

UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)

October 8, 2021, 9:00 - 10:30 am

Meeting via Zoom

Minutes

1. Greeting and introductions

A quick introduction of the new/old people that attended.

[0:00 – 3:20]

2. New Business

- a. Meeting Minutes from the last meeting: There was a motion made to approve the minutes and all in favor with no corrections or updates. Everyone raised their hand in approval of the minutes.[4:32]

Data presented by Tami Augustine: Data Handouts

- b. **Enrollment and completion of data for the 3-year cohort trends** (Tami): Information regarding this data was explained.

[

1. **Program enrollment** averages approximately:
  1. 70 Masters of Education (MEd) students since 2018-19, including a decrease of over 50% from the 2020-21 cohort compared to 2018-19.
  2. 412 Undergraduates (UG) students with approx. 34% enrolling in Early Childhood/Primary, 18% in Middle Childhood and 13% in Special Education and Special Education (VI)/Primary.
2. The **overall completion rate** of OSU initial licensure programs is **89.2%** (85.2% on time) since 2019, and increase in both categories from the previous three-year trend.
  1. MEd - **93.8%** (91.9% on time) including Primary, Intg. Social Studies and STEM Science remaining above 95% over three years.
  2. UG – **88.4%** (84.1% on time) seeing the overall rate increase from the most recent three years to the prior years, especially in on time completion (78.9% in 18-20 to 84.1% in 19-21).
  3. Three-year completion rates across campuses are comparable, ranging from approx. 88% to 91% overall.
3. While completion rates across gender and race increased between the 2018-20 and 2019-21 cohorts, Undergraduate **male students** and **students of color** consistently complete their program at lower rates than their peers (18.0% males vs. 9.8% females; 12.3% other

racers vs. 11.6% White). A similar gap in M.Ed completion is present by race, with the gap closing over time.

4. Four MEd and six UG programs reached greater completion rates than the OSU comparison each year across all three cohorts.

Questions were asked surrounding barriers about enrollment and completion. One of these questions came from Arpana; “Male undergrads and male students of color complete their studies at lower rates. Do you have information on barriers? if we are to set targets it would be helpful to know the barriers.”

[6:59-9:24]

[9:40-10:19]

[11:20-11:50]

[14:22-17:13]

#### **Suggested Next Steps:**

Communicate overall target completion rate is 85% completion and 80% on time for both Advanced and Initial licensure programs.

Survey programs to identify effective practice(s) implemented to promote program completion for males and students of color **OR** Survey program to identify reasons for leaving program for male students and students of color.

[12:04-13:30]

**Fields placement dataset (second data set) (Tami):** Information was explained. [18:37]

c.

1. Overall, Ohio State places educator preparation students in field placements consistently in all school typologies with approx. 70% consistently in **Suburban** and **Urban** settings since 2018-19.
2. Above 40% of placements involve working with students in **high poverty districts** consistently.
3. The percentage of field placements in **Rural** and **Small Town** districts remain stable at approx. 6% and 10% respectively.
4. Over time, the total number of placements have decreased by 225 (9%) in 2020-21 and 155 (6%) in 2019-20 from the previous year.
  1. In 2020-21, decreases were seen primarily in Suburban districts, in Observation/ Participation placements, and with students on the Columbus campus.

Covid concerns and vaccination situations were discussed. There was a greater interest in small-town and rural areas to work with the program. Recommendations of partnerships with principals were suggested. Questions were asked surrounding issues with transportation, pre-placements, and others.

[19:53-23:19]

[25:39-27:30]

[29:10-29:53]

**Suggested Next Steps:**

1. The Office of Accreditation, Placement, and Licensure will provide the Diversity of Placements report at a future UTEC meeting.
2. Identify current practice and steps to be taken to place students in field experiences that align with College of Education and Human Ecology Rural and Urban Initiatives.
3. Continue trend data analysis with Educator Preparation Snapshot for 2020-21.

[23:20-24:14]

[27:32-28:45]

d. **Licensure rate data summary (Tami):** The information regarding the data was explained. [30:05]

1. While initial licensure rates of OSU graduates have decreased in the past three years, they have consistently exceeded the 80% target in nearly all instances across programs.

[31:03]

[32:25-34:01]

2. Overall, advanced programs have seen increasing licensure rates over time (76% -> 80% -> 89%).
3. Five initial programs (English Lang. Arts, Intg. Social Studies, Special Education, STEM Math and TESOL) and one advanced program (Superintendent) have licensure rates of 90% or higher consistently for three years.

The discussion was mostly revolving around funding students for their testing. There was also an ongoing discussion to look at what students are required to take to complete their degree and if all the courses are necessary.

[34:04-49:40]

e. **Steam rising (Randy):** It was presented how OSU is a part of the initiative called “STEAM Rising” that has a strong in-service component. This is in conjunction with CCS and others. There was a talk of a summer institute component and the possibility of it being a 5-year long program. This is expected to start in 2022.

[52:00-59:31]

[59:32-1:00:20]

[1:00:25-1:01:27]

f. **Ongoing unit-wide goals (Tami):** Program set their goals and we provide data. There were some mixed results in the data. It was explained how green is when the goal is met and yellow is still working to improve.

[1:01:45]

1. **Perform at or above the State/National benchmarks**

- OAE = 64% (16/25) of tests with n>9 takers have higher total score means than State -- PARTIALLY MET; Overall pass rate: 19-20 OSU cohort = 93% vs State = 87% -- MET
- CCAST = Pedagogy slightly lower, Dispositions comparable at Midterm (P = 2.0 OSU vs. 2.1 State/National; D = 2.4 all) but all comparable at Final (P = 2.5; D = 2.71) - MET

2. **Agreement on surveys (3.0+ mean or 75% strongly/agree)**

- 19-20 ODHE Pre-Service Teacher Survey = 46/49 questions -- PARTIALLY MET
- 20-21 OSU Cooperating Teacher Survey = 11/11 questions -- MET
- 20-21 OSU Opportunities in Student Teaching Survey = 5/5 questions -- MET

Discussion: Students being encouraged to use research to inform decisions and how the program should monitor this integration.

[1:07:40-1:09:05]

[1:09:15-1:09:50]

- g. **2020-2021 Unit-Wide Goals (Tami):** The conversation surrounded the CT Survey, Planning, CCAST, and the need of making specific connections with teachers.

1. **CT Survey: 80% agreement on use of data (Q5) and classroom management (Q8)**

- *20-21 OSU Overall: Q5: 82.8% agreement and Q8: 87.7% agreement -- MET*

2. **Planning: 70% of students meet/exceed in all rows**

- *20-21: 72% (13/18 programs) met for all rows; 6 more pending -- PARTIALLY MET*

3. **CCAST: 2.0 mean at midterm and 2.3 mean at final for Row J (data driven instruction) and Row M (use of research)**

- *20-21 OSU Overall: Midterm - Row J = 1.89 – DID NOT MEET; Row M = 1.95 – NEARLY MET; Final - Row J = 2.39 - MET; Row M = 2.34. -- MET*

- h. **Proposed 21-22 Unit Wide Goals (Tami):** It was explained areas to focus on for this upcoming year. On the CCAST, Row M is the use of research, it is hoped to see improvement. On Pre-CCAST there is a want to see improvement in Row g and Row j. It is expected on OAE, passing rates of 85%, "if we can improve that it would save students some money". CCAST highest mean 3, PRE-CCAST 2. "We want the higher means; we don't expect a 3 as much. We do want to see some improvement". Data-guided instruction should be focused on. Questions were asked regarding

the research component. At the next meeting goal from the unit-level goals will be established for Advanced programs will be shared.

Approval – Accept the goals

Everyone raised their hands to approve the goals. [1:10:40]

- i. **Subcommittee reports (multiple people).** There weren't any updates on Greg's committee. Caroline Clark's committee didn't have any updates since the information was explained before. The Appeals Committee (Patti) was explained and talked about the benchmark students need to reach. It was included that: "they need to pass those tests to be able to student/teach" ...  
[1:11:50-1:13:35]
- j. **Update about the validity and reliability studies for the new unit-wide assessments (Tami):** It was explained how they weren't quite as successful and that there were some challenges. Did not meet the 80%. There was a discussion on the **Revise, Repeat, and Document Process**. It was mentioned the interest of other universities about doing what we're doing.  
[1:13:46-1:17:10]
- k. **Questions/updates (multiple people):** Patti mentioned that they're readjusting the curriculum and other actions. Lori mentioned a Steam emphasis on her work, and recommendations of partnerships. As well as "creating more of a curriculum for folks to be in community college settings". Ben mentioned the Introduction of house bills 327-322. He wanted everyone to know that there is a letter in opposition from OSU to this.  
[1:17:55-1:19:18]  
[1:19:45-1:21:20]  
[1:21:30-1:23:18]

Everyone raised their hands to approve the end of the meeting.

[1:23:37]