THE UNIVERSITY of
MISSISSIPPI
SCHOOL OF EDUCATION

Education Preparation Council
Meeting April 1, 2021
Agenda

I.	Welcome	Dr. Susan McClelland
II.	Announcements	Dr. McClelland
III.	Assessment/Data Feedback Platt	Drs. Ann Monroe & Sara
IV.	Review of 2020 Work	Drs. McClelland & Monroe
V.	Moving Forward	Dr. McClelland
VI.	Adjourn	Dr. McClelland

Thank you for your commitment to the work of this committee as we strive "to develop, refine, and improve clinical practice, curriculum, and partnerships."

Education Preparation Council Meeting
Minutes Zoom
April 1, 2021

I. Welcome

II. Announcements, Dr. McClelland

A. Dr. McClelland announced her retirement on May 31 and that Dr. Brady will be assuming the interim chair position on May 1.

B. Dr. McClelland announced the addition of Dr. Robert Garrett of the New Albany School District to the committee and new standing member Dr. Sara Platt, Assistant Director of Assessment.
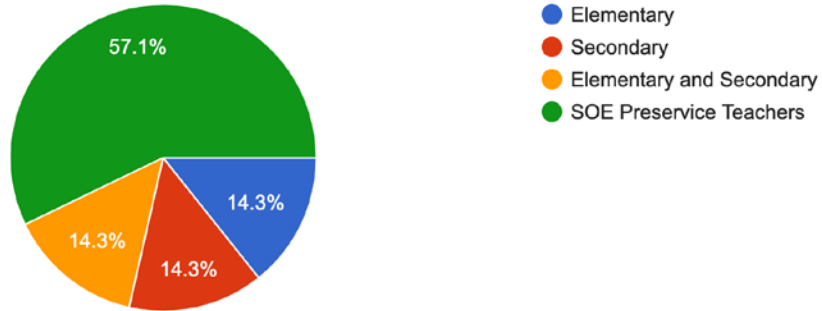
III. Assessment/Data Feedback, Drs. Monore & Platt

A. Dr. Monroe discussed the three statewide instruments used by every EPP across the state created in collaboration by EPPs. They are the Teacher Intern Assessment Instrument (TIAI) that evaluates planning and teacher practices of candidates; the Candidate Evaluation Instrument (CEI), a dispositional instrument used throughout the program to evaluate candidates on their professional dispositions; and a new statewide piloted assessment instrument called The Impact on Student Learning (ISL) where candidates have to show they are having an impact on P-12 students in the classroom. Committee members were sent the pilot Impact on Student Learning Assignment and Rubric prior to the meeting so they could review it in preparation for the discussion.

B. Dr. Sara Platt, Assistant Director of Assessment, engaged EPC members in a discussion of the course EDCI 419: Classroom Assessment. She also requested feedback regarding the course as well as the pilot statewide instrument, Impact on Student Learning (ISL). EPC members completed the survey below on Google Forms, as well as participated in a discussion. The information below represents the results of the survey.
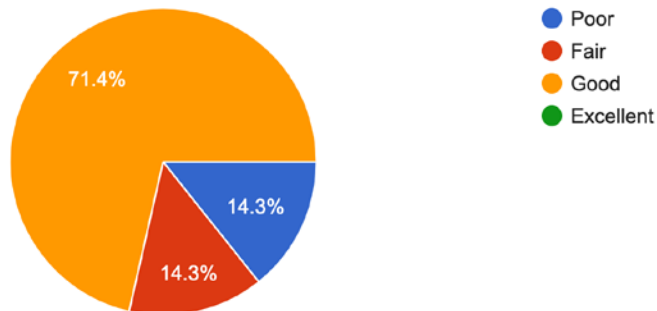
Survey Results—EPC Feedback Impact on Student Learning

What grade levels do you serve?
7 responses

- Elementary
- Secondary
- Elementary and Secondary
- SOE Preservice Teachers

57.1%
14.3%
14.3%
14.3%

How would you rate our candidates preparation to use technology in the classroom?
7 responses

- Poor
- Fair
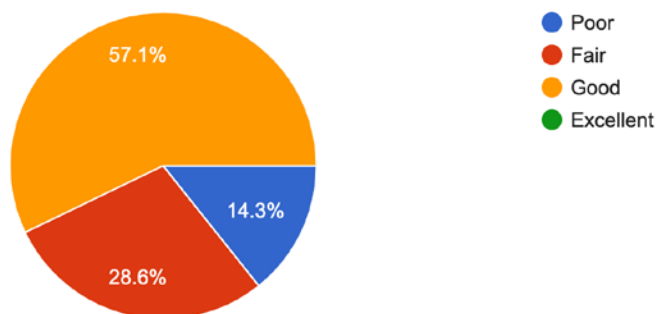- Good
- Excellent

71.4%
14.3%
14.3%

How would you rate our candidates preparation to work with students from diverse student populations (SpEd, ELL, Low SES, Race/Ethnicity)

7 responses

- Poor
- Fair
- Good
- Excellent

42.9%
14.3%
42.9%
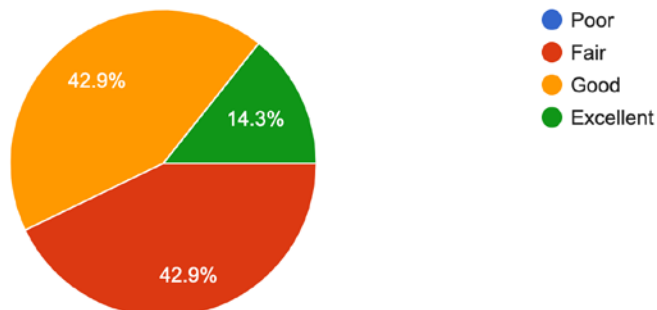
How would you rate our candidates preparation to use assessment data to drive instruction?

7 responses

- Poor
- Fair
- Good
- Excellent

57.1%
14.3%
28.6%

What are critical factors that pre-service teachers need to understand with regards to assessments?

- How to formatively assess with technology and then view the item analysis and understand the next steps for instruction. They also must understand that almost every question they ask they should allow for device response.
- Importance of process in collecting data
- How they relate to student achievement and instruction.
- Assessments must align with standards/objectives.
- That assessment is a continuous process (formative) not a terminal product (summative).

- PS teachers need to know content, purpose (including standards), and more than anything they need to know their students. Thank you for adding the CRT practices to the discussion.
- I think they need to understand that assessment comes in lots of forms, but also that they need to happen frequently and that if students aren't receiving feedback they are not effective.

What areas for improvement do you have for the Impact on Student Learning Assignment and/or Rubric?
- Three respondents indicated that they had no suggestions for improvement
- How pre-assessments (formative) should be used effectively
- I would like to see more emphasis on evidence and interpretation of student learning. I realize that some of this will be connected in reflection, but I wonder if the students could talk about how the learning will connect to the next lessons, the needs of the students as they are thinking about the next skills to teach.
- I would say that is tricky to get young aspiring teachers to make evaluation of student characteristics that impact learning. It's important, but I think they really have to examine biases as they do that especially with SES and race.

From your review of the Impact on Student Learning instrument, what factors do you believe are essential skills for pre-service teachers?

- Understanding of the Mississippi Standards or common core standards. How to create a pacing guide based on the courses/standards they are teaching. How to formatively assess with tech. How to use an LMS and create course content.
- Using valid data to make informed decisions
- Differentiation of instruction based on student need.
- They must have a good background of the students. The TCs need to have a good background on various types of assessments and how to use them.
- That assessment is a continuous process (formative) not a terminal product (summative). That things like improvement science (Plan Do Check Act) need to be supportive of that formative processes.
- Knowledge of content and reflection. If they don't understand what they are teaching and why the lesson did or did not work well, they can't grow as an educator and better assist their students.
- Assessments are important. Taking in context is important. Planning is important.

  C. Team members completed an overarching discussion of assessment in general, as well as the ISL. K-12 Partners indicated the need for understanding the use of pre-assessment data, data collection processes, and using the data to guide the instruction. The ISL assignment focuses on the pre-assessment and student background guiding the instructional process. K-12 partners also discussed the use of differentiation and formative assessment. K-12 partners provided examples of

opportunities for formative assessment using technology (Google Forms, Socrative, Mastery Connect). The ISL assignment evaluates the use of technology during assessment.

One additional topic was academic rigor and pacing guides. The K-12 partners noted that candidates need to understand how to choose quality instructional materials and level of challenge for students. They need to be able to understand how to follow a pacing guide and understand the balance of remediation and acceleration. They also need to be able to break down the standards and scaffold learning based on the standards. Project-based learning in terms of rigor was discussed. Our K-12 partners indicated that project-based learning is difficult for the first-year teacher until they have additional classroom teaching experience. This information from our K-12 partners will be shared with the Teacher faculty.

Another topic of discussion was student teachers starting at the beginning of the school year. Our K-12 partners indicated that the early start was beneficial for student teachers. They noted that the early start of student teaching allows for students to see the progression of learning from the beginning until the end of the school year. Different programs (Math, Science, and a subgroup of Elementary) piloted early start initiatives. Feedback regarding the early start student teaching groups will be monitored.

IV. Review of 2020 Work, Dr. McClelland
A. Dr. McClelland asked that the agenda be amended to not review 2020 work at this time.

V. Action Items, Dr. McClelland

A. EPC feedback will be shared with the statewide EPPCC committee. Dr. Platt is currently serving on a task force of EPPCC focusing on the ISL. EPC feedback will be included in regards to revisions of the ISL.
B. EDCI 419 Team members will have a team meeting in May 2021 to discuss the ISL. EPC feedback will be shared with the EDCI 419 team. Feedback regarding the ISL will be collected from the 419 Team and shared with EPPCC as well. Technology integration and working with diverse students will also be discussed at the team meeting (EPC survey results will be shared).
C. Continued feedback will be collected regarding early start initiatives for student teaching.