

Minutes from CAEP Committee
October 17, 2014

Present: Jared Barnes, Lesa Beverly, Deborah Buswell, Cala Coats, Marc Guidry, Frank Mullins, Jannah Nerren, Chris Sams, Nancy Shepherd, Christina Sinclair, Josephine Taylor, Liz Vaughan

The meeting began at 10:00 with introductions and welcome. It was noted that the committee is comprised of faculty with a range of experience in the area of assessment systems work. There are three new faculty on the committee.

The make-up, responsibilities, and terms of the committee were discussed. Members will need to decide upon their willingness to serve 2, 3, or in some cases 4 year terms. A proposed schedule was included in the packet.

The transition schedule for transitioning from NCATE standards to CAEP standards was discussed. The fact that the PCOE just completed an accreditation visit was discussed. It was noted that CAEP is still in a transition process.

Documents were shared indicating the current unit assessments, and the alignment (or lack of) the NCATE / CAEP standards.

Action steps to be taken prior to the next meeting:

- Members will review the article *Principles for Measures Used in the CAEP Accreditation Process* (Peter Ewell, P. , 2013) and the CAEP presentation by Dr. Lance Tomei. These can be found at:
 - www.livetext.com
 - “use visitors pass”
 - Code: 23BF26AF

- Members will review and print InTasc standards (Jannah will send link)
- Jannah will send the SFA-TDI for review
- Members will review the CAEP presentation on assessing candidate dispositions (Jannah will send link)
- Members will research other institutions processes for measuring dispositions.
- Members will come to the November meeting prepared to begin discussing steps towards measuring candidate dispositions more effectively
- A Doodle poll will be sent out by Jannah to determine the next meeting date in November

Discussion:

The challenge of unit assessments it they are over the entire college.

A goal is for secondary to work more closely with outside content areas in determining effective assessments.

Human Sciences has been struggling with finding an instrument that everyone is comfortable with because not everyone is working with educator prep. The dispositions assessment will be the first we tackle. It will probably be the most difficult.

This should be a developmental process to help students learn and develop where dispositions are weak.

If we do not help teacher candidates develop weak dispositional areas, they get to the end of the program and we are sending them out but we are not pleased with the product – it is concerning that the students will be ill-equipped to teach, and also that they are a poor reflection of our program if we allow them through.

Faculty are reluctant to assess dispositions - they can be too reluctant to point out problems.