



**Educator Preparation Stakeholder’s Council (EPSC)
Meeting Agenda
Thursday, October 29, 2020
5:00 – 6:30pm, Zoom Video Conference Call**

Join Zoom Meeting

<https://gcsu.zoom.us/j/98434060163>

Meeting ID: 984 3406 0163

Welcome and Introductions Dean Joe Peters and Dr. Nicole DeClouette

Purpose of the Educator Preparation Stakeholders Council Dr. Nicole DeClouette

Updates since the last EPSC Meeting

- COE Updates Dean Joe Peters
- iPad Initiative Dr. Joanne Previts
- Recruitment Strategies
 - Undergraduate Programs Dr. Nicole DeClouette
 - Graduate Programs Dr. Nicole DeClouette
 - Call Me MiSTER Dr. Emmanuel Little
 - GlimpsED Mr. Javier Francisco

Partnerships and Field Placements Mrs. Claire Garrett

- Changes due to COVID-19
- Georgia College Liaisons

Accreditation Updates. Dr. Mike Newton

- GaPSC review (May 3rd-5th) and CAEP Review (October 3rd-5th)
- Interviews of EPSC members
- edTPA change
- Advanced Programs Dispositions Assessment (APDA)

Open Discussion All Participants
(possible discussion items):

- Continuous improvement of Educator Preparation Provider (EPP)
- Candidate preparation and P-12 student achievement
- Opportunities to expand candidates’ knowledge and skills related to technology and diversity
- Other

Closing Dr. Nicole DeClouette



GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

John H. Lounsbury College of Education

**Educator Preparation Stakeholder's Council
Meeting Minutes**

Thursday, October 29, 2020

5:00 – 6:30pm, Zoom Video Conference Call

Welcome and Introductions. Dean Joe Peters and Dr. Nicole DeClouette

Purpose of the Educator Preparation Stakeholder's Council Dr. Nicole DeClouette

- Educator Preparation Council was reconstituted in 2018, and renamed as Educator Preparation Stakeholder's Council (EPSC).
- Council meetings occur once a semester to exchange ideas that benefit P-12 students.
- Shares responsibility for the continuous improvement of EPP candidate preparation and P-12 student achievement.
- Clarify and define expectations for EPP candidate entry, preparation, exit and induction.
- Maintain coherence across clinical experiences and academic components of educator preparation, and share accountability for candidate outcomes.
- Share assessment results of P-12 students and EPP candidates, and evaluate effectiveness.
- Generate improvements to identify innovations based on data.
- Seek opportunities to expand candidates' knowledge skills and dispositions related to technology and diversity.

Updates since the last EPSC meeting

COE Updates Dean Joe Peters

- The Special Education MAT program started fully online this summer with two cohorts.
- The Computer Science Endorsement began this fall with Dean Peters teaching the first course. This is a four-course endorsement with two overview courses (one fall and one spring) and two programming courses in the summer of 2021 (June/July).
- The Positive Behavioral Intervention and Supports (PBIS) Endorsement is fully-approved and courses are being offered.
- The Dyslexia Endorsement is going through the curriculum approval process.
- The EdD in Curriculum and Instruction, which began last summer with 5 students, accepted 7 students for the summer of 2020.
- Both the Master of Education in Early Childhood and Middle Grades are preparing for 100% online delivery in 2021. The MEd and EdS in Special Education are also going through the curriculum process to be fully online for summer 2021.
- Enrollment for the summer and fall is currently strong and the COE was the only GCSU college to gain enrollment for the fall of 2020. We added a third undergraduate Early Childhood cohort and a second Special Education MAT cohort.
- Our Professional Standards Commission and Council for Accreditation of Educator Preparation reviews are on track and we should have outstanding reviews.

- The Maker Space is almost ready but the furniture’s arrival has been delayed. We will need to make this room a learning opportunity to provide foundational support with supplies once we have it fully functioning. Unfortunately, supplies and materials are not part of the current budget and GCSU is facing a budget shortfall due to COVID. We hope to make it an endowed room to continue to have supplies available. This would mean a donation of \$50,000.
- Our iPad initiative continues and all juniors and seniors are being provided iPads to support exemplary use of technology in the classroom. We continue to look for donations for this important initiative, especially now when so many teachers are providing online instruction.
- GCSU will be sending all students home for Thanksgiving break and they will not return to campus as they have in the past years. The week following Thanksgiving will be for online final exams.
- Spring term will begin Tuesday, January 19 and the last day of classes will be May 4, with final exams from May 5-7. Spring break has been eliminated.

iPad Initiative Dr. Joanne Previts

- All juniors and seniors have iPads and Apple pencils at no expense to them for the two years they are enrolled in the program. It’s about 165 teacher candidates, as well as, all of the faculty members in the Department of Teacher Education.
- It’s been a 3-year journey to get to this point. Partner Teachers in schools and graduate programs have requested for the students to be more experienced with technology in the teaching and learning process.
- Partnerships with Apple, Center for Teaching and Learning (CTL) and SERV allowed for a trip to the Apple headquarters in Austin, TX in 2018 to learn how other colleges use iPads, one-to-one, to enhance teaching and learning in the classroom.
- Funding and fundraising were required to pay for the iPads and pencils, and they still continue.
- Faculty development and buy-in was also necessary from both the human resource and hardware/software aspects.
- 7 classrooms have been equipped with Apple TVs
- The inaugural cohort of teacher candidates to use the iPads graduated this past school year. They presented in national conferences regarding their use of the iPads in the classroom, and are still utilizing the skillset they obtained.

Recruitment Strategies

- Undergraduate Programs Dr. Nicole DeClouette
 - Recruitment has been a challenge due to the pandemic. Future GA Educators (FGE) Day was cancelled for the fall semester and no virtual events were offered. We are still tentatively set to host FGE Day in March 2021.
 - Mrs. Claire Garrett has received a list of high schools to contact from our PAGE representative, and we are still considering ways to reach out to prospective high school students.
 - Fall Fest for Prospective Students was hosted by Georgia College on October 17. Nine prospective students attended the COE academic information session, along with five teacher candidates and one COE graduate, a MiSTER from the Call Me MiSTER (CMM) program, three program coordinators, the Chair of Dept. of Teacher Education, the Director of Partnership and Field Placements, and an education academic advisor joined.
 - A list of 13 or 14 prospective students were supposed to have joined. Dr. DeClouette followed up with the students that did not attend via email and

got responses from four (two with questions, two to show gratitude for reaching out).

- A better job needs to be done with recruitment of freshmen into teaching. We need to capture the ones who are undeclared or considering changing their major. We need to do more outreach at freshmen seminars, GC1Y course and study abroad to recruit students to the COE. GC student ambassadors that conduct the college tours have also been informed on the programs in the COE to help spread the word.
- Graduate Programs Dr. Nicole DeClouette
 - Ms. Shanda Brand, Director of Graduate Programs, has been recruiting virtually, mostly via advertisements (e.g. PAGE magazine, YouTube ads, search engine marketing, Facebook and Instagram posts, and posters across campus). She is also doing direct mailing, e-mail blasts and developing new partnerships with academic advising.
- Call Me MiSTER Dr. Emmanuel Little
 - We are in year 6 of having MiSTERS.
 - 7 MiSTERS have graduated with their Bachelor's degree, 6 MiSTERS are certified to teach and are currently teaching. All but one of those MiSTERS are teaching in Central GA, while the other teaches in the Greater Atlanta area.
 - Due to the pandemic, recruitment has been put on hold and more emphasis has been placed on retention of the MiSTERS we have so they can continue to feel supported during this time.
 - There hasn't been any recruitment alongside of Admissions like it has been in the past, however there has been representation at Fall Fest.
 - January and March are when the aggressive recruiting will take place, like it has been in the past. Initial contact usually takes place during the spring at GlimpsED, FGE Day and other events.
 - Team MiSTER, a mentorship structure that started a couple of years ago, has been the basis for retention, where each MiSTER is assigned a professional mentor that they keep in contact with.
 - There have been bi-weekly meetings on Zoom that has served as wellness checks and to share resources.
 - Clemson University usually hosts The National Call Me MiSTER Leadership Institute every summer, and we have had MiSTERS to attend in the past. Due to the pandemic, the national headquarters has offered series of institutes over the course of the fall semester that our MiSTERS have attended and enjoyed.
 - There are currently 6 enrolled MiSTERS and additional one that is planning to return in the spring to complete his Master's degree. Of this group, three are graduates and three are undergraduates. This is the first year that we've had graduate level MiSTERS, and the first year that we've had MiSTERS that are simultaneously teaching while getting their degree.
 - A MiSTER panel has been discussed and will happen soon. More information on that is pending.
 - A new scholarship called Seeds of Dignity has been confirmed with the first recipient receiving the funds this year.
 - Currently in the process of confirming a GA Power scholarship where we're looking to receive \$10,000.00.
 - Planning to do another Giving Challenge that will possibly take place in the spring due to postponement. Details are forthcoming.
 - Scholarships are very important for CMM to eventually operate in full capacity with a living-learning community where the MiSTERS are all living together in

the same residence halls. From an equitable standpoint, staying in the residence halls cannot be a requirement, especially since it's not feasible for all of the MiSTERs to do so since living in the residence halls is more expensive than living elsewhere. This is why those scholarship dollars are so important.

- The future of The Rising MiSTER Academy also depends on the scholarships. The academy is where high school students get a chance to experience the living-learning community for a week during the summer and learn more about CMM and Georgia College. There was no academy this year due to the pandemic and next year's academy will probably be virtual. It will be more cost effective to be virtual and we'll have a greater chance of reaching more students.
- Help with spreading information about the program and the MiSTERs on social media would be greatly appreciated.

- GlimpsED Mr. Javier Francisco

- Recruitment has been different due to the pandemic. Most of the events are done virtually, and the few schools that were visited was with social distancing in place.
- So far, 221 applications have come in for fall 2021 with education as the declared major.
- Tests are no longer required to get admitted into the university. GPA minimum has also been lowered.
- Recruitment of admitted students for the COE can take place during the spring.
- Campus Tours and private tours are offered twice a day/ 6 days a week, from Monday through Saturday at 10am and 2pm.
- The class for this school year was short by about 150 students due to the pandemic.
- In the process of hiring a new Associate Vice President.

Partnerships and Field Placements Mrs. Claire Garrett

- Changes due to COVID-19
 - FGE Day for spring 2020 was cancelled, and we are on schedule to host it in spring 2021, pending the lack of pandemic restrictions.
 - Mrs. Garrett, along with Dr. Previts, worked to create documents to help our candidates understand the protocol and procedures for COVID-19. Additional COVID-19 acknowledgement documents had to be created for the candidates to sign, acknowledging their understanding of the risks of teaching, and also understand that legally the COE, Georgia College, USG and Board of Regents are not responsible for their health should there be an accident or exposure to and/or contraction of the virus.
 - The partner schools and their teachers and administrators were part of the conversation to help create a COVID Response Path for Georgia College Teacher Candidates that lists the responsibilities of the teacher candidate set forth by Georgia College and their placement.
- Georgia College Liaisons
 - GC school liaisons were asked to serve as contacts for the school/district.
 - Liaisons share partner teacher training module with those who are serving in that capacity

- Inform GC COE about school/district information which relates to GC teacher candidates in field placement.
- Help disseminate information from the COE to the partner teachers.
 - Partner Teachers
 - Model their ability to reflect upon their teaching and help make explicit to teacher candidates the many variables that affect decision-making.
 - Coach by encouraging teacher candidates as they work to achieve goals and hold them accountable for reaching those goals.
 - Collaborate with teacher candidates so that the knowledge and skills of each is valued and significant in teaching P-12 students
 - 100 placements have been made for fall semester
 - COE had to reach out to farther districts and schools for partner teachers due to initial COVID case numbers at GC and some past partner schools wanting to hold off on partnering

Accreditation Updates. Dr. Mike Newton

- GaPSC review (May 3rd-5th) and CAEP Review (October 3rd-5th)
 - The review process has been separated due to economic reasons.
 - The standards will remain the same for both reviews as they have been in the past.
 - GaPSC review will be done virtually.
 - CAEP review will possibly be blended, partially virtual and partially in person
- Interviews of EPSC members
 - EPSC volunteers are needed for interviews for both reviews (3 members volunteered during the meeting: Tumaini Afful, Pamela Longino and Christine Giles)
- edTPA change
 - edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from day 1 in the classroom.
 - For each handbook field, the placement is a pre-kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction and Assessment.
 - The GaPSC eliminated the edTPA requirement in June 2020.
 - We are in the process of addressing the need to replace the edTPA with a new or existing locally created assessment.
 - We will call on our district partners and EPSC members to inform us on what information is critical in the field.
- Advanced Programs Dispositions Assessment (APDA)
 - The EPSC provided feedback last year.
 - Revisions were made and the instrument was piloted.
 - Content and interrater reliability tests were conducted.
 - The APDA was implemented this fall.

- How the EPSC fit into the Continuous Improvement Framework at GC?
 - Assessment Day during the summer, the COE analyze and review data from GACE and edTPA, as well as, from surveys and assessments.
 - In the fall, departments and programs meet to establish SMART goals for SACS and establish a Continuous Improvement Plans. Data is collected and analyzed.
 - EPSC meeting during the fall semester to review the data and establish priorities.
 - In January, Continuous Improvement Impact Checks are done where the programs meet to see where they are.
 - Spring meeting of the EPSC, and collection and analysis of data gathered from departments and programs meeting that leads back to summer Assessment Day

Open Discussion All Participants

- What have you learned through this pandemic that might be instructive for the COE as we prepare future teachers?
 - Pamela Longino – to remember out relationships with the child and understand the issues they face outside of the school environment that may impact their learning and ability to get resources. Also being able to adapt.
 - Claire Garrett – providing social and emotional support is important even for the teacher candidates in addition to the p-12 students.
 - Don Parker – are we thinking about how much of what we’re experiencing now is going to continue or reappear in the future? What are we putting in place that will allow us to not repeat mistakes? What resources work? Having a contingency plan to keep functioning.

- How can we expand candidates’ knowledge, skills and dispositions related to technology and diversity?
 - Lauren Brown – in Putnam County, certain things have been put in place permanently to continue even after and beyond the pandemic. Things have been put in place to build upon them. Teacher candidates should keep constant contact with the schools to increase their knowledge of the various platforms that are being used to give them a slight advantage during an interview.
 - Tynisha Harris – being creative through the challenge of teaching science virtually. Teacher candidates should be flexible in what and how they teach.
 - Adrian Swieter – a list of resources should be shared with the teacher candidates to they’ll be more prepared. One program they can utilize is “Technology for Teachers.” Giving a comprehensive list of programs from the school(s) the teacher candidate is interested in so they can research those programs.
 - Lauren Brown & Claire Garrett – possibly getting assistance from school liaisons for lists but also encouraging the students to their own research so they’ll be prepared at interviews.
 - Mike Newton – a course was offered during this summer at GC called Teaching in A Pandemic and technology was a subject talked about during that course. That could also serve as a resource.

- Other
 - Adrian Swieter – believes a course at the beginning of the cohort, especially at the graduate level, would be beneficial for helping the teacher candidates to become more knowledgeable of the university and encourage a career in education. It will encourage those candidates to really push GC as a possible college and furthermore push the COE agenda.

- Claire Garrett – although a course may not be the best option being that we are course heavy, a video would definitely be beneficial and could be created using teacher candidates to talk about GC and the COE.
- Nancy Mizelle – recently discussed with Dr. Previts about having an orientation to talk about GC and the COE programs
- Tumaini Afful – was able to share her experience of going through the Library Media and Instructional Technology program which encouraged the other person to apply for the same program. Believes technology exposure is important, especially during this time.



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Attendance List

- 1. Dr. Joseph Peters**
- 2. Dr. Nicole DeClouette**
- 3. Dr. Joanne Previts**
- 4. Dr. Emmanuel Little**
- 5. Mr. Javier Francisco**
- 6. Mrs. Claire Garrett**
- 7. Dr. Mike Newton**
- 8. Ms. Pamela Longino**
- 9. Dr. Gloria Wicker**
- 10. Ms. Laurel Tucker**
- 11. Ms. Adrian Swieter**
- 12. Ms. Tynisha Harris**
- 13. Ms. Christine Giles**
- 14. Dr. Catrena Lisse**
- 15. Ms. Lauren Brown**
- 16. Ms. Tumaini Afful**
- 17. Dr. Don Parker**
- 18. Ms. Courtney Bentley**
- 19. Dr. J.W. Good**
- 20. Ms. Hannah Griner**
- 21. Ms. Abby Norman**
- 22. Mrs. Keisha Foston**
- 23. Dr. Nancy Mizelle.**
- 24. Dr. Kevin Hunt**
- 25. Dr. Tina Holmes-Davis**
- 26. Ms. Shanquita Lewis**