

SUED Meeting Minutes
September 4, 2014
Ohio School Board Association
Columbus, Ohio

SUED Members Present: Charlotte Harris, Joseph Keferl, Wright State Univ.; Sandy Coyner, Philip Martucci, Univ. of Akron; Brian Yusko, Sajit Zachariah, Cleveland State Univ.; Joanne Arhar, Eric Eckert, Cathy Hackney, Kent State Univ.; Susan Mosely Howard, Cheryl Irish, Miami Univ.; Virginia Keil, Penny Poplin Gosetti, University of Toledo; Paul Madden, Debbie Weber, Shawnee State Univ., Charles Hodge, Reginald Nnazor, Central State Univ.; Mary Murray, Bowling Green State Univ.; Erica Brownstein, Ohio State Univ.; Regina Sapona, Univ. of Cincinnati; Charles Howard, Youngstown State Univ.

Guests Present: John Soloninka, Julia Simmerer, Jennifer Kangas, Kerry Martinez (ODE); Rebecca Watts (OBR)

10:30am (Executive session 10:00-10:30)

Approval of 9/7/14 Minutes: Cathy Hackney motioned to approve the minutes and Susan **Howard** seconded the motion. The minutes were unanimously approved.

Ohio Board of Regents: Rebecca Watts

Student Teaching outside of Ohio – candidates are required to have experience with the OSTP and other Ohio standards (e.g. Value Added), which can be covered within the program before the student teaching experience. Therefore, out-of-state student teaching placements are fine, as long as programs submit documents covering how and where OSTP, VA, Ohio Operating Standards for Schools are covered *prior* to their student teaching. Sites need to agree to allow edTPA.

edTPA -- is not currently required by the state in student teaching; the placement sites must agree and get the appropriate releases signed for the video recording (which seems to be happening). Units are free to decide if they are using local or national scoring—but if you use national scoring, the results will be listed in the performance reports. There is, at this time, no decision on requiring edTPA for licensure. SUED members requested materials from the June meeting with Pearson, SCALE and ODE's TAC committee. Meeting notes were promised.

Exploration is being conducted by the TAC (technical advisory committee) looking at edTPA vs. other measures for concurrent validity. Watts noted that it is important that *if* edTPA becomes a licensure requirement, IHEs must know by January 2015 so the fee adjustments can be made at the Board of Trustees level; she invited IHEs with earlier deadlines for adjusting student fees to contact her.

Feedback on Theater license – a SUED member invited a discussion about the theater license as a standalone credential and the hiring potential for persons holding this license. Establishing theater as an endorsement (rather than as a standalone license) would have potentially negative effects on the hiring prospects of theater licensure-holders (example given: AYA license with theater endorsement vs. theater license candidates). Watts invited IHEs to discuss the idea of offering theater endorsements (which is not currently an option).

Dual licensure programs – IHEs must apply for approval for dual programs where an intervention specialist or special education license is paired with another area/level. Private colleges have requested a reduction in fees for those proposals (\$1,000 to \$500).

CurricUNET ... live but has problems; may throw errors when all fields are complete (and it still says incomplete). Issues were also found with the submission of Reading Endorsement programs (directing to an entirely different area). Tickets are in with the vendor to get this worked out (and other issues). Erica Brownstein identified that there really isn't a place to upload evidence documents. Cheryl Irish asked Watts to confirm that documents

submitted late due to technical glitches would be forwarded to the reviewers; they will be. Erica Brownstein complimented Watts on the progress made CurricUNET and how much friendlier a system it is; she suggested that the assessment document uploads be “just like the SPA reports.” SPA-approved programs ALSO need to submit through this system, but Watts confirmed that only the OBR-specific fields be completed. UT asked about a dormant program; Watts suggested it would be a change form (and a discussion ensued of how they might address that).

Ohio Agreement w/CAEP:

1) SPA

2) CAEP Review with feedback

3) CAEP Review

Ohio and Michigan are in a pilot program with a couple of private schools from each state for Option #2. When meeting with CAEP, they essentially figured out that the CAEP review with feedback really isn't an option. This is all still up for discussion with the CAEP Board—so this is all in-progress. The CAEP review process is such that disaggregated data will be required upfront, and the review is a multilayered process over a period of approximately 4 years. Unit accreditation and individual program review would be one big process. As it stands, we'd have state approval for the individual programs and CAEP approval for the unit. We have to redo our state agreement with CAEP (contingent on the CAEP board adopting the CAEP accreditation model in December). We're *all* going to have to do the long process (#2) as dictated by CAEP. The only thing CAEP won't review is endorsements.

Metrics Reporting System (MRS)... live but has problems. A couple units have had problems getting a few programs displayed; based on the timelines, everything must be entered October 31.

Pre-Service Survey lists must be sent in to OBR; the surveys will be sent out whatever day the IHE chooses (or 11/3 if not). Resident educator and employer (principals) surveys had such low response rate, the results weren't provided in the performance reports. This time round, OBR has asked State partners for support in getting the surveys completed.

Matt Exline is taking over Madeline's role; Melissa's successor line will hopefully be approved soon. OBR is also hiring a shared position between HEI, Ohio Educator First and, Educator preparation: Andrew (Drew) Sezel – a data analyst.

Questions from the group:

Is there any update on the Middle Childhood panel? The group meets for the first time next week (Bob Klein from OU is chairing); he works with preparing middle childhood teachers. The first discussion will be timelines, deliverables, what kind of recommendations can be given. No real update on the pass rate for the OAE, as there haven't been many administrations of the test since the SEM changes were made (ODE staff did not have data ready). SUED group requested the list of people serving on this committee.

Sidebar Discussion: Should we have one or two content areas in Middle Childhood (and if we only have one initially, can a second be added later). Concerns about oversimplifying the process (adoption of policy allowing only one content area to be licensed) were expressed.

Timelines for September 2 Program Reviews – process of engaging reviewers has started (this will take time because of the contracts); the reviewers can't be given the reviews until the contracts are finalized. Reviewers are asked to complete the reviews in 4 weeks (and then OBR has 2 weeks to turn it around). Anticipated (hoped) completed time of mid-November. Spring timeline should be February 1.

TAGs... What is going on? – Not everyone feels that the TAGs are addressing the needed items; the TAG review committee met to discuss and explore the courses and the study guides. There is concern that the requirements were not robust enough in AYA mathematics when compared with mathematics majors. The Birth-5 program TAG may overlap with Ed Psych TAG. The group is exploring both gaps and overlap to enhance coverage and reduce overlap. Watts reminded the group that the TAGs are intended for transfer, so the courses themselves have to stay intact to serve students with transferring. Brownstein recounted some of the discussions of the TAG committee (perhaps the technology course should be an upper division course offered with methods classes), related to the technology course and invited feedback from the SUED group to ensure the TAG courses meet appropriate needs. Rebecca anticipates that changes to TAGs will be in effect in 2016 fall.

Is there any talk of an AYA panel? – OBR has not been asked to convene a panel at this time, according to Watts. Arhar expressed concern about AYA Math and Social Studies; Pearson has committed to creating extended study guides on their website (and they are still in progress). They've produced extended study guides for the most difficult tests (but for an additional charge)....

InTASC standard advice: CAEP aligns to InTASC, and OBR has their OSTP/OOS/etc; OBR has a crosswalk that needs to be updated—InTASC to OSTP to CAEP—Watts has committed to working on it. She advises us all to align to ALL the standards. The alignment of OSTP to InTASC needs to be done with the *new* InTASC standards, as well as the CAEP standards (both initial and Advanced—which are new).

Ohio Department of Education:

John Soloninka... cedes his time to Julia and Jennifer. He will be presenting at OCTEO and needs to know what questions we have—send questions to Joanne so he can be ready to answer them.

Jennifer Kangas

Introduced Kerry Martinez (new!). New enhancements to the online application for licensure approval process. Described the list of applications; there is new functionality “signature request search” allows processors to review previous applications... with a new column – status of application in ODE office. Generations of PDFs of license functionality is being worked on.

Successful e-signing tips: (1) we can now edit the applications to adjust the license fields (which really helps if someone applies for the wrong teaching field—but you can't change the license type (such as AYA→MCED)), (2) be sure to be checking that the fields selected are correct (INSS instead of ISCI, Mild Moderate instead of all of SPED licenses), (3) explore when a Resident Educator license is not appropriate (for current teacher education students)—watch when you simply need to add an area to an existing credential as opposed to starting a new license (this information is available on the ODE website), (4) remember, e-signing means that the institution has verified that the license should be awarded—ODE doesn't have a way to really check on this (tests passed, degree earned, etc.).

Erica Brownstein asked to have an “other last name” field added to aid in searching. Erica also asked about how the verification of OAE scores works w/ODE; we're allowed to take paper copies at IHEs in lieu of the electronic scores—ODE can check results analyzer but they stated we can just take the paper copies if we want to do that. Kangas invited us to send a wish list for the new/overhauled system—what do e-signers need, what students need, and so on. Sajit Zachariah suggested we discuss what is needed at OCTEO during the licensure directors meeting. Meeting space is the problem—it was suggested that SUED or OACTE cover the \$400 fee to have it after OCTEO ends on Friday afternoon.

Strangely, people are still taking Praxis—Jennifer is still hearing of people taking the test and is advising people to not take it and to communicate this to as many people as possible. Praxis said they are notifying people when they register for Praxis II in Ohio that it is no longer accepted... but test-takers are claiming that they never heard this. A test taker needs to go to the Ohio site in order to get the message that Praxis II is no longer Ohio's licensure test. Erica Brownstein noted ETS is confused as to whether they are still the appropriate 'Health' testing group.

Julia Simmer – Lori Lofton’s replacement (with ODE for 7 years, though). She explained that edTPA is waiting on information from Stanford/TPA before making a decision. They are also awaiting validity and reliability information from this group (October 1 anticipated receipt). ODE hopes to make a decision before January, so IHEs can communicate and put processes in place for a mandatory edTPA.

Questions

Is there any way to get the OAE data at a more granular/competency based level? – Solonika indicated Pearson has been given the request, they said at one point they can do it—but they’ve never responded to the question. The contract with the State was for five years (after the test began to be administered), which is renewable. The competencies part was written in to the contract and that has not yet been fulfilled.

SUED would like a copy of the technical advisory committee (TAC) report from Pearson for edTPA – the report is apparently proprietary and that means they won’t give it to us. It is not covered under public records—it’s not a license requirement and it’s a proprietary instrument administered and sold by a company. The TAC meetings are not public, but chair submits a report submitted to the state agency so we can probably get that, if nothing else. The group expressed feelings of suspicion over the secrecy of these meetings and the processes. As stated earlier, ODE promised to give us the minutes of the June TAC committee meeting.

Can faculty take the OAE? Lori Lofton had previously discouraged people from doing it because it could mess with the data (and skew results and possibly cut scores); Pearson discourages faculty from taking, too, from fears of intellectual property. Solonika isn’t a fan of that logic; the state doesn’t really object. It might be better after September 15th when the testing cycle is closed.

When will the licensure officers meet at OCTEO? There was a question of when to meet to give input to the on-line licensure system. If they hold their meeting after OCTEO concludes, they will be assessed a \$400 fee by the hotel. Discussion ensued about whether SUED should offer to pay the \$400. Charlotte Harris said she would talk to her licensure officer about what they wanted to do.

SUED MEETING RESUMES

NCTQ data – NCTQ has been collecting syllabi. Syllabi in Ohio are considered institutional property but intellectual property laws may come in to play later (Brownstein). Miami may opt out of NCTQ; KSU, BG, YSU, UT, Central State are not responding to most recent data request. CSU, OSU, and UC are planning to respond (based on provost request).

SUED Website – Group agreed the overhaul was very nice; suggested we have a link/space for position papers. SAGs are on website... will be deleted lack of interest from group. Instead we will have an advocacy committee... group discussion of such a mission. “To assist in the writing of statements on issues relevant to SUED interests.” Ginny, Zajt John Henning (volunteered by Ginny). Goals will be determined as they arise but a listserv discussion is planned. Ginny suggested that we draft a letter (via the advocacy group) to OBR that we want a SUED representative present in negotiating the agreement with CAEP—to be done by advocacy group for next meeting.

Modules from OSU (Brownstein) – Rebecca Watts wants it made clear that OSTP, OOS, and so on are covered—so OSU developed modules to be shared with all institutions who want them through iTunesU. IHEs then get data demonstrating they have covered the requirements. It takes candidates about 4 hours, and candidates are taking questions throughout to demonstrate they understand the material. It is a requirement to get in to student teaching at OSU. Module 1 is done. Module 2 (Dyslexia) is still in development and can be used for anyone who doesn’t take the 12 hour reading core but still needs to meet the requirements for dyslexia.

Valid and Reliable Instrument Development (Brownstein) – summative instrument (not observational); includes pedagogy and disposition components. Piloting it in the fall, and more IHEs may come on board going forward. IRB approval has been obtained for the validity and reliability analysis. Inter-rater reliability training has been minimal thus far—the data will be checked to see how it’s looking with 90 minutes of training, and it will be

expanded if necessary. The ACTFL and Math SPAs will be convened so assessments can be created. Further discussion will be hosted at OCTEO. Ginny Keil from UT expressed concern that the instrument is too short, academic, and lacks narrative feedback that would not survive a lawsuit (if used for program continuation decisions). This project is necessary to combat CAEP reliability and validity requirements, but is not considered comprehensive.

Committee Reports:

P-16 Leadership Collaborative: Met on August 7; discussed a number of things, such as goals, HB 597, clinical alliances. Action items: statement from the group on the common core, the clinical alliance (to revisit the purpose of that group), dispel stereotypes, bring students and faculty to the Day on the Square, and to share positive stories.

Advocacy Committee (OACTE): Will be having a conference call; discussed at last meeting the SUED booklets for Day on the Square; they are very similar to other report data available. The group agreed that it was important to still have a document, but there might be other ways to do it (contents) and we also need to rethink when we produce it because the Day on the Square is right after AACTE. In discussion at today's SUED meeting, it was suggested that the format be the same this year as last, and then we consider changing it for next year. The strength of the booklet is its ability to show our diversity and give the narrative that is not showcased in the performance reports by OBR.

Items from the Floor:

School Effectiveness and Improvement Conference information from UC... link being sent

Meeting was adjourned at 1:15 pm.

Minutes respectfully submitted by Erica Eckert, KSU.