

UCA COE Executive Advisory Board
October 28, 2020 - 4pm

Zoom Link.

Join Zoom Meeting - <https://uca-edu.zoom.us/j/84416281861>

Meeting ID: 844 1628 1861

Agenda

1. To PLT or not to PLT (see data below)
2. Admission requirements - [LINK](#)
3. Foundations of Reading test

Relevant UCA COE Data

- Praxis Data - [Initial Programs](#)
- Praxis Data - [Advanced Programs](#)
- Admission Data - [Initial Programs](#)

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Minutes

Attendance: Cathy Riggins, Amy Jordan, Michael Mills, Quintin Cain, Necati Sahin, Elise Hampton, Tammy Knowlton, Lori Smith, Donna Wake, Karen Lasker

1. To PLT or not to PLT (see data below)

D. Wake provide overview of data and decision in COE to either keep PLT or remove PLT requirement and replace it with another measure of pedagogical competence. D.Wake provided overview of pros and cons

Keep PLT	Replace PLT
Measure of pedagogical competence that is standardized and is a nationally known test	Close to 100% pass rate is not giving us data that is very “actionable”
Close to 100% pass rate verifies UCA COE is doing a good job preparing candidates for pedagogy (on paper)	Cost to student (close to \$150) contributes to rising cost to “become a teacher”

Discussed

- Board asked for overview of other exit requirements. D. Wake detailed the use of TESS across observed and video lessons and as a summative assessment as well as assessments like unit plan, impact on student learning, disposition assessments, cooperating teacher observation, observations of other teachers, etc. Link to Internship handbooks provided in minutes to support discussion - [LINK](#)
- Q.Cain proposed idea for COE to consider portfolio requirement and portfolio defense with guiding questions and established expectations for artifacts and narrative. D. Wake note that this would need to be developed following COE protocol to ensure validity and reliability and calibration training would be important.
- Most on call noted that they trust the EPP to vet the candidate/ novice teacher and don't look at what tests they took/passed.

2. Admission requirements - [LINK](#)

D.Wake gave overview of current admission requirements and noted that the established scores for reading, writing, math are a requirement of CAEP for the program COHORTS (and not per individual student). The EPP need to keep the cohort above the CAEP 50 percentile

requirement has become solidified internally as a “hard” requirement for individual students. This has moved COE practice away from the need for the cohort to meet the requirement to being a “cut” score for individual candidates applying to the programs. The result has been punitive for certain groups of students seeking admission to EPP who may have missed a test score by 1-2 points but have other commendable data and attributes (e.g., students of color, first generation).

D.Wake shared that the conversations internal to COE are how to balance the idea of high expectations versus ideas of equity and access as well as how to judge the potential merit of an applicant simply based on data presented at admission when little else is known about the student or their potential or their fit with the profession. Q. Cain noted “tests don’t equal success.”

D.Wake noted the desire to either remove the test requirement altogether (but still collect the data for CAEP) and or seek other alternatives for admission (e.g., conditional admission, use of a sliding scale).

D.Wake noted the COE has additional “gates” where candidates could be held or counseled or remediated once they are further in the program and more about them is known in terms of data and evidence of their work in the program.

No objections were noted. The boy felt that this should be an avenue the EPP should pursue and monitor for impact moving forward.

3. Praxis and FOR support -

J. Workman noted a concern for novice teachers in Arch Ford who are struggling with FOR and some Praxis tests (e.g., K-6 social studies). She noted “what supports are there for those struggling with the Foundations of Reading test or any other Praxis? Numbers of new teachers needing to pass something is becoming an issue for 1st year teachers and school districts.”

D. Wake noted that we don’t yet have data on the FOR test internally, but we will have that soon. D. Wake can connect with J. Workman to discuss supports and dig deeper into issues seen at Arch Ford to further investigate and problem solve.