**Meeting Minutes**

**Thursday, March 19, 2020**

**3:30 pm – 5:00 pm**

**Location: Zoom Web Meeting**

# Approval of Previous Meeting Minutes

### Motion by Scott, second by Susan, motion carries.

# Assign/review of assessments

## Update on EPP Assessment Plan

### Postponed until next meeting, pending other reports.

## Review of reports

#### Novice Teacher Survey—Jacques and Dixie, February

* + - * 1. Postponed pending State Department sending data.

#### Diversity Survey—Dixie and Jacques, March

* + - * 1. Jacque--We went through each of the elements and we broke them down and looked at the rating in each. Based off this information it seems like MLED and MAT Majors consistently scored a little higher than other groups. That says their score a little higher on questions that stress the importance of the teacher's role in the diversity in the classroom. Also no one group had really negative thoughts about diversity. Most Majors disagreed with negative statements such as everyone should speak English and it being a hindrance to learning. Everyone overwhelmingly agreed that they needed more professional development on diversity and MLED Majors were the ones that felt like they were the most prepared looking at the numbers that we looked at here and we often talked about the importance of diversity but we did not provide them with strategies on how to implement diversity and things like that so that was some of the generalizations that.
				2. Dixie-- I don't know if this is a survey or questionnaire but the questions aren't really questions, they are statements so I don't know if the language there should change. There seems to be some content missing in relation to diversity and things like implicit bias, culturally responsive curriculum, asset deficit perspectives, language diversity. I don't know if everything that we want the students to walk away with like what I just read is actually in a survey for Multicultural education. I think we might be talking about two different things. “Dealing” with different learners or when “dealing” with second-language learners has a negative connotation so I don't know if we should look at a new instrument besides that. Based on the commentary from the open-ended questions there are some statements that allude to the fact that some programs address diversity much or not at all; some of us in the unit have more experience with and expertise and even publications related to diversity-- Multicultural education, culturally relevant pedagogy, critical literacy, things like that. With regards to backgrounds of the faculty, it seems like perhaps that we can come together and ask each other what do we want our students to know and be able to apply when it comes to diversity because with this instrument I'm not sure we're getting what we want. I'm not on the diversity committee-I think Kim put me on it recently-but it's really relevant when you're getting to the concept of differentiation and its really relevant with classroom management; it's really relevant with them responding to cultural needs. We have a wide variety of things going on in the unit for our teacher candidates but over and over and over again the field experiences and the internships were the most important factor to learning, more than just being in the classroom with teachers here on campus.
				3. Audrey--  I definitely think that we probably would want to create our own survey because just looking out there there is nothing that we can use that we'll be able to determine our needs and what we want to know. I know many other programs do not offer a diversity course or Multicultural education course or culturally responsive teaching course in the program so we definitely want to look at that as well. The instrument that we are using there is a lot of negative connotation still within the same questions as well as it didn't meet the needs of our program. I had some background in that I used an instrument for my own doctoral research that was probably four pages and I know that it's more about a diverse curriculum. If a new instrument is necessary, we need to be thinking about where we are in terms of a CAEP visit so that will have three instances of data, as right now we only do the diversity report every Academic Year. So if I'm counting correctly that means we need a new instrument starting in the new Academic Year of 2020-21 so we are totally ready. I have not looked at the new research on how we are assessing our teachers beliefs and we need to address do we want to know their beliefs or do we want to know how well we prepared them.
				4. Dixie—That’s the question at hand so make sure it is in the minutes.
				5. Scott--I myself am not a specialist in that area, that field, so I would love to have some sort of module or something that either I can apply into my program or that is put into the professional education courses.
				6. Dixie--I think all students and all programs should participate in a online microaggressions module, as part of the secondary methods courses in secondary programs. I think that's an excellent recommendation of something that we should look into.
				7. Kimberley--I think that these recommendations need to be put together in a report and put towards towards COPE and I think it's a good recommendation to have some sort of a mini course that can be delivered.
				8. Nicole-- As far as edtpa is concerned there's a section that they have to address on how are you using students personal and cultural assets to make instructional decisions for students and our students typically are at the very low end of that thinking, I have African-American students so I need to include some black history and I have Hispanic students so I need to make sure that they have a Spanish-English dictionary or whatever and it's mor about how are you the teacher using their personal and cultural assets as information that defines who they are as people, how are you using that to make instructional decisions to meet their needs and that's a much higher level thought process. And that has to be addressed in courses long before the edtpa is taken.
				9. Kimberley-- As culturally responsive Educators we must understand diversity and be able to apply that into our teaching. We can't say thats what we want for our students until we're doing it, we have to practice what we preach and if we do it and it will be second nature to our students. We must make sure that is integrated throughout all of our courses so it's not just a one shot.
				10. Dixie—We need to check into what UCA did with the group from Harvard.

#### Technology Survey—Scott and Nicole, March

* + - * 1. Scott-- Looking over the report we wanted to look at anything that was below a 4.2. The grand means for questions 2 and 3 were much lower than the others with a mean of 4.144 question 2 and a mean of 4.114. We saw quite a few of the were actually positive for us even with the standard deviation it wouldn't go below a 4.00. By Major area is one where you can kind of see in terms of a visual where we highlighted the areas that were a concern. Anything that was above .90% of deviation in anything that was below 4.2 we can see those. Mountain Home in every one of the questions was a concern. They were low in their means and their standard deviations in every single one of their questions so that was something that probably is one of the things that is is impacting our our general numbers by major but also something that that we need to address if we're going to consider this data as something we need to address. Mountain Home needs some remediation in terms of their technology delivery but we in Jonesboro need to look at questions 2 and 3 as well as our means are kind of low in the area. Mid-South also had concerns in the questions. Questions 2 and 3 which Riley and “is I keep up with with important new technologies” and “I know about a lot of different Technologies” --those two areas are the ones where students seem to be having a lot of difficulty with so it's something that we need to consider.
				Issues within the technology survey on our different campuses are the major issues that we we need to consider.
				One that is in an other other area is question pk-4, “I know how to organize and maintain classroom management”, that's not technology but it's something where pedagogical knowledge that we know is already an issue but it's not something that applies to technology.
				2. Nicole-- I plan to share this information with Dr. Towery thinking about how we're meeting these needs at off campus sites. I need to educate myself as to whether our students on both of these campuses are taking technology courses online or are they having them face-to-face and who's actually responsible for delivery and I just think it would be good to share this information as we looking at it here today.
				3. Scott—We need to address this seriously as it’s a new focus for CAEP accreditation. I think it's something that we need to make sure to highlight. I know also one of our concerns when we were thinking about with COPE is how we go about holding people accountable for addressing the changes that are recommended in the plan. That's something that needs to be questioned as well as what exactly do we do. A lot of people don't understand the plan and don't know what it is and so how do we go about moving forward? I think this is again another one of the questions that needs to be addressed to COPE and in the technology committee so maybe when we send this forward we are recommending that that the technology committee be as transparent as possible about what they're doing and moving forward I think that's going to be one of the important facets here.
				4. Nicole-- The tasks in the technology plan aren't going to be that hard to address, it's just data collection. There has to be someone responsible for figuring out which people are now Apple certified and which are Google Certified, who in each program are doing Tech-related assignments in their coursework and then what are those assignments and how are they assessed and how does that correlate to the TPACK rubric. Thats the the biggest issue with the tech plan- it isn't what it's asking us to do it's who is the person collecting that data and ensuring that data is being collected and where are we putting it. Without a point person will not be put into motion, ever.
				5. Kimberley-- I would like to meet with the technology committee so that I can make sure that what I have in the quality assurance plan is actually what we are stating in the Tech plan.

#### EDA Report—Susan and Sarah, March

##### Postponed until next meeting

# Adjourn

* 1. Motion by Nicole, second by Prathiman, motion carries.

**Upcoming meetings:**

Tentative: Thursday, April 30th