Education Program Leaders' Forum
10-4-11

Present: John Miazga, Marilyn Eisenwine, Kim Livengood, Mary
McGlamery, Richard Evans, Ann Buillon-Mears, Richard Bain,
Deborah Banker, Amy Williamson, Jim Summerlin, Alaric Williams,
Chris Purkiss, Donna Gee

Kim Livengood presented TaskStream information on CPRs and data
collection in graduate programs in the Curriculum and Instruction
Dept. Each Program Leader (manager) has access to the CPRs of
candidates in their program. The candidates will do an oral
presentation at the end of their program, with dispositions to
complete with their CPR. They will do a self-assessment and the
professor will do one as well.
Each program has their own DRF to manage, with rubrics for data
collection in specific courses. There is a DRF for foundational
courses, regardless of what program they are in, including
rubrics for scoring. Professors have been sent a PowerPoint on
how to conduct the scoring and data management. Within the rubric,
program managers must add specific program standards.

The dean asked what kind of report we could run. Kim said we
could compare by program, demographics we asked them to input,
etc. She showed an example from the Cultural Diversity graduate
course taught by Dr. Williams. The dean asked if we could extract
specific information according to competency. He is curious as to
how we will pull the reports. You can pull by standard. Mary said
you can pull a report called "Performance by Rubric Criteria."
There is also a "Multi-Purpose Status Report." This refers to C&I
only at this point. We also need to gather data before trying to
run reports. Jim said his dept. has it down to the course level
now. By the end of this semester, they will be able to access
data.

Kim was previously collecting data in her program only before
they set up the DRF specifically for foundational courses. She
was using INTASC principles for her program standards. These have
recently changed. They now have a disposition blended in as well.
John said we may change to INTASC for student teaching as well. A
committee will work on this later in the year.

The CPRs are changing to be an Oral Presentation rather than the
standards with artifacts attached. It will be geared more to a
professional presentation that would be given to teachers, or a
presentation of their research. They will have artifacts for the

presentation to be scored by a rubric. Mary also has more
specific artifacts to add for the Guidance and Counseling program.
They allow an hour for the whole thing, with 30-45 minutes for
the candidate's presentation. Questions and answers will be at
the end. The artifacts listed by standard will be the written
portion of their CPR. These are also scored by rubrics. There is
a maximum of 4 and minimum of 2 artifacts for each standard.
Program mangers will be walking candidates through this the first
time this first semester. CPRs begin Oct. 16. In the future,
candidates will know from the beginning of their programs what
the requirements are for DRFs.

Christine Purkiss presented the Dispositions survey added into
TaskStream. The dean said we are not sure what the reports will
look like yet, but we should have data there after this semester.
Kim asked if the Dispositions would change for graduate programs.
At this point, we are all using the same form. Later, this could
be changed with the same bold headings.

The Math-Science practicums have a self-assessment for students
in TaskStream. The instructors will also be assessing the
dispositions for those candidates. They have not looked at
reporting because there is not data yet. They have built a
template for self-assessment and instructor evaluation in the DRF
template builder.

The dean asked about disposition assessment in graduate programs.
Kim said her courses were set for those that are sequential. The
dean asked if we could set up a DRF for candidates to do self-
assessment in their first course. Kim said they don't know how
to be sure that is their first course. Kim is labeling hers First
Assessment, Second Assessment, etc. so she knows which one her
students have done or not done.

Deborah has set up DRFs for the Teacher Ed. graduate programs.
They must do the self-assessment first when they get into the
program. Chris said it was not a workable arrangement for a
faculty member to keep up with candidates and which courses they
are taking first. The dean said just tying it to a course is
simplest for now. Jim said they could pick one of the courses in
the foundational courses that candidates typically take first to
include the beginning disposition assessment. The final one is in
the CPR. John said they need to pick one in the middle of their
program as well.

The dean asked Amy about the secondary courses. All of her data

is in one course, ED 4322.

Deborah is setting up her disposition collection in the sequence of her courses. She has done a great deal of work on setting up DRFs for the Teacher Ed. programs.

The dean explained that the last week of the semester we will have a data conference to figure out how to do reports. Another part of the day will be to look at specific data collected for us, such as the PACE data from CREATE.

Chris asked if any of the HSI money will be spent on encouraging math and science teachers. John did not know about this until the paper this morning. He said we are proposing an interdisciplinary math=science degree. Details to come.

Deborah gave an update on Second Life and Vushi. She did a training last week which some of us attended. It was a first baby steps training. Alaric is interested because his candidates are from all over the US. IT is having to reinstall Second Life in university computers because somehow it got wiped out. Deborah's candidates are enjoying their use of it. It does take time. We will have a second training in a couple of weeks. By the third training, she will get into the Vushi part. John would like the Advising Center (EPI) to join in for the possibility of virtual advising. Deborah will have mid-term presentations on Oct. 18.

The dean asked what we need for TaskStream training. Everyone said REPORTS. He said we have student teaching data from many years back. He said the reporting has to be set up before you begin collecting data. It is in setting up the data collection. John will contact them for a webinar on reporting. Chris would also like to see it from the course view point and how to use the reporting. We hope to do that before the end of the semester, maybe Nov. 15th at 3:30. John will let us know. We will invite other faculty as well, and the EPI Center personnel.