



**Educator Preparation Stakeholder's Council Meeting Agenda**  
**"A purposeful exchange of ideas to benefit P-20 students"**

Tuesday, April 14, 2020

5:30pm-7:00pm

Zoom Meeting

[https://gcsu.zoom.us/rec/share/v\\_RvE5PX9mBJE4H9txnWX5MsLN37aaa8gXRLrqdZmEnuj2PG1d4djRLBYbMbjOSI](https://gcsu.zoom.us/rec/share/v_RvE5PX9mBJE4H9txnWX5MsLN37aaa8gXRLrqdZmEnuj2PG1d4djRLBYbMbjOSI) (Access Password: B0!%^8+4)

5:30pm-5:35pm

Welcome – Dean Joe Peters and Dr. Holley Roberts

5:35pm-6:15pm

CAEP Eight Annual Reporting Measures – Dr. Mike Newton

CAEP Timeline Updates

Assessment Updates on impact of EPSC – Testing Protocols, Feedback utilized from this group on the field-based feedback forms and Advanced Professional Behaviors and Dispositions assessment and the Partner Teacher training

6:15pm-6:50pm

Zoom Breakout Sessions

- Lessons learned in transition to Online Learning – Existing online teaching/leading knowledge and what issues have been brought to the forefront that we can address as a COE to best prepare all initial and advanced candidates?
  - Group 1 & 2:
    - Looking at what students have access to
    - Support for others that students may have contact (grandparents, caregivers)
    - Equipping candidates to familiarize themselves with the community they will teach in, resources will vary
    - Possible community exploration assignments in foundation courses
    - Have representative's community engagement organization to come into classes (follow up with Courtney Bentley)
  - Group 3:
    - Because of the one to one iPad initiative COE students will have more of an opportunity to use technology with students/instruction.
    - We need to consider developmentally appropriate uses of technology in our work with teacher candidates and model this practice.

- Need to always consider access for families and knowledge of technology. Teacher candidates should not make assumptions about access and usage of families and students.
    - Building relationships with families and students is paramount in any situation, but it is critical in times like these.
    - Moving forward it is important to determine if school districts will provide access to the instructional methods and necessary accounts to teacher candidates who are completing internships in their districts.
    - Teachers in the field are using ClassDojo and Seesaw
  - Group 4:
- Recruitment Planning for the COE – How can we improve recruitment strategies for the undergraduate and graduate programs in the COE?
  - Group 1 & 2:
    - Ask graduates to go to schools to talk to teachers regarding graduate programs, former students talking to cohorts about graduate programs
    - Asked what factors contributed to candidates accepting jobs in the area (thinking of grow your own) – Emily replied all of support she receives from GC is the reason she accepted a job in the area
    - Networking- opportunities for candidates to meet with districts can help them find connections in the community, pushing extra curricula activities,
    - Recruitment- publicizing what we do, word of mouth, JW praised Shanda’s work, relationships/program reputations make more a difference, but rankings do make a difference to some
  - Group 3:
    - GC was going to host our first Future Georgia Educators Day on March 25, 2020. We will attempt to host again next year. It is important to get students on campus.
    - GC Admissions had reached out to HS counselors in our Middle GA are to invite them to the FGE day and only heard from one.
    - In idea that was proposed is that all COE graduates receive a Georgia College pendant to place in their classroom and keep it up to signify they are a graduate but also to share about Georgia College as an option for their students when they seek a college or to inform them of GC being an opportunity for college attendance.
    - Most important to demonstrate a respect for all potential students when we are recruiting. Generation Z requires mutual respect (as they should) and want to feel respected in their questions and their choices.
    - Host and attend Career Days in local schools.
    - Reach out early to students. Do not wait until they are juniors and seniors in high school.
  - Group 4:
    - Group 4 focused on discussing efforts to increase recruitment from the Middle Ga Region. The following suggestions/ideas were discussed:

- Work more closely with 2-year and other higher ed. institutions in the Middle Ga area to establish clear collaboration and articulation agreements.
  - Increase Ga College's visibility in local high schools, particularly in their CTAE education pathway programs. Arrange times to meet students and talk with them about Ga College's Education programs.
  - Reach out to CoE Alumni in the Middle Georgia area to seek their assistance to act as ambassadors for Ga College. Possibly create a survey to solicit interest and support from Ga College alumni in the Middle Ga region to assist with taking a personal approach for recruitment.
  - Continue partnerships with other colleges within GC&SU to expand opportunities for certification (e.g. articulations with Coastal Georgia, Georgia Highlands, Gordon State).
  - Explore what financial supports, scholarships and options are available for students who need assistance and believe that Ga College is financially "out of reach." Use existing scholarships to better support local students (<https://www.gcsu.edu/education/scholarships>).
  - Use Zoom and/or other online avenues to host open houses or Q and A's for the CoE with prospective students.
  - Continue to support the Call Me MiSTER program.
  - Continue to work with Javier Francisco to support GlimpsED.
  - Continue to explore programs that allow interns to be teacher of record to help reduce tuition costs.
  - Explore virtual recruiting ideas from Hanover (<https://cdn2.hubspot.net/hubfs/3409306/Hanover-Research-Higher-Ed-Trend-Report-2019.pdf>, pp. 14-16).
- Feedback on Partner Teacher Liaison Training and Partner Teacher Training to support Initial Teaching Candidates (online and Face-to-Face)
  - Group 1 & 2:
    - Online can be too much/overwhelming (Kevin)
    - Hopefully better next year with additional time since received late (Tina)
  - Group 3:
    - Feedback on the Partner Teacher liaison training was positive. The liaison that the participant interacted with was "bought in" to the process of supporting partner teachers in their work with teacher candidates and to promote the profession.
  -
- Co-selection of mentors in the initial and advanced programs – How can we improve this process?
  - Group 1 & 2:
    - Discussed what programs are currently going, but no time to discuss ways to improve
  - Group 3:
    - Continue to develop relationships with districts and mentor leaders/university supervisors with teachers and principals in local

schools. These relationships yield excellent results to P-12 students, teacher candidates, and partner teachers.

- Cultivate the relationships already in place with our partners.
- Continue to aspire to understand and promote a shared set of values and practices.

○ Group 4:

6:50pm-7:00pm

Group Debriefing and Closing – Dr. Holley Roberts  
Fall Meeting – online or Face-to-Face

Group 1	Group 2	Group 3	Group 4
Claire Garrett	Desha Williams	Holley Roberts	Mike Newton
Linda Bradley	Carrie Cook	Lyndall Muschell	Keisha Foston
Patrice Spirou	Runee Sallad	Emmanuel Little	Joseph Peters
Kevin Hunt	JW Good	Tracy Clark	Hollie Smith
Courtney Bentley	Gloria Wicker	Lauren Brown	Catrena Lisse
Laurel Tucker	Ulysses Foston	Jennifer Tatum	Lance Rackley
Emily Eidson	Katherine Hunt	Summer Sanders	Ashley Lamar
Becky Nipper	Noris Price	Javier Francisco	Chavonda Mills
Tina Holmes-Davis	Laura Whitlock	Autumn Chapman	Don Parker

## Zoom Breakout Sessions – Groups 1 & 2

- Lessons learned in transition to Online Learning – Existing online teaching/leading knowledge and what issues have been brought to the forefront that we can address as a COE to best prepare all initial and advanced candidates?
  - o LOOKING AT WHAT STUDENTS ALREADY HAVE ACCESS
  - o SUPPORT FOR OTHERS THAT STUDENTS MAY HAVE CONTACT, IE, GRANDPARENTS
  - o EQUIPPING CANDIDATES TO FAMILIAR THEMSELVES WITH THE COMMUNITY THEY WILL TEACH. RESOURCES WILL VARY – possible community exploration in foundation courses. Having representative’s community engagement organization to come into classes – Follow-up with Courtney Bentley
- Recruitment Planning for the COE – How can we improve recruitment strategies for the undergraduate and graduate programs in the COE?
  - o Ask graduates to go schools to talk to teachers regarding graduate programs
  - o Former students talking to cohorts about graduate program
  - o Asked what factors contributed to candidates accepting jobs in the area (thinking of grow your own) – Emily replied all of support she receives from GC is the reason she accepted a job in the area
  - o Networking important – opportunities for candidates to meet with districts can help them find connections in the community and remain
  - o Pushing extra curricula activities to get students to stay in the community o Recruitment - Publicizing what we do. Word of mouth – JW – Praised Shanda’s work
  - o Relationships/ program reputations make more a difference, but rankings do make a difference to some
- Feedback on Partner Teacher Liaison Training and Partner Teacher Training to support Initial Teaching Candidates (online and Face-to-Face)
  - o Online can be too much – overwhelming - Kevin
  - o Hopefully better next year with additional time. Continue to give it another shot – received late – Tina
  - o No one in group was familiar with the face-to-face sessions. Therefore, no feedback was provided.
- Co-selection of mentors in the initial and advanced programs – How can we improve this process?
  - o Discussed what programs are currently going, but no time to discuss ways to improve

Holley Roberts  
Notes from Group 3 – EPSC meeting

Question 1

- Because of the one to one Ipad initiative COE students will have more of an opportunity to use technology with students/instruction.
- We need to consider developmentally appropriate uses of technology in our work with teacher candidates and model this practice.
- Need to always consider access for families and knowledge of technology. Teacher candidates should not make assumptions about access and usage of families and students.
- Building relationships with families and students is paramount in any situation, but it is critical in times like these.
- Moving forward it is important to determine if school districts will provide access to the instructional methods and necessary accounts to teacher candidates who are completing internships in their districts.
- Teachers in the field are using ClassDoJo and Seesaw

Question 2

- GC was going to host our first Future Georgia Educators Day on March 25, 2020. We will attempt to host again next year. It is important to get students on campus.
- GC Admissions had reached out to HS counselors in our Middle GA are to invite them to the FGE day and only heard from one.
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- Most important to demonstrate a respect for all potential students when we are recruiting. Generation Z requires mutual respect (as they should) and want to feel respected in their questions and their choices.
- Host and attend Career Days in local schools.
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Question 3

- Feedback on the Partner Teacher liaison training was positive. The liaison that the participant interacted with was “bought in” to the process of supporting partner teachers in their work with teacher candidates and to promote the profession.

Question 4

- Continue to develop relationships with districts and mentor leaders/university supervisors with teachers and principals in local schools. These relationships yield excellent results to P-12 students, teacher candidates, and partner teachers.
- Cultivate the relationships already in place with our partners.
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#### Group 4 Minutes 4.14.20

The group focused on undergraduate recruitment efforts for the JHL CoE. Dr. Newton shared that enrollment is generally strong in most of the CoE programs, especially Early Childhood. Enrollment in the Middle Grades and Special Ed undergraduate programs often have available slots. MAT enrollment is strong in all programs. MEd enrollment is strong in the Curriculum and Instruction and Teacher Leader programs but there are small sections in the Middle Grades and Early Childhood MEd. Library Media and IT MEd programs continue to have capacity. Enrollment in the Educational Leadership program is still recovering from the PSC rule changes.

Dr. Newton explained that a large number of CoE students (undergrads) are from the metro area. He recently surveyed school superintendents from the Middle Ga area, and there is an interest in working to develop a teacher prep pipeline from the Middle Ga region. The superintendents in the Oconee RESA are also in full support of developing a pipeline.

Group 4 focused on discussing efforts to increase recruitment from the Middle Ga Region. The following suggestions/ideas were discussed:

1. Work more closely with 2-year and other higher ed. institutions in the Middle Ga area to establish clear collaboration and articulation agreements.
2. Increase Ga College's visibility in local high schools, particularly in their CTAE education pathway programs. Arrange times to meet students and talk with them about Ga College's Education programs.
3. Reach out to CoE Alumni in the Middle Georgia area to seek their assistance to act as ambassadors for Ga College. Possibly create a survey to solicit interest and support from Ga College alumni in the Middle Ga region to assist with taking a personal approach for recruitment.
4. Continue partnerships with other colleges within GC&SU to expand opportunities for certification (e.g. articulations with Coastal Georgia, Georgia Highlands, Gordon State).
5. Explore what financial supports, scholarships and options are available for students who need assistance and believe that Ga College is financially "out of reach." Use existing scholarships to better support local students (<https://www.gcsu.edu/education/scholarships>).
6. Use Zoom and/or other online avenues to host open houses or Q and A's for the CoE with prospective students.
7. Continue to support the Call Me MiSTER program.
8. Continue to work with Javier Francisco to support GlimpsED.
9. Continue to explore programs that allow interns to be teacher of record to help reduce tuition costs.
10. Explore virtual recruiting ideas from Hanover (<https://cdn2.hubspot.net/hubfs/3409306/Hanover-Research-Higher-Ed-Trend-Report-2019.pdf>, pp. 14-16).



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**Zoom Meeting 5:30-7:00pm**

**Sign-In Sheet**

<b>Name</b>	<b>Signature</b>
Dr. Joseph Peters	Attended
Dr. Holley Roberts	Attended
Dr. Mike Newton	Attended
Ms. Claire Garrett	Attended
Dr. Linda Bradley	Attended
Dr. Desha Williams	Attended
Ms. Patrice Spirou	Attended
Dr. Runee Sallad	Regrets
Dr. Don Parker	Regrets
Dr. Kevin Hunt	Attended
Dr. Lyndall Muschell	Attended
Dr. JW Good	Attended
Dr. Carrie Cook	Attended
Dr. Chavonda Mills	Attended
Ms. Hollie Smith	Regrets



Dr. Catrena Lisse	Attended
Dr. Emmanuel Little	Regrets
Mr. Javier Francisco	Attended
Ms. Summer Sanders	Regrets
Ms. Katherine Hunt	Attended
Ms. Emily Eidson	Attended
Ms. Laurel Tucker	Regrets
Dr. Gloria Wicker	Regrets
Dr. Noris Price	Regrets
Ms. Tracy Clark	Regrets
Mr. Lance Rackley	Regrets
Ms. Lauren Brown	Attended
Ms. Ashley Lamar	Regrets
Ms. Autumn Chapman	Regrets
Ms. Becky Nipper	Attended
Ms. Jennifer Tatum	Regrets
Ms. Laura Whitlock	Attended
Mr. Ulysses Foston	Attended
Ms. Keisha Foston	Attended
Ms. Courtney Bentley	Attended
Dr. Tina Holmes-Davis	Attended