



GADA Zoom Meeting Agenda

September 29, 2020 from 10:00 am to 12:00 noon

Zoom Link <https://us02web.zoom.us/j/81906893780>

Welcome and overview..... 10:00 am

Nancy welcomed the group. Please consider whether we will meet in November. It is hard to get people to participate right now with everything going on across the state.

Updates from PSC – Dr. Angie Gant..... 10:05 am to 10:35 am

Angie informed the group she recorded the validity meeting on Friday, September 25. However, the video did not record Carla’s powerpoint. Angie asked if the group wanted her to try to merge the PPT and the video as a voice over or to share as is. The group stated in person and chat she could send as is and the professionals will view the powerpoint as they listen to the video.

For those not on the webinar on Friday, Angie shared a few highlights.

- **CAEP is revising its standards.** The PSC is going to pull together a task force to review the standards and determine if the standards need to be adapted, adopted, etc. This is not to say we are changing to the standards but want to review what we have. We do not have a partnership with CAEP beyond 2021. Knowing we do not have that we do not have to adopt the standards. We know they have done a lot of work in terms of looking at the research and years of reviews. Angie will forward a link to Michele McKie to share with the group. CAEP’s revisions go into effect for review spring 2022 because there are not that many changes to the standards.
- **GaPSC Website Resources are in the .org account at the bottom of the page.**
 - PRS-II screenshots updated
 - EPP Resources added. Webinar recordings and powerpoints are uploaded. If you are new to this work, consider reviewing the current webinars.
 - Site Visitor Training Resources- review if you are new to assessment and/or if you are going to have a review in the near future.
- **Angie encouraged everyone to be a part of** P-20 collaboratives, GACTE, GAICTE, GADA, Georgia Association of Field Directors, GaTAPP Provider Meetings, and GELFA
- **Key Assessments Thought:** All key assessments need to be aligned to InTASC Standards. We are finding EPPs are struggling during reviews because they are only aligning to the domains rather than the 10 standards.
 - Is every standard covered by an assessment?
 - Is every assessment addressing one of those InTASC standards?

Angie allowed Michele to speak about two assessment management systems. A question was asked during the Curriculum Mapping Webinar. Michele McKie showed the group ways to track data using Via and AMS. She provided links to videos for assessment directors to check out the functionality of each.

The PSC is thinking about how they can support EPPs. Given capacity, it will be difficult for education specialists to answer everything. Angie encourages you to think as a group to consider how you could set up a mentoring system. Is there a way each of our groups in GA that those individuals can work with each other? Is there a way to connect like roles?

Questions?

- Pam Smith asked about the progressions of InTASC. Do we want to look at the progression too? (ie. Novice to proficient)
 - The novice starting place is the expectation for the novice teacher. When you think about progressions it is related to service fields, teacher leader, extended roles, etc.

- EPPs and partners can help teachers move toward that higher end of the progression.
- The minimal expectation is the novice level.
- Rebecca Pennington asked: Is the expectation for more granular curriculum mapping to show standards alignment a new expectation for reviews?
 - No, it is an expectation of the undercurrent of key assessments. Angie wanted to make sure EPPs have the understanding of curriculum mapping. There are a few that do not have a strong understanding of how curriculum is aligned with the standards.
 - Rebecca commented: Their institution has a lot of conversation about what we learned in webinar. She wanted to make sure that they weren't expected to see the level of detail shown in the webinar.
 - Julie pointed out that many EPPs were mapping every standard to every program standard and every key assessment that were causing Site Visitors to ask questions and rubrics were not tagged causing more questions
- Angela Lewis asked: What is the expectation for endorsements in terms of InTASC alignment?
 - Julie Beck shared. Endorsement programs should be aligned to InTASC as well. There are 3 key assessments that should be aligned. Tag the rubrics to gather the data and "prove" candidates have an understanding of InTASC.
 - Leigh asked if the expectation was that endorsements address all or simply be correlated with any standards they do address.
 - Julie's understanding is that they should be aligned to all 10 InTASC standards. For an embedded endorsement will find that the program rule is aligned and it should cover all the InTASC standards.
 - Angie said we may see higher progressions in endorsement programs.
 - Leigh said there are some concerns because InTASC standards have already been met and we are focusing on content.
 - Julie said EPPs are adding to a certificate and we want to make sure we are meeting the standard. Read the InTASC from the content of the endorsement.
 - Angie said we may need to add this topic to a future GADA meeting.
 - Beverly asked Leigh a question about the course work. Do you think it is difficult to align given the coursework is significantly less than a full program? Leigh responded with yes and there are fewer assessments. It will be challenging to do it well with only three key assessments.
 - Angie suggested GADA could do some good work with alignment. We'll work on that.
- Nancy asked about a student who couldn't pass edTPA in 2015. Now with edTPA going away, can she get it?
 - Angie said YES. The GaPSC can't require the student to go back and take. The institution can if it was a program completion requirement at that time.
 - Julie Beck replied also: For GaTAPP candidates that did not pass the edTPA - I have told the providers that if the candidate did not pass the edTPA - what skills were they missing? When you sign off on a candidate - you are ensuring that they have all those knowledge and skills. So does this candidate have those skills? How do you know? You should have other evidence besides edTPA that he/she is going to be an effective teacher. You are completing the candidate because you know they are effective even without the edTPA.
- Rayton Sianjina asked the actual deadline for phasing out edTPA.
 - April 2020. Not really a phasing out but no longer a certification requirement.

Preparing for Reviews: Facilitator: Scott Grubbs 10:40 am to 11:10 am

Scott Grubbs presented to GADA about preparing for reviews. We all have to go through reviews. Nancy asked Scott to give some thoughts about the review process. How do we go from thinking about reviews as a "scream" as a "celebration"?

- The key to successful review: PREPARATION; Go from having a survivor story to tell to a good to a great story.
- Great reviews rarely start two years before a visit.
 - Think about last review and what to do with your story moving forward.
 - Think about contingencies for events that happen and moving forward (think COVID)
- Ask questions- see Scott's ppt.
- Use review resources from PSC resources.
- Not a bad idea to do some mock interviews with stakeholders prior to visit
- Reviews are now new, shorter, and all online.
 - Is our technology easy to use? Is it reliable?

- Ideally make sure all the team has to do is sit down, click a button, and you are linked to stakeholders
- Do we have everything that the review team has requested (evidence, data, personnel, logistics)?
- Are our stakeholders ready to tell our story and answer any questions the review team has?
- Are we flexible enough to respond to (reasonable) last minute requests?
 - Ex: I want to see XYZ data from most recent Ethics Test.
 - This could be because they want to see it to move you from level to another.
 - Unreasonable: Other times, people will just fish, “I’m just curious about...”
- Do we have “Plan(s) B”?
 - Example: If zoom/microsoft goes offline, this is what we will do next.
 - Have IT available?
 - Contingencies....
- Use your education specialist as a resource
- Tell your story well!

Questions?

- When our faculty analyze our data, would not our meeting minutes be sufficient that we documented the reflection process and our decisions to address any issues?
 - It could be a way. Depending on how the minutes are formulated, it can be a way to triangulate that sense of reflection.
- Talk about how to prepare faculty who are not trained for review.
 - Everyone needs to be aware what the EPP is doing and the processes-particularly how it impacts them.
 - Ex: Secondary English Faculty- how do you know your program assessments align with InTASC standards? How do you know you are actually addressing literacy standards? Not just what they do but the processes and outcomes.
- Approach from writing the narrative and report. Is there a better idea for a smaller team to coordinate or a large group of faculty?
 - What is really important is that a larger group of faculty have feedback and input. Faculty and stakeholder eyes need to be on the narratives and reports. Sometimes a bubble forms around the writers-they need to hear from others.

Questions.....11:10 am to 11:30 am

Nancy closed out the meeting. Next meeting will be November 3. Maybe the next part of the meeting could be based on a survey with questions people have where people can have breakout sessions with those who can help.

Email PPTs and minutes to Angela Lewis: alewi166@kennesaw.edu