In attendance:

<table>
<thead>
<tr>
<th>Kristine Croatt</th>
<th>Kevin Kuske</th>
<th>David Salyer</th>
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<td>Jesse Ernst</td>
<td>Becky Monhardt</td>
<td>Scott Scheuerell</td>
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<td>Rebecca Fabricius</td>
<td>Barb Roling</td>
<td>Hilarie Welsh</td>
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Discussion and Informational Items:

Welcome and Introductions
Following a 10 minute period of socializing, Dr. David Salyer welcomed those present and thanked them for attending. In anticipation of today’s meeting Board members were asked to bring an electronic device through which they would be able to view the Weebly site (http://lorasteachereducation.weebly.com/) created for the Board by Dr. Salyer.

TEP Assessment: Data and Artifacts

- **InTASC Data (fall 2015 and spring 2016)**
  Becky Monhardt directed everyone to the bar graphs displayed on the Weebly site Assessment tab. The graphs illustrate fall 2015 and spring 2016 InTASC scores from students prior to their student teaching semester. Becky also explained the correlation between the scores and the Standards categories. Two semesters of data have been collected, which show dramatic differences between the semesters at the Developing level. Mastering level data is more consistent between semesters. Rebecca Fabricius explained the Standards were deliberately dispersed across classes, so by the end of an academic year students will not have been assessed on each Standard. Scott Scheuerell explained the difference between an Artifact (authentic work representative of good learning) and a Reflection (written assignment requiring students to think critically & reflectively). Initial response to data is to wait and see if any trends develop that may need to be addressed. Teacher Education faculty will watch for weak areas over time.

- **Assessment Artifacts (developing and mastering)**
  Becky directed attention to the Standard 5 Artifacts which were assignments in EDU 335, Curriculum & Instruction in Social Studies (Zion National Park WebQuest & World War II WebQuest). These Developing Artifacts require students to synthesize the information they’ve learned over the semester.

  Hilarie Welsh introduced two Standard 5 Artifacts from the Mastering level (Kyle Marugg & Desiree Tamez). Students complete Mastering Standards during their Student Teaching semester and are required to introduce their Artifact and make a connection to the Standard. Both Weebly sites demonstrate the different ways students met the requirements for Standard 5. Hilarie also explained that grading rubrics at the Developing & Mastering levels have the same components but different scales.

Board members shared that they were impressed with the information and examples shared, and indicated the usefulness of this type of information when they are seeking new hires. Portfolios such as these offer a glimpse into an applicant’s personality which facilitates the hiring process.

Hilarie agreed and commented that Loras student teachers would benefit from knowing how their portfolios are used by administrators. These portfolios help faculty assess student growth, but building the portfolio is also a useful and practical skill that will continue to be used when employed as teachers.
Barb Roling shared that new teachers are required to create a portfolio in their 3rd year. Those who have previous experience building a portfolio have a much higher comfort level with the task. Barb suggested discussing how to best share a portfolio with a potential employer and identifying the 2-3 components applicants really want the administrator to see.

**Question:** What is your perspective on collecting student teaching video examples? Do you have any guidelines? Kevin Kuske indicated he has not been part of such a discussion. During hiring at Dubuque Lutheran, live lessons observed by designated individuals are used. Concerns are raised by using students during videotaping, and a more accurate read is provided through live lessons. Jesse Ernst agreed, saying that live lessons are also used when interviewing at his school. Kris Croatt mentioned that live lessons cause you to think on the fly, a vital skill for classroom teachers.

Becky Monhardt shared that her Intermediate Clinical students are required to include video clips in assignments. She may revisit this requirement and develop a policy when children are involved with videotaping to make sure proper permissions are secured. Jesse commented that risks are increased when sending videos electronically or posting online. Less problematic if only reviewing internally. Jesse also shared that video can be very helpful, and is an excellent tool to use when examining your own teaching.

David Salyer explained that he stresses the importance of ethical use of technology with his students. Technology is integrated into the classroom, and we need to consider what happens to video created as part of instruction.

- **Intermediate Clinical assessment package**
  Becky shared the process that has been put into place for Intermediate Clinical students at St. Columbkille Elementary School. Loras Teacher Education students self-evaluate by using the Disposition form at the beginning of the semester and again at the end of the semester. St. Columbkille teachers assess student class performance by using this form which is worth 30% of the student’s final grade.

Barb Roling shared that St. Columbkille teachers appreciate the continuum scale versus a pass/fail approach. Her teachers conference with Loras students after the lesson and share many conversations about their progress.

**Endorsement Changes (Reading and Early Childhood)**
- Reading – endorsement 148 changes will be adopted by 2018. Specific changes involve including disabilities and dyslexia. David has incorporated a 2-hour webinar into his class and students will receive a certificate upon completion.
- Early Childhood – endorsement 100 will be discontinued by 2019. Loras has 3 Teacher Education students with this endorsement, and each will have graduated by 2019.

In closing, Dr. Salyer thanked all for attending.

Meeting ended at 5:15 p.m.