

COE/EdS Adjunct Faculty Advisory Meeting - Agenda and Notes

Tuesday, August 2, 2022

3:30--4:30 p.m.

ZOOM Join Zoom Meeting

<https://doane.zoom.us/j/89345990361?pwd=N01TTmg4NU8wVlVHV3htbkZmbVBzQT09>

Participants: Cindy Gray (ESD Director), Melissa Poloncic (Adjunct and DC West Supt.), Mitch Kubicek (Adjunct and Milford Curric. Dir.), Shureen Seery (Adjunct and Assoc. Supt. Papillion), Josh Fields (Adjunct and Seward Supt.) – Note: Trudy Clark met separately to provide input (7/25/22)

CAEP - Review of key instruments and input from the group about changes

- CAEP is an accreditation organization. We need to document program outcomes.
 - [Very basic overview for EDS](#)
- Data Assessment (ESD 930 Curriculum)
 - [Data Assessment](#)
 - Rubric score data will need to be entered into “Chalk and Wire”
- [End of Program Evaluation](#) (ESD 940)
- [Completer and Employer Satisfaction Surveys](#)
- Internships

Notes: Key assessments and timing were reviewed. CG will work with Trudy and John during the ESD 930 Curriculum Class to assure consistency of the assessment and to assist with data entry.

Input:

- Cadre 8 students had suggested flexibility in the data collection section of the Data Assessment. Some students wanted the option to find a data set individually. This part of the assessment is not evaluated and would not appear to impact student performance. The adjunct team will need to monitor to assure that this flexibility does not impact student outcomes.
- Cadre 9 provided input that the End of Program Evaluation is quite lengthy and may have sections of redundancy. CG will review for possible edits.
- There was consensus from the group that internship consistency could be enhanced if all internships go through the director (CG).

Basic Requirements for Each Class - Review of information and input from the group

- General
 - 37 hours are required for each class (it is an option to have online activities, must be less than 50% of the class). General process has been to have 4 in-person class sessions and 1 team meeting/collaboration date. Each student must submit a time log for the team work date totaling 8 hours. [LINK to sample time log.](#)
 - The department mission should be reflected in course work.
 - Areas of consistency
 - Texts (adjuncts can recommend changes for review by the team)

- Objectives
- Reflections
- Major activities/demonstrations (can have conversations about changes).
- Before Class
 - Update Class Syllabus and make sure to include Doane addendum. CG can give you access to previous classes. Contact C. Gray for access to previous Google folder.
 - Publish course in CANVAS (Cindy can do this for you if you share your syllabus)
 - Instructor Contact Information
 - Syllabus
 - Register texts with Follett. (Cindy can do this, as long as we stay consistent with texts and plan for any changes)
 - Send a copy of your syllabus to Gabby Porter-Loving
- During Class
 - Create an End of Course Evaluation for each class and work with Marie Knapp to get a link.
 - ESD 930 (Curriculum) - Administer the Data Assessment and record student rubric scores
- After Class
 - Submit grades in WebAdvisor
 - Submit grades in Canvas (Cindy can start helping with this if adjuncts request for each class)

Notes: The team reviewed core expectations and discussed ways to achieve efficiency. The team also expressed a strong preference to continue use of Google drive to organize classes. Both they and their students are usually working more than full time and there is always extra time in learning and accessing unfamiliar systems. CG will help with Canvas and Follett if Adjuncts provide her with the information needed.

General discussion and Input

- Informal discussion of key outcomes for graduates
- What is most important to keep moving forward
- Absences and Zoom
- Favorite activities
- Future social event?
- Other

Notes:

- Future recruiting was a topic of discussion. CG will either create or find a one page marketing tool for EDS/EDD that could be sent out to superintendents or graduates. The goal is to create something that people can easily forward to possible candidates. Former students appear to be the strongest marketers of the program. Melissa will also share a contact list for superintendents as a possible contact group.
- The team discussed existing strengths of the program that they would most hope to retain. There appeared to be consensus around the following strength areas: cadre format and the building of long-term professional relationships, presence, collaboration, and dispositions of

leadership. The team also discussed the topic of mental models and the fact that this has had differing emphasis across cadres. Melissa and Shureen both advocated that this remain as a theme in the program, although it probably does not need to be part of every project.

- There was consensus that as a result of the pandemic, students have increasingly asked to Zoom into classes instead of attending in person. The team was in agreement that Zoom is not the same. Adjuncts can elect to allow students to Zoom if unable to attend, but make-up work will still be assigned as it would in the case of an absence.
- The team discussed the idea that it would be helpful to share ideas for particularly effective class activities. It is unclear if there is a best way to do this, but a shared Google Doc was suggested. CG will follow up in some way.
- Adjunct Social - Cindy believes she can secure her brother's new Lincoln condo on P Street for a social event. She will look for some Thursday evening options and send out a preference scheduler to the group.

Resources

- [Link to Cadre Dates](#)
- [Working Copy of Course Overview Document for Adjuncts](#)

COE/EdS Adjunct Faculty Advisory Meeting/Social - Agenda and Notes

Thursday, October 27, 2022

4:30-7:00 p.m.

Participants: Cindy Gray (EdS Director), Mitch Kubicek (Adjunct and Milford Curric. Dir.), Shureen Seery (Adjunct and Assoc. Supt. Papillion), Josh Fields (Adjunct and Seward Supt.), Trudy Clark (Adjunct and NDE Asst. Director)

Note: All cadre groups were represented by at least one adjunct faculty member.

CAEP - Consideration of revisions to the End of Program Evaluation

- Background Information: An End of Program evaluation had been in place for some time for the EdS program. In the fall of 2021, Cadre 7 members were asked to provide feedback about the instrument. Feedback was generally positive, but there were recommendations to try to shorten the instrument from a 14-page document. The 2021 evaluation had included a combination of questions about the program and requests for cadre members to rate their personal skills. C. Gray worked on draft revisions with three primary objectives:
 - Rewording of prompts to align with CAEP A.1.1 *Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization...*
 - Improved symmetry for the Likert scale language in order to better compare across evaluation items
 - Removal of redundancy
- Proposed [End of Program Evaluation \(2022\)](#) - Note that version history allows for review of the original document
- The adjunct advisory committee reviewed both draft revision options and reached a consensus that the program should move forward with the bullet version. It was felt that this version would provide clearer information for students
- C. Gray will follow up with necessary communications to make the change.

Consideration of replacement text for ESD 710 Systems and Organizations

- Background Information: Comments from numerous cadres including final Capstone presentations from Cadre 8 had provided feedback that professors should consider options for the primary text used for ESD 710. C. Gray reviewed four different options and sharing insights with the group. Copies of an alternative text were provided to adjuncts who will next teach 710. Other adjuncts shared that they had read the proposed text or were familiar with the author.
- Pending decision to replace [Images of Organization](#), Gareth Morgan (2006 edition) with [The Fifth Discipline: The Art & Practice of The Learning](#), Peter M. Senge (2006)

Resources

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- [Working Copy of Course Overview Document for Adjuncts](#)

Participants: Cindy Gray (Doane EdS Director), Mitch Kubicek (Adjunct and Milford Curric. Dir.), Josh Fields (Adjunct and Supt. Seward), Trudy Clark (Adjunct and NDE Assessment Director), John Neal (Adjunct and Assoc. Supt. LPS), Melissa Polonic (Adjunct and Supt. DC West)

CAEP - Review End of Program Evaluation Data
<ul style="list-style-type: none">Completer surveys are among the assessments that are used for the EDS program for CAEP accreditation. These are sent out through the graduate office each year to 1st and 3rd-year completers and to their employers. The goal for June would be to review and discuss.<ul style="list-style-type: none">Link to Summary 1st Year CompleterLink to Summary 3rd Year CompleterLink to Summary 1st Year EmployerLink to Summary 3rd Year Employer
<p>Notes: The team discussed the strengths of the program in development of disposition, collaboration, ethics, vision, and mission. Although feedback was generally positive and there were no consistent patterns of relative weakness, it is of note that for some groups use of data, human resources, and finance were less strong. The group discussed the addition of the data assessment to the Curriculum class and ways in which finance class requirements have been changed in recent years. We will continue to try to make strategic use of Josh's skills as an instructor in this area.</p>
CAEP - Consider proposed revisions to Curriculum Data Assessment
<ul style="list-style-type: none">Cadre 9 completed the CAEP Data Assessment in December of 2022. Professors noted that it was difficult to gauge individual contributions and knowledge levels via a group presentation format. The proposed format change removes many of the references to group work options. Although it could still be an option to use the same data set, each individual cadre member would present on their own.Link to proposed revised Data Assessment administered in the Curriculum course.
<p>Notes: The team discussed and affirmed revisions to the Data Assessment. Dr. Clark and Dr. Neal affirmed that it was difficult to discern individual knowledge levels in a group presentation. It was noted that time would be a factor with the change to an individual presentation format. Consideration will need to be made for room availability and division of the class into two groups for presentation. C. Gray can assist as needed with reliability checks.</p>
HLC - Introduction to Adjunct Feedback Document
<ul style="list-style-type: none">As part of HLC (Higher Learning Commission) requirements, we are required to have an annual review for adjuncts. The Doane College of Ed (COE) has put together a reflection form. This is a brief reflection form that will be requested of adjuncts each year. The team will discuss preferred formats for timelines and conversations.

- Link to [EDS Annual Adjunct Reflection Folders](#)

Notes: The purpose and intent of Annual Adjunct Reflections were reviewed. A Google folder has been created for each adjunct to complete. C. Gray will have a dialogue with each adjunct at some point during the year following completion of the reflection. Most team members would prefer a summer due date, but Dr. Clark requested winter as an option. C. Gray will follow up individually with each adjunct to affirm access and due dates for reflections.

Meetings for 940 Final EDS Semester

- Cadre members have provided feedback with concerns about the program format during the final EdS semester that either requires them to double up with ESD 940 and the Doctoral PLC 1 class or take off both the spring and summer semesters after completing the EdS and before starting their doctoral core classes. The team will discuss the pros and cons of trying to reduce the final two class sessions to half-days. This would require introducing capstone requirements during ESD 850 and the assignment of presentations in September. There is more flexibility with class hours for ESD 940 because it is an internship.

Notes: Dr. Clark and Dr. Fields will pilot a summer 2023 introduction of requirements for the final semester of the EdS program. This change will require about half of the students to be prepared to present capstone projects at the Sept. meeting. Dates will remain as planned, but the goal would be an early dismissal for the final meetings with EdS graduates. Dr. Sommervold has not heard concerns from her students but had previously asked about moving EdS to three years.

Other

- Open topics from the team

Notes:

- ESD 705: C. Gray shared that the Gandhi text is also currently used in the EdL program and Dr. Perkins had expressed some concerns about this duplication. The primary text for ESD 705 has been from Jim Collins and the Gandhi text has been used as a supplement. There are several factors that could justify keeping the text (e.g., more than half of the Cadre 12 EdS students have not gone through Doane EdL, use of the text is different and aligned with a comparison of the leaders described by Collins). C. Gray has been exploring options with the goal of maintaining an emphasis on servant leadership, but also potentially expanding to include the study of a more diverse group of leaders. The team expressed some reservations and believe that they have had positive reactions from students for the existing text combination. Dr. Gray and Dr. Fields will pilot an alternative approach for the fall of 2023. In addition to the Collins' text, students will be divided into pairs to study another leader. Groups will be encouraged to seek diversity in their selections. Leaders will be compared to the Level Five leadership qualities described by Collins and to qualities associated with servant leadership.
- Recruitment: Dr. Fields raised the issue of recruitment and possible additional marketing strategies. There was consensus that the program has a strong reputation but that online options are certainly more convenient. Current formatting and expectations were discussed and no changes are recommended at this time. Students consistently report the value of the cadre format and it is a niche

that sets Doane apart.

Resources

- [Link to Cadre Dates](#)
- [Working Copy of Course Overview Document for Adjuncts](#)

Doane University Educational Leadership Program Advisory Board

November 30, 2022 4:30pm-5:15pm

[ZOOM link](#)

- I. Welcome -Meeting began at 4:33pm; 14 Nebraska educational leaders, Dr. Scott and Dr. Perkins attended via ZOOM.
- II. Announcements:
 - A. Cadre 50- North Platte location - T.P. provided overview of ESU16 Advisory Board meeting on Nov. 8 with Dr. Frey, Dean of COE. Cadre 50 start date is staggered from OMA and LNK start dates, so T.P. and B.S. are available to support. Cadre 50 will be lead by regional educational leaders. Discussion included: Dr. Dorsey's offer to represent people of color at upcoming North Platte events.
 - B. Current Cadres Status- B.S. highlighted focus and mindset of current Cadre students in LNK and OMA. Discussion included: Dr. Schwartz's inquiry about enrollment and interest in potential students in context of current retention/recruitment for educators in general.
- III. Action item: Program Impact- measuring relevance and effectiveness
 - A. Employer Survey and Graduate Survey Results- Data analysis- B.S and T.P. opened conversation with data display analysis. Discussion included: context related to wording of questions; need for data in relationship to graduates' post program roles; impact of COVID19 and political-social narratives from 2021-present.

- IV. Increase Ed. Leadership pipeline: What is EDL role?
 - A. Advisory Board Feedback: touchpoint possibilities, i.e. video, email, socials, etc
 - 1. Discussion included: Best PR for EDL Program includes testimonials from Program Graduates, highlighting the Cadre format, quality professors and Program rigor and integrity.
- V. Next steps: spring semester meeting: modality preference. Discussion included: ZOOM modality is engaging and allows stakeholders to maximize time.
- VI. Other for the good of the group
- VII. Closing: Thank you for your time, expertise and input! Meeting closed at 5:20pm

School Counseling Advisory Committee
October 17, 2022
Via Zoom 4:30-5:30pm

Present: *Rachel Catlett, Chelsea Laursen, Brenda Leggiadro, Donna Hoffman, Logan Waite, Lori Hemmett*

Agenda:

1. **CAEP accreditation**-*Shared that Doane is CAEP accredited as of Sept.2022. Jodie shared that data is being collected from the three assessments that were reviewed by this committee and would be shared at future meetings. Jodie did share that a completer survey and employer survey was created and the first results from the year one students came back with very positive reviews.*

2. **Practicum/Internship numbers for spring 2023**- *Shared numbers of upcoming students who are eligible for Practicum and Internship. Discussed how to work with districts to help provide placements and site-supervisors and the contributions of practicum/intern students to the schools.*

3. **COE and DEI updates**-*Jodie shared the emphasis at Doane of professional development to help faculty improve inclusive pedagogy in course work.*

4. **Questions/Comments**-*Lori Hemmett asked a question about certification for those school counselors who were not certified teachers. Are these school counselors able to sign onto an IEP as the general education teacher? Donna Hoffman, who works for the NDE, was going to look into this for verification; however, the group discussed that any school counselor is no longer a “general education teacher” in the classroom and signing off on an IEP would not be appropriate as that role. Having the school counselor in an IEP is important and should have a designated spot to sign on the form.*

Logan Waite—Shared concerns for school counselor emotional support in the aftermath of COVID and student behaviors.

Brenda Leggiadro—Shared that SEL was added as a strategic goal in OPS under the heading “Ethical Care” and that curriculums were purchased to support this goal. Chelsea Laursen shared that in Colorado, SEL and DEI are not challenged or a concern and that both are integrated into content and the role of a school counselor. Rachel Catlett shared that in the central and western sections of the state of Nebraska SEL education is not supported, especially in predominately white neighborhood schools. Lori and others shared that using the ASCA position statements is helpful in providing support for counselors implementing a comprehensive program that includes all three domains—social/emotional, academic and career. Donna Hoffman shared that many of the SEL goals are already imbedded into career objectives especially in the skills that are desired by employers.

School Counseling Advisory Committee Agenda
May 8, 2023

Present: Logan Waite, Susie Mahoney, Jennifer Bass, Rachel Catlett, Lori Hemmett, Katie Hecht Weber

1. Review graduates/new enrollees/LPS statement of support

Jodie shared the number of students graduating this semester (24) and described the great work of our interns this semester. Jodie shared the new numbers for the 22-23 school year enrolled students (43) with all students attending an Orientation in September '22, December '22 and May '23. Feedback from the Orientation was very positive from the new students.

Jodie and Lori shared regarding the grant LPS received to add 10 new school counselors to elementary schools. In addition, Lori shared that LPS had 22 positions to fill for the fall semester in 2023. Many of those students were Doane students. The statement of support from Doane to LPS was that Doane would recruit diverse students, train them based on the ASCA model and LPS would interview these students for positions as school counselors.

2. Approval needed for updated final evaluation form

Jodie shared that the final evaluation form required review based on use the past two semesters. Updating for review by the committee was in three sections:

- 1. Changing the rubric rating scale from 0-1 (0 not met, 1 adequate, 2 exemplary) to 1-3 (1 basic, 2 proficient, 3 exemplary). Committee approved 6-0.*
- 2. A statement in the section "Management and Assessment" was changed from "Advocates for..." to "Reflects and reviews"*

Management System/Accountability:

Reflects and reviews academic experiences and opportunities to promote student development.

Demonstrates use of data to advocate for programs and students as shared in student portfolio.

- 3. Added to this criteria—"as shared in student portfolio". Both statement changes were approved 6-0*

4. Data Report:

- a. **Ethics Class Test pass rate** *Jodie shared with the group the two rounds of data collected on the Tier 1 class COE 655 Ethics final exam: Fall '22 99.3% passed exam, Spring '22 83.7% pass rate.*
- b. **Completer Surveys from graduates and employers**
Jodie shared the results of the completer/employer surveys based on students graduating 1 year ago and those graduating 3 years ago. Only one employer survey was included and that was for the 1st year graduates. However, the results were very positive from both groups.

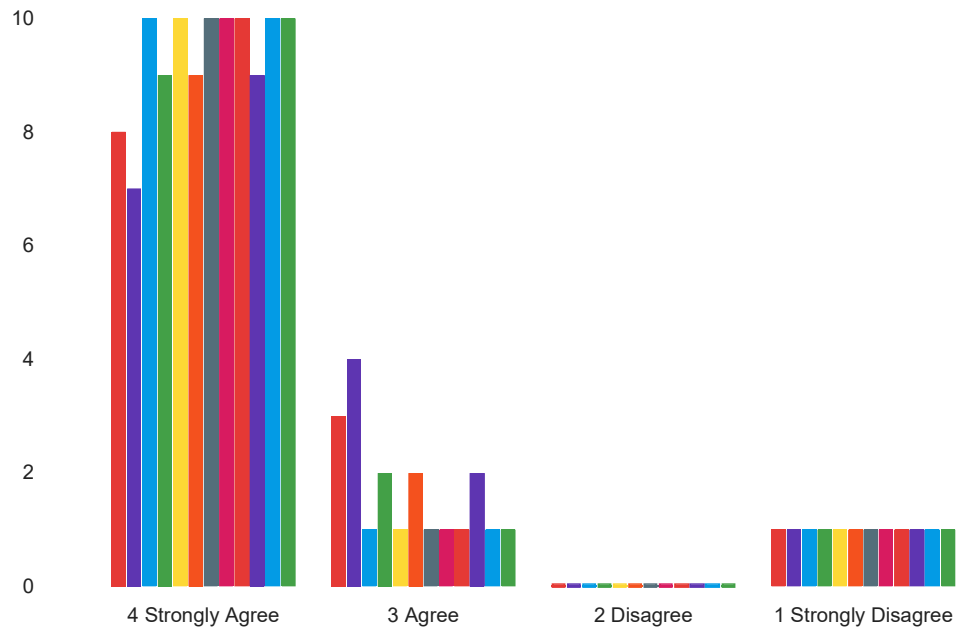
1st Year School Counseling Employer Survey (completed 2021-2022)

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completers demonstrates:

12 Responses



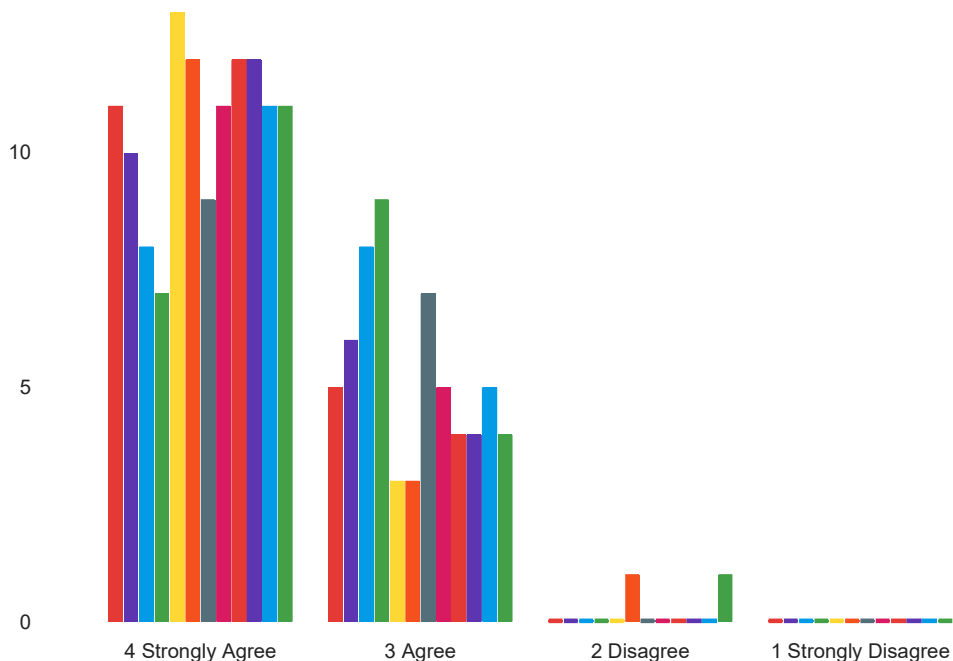
- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A....
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- high expectations, provides support for individual student achievement and acces...
- working knowledge of how children learn and develop, and provides opportunities ...
- relationships with school colleagues, families and the larger community agencies...
- acceptance of, reflects and initiates change based upon feedback and actively se...
- sensitivity when interacting with socio-culturally diverse students and colleagues.

1st Year School Counseling Completer Survey (completed 2021-2022)

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

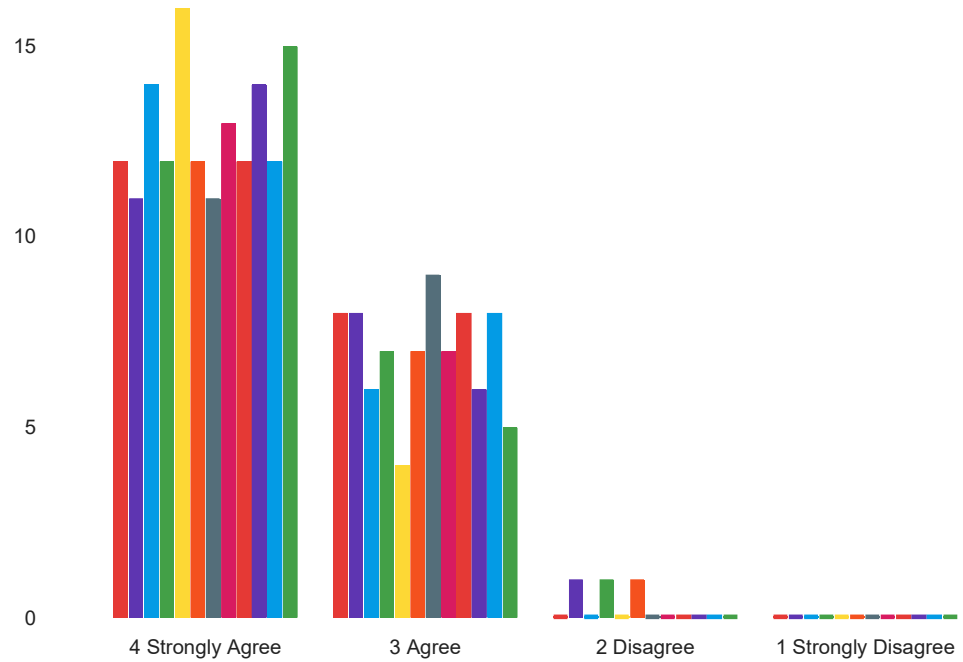
The Doane University College of Education graduate program completer demonstrates:



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- the knowledge, understanding, and skills to fulfill role responsibilities. (A.1...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A....
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- to convey high expectations, provide support for individual student achievement ...
- with a working knowledge of how children learn and develop, and provide opportun...
- to foster relationships with school colleagues, families and the larger communit...
- to accept, reflect and initiate change based upon feedback and actively seek out...
- to demonstrate sensitivity when interacting with socio-culturally diverse studen...

3rd Year School Counseling Completer Survey (completed 2019-2020)

Q1-Q12 - Please indicate your agreement level with each statement:
 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree
 The Doane University College of Education graduate program completer demonstrates:



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- the knowledge, understanding, and skills to fulfill role responsibilities. (A.1...
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- to foster relationships with school colleagues, families and the larger communit...
- to accept, reflect and initiate change based upon feedback and actively seek out...
- to demonstrate sensitivity when interacting with socio-culturally diverse studen...

5. Retirement and New Director –

Jodie introduced the new Director of School Counseling to the group. Rachel Catlett spoke about her excitement to start in July. Susie Mahoney thanked Jodie for her leadership and development of the program at Doane. Jennifer Bass and Logan also expressed thanks for helping the program move in a positive direction. Katie Hecht Weber asked about adding a full time instructor in addition to the Director. Jodie shared that that is something that is being talked about but not in place at this time.

Meeting closed.