

SUED Agenda

November 6, 2014

10:00

Ohio School Boards Association 8050 N High St. Russell Room

Present:, Joanne Arhar, Erica Eckert (Kent State University), Susan Clark (University of Akron), Charlotte Harris & Tammy Kahrig (Wright State University), Cheryl Irish & Susan Mosely Howard (Miami University), Penny Poplin Gosetti & Ginny Keil (University of Toledo), Paul Madden & Debbie Weber (Shawnee State University), Erica Brownstein (The Ohio State University), Charles Howell (Youngstown State University), Sajit Zachariah (Cleveland State University), (Denise Sharp) Central State, John Henning (Ohio University)

Guests: Ted Zigler (Educator Standards Board, Ohio Dominican), Rebecca Watts (OBR), Wendy Adams (OBR), John Soloninka (ODE)

10:05 Start: Executive Session

Discussion of Day on the Square booklet reporting of OAE Scores... discussion revolved around data fairness. Brownstein and others suggested the scores for this year would be misleading because of the variation in the tests used (low Ns, changing scales). Zachariah (CSU) proposed that we not report Praxis *and* OAE pass rates (licensure test data) for this year's SUED booklet during the transition, 2nd by Kahrig (Wright). Approved. No statement will be included to explain the lack of data because it will draw attention to the omission.

Common Core vote in the House... Joanne Arhar and Charlotte Harris discussed making a statement available from SUED to individual deans that could be used in its entirety (without SUED letterhead) if interested in communicating with legislators. Joanne will send SUED letter to SUED listserv.

Approval of Minutes: Susan Mosely-Howard (Miami), 2nd Charlotte Harris (Wright)

Ohio Board of Regents

- Introduction of Wendy Adams, new OBR staff member who will work with academic program quality.
- Discussion of Resident Educator survey being sent in proper timeframe and in collaboration with ODE and their data collection needs.
- Metrics Reporting System is on schedule; we should have the data on time.
- Staff have been reallocated (Drew Sevel) to improve data analysis work to support Wendy, Briana (Choose Ohio First, Woodrow Wilson, etc.), and the HEI team. He is uploading survey results from past reporting year in to MRS portal. He is cleaning the data to take out incomplete results.
- CurricUNET went live this fall for new and continuing program approval and it was not bug-free. Watts described frustration and struggles with vendor in addressing concerns; OBR had to contact President and CEO to get them remedied. The "bug" prevented proposals from being sent to reviewers.
 - This caused a delay in sending reviews to consultants.
 - Consultants have a review deadline of December 8, 2014.
 - CurricUNET is always open for submission of proposals—OBR will collect them twice a year (fall, spring).
 - Erica Brownstein has offered to work with OBR on ways to improve the system, such as developing reviewer checklists, rubrics, guidelines and training..
- Discussion of CAEP Review with Feedback Option; Watts attended CAEP Council Meeting last week and the policy change requiring four-year-in-advance submission of key assessments was defeated... this is, therefore, *optional*. This now means that Ohio does not need to renegotiate the agreement... here are what the options are going to be (at least until the vote in December):

- CAEP Review with Feedback – steps include: 3 years in advance of visit—you will have to submit the Key Assessments for *formative* feedback; then when the visit occurs, there would be at least one carry-over person that looked at the key assessments that was on the team and then when the team arrives, they will review disaggregated data on all of the assessments by program. The review team would provide feedback for program improvement to the EPP and the state, and the state would make a determination on continuing program approval based on that feedback. The state would have to give CAEP’s team their set of unique rules (OSOS, VA, OSTP, Ohio Standards for Principals, Dyslexia) and they will include those things in the review where applicable (are they embedded in the program), are they aligned appropriately.
 - Watts noted: if there are gaps, there will not be a ‘fail, denied’ decision—there will be conversations.
- SPA Review – we will still have to submit the Ohio legal requirements (Dyslexia, etc.) in this option because we are beholden to the State regardless of what the SPAs want (called it a SPA Addendum process).
- Full State Approval (via CurricUNET) – the process we know and love already ☺ It is unlikely that the private institutions will use the full state approval process because of its expense.
- *It is still possible that all of this is not permanent—there is a final vote on this by the CAEP board in December (all of this was the council’s recommendation to the board).*
- Watts also mentioned a desire to reconvene the Performance Reporting committee and discuss whether Value Added and OTES are both needed on the reports, since VA is 50% of OTES. Also, the Pre-Service survey reporting may be more effectively presented in a set of factors, but factor analysis would need to be conducted to determine if that is the case.
- Brownstein raised the point that it might be helpful if a group was convened to create rubrics and training for state program reviewers to assist with inter-rater reliability. Irish requested the deadlines: February 1 is the “normal” deadline, but it will be pushed back because of the fall delay... March 1 may be the modified deadline (this time).
- Pre-Service Surveys – non-response reminders will go out 10 days after the surveys go out, and then non-response lists will be sent to IHEs so we can contact our non-responders and ask them to complete the survey.
- The Principal Associations have agreed to help OBR get better response rates on the employer surveys. The employer survey (as well as resident educators) goes out in the spring. Mentor surveys went out last Monday. Brownstein suggested we get a sheet to outline which surveys have what questions and the times they are sent. Group discussed other options (and a desire to avoid districts relying on NCTQ who also survey employers and large urban districts use that data in making hiring decisions) for survey deployment, focus, and use to improve response rates and/or validity and reliability of the data.
 - John Soloninka was asked (by Brownstein, OSU) to describe resident educator processes and where the principal steps in (as part of or separate of OTES) as a possible data collection point; might there be some potential in using OTES data for evaluation of efficacy of graduates in place of the survey of employers? Zachariah (CSU) raised the point of whether the data were available at a level that we could employ with sufficient specificity for accreditation. Watts reported that we could get those data—but not disaggregated to a person level. Kahrig (Wright) asked if it could be split by program, Watts indicated she will double check and attempt to get it by program—but based on what the candidate was teaching, not what they completed.
 - Keil (Toledo) raised the point that NCTQ will be competing with us to get data on our performance from our districts.
- OAE – Social Studies group is looking at alignment of items to content in grades 4-9; ODE and OBR are working together to look at data on middle childhood licensees to determine if it is an appropriate grade band. There is concern that some of the items on the assessment were drawn from high school tests because the grade band includes 9th grade. However, these items cover content 9-12. OAE does not include any Ohio-specific content or laws, but neither did Praxis. The recommendations will go back to the Ohio Educator Standards Board. Realigning or creating a new assessment (per Pearson) would take two years.

- Irish asked about middle childhood teachers are still getting through with only one of two content area licenses... Soloninka indicated that the pass rate is improving for middle childhood Social Studies (from a 20% initial pass rate to 47% pass rate and only one or two new administrations have occurred). Middle childhood teachers who have only one of two of their licensure areas can be hired, but it's harder for them.
- The Education TAG panel is continuing its work and meets next Friday; recommendations will be finalized for presentation to a focus group on 11/21; after that, any proposed changes will be discussed, revised, and go out for all education faculty at all institutions at the state.

Ohio Department of Education

- Shortage areas for teachers (from previous discussion with Watts) – ESB asked for data on this and ODE provided it. Soloninka stated that the data we have available based on what students are enrolled in; total numbers of program completers in Title II are flat. Some persons are double counted if they are carrying more than one content area.
 - Soloninka and Watts participated in a conference call to talk with the Title II vendors to consider how to better report the numbers to accommodate the double-counted persons... reporting may change, which would create a complication in comparisons. Title II only covers teachers receiving initial license, not second licenses or endorsements, or principals.
 - License numbers fluctuating over time tend to mirror changes in credential types (provisional vs. resident educator licenses) and increases in alternative credentials.
 - There is a need for 5-6k teachers a year to replace retiring teachers—and we're more than meeting that need numerically but perhaps not in the specific areas needed. World Languages, Agricultural Education, and some areas within Special Education are higher-need areas, but that also varies by geography.
 - TSI (Teacher Shortage Index or Teacher Shortage Areas) – this is something provided to the US DOE for the purposes of forgiving student loans (with other requirements). The state has an option on how to report these things; Ohio uses content areas, not geographic areas—based on information reported to them via EMIS where there is a teacher teaching in an area for which they are not licensed or HQT in that area. Therefore we miss out on the things that don't happen because the school district fails to offer an opportunity because they have no teachers. To change the method for reporting, Ohio would have to go back to US DOE on how we would report the TSI.
 - At this time there are no plans to make changes to the supply/demand report, as it is done periodically—and the last one was done using race to the top funds via OERC. If the money becomes available again, we can change the parameters and reconvene the study. Zachariah (CSU) was interested in the continuation of the project for the purposes of informing students and university leadership on supply/demand for teachers.
- ODE is working with Pearson on Middle School Social Studies, Math, Science, and AYA Math and Social Studies (the 5 tests with the lowest pass rate). They are investigating options for these tests—we can redo the tests entirely but that would take at least 2 years. Shortgap solutions were: 1) having consultants look at the framework and the competencies and identifying the ones that are 9th grade and above—and if the state and panel agree, Pearson could simply NOT count the ones that are not applicable in the score. This solution would not retroactively count.
 - Soloninka indicated Pearson uses similar validation processes to ETS, and validates state-by-state instead of nationally. The issue is that the content is simply a mismatch in the test item bank.
 - ECDE and Tech Ed have had very high pass rates... ODE is going to look at resetting cut scores on the high pass end as they go forward. The people on the State Board desired a 70-75% pass rate on the first (initial) test, while the people on the ESB want a higher pass rate (80-85%) based on information available for other states. It was noted by the group our accreditor requires an overall 80% pass rate by program.
 - Discussion of passage problems in Math test could have be partially due to the difficulty candidates had in initial attempts using the calculator... Keil (Toledo) indicated that students are

paying more attention to how the test is structured and are becoming more sophisticated in their method of approach.

edTPA

Educator Standards Board Update (Ted Zigler) – Provided handout from SUED/OAPTE

- Ziegler and Bob Klein are on the ESB; UC and Wright provided information on edTPA in support of the group's work. At the ESB meeting, edTPA was discussed for the first time; the committee has teacher representation (appointed by the teacher unions in Ohio), and they have expressed concerns the role of the cooperating teacher in assisting the student teacher. ESB is setting up a committee that will review the handout provided today by Ted Zigler that summarizes comments made by SUED and OAPTE members. This means that it is unlikely that edTPA will count for licensure in fall 2015.
- Soloninka noted the edTPA is being considered as a replacement for the OAE APK (pedagogy test). The licensure office at ODE is concerned about using it for a replacement for pedagogy testing for alternative licenses and those from other states because the ODE has no way to offer the edTPA.
- Concerns have been raised about the contribution and impact of (and on) cooperating teachers in this edTPA process.
- Watts noted that the ethics commission stated the universities cannot compensate the cooperating teachers with some exchange of value at the district level (and then the district can do what they want with it) via MOU between IHE and the district.
- Keil (Toledo) noted that value exchange concerns might be a distraction based on how little it value is actually exchanged for cooperating teacher collaboration.
- Based on speed of deliberations, the adoption decision of edTPA would come too late for the Fall 2015 academic year.
- Madden (Shawnee) voiced concerns that it would be possible for Ohio-educated teachers to be required to a \$300 edTPA while students who are educated in other states (applying for licensure) and those applying for an alternative license would only have to take the APK (\$105) at a significant cost savings. Madden would like the options to be the same regardless of where the student is from—and to be able to advise his students accordingly.
 - Keil (Toledo) and Zachariah (CSU) indicated that this conversation really raised important issues for consideration related to how requirements are designed and enforced.
- Arhar/Kahrig asked about the Technical Advisory Committee conclusions about Reliability and Validity of edTPA. The TAC is comprised of national experts in assessment. There were some members of the TAC that had open questions on the reliability and validity of the edTPA. Predictive validity questions were not able to be answered because the data could not yet be linked to OTES. There were also questions about the sequencing of the development of the assessment and the job study (which was based on the prior assessment (California)). Watts reported the opinion of the TAC was mixed; no further work related to this will be conducted. Jim Wright of ODE works more closely with the TAC.
- Kahrig commented that she spent time with candidates who had completed the edTPA and heard candidates report that the cooperating teachers indicated no teachers actually had time to do the things required by the edTPA—that it did not reflect reality.
- Soloninka indicated that the edTPA did have value in preparing for the RESA and the National Board Certification (if a candidate pursued it).
- Arhar recommended the ESB invite to the subcommittee those with experience in using edTPA (e.g. cooperating teachers who have mentored a student teaching doing edTPA so that a more informed discussion occurs.
- Zigler noted that the edTPA doesn't appear to be something people dislike; it's the details of implementation that seem to be the source of frustration.

- Soloninka was asked to clarify alternative licenses authority (Workforce, Special Ed, World Language, 'any area' licensure) – the authority for those licenses (and their requirements) are in law—not via ODE. The law simply says that the alternative licensure applicants have to take a licensure test identified by the ESB. Therefore if edTPA is a *licensure* requirement, it could then be applied to alternative license programs—but then how would the logistics be handled?
 - Soloninka indicated that the alternative licenses were created for the vocational teacher licenses—for people without baccalaureate degrees, no pedagogy tests, nothing. They are very different from the newer alternative license requested by school districts when they find a person they would like to hire in a specific content area who does not have a teaching license. Soloninka, in talking with Madden (Shawnee), said he'd pull language related to that so we can clarify.

Request for information from OEA

- Joanne Arhar reported that she was contacted by Randy Flora, Director, Education Policy Research & Member Advocacy of the Ohio Education Association requested information about how cooperating teachers and student teachers are responding to edTPA. NEA and AFT place a priority on edTPA. Arhar asked permission to include Kahrig's statement (described above).
 - Kahrig indicated cooperating teachers are resisting edTPA because they are mentors for RESA, and they're already doing too much—they need to focus on RESA and are overwhelmed by edTPA.
 - Zigler noted that if we had better partnerships with our districts it might help us combat this problem.
 - Clark (U Akron) indicated concerns about creating additional dissatisfaction and tumult in requesting negative feedback from cooperating teachers.
 - SUED group has the option to send feedback to Arhar to be sent to Flora with names removed; please send feedback within one week if interested.

Ohio University letter to Educator Standards Board (John Henning)

- Henning (Ohio U) presented letter drafted by Middleton in support of use of the edTPA. Henning indicated that edTPA replaced Teacher Work Sample, which was an advance in the efforts to make teacher education more clinically-based. It brings enhancements to the culture of teacher preparation and helps the candidates to integrate and reflect on their practice. Middleton also identified edTPA as beneficial in preparing students for the Resident Educator process. Henning indicated that edTPA was going to be adopted by OU as a completion requirement (with a required passing score). Henning indicated that Middleton suggests SUED endorse it formally going forward (Brownstein indicated this was a topic for the Deans only group; Arhar indicated she would take it up after further discussion).
 - Watts noted that ETS is developing a performance assessment, too—and if they get it done before edTPA is adopted, we might need to get a RFP from ETS if this is not done by 2016.

Election of Representative to OBR committee on CAEP State Agreement – We're not sure if we have to do it, so we'll take nominations just in case. Keil volunteered as a representative. Elected unanimously.

Request for OAE information from Pearson (Tammy Kahrig)

- Kahrig noted the OAE results were inadequate in their level of detail presented; requested Pearson provide us with more detail so we can look at this at the program level. Soloninka presented Kahrig the sections of the RFP from Pearson that indicated they *would* give us competency-level data that we can use—so we need to, via SUED, pursue their fulfillment of this contract (based on the Specifications). Kahrig suggested we need to pursue action with the Superintendent (Ross) to get this done.

- Currently only the students who fail get proficiency data on sections of the test they failed and that information is not made available to IHEs. Students who pass don't see anything, either.
- Clark suggested that the letter be addressed to Superintendent Ross and CC general council, because it is fairly clear that Pearson is not fulfilling the promises made that generated the contract.
- Advocacy group agreed to write this letter and also share it with private institutions as well, because they have the same problem.

Title II

- Brownstein described frustration with uploading of student records; she contacted Pearson with questions and they replied with 'don't worry about this for now—this report isn't due 'til February.'
- Clark suggested a letter be sent to ODE about complaints with Title II to ODE... Arhar asked Brownstein to write a letter to be reviewed by Advocacy group. Eckert volunteered to help.

SUED Financial Report

- Dues collected this year – @2400; Transfers from previous year, 2,834.50; 5234.50 total in account. Will be used for lunches, receptions, SUED booklet.

SUED By-Laws

- A vote was solicited by group; only one person per college was asked to respond.
- Discussion of membership rule (anyone can bring guests, as suggested by Clark); dean and guests
- Discussion of identification of designee by dean; and whether dean is always the right person to be at the meeting (Zachariah and Madden); Howell suggested that in merged colleges, the committee may be better served by a designee who knows more about educator preparation than the dean. Language suggestion is "Dean or designees."
- Discussion of who votes, dean or designee; Sharp (Central) voiced the position that the dean is the only person that can speak for the college (at least at Central). Brownstein represents Ohio State in a less centralized environment; the voting incentive of "deans only" may not encourage deans to attend.
- For a motion to pass, a simple majority of all 13 universities; in the event of a special need or vote that the dean or designee is not present at a meeting, the chair will contact those deans for a vote via email
- Motion to approve bylaws – Madden, 2nd Howell
- 11 of 13 institutions voted yes (2 were not present—BG and UC) and Arhar will contact those two Deans for their vote.

Web based meetings

- Arhar suggested using WebX
- We'll try this for the February meeting, we'll see if the meeting can work remotely

Committee Reports

- Zachariah (CSU) noted 3/4/15 is Day on the Square; a Google Form will be sent out to get people to sign up.
- Brownstein solicited TAG course feedback from the group; apparently Paula Compton sent a message to Provosts soliciting representatives to discuss...
- Henning – The Ohio Clinical Alliance has a small amount of money available for partnerships; deadline is November 30... visit OACTE website if interested. At the next OCTEO, leadership teams will be formed to explore further.

Next meeting, 10:00 December 4, 2014

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Submitted by Erica Eckert, Kent State University