

**COTE Meeting
Stakeholder Advisory Group
December 1, 2023**

Attending: Cleveland Haye – SOE, Michelle Greene -SOE, Valerie Clark-IPS Principal, Tine O’Neal-SOE, Angel Nathan – Student, Mark Urtel- PE, Kara Taylor-SOE , Brandon Warren-Teacher & Alumni, Linda Houser - SOE

Data from licensure tests for elementary, early childhood, and elementary alternative certification were shared with the members prior to the meeting. Data from two cycles of the ETS tests were provided. Earlier data were from Pearson Tests which did not map to the ETS Tests.

Dr. Houser gave an overview of licensure testing requirements in Indiana and the SOE timeline for program completers passing the tests.

It was noted that a strength of the SOE’s students in the past had been scores on the mathematics test with pass rates in the 80-90+% in the past. It was noted that on the new ETS mathematics licensure test, the state and SOE pass rate had decreased.

SOE elementary students are required to take and pass with a grade of “C” or higher three mathematics courses taught by the School of Mathematics and one mathematics conceptual understanding course taught by the SOE prior to starting the blocks. Once admitted to the blocks, the students take two mathematics methods courses.

A discussion followed about possible reasons for the decline and suggestions for actions to improve the pass rate.

The following suggestions were a result of the discussion:

- Since the test is new and graduates of other universities are having problems also it would be helpful to get a detailed breakdown of the test content to share with faculty.
- Visit with instructors in the Math Department to revisit what is covered in the three mathematics pre-requisite courses.
- Have instructors later in the program review preparation materials during block classes.
- Create Canvas site module for test preparation.
- Make sure students are aware of free tutorial materials from ETS.
- Investigate when students are taking the tests.

- Address the fact that the tests may be more application than theory which is often addressed in classes.
- Scaffold test preparation with students during program.
- Meeting with students to discuss why they are waiting to take tests.
- If delay if financial, work to develop financial supports to help students with test fees.
- Have cohorts go over test preparation materials together.
- Create more test support documents and provide these to students.