

Date	SUMMARY OF ADVANCED CHANGES SINCE 2011
April 2011	<p>Two weeks before the focus visit, the Unit learns the ADV non cert programs are also part of the unit and the Unit will have to provide data and evidence to NCATE for the visit.</p> <ul style="list-style-type: none"> ▪ Collaboration between OTC Assessment Coordinator and CoGS Graduate Program and Assessment Coordinator.
May 23, 2011	<p>CTE Retreat Hallmarks, Gates and Assessments (See agenda for this meeting dated 5/23/11.)</p> <ul style="list-style-type: none"> ▪ Discussion around replacing the graduate application 'letter of intent' with an essay addressing the graduate Hallmarks (which is being adopted as the conceptual framework for the graduate programs). A small group will assemble to decide what the essay prompt will be in the application essay. Notes dated 6/2/11 discuss having the summative piece of the Hallmarks essay be addressed again in the capstone experience of programs, whether that is a thesis, internship, practicum, etc. ▪ Plans to implement a systematic process for exit interviews of graduate students (ADV/OSP). ▪ Program Assessment Timeline needed from programs and request for work to be completed in summer 2011 is included. ▪ Identified the need for the development of an ADV assessment system and an ADV program assessment system. ▪ Announcement that the CTE by-laws will have to be revised in order to address the new composition of the Educational Unit. ▪ Discussion on use of design, collection and use of program and unit assessment data. ▪ Program and Assessment Coordinators have been examining the use of the GRE for admission ▪ Discussion on Standard 4: Diversity of experiences for all Unit candidates. ▪ Presentations of examples of syllabi in order to select a uniform template. ▪ Summer assessment work explained.
September 2011	CTE By-laws Committee commences work on proposed updates to the existing by-laws.
Oct 11, 2011	<p>Discussed the charge of the new bylaws committee based on the NCATE BOE report to include representatives from ALL of the UNIT programs</p> <ul style="list-style-type: none"> ▪ Develop a variety of options to present to CTE for consideration.

	<ul style="list-style-type: none"> ▪ Need for a standing by-laws committee in order to review on a consistent basis and potential of having a Grad Student serve on CTE as a voting member. ▪ Based on the current by-laws Counselor Education and School Psychology should have a vote at the CTE. ▪ The committee reviewed the current programs within the unit <p>Generate ideas on how to bundle graduate programs so that all members in the unit are represented</p> <p>Other topics discussed with GRADUATE faculty</p> <ol style="list-style-type: none"> 1. Competencies of strong writing skills, library research, undertaking a literature review, and written “scholarship” 2. Be explicit in discussion of philosophy that guides us in our practice – USE THE HALLMARKS 3. Certification Programs should include the development of the e-portfolio and inclusion of an internship portfolio in the capstone internship/practicum. 4. Consider requirement of a master’s thesis for the MED, MS, and MAT degrees with and without certifications 5. Programs need to address career development 6. Consider assessment of students prior to internship as a requirement for internship. 7. Develop Standardized acceptance of grades in content area for admissions 8. Develop standard components for Exit Mahara portfolio 9. Consider development of a standard core- of courses for MS, MED, and MAT ITP programs
3 Jan 2012	<ul style="list-style-type: none"> ▪ Dispositions and Diversity ▪ ADV OSP/Professional Development- Unit assessments ▪ Three afternoon breakout sessions: <ul style="list-style-type: none"> ○ UG ITP and writing the interpretation of results using the language of standards; ○ Graduate ITP programs to look at the common core and development of the graduate admissions rubric; ○ ADV OSP/PD unit assessment workshop to use the rubric and develop inter-rater reliability.

Jan 9, 2012	Ongoing work for implementing the Graduate Exit Survey.
Feb 16, 2012	<p>Follow up from ITP/ADV program retreat.</p> <ul style="list-style-type: none"> ▪ Discussion of inter-rater reliability for graduate application Hallmarks essay writing rubric. <ul style="list-style-type: none"> ○ Writing samples needed to work on norming the rubric. ▪ Reflective writing rubric for Hallmarks essay in draft form. ▪ Acknowledgement there are graduate programs without a department, resulting in the early discussions of creating the Education, Learning, Leadership and Curriculum (ELLC) department. ▪ Graduate admissions rubric in infancy stages. ▪ Continued discussion of adopting Hallmarks as the GRADUATE Conceptual Framework.
April 2012	<p>Ongoing conversations regarding:</p> <ul style="list-style-type: none"> ▪ PSU programs and coordinators for Voting Members of the CTE as of April 2012 based on work done by the CTE By-laws Committee; ▪ Dispositions for all Unit Candidates ▪ Transcript reviews and prerequisite courses for Graduate students. ▪ Continued collaboration between OTC Assessment Coordinator and CoGS Graduate Program and Assessment Coordinator.
Jan 2012- May 2012	<p>Progress toward full implementation of Unit and Program Assessments at ADV level The following ADV programs are submitting reports to the NH Department of Education for review (January 2012):</p> <ul style="list-style-type: none"> ▪ Special Education Administrator ▪ Curriculum Administrator
14 May 2012	<ul style="list-style-type: none"> ▪ Admissions Rubric for ADV ▪ Reflective Writing Rubric and Training (UNIT) ▪ Inter rater training for reflective writing (UNIT) ▪ Accreditation Update – UNIT
21 May 2012 CTE Biannual	<ul style="list-style-type: none"> ▪ Unit Dispositions ▪ Unit Assessments:

Retreat	<ul style="list-style-type: none"> ✓ Advanced Programs (OSP and Professional Development) <ul style="list-style-type: none"> i. Admissions Rubric including dispositions on references ii. Research writing rubric iii. Entering GPA iv. Alumni and superintendent/principal survey v. Dispositions within specified courses ▪ Clinical Field Experiences, Practicum and/or Capstone experiences ▪ NCATE Timeline for Program ▪ Draft of Hallmarks reflective writing rubric submitted by small faculty committee. More detail on the graduate admissions rubric. ▪ Draft of PSU Unit Dispositional Behaviors Guide disseminated. ▪ Discussion of TracDat included, which was adopted for the 2010-2011 AY. ▪ First iteration of the graduate admissions rubric in this folder- dated 2/17/12. ▪ First iteration of the revised reflective writing rubric for the Hallmark essay also included ▪ Writing prompt for Hallmark essay at this stage includes a statement of pre- and post- essays for graduate studies programs. ▪ Not apparent what the definitions of what the Hallmarks are. ▪ Request of ongoing work on syllabi, faculty updates, crosswalks, key assessments and assessment timeline.
Summer 2012	<ul style="list-style-type: none"> ▪ 4-6 key assessments are required for Advanced Programs Professional Development programs ▪ Develop/Upload assessments into Mahara – work with OTC Assessment Coordinator
August 14, 2012	<p>Graduate Exit Survey launched; sent out a few reminder emails to recipients. As a result survey didn't close till mid to late September.</p> <ul style="list-style-type: none"> ✓ 463 recipients ✓ 307 did not respond ✓ 156 responded

	<ul style="list-style-type: none"> ✓ 9 opted out of completing the survey ✓ 13 recipient email addressed bounced (i.e., undeliverable) ✓ 35% response rate <p><i>NOTE: On September 3, 2012, a member of the OTC staff, the Coordinator of Teacher Certification took another position on campus. This resulted in increased workloads for other OTC staff members, impacting forward momentum with ongoing NCATE progress. The new OTC Coordinator of Teacher Certification was hired in January 2013.</i></p>
Sept 21, 12	College of Arts and Sciences (CAS), College of Education Health and Human Services (CEHHS), and OTC schedules meetings with faculty as an opportunity to reconnect, synchronize deadlines, identify responsibilities and clarify mutual understanding of assessment plans.
Oct 15, 2012	College of Graduate Studies (CoGS) staff meeting, where the discussion centered around how the CoGS graduate application admission rubric will fit into the workflow of admissions and registration,
Nov 2012 OTC/Office of the Deans Retreat	<p>Review and finalize rubrics which will be used to collect data on our applicants and completers of our programs</p> <ul style="list-style-type: none"> ▪ Hallmark Essay inter-rater reliability exercise. ▪ Discussion and review of the CoGS Admission Rubric, which when implemented will allow us to collect data on our applicants. ▪ The Graduate Research Writing Rubric. ▪ The capstone dispositional assessment <p>G. Mears and J. Ciesielski meet with ADV program coordinators to conduct inter rater reliability with the reflective writing rubric for the Hallmark essay. (Result of reliability was .5 on the Cronbach scale (unreliable) therefore; the Unit faculty began discussing the use of the Hallmarks within the writing sample for acceptance to PSU.</p>
December 2012	<p>Ongoing discussions regarding: creating a 'statement in the responsibilities' draft for coordinators so a shared understanding of what assessment and outcomes needed means.</p> <ul style="list-style-type: none"> ▪ Identified the need for a glossary of terms discussed at the CTE meeting earlier in the semester;

	<p>this was great start to a shared understanding.</p> <ul style="list-style-type: none"> ▪ Discussions around the need for a visual/graphic to represent the Hallmarks as the conceptual framework.
Jan 8 2013	<ul style="list-style-type: none"> ▪ Electronic/Standardized Portfolios ▪ Program coordinators responsibility/roles – new handbook discussed and shared ▪ Dispositions and Common Language ▪ Plans for upcoming year on the implementation of the Unit Assessment for ADV programs <ul style="list-style-type: none"> ▪ GPA ▪ References from applicants' files ▪ Reflective writing- mechanics only (see rubric developed for Hallmarks/Reflective writing rubric ▪ Measure of academic writing pulled from research class ▪ Second measure of reflective writing skills ▪ Continued collaboration between OTC Assessment Coordinator and CoGS Graduate Program and Assessment Coordinator.
February 2013	<p>Ongoing work:</p> <ul style="list-style-type: none"> ▪ Set parameters for data collection on accepted students using the alignment made from HALLMARKS to the dispositions on both the graduate recommender form and the second page of the graduate admissions rubric. Work commenced on this project on 2/11/13. ▪ Coordinator requests for clarification on which assessments to be used – there are three sets and confusion abounds. ▪ J. Ciesielski and L. Johnson working closely coordinators to identify program outcomes and accompanying assessments.
2/18/13 CTE Meeting	<ul style="list-style-type: none"> ▪ Dispositions developed by M. Earick approved at CTE meeting. <ul style="list-style-type: none"> ○ Question: how does this translate to the dispositions assessed on the recommender form in the graduate application, which are the same dispositions assessed on the graduate admissions rubric by coordinators as part of an applicant's acceptance to programs. ○ COGS Assessment and Program Coordinator aligned Hallmarks to references for purposes of external review data as well as baseline data for all candidates.

Feb 21, 13	<ul style="list-style-type: none"> ▪ Clarification received regarding the assessments are that are needed for the ADV non-cert programs. It is with these five (5) assessments ▪ G. Mears and J. Ciesielski planned a Hallmarks Retreat scheduled on 2/22/13.
Feb 22, 13 OTC/Office of the Deans Retreat	<ul style="list-style-type: none"> ▪ Driven by NCATE needs for the ADV non-cert programs a retreat is held with CEHHS unit coordinators. Members of CAS with coordinators also in the unit are invited. <ul style="list-style-type: none"> ○ Note: all ADV program coordinators, cert and non cert were invited to attend this retreat. <p>Create assessment and rubric with subcomponents identified:</p> <ul style="list-style-type: none"> ▪ Assessment 1 - Content Knowledge ▪ Assessment 2 - Content Knowledge (GRADES – collected by OTC and sent to Faculty for review, analysis and interpretation) ▪ Assessment 3 - Planning for learning ▪ Assessment 4 - Field Experience/Capstone ▪ Assessment 5 – Impact on Student Learning ▪ Unit Assessments that may be used include – Research Writing and Unit Dispositions <p>In addition the programs need to:</p> <ul style="list-style-type: none"> • Revise all syllabi accordingly with Hallmarks identified. • Identify program improvement plans • Create an overview of the program <p>Capstone Projects</p> <ul style="list-style-type: none"> ○ Conceptual framework- what does it mean?