

In Attendance:
Ransom Gladwin
Victoria Russell
Ofélia Nikolova
Michelle Ocasio

I. ESOL

A. Discussion of Evaluation and Assessment Measures

- a. Performance Evaluation and Log: A general discussion regarding the format of this log for ESOL field experience focused on including a statement indicating clearly how the form can be submitted to supervisors and/or professors, either by regular mail or email.
- b. Gateway Quiz: To clarify the intent and purpose of this quiz for students, it was decided that Michelle Ocasio will revise Question 1, Luis Bejerano will revise Question 2, and Randy Gladwin will revise Question 3.
- c. Interview subjects for the Case Study: Feedback from the English Language Institute (ELI) indicates that they would prefer extended connections between their students and the ESOL students. They have requested that more conversation sessions be held beyond the initial interview.

B. Website issues to pursue

- a. More information can be added to website, but how should this be handled given the recent redesign of all university websites?
- b. Michelle Ocasio offered to take additional traditional training to add an FAQ page for prospective and current ESOL students to streamline the information.

II. FLED: Discussion of CAEP Assessment Measures and Submission

A. General discussion of CAEP Report

- i. Sections were reviewed and discussed by those in attendance. It was decided that Randy Gladwin would divide the sections between himself, Victoria Russell, and Kelly Davidson Devall, then send the data and information needed.
- ii. After sharing their written analyses, the group would then reconvene to review the entries and ensure that analyses correctly represented data and program progress.

iii. It was established that, overall, for the 2015-2016 year, data is difficult to interpret and extrapolate given that only one student completed the program in French and that, although there were two teacher candidates in Spanish over the course of the year, data is not available for key course assessments as they are still in the process of completing the program.

B. GACE Content Assessment Pass Rates: The analysis of GACE Content Assessment data was completed by the group during this meeting. It was determined that student scores are approaching state averages and measures to improve these scores were discussed, including how content courses in literature and culture figure into teacher preparation.