### Decision Point Dialogue Meeting

**Responses to DPD Group Discussion: Activities Performed since Previous Accreditation Visit to Address Areas for Improvement for NCATE Standard 1 and 2**

#### Standard 1-Candidate Knowledge, Skills, and Dispositions

<table>
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<tr>
<th>Area of Improvement (2003)</th>
<th>List Activities Since 2003 in Your Program that Address Each Area of Improvement</th>
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| The initial and advanced teacher education programs do not clearly align performance-based preparation of candidates’ knowledge, skills, and dispositions. | • rGrade™ eReports (School Psychology)  
• These are now aligned in rGrade™—program standards alignment in rGrade™ for every course & requirement (Educational Leadership)  
• Our course titles, structure of classrooms, laboratory activities, etc., all align to ITEEA’s Standard for Technological Literacy (Technology Education)  
• Alignment to standards/master syllabus alignment of standards (School Psychology)  
• Aligned with standards/courses (School Counseling)  
• rGrade™ programs include performance-based assessments for knowledge, skills and dispositions aligned to INTASC & CEC Standards (SPCED)  
• rGrade™ with systems alignment via course syllabi with CEC standards (SPCED)  
• Initial—rGrade™ aligns this knowledge, skills, dispositions (ELED)  
• CTE Standards; Initial—state review with specific content alignment/advanced—must come to the program with a solid content appropriate for the area (Business)  
• Increased number of performance-based tasks/assessments; revised rubrics to reflect performance-based learning (World Language)  
• Aligned performance-based tasks with INTASC/ISTE/State Standards (World Language)  
• Program articulation (World Language)  
• Students prepare lesson plan that demonstrate mastery of content (Life Science)  
• Doctoral students complete an internship in content area; program standard alignment does in rGrade™ (*Student artifacts for INTASC usually represent content knowledge) (Life Science)  
• Aligned all undergrad and grad syllabi to key assessments which are performance-based (FACS; Educational Studies)  
• Individual course syllabi are aligned to master syllabi (FACS; Educational Studies)  
• MASE and MACT—program revisions to ensure appropriate placement of key assessments (FACS; Educational Studies)  
• Need to connect with dispositions per se—program articulation (Visual Arts)  
• Write LP’s in AED 305; tape lessons and self-assessment, self-reflection (Visual Arts) |

| At the advanced level the unit lacks a system to collect and aggregate data to provide evidence that the advanced candidates possess content knowledge. | • Can we use SPAs? If we pass SPAs, which all include content pieces and the unit shows high pass rate can’t we say the candidates have knowledge—answer to professional organizations so shows we meet (School Psychology)  
• Rubric assessments now used and on rGrade™ for each department (Educational Leadership)  
• We are also accountable to SPA’s or state level accreditations (Educational Leadership)  
• Content required artifacts are now included (Educational Leadership)  
• All courses are offered on-line, so documentation is now in digital format and easier to catalog (Technology Education)  
• Programs are modeled in rGrade™ (Educational Leadership) |
- Key assessments, Praxis, early course grades (School Psychology)
- Key assessments are identified and aligned by standards (School Counseling)
- At least two assessments of content for each advanced program in rGrade™ (SPCED)
- rGrade™ with course and DP data with rubrics with CEC standards (SPCED)
- Acceptable to SPAs + all SPAs require content knowledge; we have very high SPA pass rates (ELED)
- rGrade™ has programs listed—no students have completed these; no data (Life Science)
- MASE and MACT funnel data into rGrade™ (FACS; Educational Studies)
- Key assessments designed to measure content knowledge (FACS; Educational Studies)

At the advanced level the unit lacks a system to collect and aggregate data to provide evidence that the advanced candidates possess professional knowledge and skills.

- Can we use SPAs? If we pass SPAs, which all include content pieces and the unit shows high pass rate can’t we say the candidates have knowledge—answer to professional organizations so shows we meet (School Psychology)
- Rubrics in rGrade™ measure this for the unit? (Educational Leadership)
- UAS in place, plus data rolls into rGrade™ (Technology Education)
- Praxis data (School Psychology)
- Key Assessment—Action-based assessments/performance data (School Psychology)
- At least two assessments of content for each advanced program in rGrade™ (SPCED)
- rGrade™ with course and DP data with rubrics with CEC standards (SPCED)
- rGrade™ compiles this data; not enough students here to build body of data (Life Science)

At the advanced level the unit lacks a system to collect and aggregate data to provide evidence that the advanced candidates possess professional and pedagogical knowledge and skills.

- Can we use SPAs? If we pass SPAs, which all include content pieces and the unit shows high pass rate can’t we say the candidates have knowledge—answer to professional organizations so shows we meet (School Psychology)
- Rubrics in rGrade™ measure this for the unit? (Educational Leadership)
- Students submit videos of teaching activities with secondary populations (Technology Education)
- Graduate survey & portfolios (School Psychology)
- Graduate surveys and portfolio development, standards and artifacts (School Counseling)
- At least two assessments of content for each advanced program in rGrade™ (SPCED)

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| The unit does not have at least one year of aggregated performance data on candidates’ pedagogical content knowledge in all advanced programs for teachers. | Some programs have new standards (G & T) so can’t have data at this point—now have for all that [we] can have (School Psychology)
 | Department of Educational Leadership does have at least one year of performance data (re: ISLLC Standards) (Educational Leadership)
 | We now have multiple years of documentation (Technology Education)
 | Dispositions—3rd year (School Psychology)
 | Program Dispositions (School Psychology)
 | Minimum of two years data on every assessment; most assessments have four years of data (SPCED)
 | Some programs have new standards so can’t rally have data there (ELED)
 | World Languages initial license has three years of aggregated data (World Language)

| The unit does not have at least one year of aggregated performance data on candidates’ dispositions in all advanced programs for teachers, nor does it have comparable data in its | We do now have for School Psychology (School Psychology)
 | Disposition rubrics have been developed and implemented (and are on rGrade™) (Educational Leadership)
 | Graduate faculty have worked on a system of evaluating dispositions of Masters-level students (Technology Education)
 | Performance—monitoring assessments in internship (School Psychology)
 | Not enough students to provide data—rGrade™ has ability to collect this (Life Science) |
doctoral programs for other school professionals in elementary and special education.

The unit does not have at least one year of aggregated performance data on candidates’ impact on P-12 learning in its advanced programs for teachers in elementary and secondary or in its doctoral programs for other school professionals in elementary and special education.

- We do now have for School Psychology (School Psychology)
- The LAMP data is now collected & reviewed on a routine basis (Technology Education)
- Impact statements at masters level or doc students who completed masters at BSU (or take DP classes) (ELED)

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| The unit assessment system, assessment pieces, and rubrics are not linked to the Conceptual Framework. | - Mapping in rGrade™ (School Psychology)  
- These are now linked (Educational Leadership)  
- All professional methods courses highlight the three concepts in the Conceptual Framework (Technology Education)  
- All rGrade™ programs are fully aligned to CF (SPCED)  
- All professional courses highlight the concepts of the Conceptual Framework (Business)  
- Conceptual Framework covered in FL courses 150, 295, 395, 396 (World Language)  
- CF added to syllabi for all courses connected to all life science education programs by summer 2010 (Life Science)  
- Added CF to all AED course syllabi—rubrics need to use same language overt. (Visual Arts) |
| The unit assessment system does not systematically address the unit operations. | - Now in rGrade™ (School Psychology)  
- The department chair is a member of the TTE faculty and understands the importance of this relationship (Technology Education)  
- Flowchart from Standard 2 IR (SPCED)  
- All science (science methods courses) use the rGrade™ rubrics for evaluating the key assessments that made up the majority of course expectations (Life Science)  
- We need to explicitly link INTASC standards to individual project assessments (Visual Arts) |
| A written unit assessment system at the advanced level does not exist. (Initial) | - UAS Reports (Educational Leadership)  
- All tracks are modeled in rGrade™ (Technology Education)  
- School counseling has a program specific unit assessment system (School Counseling) |
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| The collection, storage, aggregation, and analysis of candidate performance data have not yet been fully implemented across all advanced programs in the unit. | - rGrade™ is now fully functional for all programs (School Psychology)  
- Now done through rGrade™ (Educational Leadership)  
- rGrade™ performance reports (School Psychology)  
- rGrade™ annual reports and feedback (School Counseling)  
- We now collect and store this data (Business) |
| Little attention has been given to data to ensure that the assessment measures and procedures for advanced programs throughout the unit are fair, accurate, consistent, free of bias, and good predictors of candidate success. | - We discuss these issues and make changes when needed (Educational Leadership)  
- GRE verbal scores are predictive of dissertation success (Educational Leadership)  
- Routine faculty meetings include a review of student performance, rGrade™, Praxis scores, etc. (Technology Education)  
- Decision Points—having activities directly related to standards (School Psychology)  
- Evidence in portfolio standards/standards revisions and internship evaluation measures by supervisors (School Counseling)  
- Students view rubrics prior to evaluation—content validity of assessment based on standards (School Counseling)  
- Fair = access to all rubrics prior to assessments; Consistent = performance across DPs which includes across assessment and assessors (SPCED)  
- Content validity based upon standards; multiple standards of a standard across time; developmental progression (SPCED)  
- More attention has been paid to data (ELED)  
- Rubric were developed with feedback provided by staff from TC (Business)  
- Dr. Pufpaff study (Life Sciences) |
| Candidate performance data are not yet being used consistently and systematically to drive program | - Foundation for all School Psychology core meetings and G & T meetings (School Psychology)  
- We now discuss student data on a regular basis (Educational Leadership)  
- Program revision in 2008 was directly based on this data (Technology Education) |
| improvement decisions in advanced programs in the unit. | • Annual Reports to the unit and feedback provided (School Counseling)  
• DPD meetings help with this (ELED)  
• We are now using this data to guide program improvements (Business) |
|--------------------------------------------------------|--------------------------------------------------------------------|