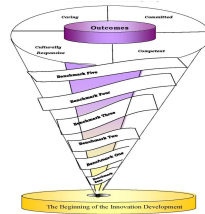


Agenda
July 12, 2018
Program Reestablishment
Elementary K-5



9:00am – 10:00am

Welcome/Introductions	Dr. Coleman, Department Chair
President Report Program Support Budget Facilities	Dr. Logan Hampton, President
Overview of Program	Dr. C. Waller, Director
Overview of the Teacher Education Council (TEC) P-16 Advisory Board Structure	Dr. D. Coleman, Department Chair
Unit Assessment Structure and Benchmarks	Dr. C. Waller/Dr. Davis-Gonzales
Assessment System LCAS	Mr. Jones C. Mays

10:00am- 12:00am

Review report and address concerns

Evidence: TEC Constitution, P-16 Advisory Board Charge, Conceptual Framework (4 C’s- Teachers as Innovators), Field Experience Handbook, Disposition Handbook, Disposition Instrument, Unit Benchmarks, Assessment Handbook, K-5 Degree Plan, Unit Perception Instrument, Key Assessments for some content courses, and course outline development for new courses.

Review of the State Report and Policy- addressing the concerns of the reviewers

- 1. State Standards-** After speaking to Dr. Bivens, Tennessee does not have state standards. Tennessee is using CAEP and national standards. Lane department of education will need to revise the report to only address CAEP, INTASC and SPA standards.
- 2. DOE Unit Outcomes-** The Unit has 4 outcomes- Caring, Committee, Competent and Cultural Responsive- each outcome has proficiencies or indicators that the Unit/EPP will assess of teacher candidates.

Department of Education Learning Outcomes (21 Proficiencies for the program)

Expected Outcomes

In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the DOE prepares *caring, committed, competent, and culturally responsive* professionals who will work effectively in all school settings, with a focus on the needs of *urban* communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. The proficiencies have been designed to ensure candidates meet the four unit-developed outcomes within the context of the state and national standards to which they are accountable.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educator combined in one category.

(K) Knowledge

(S) Skill

A List of Candidate Proficiencies

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**

6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

A committed and culturally responsive educator:

10. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; **(K)**
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; **(S)**
12. demonstrates a commitment to high moral and ethical values; and **(K)**
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. **(S)**
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. **(K)**

A caring educator (dispositions)

15. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended.

Candidate Perceptions Regarding the Attainment of the Unit's Knowledge, Skills and Dispositions

Print Your Name: _____ Teacher Candidate Faculty Supervisor Your Student Number _____
 Department: _____ Certification area: _____ Date: _____

Indicate your status by **circling** one of the following options: Sophomore Junior Senior

During my course work I demonstrated:	K Knowledge S Skills	1 Strongly disagree	2 Disagree	3 No Opinion	4 Agree	5 Strongly Agree
A Competent educator:	K					
1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. demonstrates the capacity to problem solve, and to think critically and reflectively;	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. demonstrates an understanding of human development, and the ability to act on this understanding;	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. demonstrates an understanding of effective communication and collaboration strategies;	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Committed and Culturally Responsive educator:	K					
10. acts on the belief that <i>all</i> children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. demonstrates a commitment to high moral and ethical values; and	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.	S	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.	K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Benchmarks 2, 3, & 4

Scoring Guide:

This particular instrument is completed by the teacher candidates, faculty and site supervisor. Each program has an instrument with 14 to 21 items based on a Likert Scale ranging from 1 being strongly disagree to 5 being strongly agree. Mean scores ranging between 4.00 to 5.00 are considered proficient to meeting the Unit's expectations.

3. Partnerships/MOU

4. How will the Unit assessment and document diversity?

Selectivity Factors- Admissions

Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.

Selectivity During Preparation

The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains

Selectivity at Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

EPP Evidence

Recruitment Plan

Clear selection factors for the admissions process

Clear strategies to draw diverse candidates

Monitoring process through LCAS

5. How will edTPA be addressed?

The EPP has developed a new course EDU435 to first introduce the candidates to the edTPA requirements and submission guidelines. This course will also introduce candidates to test prep strategies to successfully pass the licensure exam.

6. Completers Impact/Employer Satisfaction

The Department is unsure of what data the state will provide for this standard.