA of cohort at 3.68

3 Survey Data

- 3.1 Goal: Maintain 80% or higher give Very Well or Well ratings on all surveys

4 Demographics

4.1 Field Placement Teacher Demographics

- 4.1.1 Goal: Increase each year with goal to achieve 18% diversity to match district diversity statistics by end of 2023-2024 academic year

4.2 Tier I, II and III School Demographics

- 4.3 Goal: 100% of students experience at least one placement in high-poverty schools

5 Impact on Student Learning

- 5.1 Goal: Expand and improve our multiple measures of impact on student learning

6 FTCE Performance

6.1 GK First Attempt Pass Rate

- 6.1.1 Goal: 90% first attempt pass rate for Essay
80% first attempt pass rate for English/Language Arts
80% first attempt pass rate for Reading
80% first attempt pass rate for Mathematics

6.2 Professional Education First Attempt Pass Rate

- 6.2.1 Goal: continue to exceed statewide average (2018: 80%)

6.3 Subject Area First Attempt Pass Rate

- 6.3.1 Goal: Continue to exceed the statewide average for first time pass rate of 59% (2018)

7 Technology

7.1 Technology User Perception Survey (TUPS)

- 7.2 Goal: EDUC 430 students will show increase in perceived skill category rated at 4.0 or higher

8 Cooperating Teacher Feedback

- 8.1 Goal: 100% CT's leave rationale and feedback that is specific and actionable

9 Character-Based Classroom Management

- 9.1 Goal: Increase percentage of "well" or "very well" responses to survey questions on classroom management preparation; 100% of all program completers certified in Restorative Practice

10 Differentiation

- 10.1 Goal: Earn a 4 or higher score on survey questions on differentiation

11 APPR – Annual Program Performance Report

- 11.1 Goal: Score a 3 or higher in each sub-area

12 Program Standards

- 12.1 Goal: To be established

Closing Comments from Advisory Board

Elba Dail mentioned she just had a conversation today with a senior intern on what they could use to, (in terms of students making progress in reading), see if her instruction has been effective. They looked at some of the unit assessments from when she first started in taking over reading to where they are today, or at least the most recent assessment.

Carol Larson asked what the department is doing with undergraduate students in getting them prepared for the change over to the B.E.S.T. standards versus our previous standards as she is entertaining the possibility of getting an intern again in the near future.

Chris responded, there is a team led by Mary Ellen Oslick that is taking a hard look at the B.E.S.T. standards. Chris asked Amy Smith, who is working with Mary Ellen on the review of the best standards to chime in. Amy responded, at least for the math side of it, we have had Tammy Dery come out and speak with all the interns about the best standards and how it looked from what had been there to where it's going and why the changes are taking place and what that will mean for them as they enter and this is going to be something for the math section that we're going to have her come back every semester to work with our Tier II literature block students before they really jump into the field, so they have some background on it.

Rajni mentioned that in her literacy class they are going across content areas. We've moved to looking at the B.E.S.T. standards and so we're just using FLDOE Standard Guides. At the graduate level, I do a curriculum and instruction course and so they have an entire activity around the B.E.S.T. standards as well that we've now incorporated.

Rajni also shared the next Poverty and Homelessness Conference will be held on March 11, 2022. It's a Friday, a teacher workday. We really would love to get some schools out and participating. We are planning an awesome conference.

Kathy mentioned that the department uses the Volusia County's curriculum guide, which had already implemented the B.E.S.T. standards. In EDUC 265 students look at the curriculum guide from a couple years ago compared to the new curriculum and showed them the sequence of plans that they go through.

Mercedes mentioned that Mary Ellen invited Desiree Rybinski to speak to the current senior interns all about the B.E.S.T. standards.

Chris thanked the board members for taking the time out of their busy schedules to join the meeting and their involvement in the support of our next generation of teachers and leaders.

Meeting adjourned 6:00 p.m.