



GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

**Educator Preparation Stakeholders' Council (EPSC)
Meeting Agenda**

Tuesday, March 8, 2022

4:30-6:00 pm

**Join us in person: Kilpatrick 221 (GlassRoom)
or Join via the zoom meeting link below:**

<https://gcsu.zoom.us/j/93478892381>

Present: Joe Peters, Nicole DeClouette, Mike Newton, Nancy Mizelle, Joanne Previts, Claire Garrett, Noris Price, Leah Bodnarchuk, J.W. Good, Angela Criscoe, Gloria Wicker, Charm Pace, Libbie Rawdin, Rickey Edmond, Christina Saraiva, Sullivan Conner, Shanda Brand, Keisha Foston, Winston Tripp, Pam Longino, Kevin Hunt, Catrena Lisse

Regrets: Lyndall Muschell

Note: There were intermittent audio issues throughout the meeting.

Welcome and IntroductionsDean Joe Peters and Dr. Nicole DeClouette

- Each of you were selected as a member of this council because of your role, your impact on education, and because of the support you provide for our programs and for our teacher, leader, and service candidates. We could not do what we do without your support and guidance. So, thank you!
- As a reminder, the overall purpose of the EPSC is the purposeful exchange of ideas to benefit preschool – college students. We do that through:
 - sharing responsibility for the COE’s preparation of teachers and leaders
 - sharing accountability for clinical experiences and for candidate outcomes
 - sharing of assessment results to evaluate effectiveness, to generate improvements, and identify opportunities for innovation
 - seeking opportunities to expand candidate’s knowledge, skills, and dispositions related to technology and diversity.

COE Updates.....Dean Peters

- Enrollment Data:
 - We are doing quite well in teacher education enrollment compared to the rest of the universities.
- Call Me MISTER: The director position is listed on employment websites. Please encourage those interested to apply.
- Ed.D. Program: We will be starting cohort #4 this summer.
- GREAT Grant:
 - Middle Grades Education MAT Program in STEM
 - 4th cohort will be starting in the summer
 - Students are paid a first-year teacher’s salary while taking classes
 - Students commit to teaching for three years in that district after completing the program
 - If you want more information, contact Shanda Brand

- **MakerSpace**
 - Open invitation to come by and take a look at our MakerSpace. We'll give you a tour.
 - The space has all kinds of technology so we can teach pre-service teachers how to use the equipment that they will be able to use with their P-12 students (e.g., 3-D printers, laser engravers, sewing machine, embroidery machine, robotics, scanners, drones, poster printer, green screen, music center)
 - We will be creating an Innovation Center in the surrounding large classroom spaces that will be converted

Partnerships and Field Placements..... Mrs. Claire Garrett

- **Future Georgia Educators Day at Georgia College!**
 - Will be March 9th. This marks the first time GC is hosting this event.
 - 188 high school students are coming from throughout the state. These are students who are interested in teaching as a career. Many of them are in teacher pathway programs. We have our own Baldwin County High School students coming.
 - We have invited some schools in middle GA that have not attended these events before.
 - Keynote speaker is Ms. Cherie Bonder Godman, Georgia Teacher of the Year for 2022.
 - Then breakout sessions: college fair, admissions, campus life, Early Childhood faculty are doing sessions, CMLA board's session on middle school, Special Education group is doing a session too.
 - Lunch will be provided by PAGE
 - 12 universities coming
 - 12 high schools attending
 - This is a big recruitment opportunity for GC
 - We are hosting the state competitions too (speech competition, resume-writing/interview competition, etc.)

Updates on Assessment & Accreditation..... Dr. Mike Newton

- **CAEP:**
 - GaPSC completed their review in May 2021. We did very well in that review, no stipulations, and they were complementary of our cohort model.
 - On national level, we were nationally accredited by NCATE. We completed the CAEP review in October. We have two areas for improvement (AFIs). We are hoping that CAEP will remove one of the AFIs. We have the opportunity to have a conversation with the Council before they make their final decision.
- **PPEM:**
 - Update on COE's 2021-2022 PPEM Measures:
 - COE attained a level 4 (the highest rating) for the 4th consecutive year
 - Changes to PPEM (starting Summer 2022):
 - PSC will be transitioning to non-consequential reports incorporating data that will be valuable in improving program improvement
- **GaPSC (New) Standards:**
 - COE will provide professional learning for faculty starting in the fall
 - Still a big focus on quality assurance and continuous improvement
 - InTASC standards are emphasized for the Teacher Education Programs
- **InTASC Overlay Rubric (to replace edTPA):**
 - edTPA left a void in our unit assessment
 - We are excited to announce that we have a new assessment to pilot, InTASC Overlay
 - National Louis University granted us permission to use their Competency Appraisal Instrument that aligns with InTASC standards.

- We are going to meet with our assessment committee Friday for further discussion.
- It will cost nothing for our students, which is great.
- Experience with English Language Learners:
 - In EPSC spring 2021 meeting, we talked about data we received from PPEM.
 - Consistently we are receiving data from completers and from employers that an area in need of improvement is teaching English Language Learners.
 - We asked you all for ideas, as part of the EPSC. We took that feedback back to faculty and our Teacher Education programs are addressing some of those deficits with the suggestions you provided. We share that to let you know that we do use your input!

Discussion

- Completer Survey (Professional Learning & Innovation Department) **Dr. Mike Newton**
 - Dr. Good took the lead in developing this instrument. Thank you, Dr. Good.
 - What we found is that there is not a lot of data on how completers of our advanced programs are doing.
 - We are looking to get feedback on the Completer Survey. Nicole sent an email with a link to a form to provide feedback. Let us know what you see as concerns.
 - Mike invited comments about the survey responses/EPSC members feedback.
 - Dr. Good: PLI program coordinators improved it. Then the department reviewed it and approved it. CAEP is headed in the right direction with this. We aren't just looking at what we teach; we are looking at the relevance and effectiveness in the school setting.
 - There is additional space at the bottom of the survey that will allow for program-specific questions and feedback.
 - If you have not provided feedback already, go to the link that Dr. DeClouette sent to you.
- Review of Fall 2021 Data.....**Dr. Mike Newton**
 - You can see our CAEP annual reporting measures on our website.
- Intern to Teacher Pipeline.....**Dean Joe Peters and Dr. Nicole DeClouette**
 - Both of these initiatives are attempts to address teacher shortages
 - They are in the developmental stages; we are seeking your input and feedback.
 - Currently, senior interns remain in the same placement for whole year. In the spring semester, they take coursework in January and then spend approximately 12 weeks in student teaching internship full time. This initiative would allow our interns, senior Teacher Candidates (TCs), to teach in classrooms for pay while doing their internships. They would take the rest of their coursework online either or in evenings or weekends. So, it's more similar to our online MAT programs where teacher candidates are often teachers-of-record while in our programs.
 - We anticipate that there will always be TCs who want the traditional 4-year college experience but there may be some TCs who would like to move into their first year of teaching, for the pay, and because some districts are providing benefits, so they would have a year head-start in TRS.
 - Some schools in GA are already doing this
 - Looking for feedback on the benefits and challenges:
 - Question: Will students have a choice?
Response: Students will have a choice to stick with the traditional 4-year experience or be the teacher of record. There will also be some criteria/level of proficiency by which faculty evaluate whether or not a TC is ready.
 - Question: What support will be available?
Response: There are different models that provide support from mentor teachers. Some schools are providing different levels of university support. We want to set people up for success. There has to be someone at the internship (in the school) who will be giving feedback too.

- Question: What would the proficiency requirements look like?
Response: Successful completion of junior cohort coursework and good teaching evaluations. TCs would have to be recommended by their cohort leader. If not recommended, the student would stay in the traditional placement.
- Question: At the junior year, some are proficient enough to step into the position but there are some who are doing well in their junior internships but may not be ready for full time teaching. What is that line of differentiation?
Response: Good point. This would be something we would need to figure out.
- Question: Would this change the outline of junior year placements to meet required grade bands.
 - Response: We would certainly have to look at this.
- Question: Would they have to go through the interview process?
Response: They would have to go through the interview process with schools. Some school districts require different commitments too. Some say it's ok to teach for one year while others are requiring three-year commitments.
 - A former student commented, "That would be 'scary' for juniors to have to commit to a 3-year contract." A one-year contract would be more feasible.
- Question: Lesson Plans: How will TCs be prepared?
Response: TCs will have a mentor teacher at the school and a university supervisor from the college.
We also start teaching them to write lesson plans during their junior year.
- Question is the plan to build partnerships with schools or will TCs be responsible for finding a job placement?
Response: We already have a list of schools looking to do this, so TCs would not be responsible to find their own jobs.
- Comments from Cohort students and former cohort students:
 - There will be some (less than ¼ of a cohort) who may be interested, ready for the next phase of their professional careers. There is so much to learn during your senior year.
 - It depends on the junior year experience. I had several placements where I felt like I was the lead teacher. Depends on how much experience TCs are getting during their junior years.
 - You may feel prepared from a pedagogical point of view, but you're talking about putting 20-year olds in classrooms by themselves.
 - If we need to address that there are more openings than there are candidates, maybe we need to reach out to people who are not already in the COE. Maybe there are some nursing majors who are interested in teaching.
- Follow up with HR to get approval for students taking courses (more than 5 credit hours) and working over 20 hours. Angela Criscoe is running into that as a logistical problem.

- Paraprofessional to Teacher Pipeline**Dean Joe Peters and Dr. Nicole DeClouette**
 - Paras have, on average, about 10 years of experience in schools, so they may make for excellent teachers.
 - For some it will mean completing a bachelor's degree, for others who have bachelors' degrees, they would mean enrolling in MAT programs.
 - There are some interesting models popping up in GA that are addressing some of the barriers:
 - Access to the university
 - Flexible course offerings
 - Academic barriers

- Bringing in work credit. For example, maybe they can bring in 6 credits if they've worked x number of years
- Meeting grade band requirements
- How do we provide support?
- Contextual barriers. School systems are looking at:
 - Workload
 - Trainings
 - Cohort models to ease the feelings of isolation
- It will triple para's income by becoming teachers.
- Benefits and challenges that would help us think through something like this:
 - Question: Would they be teaching full time or paraprofessional job during this time.
 - Response: They would be a paraprofessional until they finish the program. They would still have to meet PSC standards.

Closing Dr. Nicole DeClouette

- We apologize for the audio issues. Thanks for hanging in there with us.
- If you have additional feedback on the completer survey, please fill out the form. You may also email us feedback at larry.newton@gcsu.edu. We really, really appreciate it.
- Thank you for attending this evening and for sharing your input.
- We appreciate your shared commitment to supporting the development of our teachers and leaders and I will be in touch early in the fall semester to schedule the fall meeting. If something comes up before then, please reach out and let us know.

Visit MakerSpace

Through the purposeful exchange of ideas, the John H. Lounsbury COE EPSC will:

1. Share responsibility for continuous improvement of Educator Preparation Program (EPP) candidate preparation and P-12 student achievement
2. Clarify and define expectations for EPP candidate entry, preparation, exit, and induction
3. Maintain coherence across clinical experiences and academic components of educator preparation and share accountability for candidate outcomes
4. Share assessment results of P-12 students and EPP candidates and evaluate effectiveness, generate improvements, and identify innovations based on data; and
5. Seek opportunities to expand candidates' knowledge, skills, and dispositions related to technology and diversity.