



**JOHN H. LOUNSBURY
COLLEGE OF EDUCATION**
GEORGIA COLLEGE & STATE UNIVERSITY

Educator Preparation Stakeholder's Council and Teacher Liaison Meeting

Spring 2026 Meeting
March 12, 2026
4:30-6:00pm
Kilpatrick Room#125

Welcome! Please sign in and help yourself to snacks!

4:30-4:35pm-Welcome and Introduction

Doyin Coker-Kolo & Eric Carlyle

4:35-4:45pm-College of Education Updates

Joanne Previts-Stacie Petit

- Georgia College & State University continues to attract many students to the education programs.
- The college received far more applications than available spots and filled all program positions.
- About 100 students were accepted, including elementary and special education majors.
- 73 junior students are beginning student teaching placements in local schools.
- The speaker thanked school partners for supporting teacher preparation.
- The university encourages undergraduate students to participate in research and other high-impact learning experiences.
- Students are also being exposed to education policy through visits to the state capitol.
- The college is focusing on student and educator wellness, including academic and personal well-being.

4:45-5:00pm – COE Data Conversation

Doyin Coker-Kolo & Eric Carlyle

- The college is working closely with the Georgia Professional Standards Commission and Pearson to manage the transition of the GACE testing system from ETS to Pearson.
- There are still challenges and unanswered questions about the new GACE system, especially regarding resources for faculty and students.

- The college is preparing for upcoming accreditation reviews with PSC and CAEP, which will take place virtually around Spring 2028.
- School partners, mentor teachers, and districts are being thanked for their support and may be asked to participate in interviews or surveys for accreditation.
- Faculty appreciate feedback from assessments and evaluations to improve teacher preparation programs.
- Current data being reviewed is from the 2024–2025 academic year, but there is not yet enough data from the new testing phase to fully analyze trends.
- Data includes both undergraduate and MAT (Master of Arts in Teaching) students across different education programs.

-Program Impact Discussion

- Participants are being asked to analyze data trends and suggest program improvements.
- Many programs showed higher professional-level pass rates compared to induction-level pass rates.
- Strong performance was noted in middle grades language arts and elementary education test scores.
- Some programs, especially FAD programs, performed lower than expected compared to state professional pass rates, which surprised faculty.
- Challenges with student placements, funding, and availability of qualified mentor teachers may be affecting program outcomes and test performance.
- Overall, the education programs are performing well, with many students consistently passing certification exams.
- Professional-level pass rates are generally higher than induction-level pass rates across programs.
- Middle grades science, English Test 1, and advanced curriculum/instruction programs performed better than state averages.
- The largest performance gaps were found in History Test 1, History Test 2, and English Test 2.

Report Out

- Overall program performance is strong, with several certification and professional preparation areas performing above the state average.
- Professional-level candidates consistently outperform induction-level candidates on assessments.
- Middle grade science, English Test I, and Advanced Curriculum & Instruction programs exceeded state performance levels.
- Some assessment areas continue to show challenges, particularly History Test I, History Test II, and English Test II.
- History remains a concern because induction pass rates are strong, but proficient-level pass rates remain lower.

- MAT (Master of Arts in Teaching) students often take the GACE exam before completing all coursework because they are already serving as teachers of record, which may impact outcomes.
- Faculty emphasized the importance of looking beyond percentages and considering sample sizes when interpreting lower-performing data areas.
- Discussion highlighted that middle grade math and science appear to reflect areas of stronger teacher preparation.
- The program is exploring constructive uses of AI tools like ChatGPT to support instruction and analysis.

5:25 – 5:55 pm – Partner Teacher & Teacher Liaison Training Session

Keisha Foston

- Georgia College & State University College of Education held a training session to strengthen partnerships with partner teachers and teacher liaisons.
- Faculty expressed appreciation for partner teachers' professionalism, mentoring, feedback, and support of teacher candidates.
- The training focused on field-based instruction, professional expectations, and evaluation systems for teacher candidates.
- Teacher candidates come from undergraduate and MAT (Master of Arts in Teaching) pathways and follow a structured field progression model that gradually increases classroom responsibilities.
- Partner teachers are selected based on certification, experience, and professional qualifications, typically requiring at least three years of teaching experience.
- Only one teacher candidate is placed with each partner teacher at a time to ensure focused mentoring and support.
- Field placements are intentionally structured to align with candidates' developmental milestones and teaching readiness.
- Teacher candidates are expected to maintain professional behavior, including punctuality, confidentiality, respectful communication, and proper digital professionalism.
- Candidates are encouraged to participate in school meetings, conferences, and other professional activities.
- The college outlined support contacts for placements, accreditation, curriculum, and program concerns.
- The university transitioned from Live-Text to the Watermark student learning and licensure system for evaluations and assessments.
- Partner teachers receive evaluation forms electronically and may need to check spam or firewall settings for notifications.
- The session included guidance documents, training videos, and resources to help partner teachers support candidates effectively.

- Faculty thanked participants for their continued partnership and support in preparing future educators.

5:55 -6:00pm Closing

Next Meeting will be held in Fall 2026




Attendance

March 12, 2026

Educator Preparation Stakeholders' Council (EPSC) & Partner Teacher Liaisons Sign-Sheet

Printed Name	Signature
1. Ansley Abercrombie	<i>Ansley Abercrombie</i>
2. Zachary Balkcom	
3. Victoria Bivins	
4. Rachel Bray	<i>Rachel Bray</i>
5. Kristina Brooks	<i>Caitlyn Antra Douglas</i>
6. Eri Carlyle	<i>Eri Carlyle</i>
7. Heather Chancellor	
8. Angela Criscoe	
9. Kristina Dandy	
10. Tina Holmes-Davis	
11. Keisha Foston	<i>Keisha Foston</i>
12. Javier Francisco	<i>Javier Francisco</i>
13. Madison Gannon	<i>Madison Gannon</i>
14. Emma Hendrix	
15. Keshawn Hurst	
16. Holly Huyuh	
17. Amy Lewis	<i>Amy Lewis</i>
18. Catrena Lisse	<i>Catrena Lisse</i>
19. Amy Lowe	<i>Amy Lowe</i>
20. Charm Mapp	
21. Melissa Martino	<i>Melissa Martino</i>
22. Jamy Meeks	
23. Laura Melton	
24. Nancy Mizelle	

Printed Name	Signature
25. Larry Newton	
26. Joanne Previts	
27. Rodney Tyson	
28. Gloria Wicker	Gloria Wicker: gloria.wicker@baldwin.k12.ga.us
29. Pam Brookins	Pam Brookins: pamela.brookins@baldwin.k12.ga.us
30. Doyini Coker-Kolu	Doyini Coker-Kolu
31. Stage Petrix	Stage Petrix
32. Pam Longino	Pamela Longino
33. Holly Hardie	Holly Hardie: holly.hardie@putnam.k12.ga.us
34.	
35.	
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GUESTS	
Valancia Devereux	Valancia Devereux
Suzanna Roman-Oliver	Suzanna Roman-Oliver