

## SUED Minutes June, 2010

**Present:** Carine Feyten (Miami University), Melissa Chase (Miami University), Teresa McGowan (Miami University), Becky Pissanos (Bowling Green State University), Dick Hurwitz (Cleveland State University), Daniel Mahoney (Kent State University), Joanne Arhar (Kent State University), Jackie Blount (The Ohio State University), Paul Madden (Shawnee State University), Mark Shermis (University of Akron), Regina Sapona (University of Cincinnati), Virginia Keil (University of Toledo), Donna Hanby (Wright State University), Peggy Kasten, (Ohio Resource Center), Paula Compton (Ohio Board of Regents), Tom Bordenkircher (Ohio Board of Regents).

### Discussion Points

#### ➤ Website

- Design was done by Miami University and implementation by Wright State. Donna Hanby reported that the website is basically ready to launch and will go live once the information for the second page is received.
- Developer needs meeting minutes, position statements, web links and any other documents that should be housed on the website.
- Need to determine who will update—possibly Brian Diethoff (sp?) who will be coordinating for OCTEO.
- Rotating pictures of graduates: button to click that allows one to pause or go back.
- Use of listserv or website for dialogue: decided to keep listserv unless an RSS feed can be set up for the website.
- Listserv will continue to be maintained at Miami.

#### ➤ Teacher Performance Assessment (TPA)

- Donna Hanby reported that the purpose of the pilot was to try out 3 tasks and get feedback: what worked and didn't work; clarity of directions; feedback from candidates and faculty.
- In the fall three more tasks will be piloted.
- The videotaping aspect of the assessment gives rise to some concerns:
  - ✓ 15-20 minutes in length.
  - ✓ Problems with videotaping students and need for permission slips. Focus of the videotaping is candidate performance, not students.
  - ✓ Good audio is key for good videotaping.
  - ✓ Expense of equipment. Ginny Kiel and Becky Pissanos have had some experience with using videotaping in their programs and will send out information about the lessons they have learned.
- The TPA will be part of the metrics.
- The assessment will be done electronically.
- Continuing to add new areas: early childhood, special education, history/social sciences.

- Possible use of ORC as a place to post concerns/questions.
- Concerns about how this will be funded, who will do the assessments, and whether assessments will be done within an institution or will go to another institution.
- Ohio is an accelerated state: three-year pilot with possible implementation in three years.
- For the pilot, strong students were chosen, and one student had problems with the writing. It became apparent that it is necessary to embed components of the assessment within the program so that students will know what is expected.
- TPA will be rolled out in two phases: pre-service and in-service. Two years into residency, candidates will complete the assessment and results will be compared to pre-service results. The in-service assessment will be a step leading to National Board Certification.
- Stanford made the initial contact with support from AACTE and CSSO. Initially, 10 states were involved, now up to 20.

➤ **Chair-Elect**

- Need to elect a Chair-elect.
- Process is to ask for nominations, set a deadline for members to vote (1 and 1/2 weeks), hold election.
- The following people were nominated:
  - ✓ Paul Madden
  - ✓ Mark Shermis
  - ✓ Charlotte Harris

➤ **Ohio Resource Center Update**

- Peggy Kasten informed the group that SUEd 's relationship includes various project like value-added.
- ORC funding has been cut considerably. As a result, they are re-evaluating their services. They would like to host regional meetings to be co-hosted by colleges of education. Conferences would el produce revenue. A possible purpose of the conference would be to discuss common core standards and would be applicable for pre-service as well as in-service teachers.
- Carine Feyten will be the contact for ORC to get out information to IHEs.
- ORC hosts an on-line Center of Practice for mentors and resident educators to post feedback and goals.
- ORC Advisory Board has IHE representation.

➤ **Tech Prep for Education Pathway Programs**

- All Career Technical programs are moving to Tech Prep.
- Alignment of Tech Prep for Education standards with TAG courses.
- Survey to find out how credit was being given: most institutions gave credit for introduction to education, but some gave credit for all four TAG courses. In the latter case, actually considered dual enrollment as college texts were being used. This is in direct conflict with the original guidelines for TAG courses: they were not to be taught in high school.

- The committee looking into this issue is proposing that credit be given for the Introduction to Education course. Before a final decision is made, IHEs will receive another survey about using Tech Prep for the Introduction to Education course. After that, IHEs will also be surveyed about a possible cut-off score.
- Tech Prep programs will have to submit their programs which will include learning outcomes to Ohio for approval; OBOR will also have requirements for who will be able to teach these courses.
- Once approved, upon matriculation into a 2-year or 4-year program, candidates will get articulated credit. Some people want transcript credit. This issue needs more discussion.
- Starting in July, Karen Herrington will head up a committee to look at the portfolio and how they are aligned to Ohio Standards for the Teaching Profession (OSTP).
- Consensus of SUED was that only the Introduction to Education course should be used for credit of Tech Prep. Feeling was that only allowing this course to be used and not all TAG courses would protect the cohesiveness of the IHE programs. This needs more discussion. Post-secondary and dual enrollment options also need to be discussed in relation to this.

➤ **Tom Bordenkircher Report**

- Tom Bordenkircher reported that at the Arizona meeting between NCATE and TEAC took place. The plan is that in October, both boards will be dissolved. A design team has been formed to come up with a new process.
- Process will be based on three standards with 19 elements:
  - ✓ Content and Pedagogy
  - ✓ Assessment
  - ✓ Creating a Learning Environment
- Ohio will be part of the design team.
- Programs will need to be reviewed and approved: there will be three options for this: state review, SPA, or some other option to be developed by the design team.
- Accreditation is seen as continuous improvement.
- Chancellor is now o.k. with national accreditation because it will be evolving.
- The private colleges will not be part of the Metrics; one dean lobbied the governor. This announcement generated much discussion and dismay because of all the progress that had been made on this issue over the past year. A big concern is that since the private colleges will not be held to the Metrics, this will also hold true for outside providers.
- BASA stated that they like the Metrics.

➤ **Next Meeting Agenda**

- ORC Connection to Higher Education: regional meetings and connection to residency
- ORC Updates twice a year
- Post-secondary Option and Dual Enrollment (possibly to share in joining meeting with privates)
- Chair-Elect

