1. **Welcome and introductions**

2. **Recruitment plan for diverse candidates (30 min)**

Nell: There are going to be multiple assessments that look at our recruitment plan. One for CAEP and one for the HB3375 report – they want an update on what we completed two years ago.

Sue: CAEP 3.1 requires that we recruit diverse candidates.

We need to collect this data every year and disaggregate by who applied, whom we admitted, who enrolled, and who completed. The 2016-17 data is our baseline. The admission and enrollment data for 2017-18 is now available – you can compare data between the years to see if your recruitment plan is successful. **Handed out program specific data*. I will be sending you the raw data and the accompanying packet after our meeting. I will also send you a worksheet that needs to be completed and returned to me by Nov. 10. We need this data for our annual unit report and self-study (what we will eventually need to do). It is difficult to complete these reports without the anecdotes and stories from each program. Currently, we find diversity information through student self-report documents such as university/program applications and Taskstream. We may need to look into adding two data points: "Are you a native English speaker" and "are you a first-generation college student?", to either Taskstream or our program applications.

Wes: If we recruit people, but they do not get in, are we addressing the concerns? Recruiting is not the same thing as admissions. Music is recruiting from a non-diverse pool.

Sue: They want us to monitor our programs and be aware of our recruitment efforts. We do not know your program's specific challenges, so this will help us understand your focus for recruitment. For example, if budget is a program restriction, you should note it in the narrative.

Nell: We have to show that we are making a good faith effort and are being conscious of what we are/are not doing. We have to show some sort of progress. As a unit, we have made more progress than you would think. Part of showing this progress is documenting your efforts.

Nick: When you target you have to incentivize the process.

Sue: Do any of your programs have incentives?

Nell: In the MAT program, we received a grant for diverse students – 25% diverse.

Josh: We also have a graduate grant.

Jordon: We have a number of 1st generation students in our program – I work on outreach regularly. We are starting a media marketing campaign next week that will target underrepresented geographic areas as well as the general areas near us.

Sue: Please document these grants/efforts. We want to think about how we recruit as a unit.

3. **Dispositions assessment qualtrics (30 min)**

Sue: We have to validate the indicators before we can pilot this tool. Based on my literature review, I added two more indicators to our list: high expectations for learners and communicates with all key players orally and in writing. Additionally, I created a definition that helps the evaluator understand what we are looking for – this will be on the instrument and on Taskstream. We will have a panel of 25-30 CTs, supervisors, and administrators determine if the indicators are essential/not essential and whether the disposition is even observable.

Wes: Do you want a balanced population? We could provide you with contacts that we know would be willing to participate.

Randy: When you look for validity, you need to have the percent agreement. If we send it to a large group, and people do not respond, then we have to state that they did not agree. Instead, we should have a panel of 4-5 people who have agreed to do this validation process. Furthermore, those on the panel need to be familiar with our program and dispositions. I recommend that the panel consist of one admin (from the Consortium), one CT, one supervisor, and one faculty member (who did not participate in the instrument development).

Carolyn: We are ready to pilot this instrument at any time.

Matt: Beaverton is also ready – we would like to use it by week 7 this fall. Would it be possible to get this completed by then?

Carolyn: One change, we should clarify on number 1 (or overall) that this assessment is to be used while the student is involved in the program.

Sue: The directions address your concern, Carolyn.

Carolyn: Also, number 11 should have a clarification – what if they have one but not the other? How does someone rate this?

Randy: We have a number of compound items, but I am assuming if they do not meet one then they are not meeting the requirement - It cannot be an either or.

Matt: We should also reword number 11.

Sue: I will change Number 11 to high expectations for student and self.

Wes: We should also narrow down the instructions to either essential or observable – We should separate them since they are not the same.

Sue: If we separate them, then we need to have two responses for each item. We could make it simple and start with essential only.

Randy: For number 7, are we limiting it more than we need to? This only refers to integrity as a student – do we want this to be broader? Can we take out the word academic?

All: Consensus, yes - Strike academic.

4. **TSPC updates (15 min)**

Nell: Division 400 is redoing many of the regulations and receiving feedback – I sent you an email with these new proposed regulations. Trent Danowski is now the active director of TSPC. Supervision – The latest regulations state that supervisors do not have to have an endorsement in the area that the candidate is seeking. My interpretation: they have to have an endorsement, but not in the endorsed area. The TSPC handbook is ambiguous, but they are working on updating this. What do you assume is the required qualification to be a supervisor?

Wes: Level of expertise.

Nick: Previous teaching experience.

Carolyn: Must have an endorsement.

Randy: Our consensus is that to be a supervisor you have to have teaching experience in K-12 schools. We would like a grade level specification between elementary and secondary, except for PE, ESOL, and Music. Additionally, they need to qualify for a license (licensed in the past/could be license). It looks like we need to create a policy on what guidelines we are committing to given the ambiguous regulations.

Nell: There is an OACTE meeting next week to discuss these new regulations. Most of the feedback thus far is clarification; however, there may be pushback on the reporting requirements. The climate indicates that the goal is to align TSPC to CAEP standards as well as update information that has been confusing for a long time. OACTE is having a legislative session in January in which they are inviting legislators to discuss these unfunded mandates.

Carolyn: Moved through the CT bill (SB 82– trying to flesh out definitions now. This bill outlines restrictions on who can be a CT. There will be minimal funding for CT training.

Randy: Our DD program is up for review this spring. Since we are in the middle of CAEP alignment, our new Dean is committed to petitioning to have this review delayed.

5. **edTPA test results for OSU students – Sue Helback (5 min) – _moved to next month_**

6. **Licensure Exec Box – Summer Lowery (5 min)**

Summer: I have created an OSU BOX file for all of our licensure documents. The intended use is to have a central location for all licensure information that is accessible by everyone on the executive committee. Once I have finalized the setup, I will share this file with all of you.

7. **Other**

Observation Form:
Nell: Matt realigned the observation form. It is now printer friendly.

edTPA Update:
Sara: The decision to adopt new edTPA handbooks will be discussed at the Nov. TSPC commission meeting. For secondary, the recommendation is to have one handbook for both middle grades and high school. They are flipping the elementary handbook. If you are getting two endorsements, you only have to do one edTPA (this applies for ESOL as well). The edTPA should align to the student's endorsement, not their placement. Once you have your license, you do not need to take an edTPA again. The recommended cut score range is 38-40. The adopted statewide cut score will go into effect on Sep. 1, 2018. I will send out all of the documents I received from our last meeting. Lastly, we will be having a support session for edTPA on October 19 in Furman hall.

Nell: edTPA PD plans for supervisors – should we require training for all programs? It is a high stakes assessment and we need to support our students. What type of training does each program provide? Do we need to have a policy for edTPA training for supervisors?

Carolyn: We have the same question for our CTs. Rachael is putting together a training module that we will provide to CTs. We can share this module with you.

Nick: I have an edTPA PowerPoint I can share as well.

8. **Adjourn: 11:35am**