Teacher Work Sample Meeting

Minutes - 2/27/09

Those attending the meeting included: Rich Carriveau, Patty Dewey, Melanie Hurley, Karen Mortimer, Lee Pearce, Rhonda Wolff, and Michelle Hovland, Co-Chair

The Committee discussed the purpose of the TWS and appropriate assistance as listed on TWS p. 7&8. It was determined the TWS will be used as one of several assessments to evaluate the Candidates at the end of student teaching. The TWS will also guide the College of Education instruction.

The Committee adopted a guiding question for the first year of scoring the TWS presented by L. Pearce.

- *To what degree have the Candidates mastered each factor within the TWS?*

The Committee agreed with L. Pearce that the answer to this question will provide assessment data for the BHSU faculty to guide their future instruction and will help:

1. Standardize the information being taught to the students regarding the methodologies utilized to complete each factor. This will look and feel a bit like "mapping" where and how the information pertinent to each factor will be taught. This is designed to ensure all students receive high quality instruction in the successful completion of the TWS factors.
2. Standardize & clarify the support given to the student interns by BHSU professors, university supervisors and clinical faculty in the completion of the TWS. This will provide additional clarification on the "appropriate"/"inappropriate" assistance document within the TWS.

The Committee discussed the best way to score the TWS and assist the COE Faculty, University Supervisors, and Clinical Faculty in better understanding the TWS and recommends the following:

1. COE Faculty, University Supervisors, and some Clinical Faculty will independently score the TWS. (P. Dewey reported she had contacted some volunteers to score the

TWS, but nothing final had been arranged; therefore, she felt there would not be problem in not using the volunteers this year.)

2. Following the scoring, the group will gather for a TWS Discussion Day to discuss the guiding question: *To what degree have the Candidates mastered each factor within the TWS.* This discussion will provide opportunities to review previously developed curriculum maps related to where and how each factor will be taught. The discussion will also allow all involved to determine if additional coursework is needed for Candidates to successfully complete each TWS factor. Working together, the group will also discuss, revise, and clarify what is meant by "appropriate assistance" which will help clarify the role of the University Supervisors and Clinical Faculty.

M. Hovland reported Dean Hall was in favor of Project Select offering TWS "appropriate assistance" sessions for any COE Candidates. Since Project Select and the Elementary PDS Project by design have these opportunities available, the Committee also recommends TWS appropriate assistance sessions be offered to the K-12 Candidates (Music, PE, Art).

The Committee discussed requiring Special Education Candidates complete a TWS. L. Pearce stated the information on adapting a TWS for SPED Candidates did not arrive. He shared his thoughts on why the TWS was not appropriate for SPED Candidates. K. Mortimer shared that in her experience as a SPED. Educator, SPED teachers support classroom teachers and therefore, completing a TWS independently is not appropriate for SPED Candidates. After much discussion and clarification on the difficulty of SPED Candidates completing a TWS, the Committee agrees the TWS is not appropriate for SPED Candidates. The Committee quickly reviewed the Student Information Management System (SIMS) presented by L. Pearce as an alternative to the TWS. L. Pearce agreed to continue to study alternative assessments.

The Committee also decided a letter will be sent to all University Supervisors and Clinical Faculty requesting during the Spring, 2009 semester they document the kinds of assistance given to Candidates and any questions. This information will be used during the TWS Discussion Day.