

**Georgia College and State University**  
**Department of Teacher Education Award Application**  
**Interim Department Chair: Dr. Holley Roberts**  
**2018**

## DEPARTMENT OF TEACHER EDUCATION

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February 27, 2018

Dr. Steve Jones, Assistant Director for Faculty Development  
Awards Committee, Regents Teaching Excellence Awards for Department or Program  
Georgia College, 231 Hancock Street, Milledgeville, GA 31061

Dear Dr. Jones and Committee Members,

This letter is in full support of the Department of Teacher Education's Departmental Teaching Award. In this letter, I will focus on how the departmental faculty promote student success, how faculty continually revise curricula and programs to meet students' needs, and the collaborative faculty efforts to further the work in the Department.

### Student Success

One of the defining aspects of our Teacher Education programs is the use of the cohort model. Students in their sophomore years apply to enter either the Early Childhood, Middle Grades, or Special Education cohorts. All students who meet the Professional Standards Commission (PSC) rules, and are successful with their program interview, gain acceptance into one of the three programs. The cohorts have a faculty member that advises, mentors, and supports students throughout their junior and senior year to ensure a four-year graduation and success with PSC certification requirements. The cohorts also function as a learning community where students support each other throughout their time at Georgia College. Likewise, the graduate programs utilize the cohort model.

All undergraduate and graduate teacher preparation programs have an intense field placement and internship that includes hours well beyond the state requirements so students are ready to be full time teachers upon graduation. The success rate on the required Georgia Assessments for the Certification of Educators (GACE) content knowledge assessments is 100 %, as is the pass rate on the required EdTPA, which is a comprehensive assessment of the candidate's teaching ability. Our students are above the state and national averages with the both testing protocols. Cohort leaders meet on a regular basis to be sure that there is ongoing and consistent support to remove any barriers to success. The Teacher Education faculty consistently look at the student achievement data that they collect, aggregate, and analyze in LiveText to look for trends that they can address to improve student success.

### Curricula and Programs

The programs in Teacher Education receive continual revision to meet PSC requirements and fulfill student needs within the education field. For example, the Middle Grades Master of Arts in Teaching (MAT) revisions allow students to focus on Georgia's high demand STEM fields. This program content is now completely online so that students could begin teaching right away and complete the program while maintain a full-time position. The Secondary Education MAT program is also fully online as well as classroom based in Milledgeville and Macon, giving students optimal flexibility to complete these programs.

The Masters of Education programs in Early Childhood, Middle Grades, and Special Education are now available in a blended model that includes Saturday sessions during the semester. These programs begin in summer, include a fall and spring term, and end the following summer so that the teachers can finish in a timely manner.

Tracking of graduates from the Teacher Education programs allows the Department to see where teachers are finding positions. Faculty work with districts to ensure these teachers are successful and that their preparation is meeting the district's needs. The Department collaborates through a Professional Development School (PDS) model. For example, faculty work closely with Baldwin County Schools for mutual supportive initiatives. Districts throughout the State of Georgia want our teachers. Our graduates often have their first choice for a position and many receive contracts before they even graduate.

#### Collaborative Faculty Work in the Department

The Teacher Education Department meets on a regular basis to discuss ways to meet the needs of students, comply with the numerous and ever-changing PSC regulatory requirements and Council for the Accreditation of Educator Preparation (CAEP) accreditation reporting. They also meet to share new ideas and research. For example, members of the Department meet monthly to look at the assessments used throughout the programs. Faculty continually share data and look to see if there are ways they can further improve courses or programs. This assures ongoing accreditation from the PSC and CAEP and helps students achieve high scores on standardized assessments such as the Georgia Assessments for the Certification of Educators (GACE) exams. Program faculty also meet regularly to complete Specialized Professional Association (SPA) reporting and program reporting to the PSC and CAEP. In addition to overall national and state accreditation, groups such as the National Association for the Education of Young Children, Association for Middle Level Education, and the Council for Exceptional Children accredit individual programs within the Department.

There are also incentives to help promote quality teaching. Faculty regularly attend and present at state, regional, national and international conferences in support of the scholarship of teaching. These efforts are evident in the many times faculty have won the University teaching awards and even the statewide award. Our faculty also collaborate on awards for students to promote high achievement. Each year, they sponsor an awards ceremony for program graduates. There is also support for innovative pedagogy. Classrooms redesigns encourage active learning and the use of technology to support instruction. Classrooms have moveable furniture, smart boards, and whiteboards. Non-classroom spaces such as the "meadow" and atrium have designs and supporting technology to promote student collaborative learning.

In closing, I again provide my full support to the Teacher Education Department's nomination for the Departmental Teaching Award. If there are any further questions that I can answer, please do not hesitate to contact me at the phone number or email shown below.

Respectfully submitted,



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**John H. Lounsbury College of Education, Department of Teacher Education – Narrative  
Conceptual Framework: “Architects of Change”**

***Vision and Mission:*** Our vision is to cultivate teachers who guide and inspire students to be their best selves. Our mission is to support and sustain passionate and professional educators who are architects of change by building and modeling a commitment to the following core concepts through multiple modes: foundations in liberal arts, professional preparation and addressing human relations and diversity. We strive to provide our students with the foundation they need to develop dynamic leadership abilities to inspire and motivate students every day in their own classrooms.

***Efforts to Improve Teaching and Learning:*** The JHL College of Education is part of only five percent of all national colleges of education who follow a field based, mentor led cohort model of teacher preparation. Immersion in the P-12 setting every semester gives students the full experience of being a classroom teacher. In their unique roles of Mentor Leaders, faculty members serve as the field supervisor for their cohort of teacher candidates which contributes to meaningful connections between classwork and the candidates’ practical experiences in the field. Mentor leaders also work closely with the teacher candidates’ Partner Teachers to support the development of the skills and dispositions needed for effective teaching. Each cohort takes all their classes together and through this experience develop a thriving professional learning community led by the Mentor Leader who teaches most of their classes while serving as a mentor and advisor. Mentor Leaders and department faculty provide teacher candidates with the theoretical frameworks, content knowledge, and the professional skills and dispositions to be successful classroom teachers. All program faculty integrate theory and practice by incorporating reflective pedagogy through innovative teaching methods that model best practices. Candidates incorporate simulations, station activities, problem-based and experiential learning in the integrated curriculum that they develop. Candidates develop extensive units based on the Understanding by Design model, differentiate instruction, reflect on their practice, and employ a variety of assessments of student learning: all practices that will enable them to become effective classroom teachers who are “Architects of Change.” Faculty collaborate through team planning and teaching. They are also called upon to provide support for faculty across the university. For example, Dr. Cynthia Alby, Professor of Secondary Education is co-leading the university’s LEAP initiative, which incorporates essential learning outcomes and the use of transformative experiences for all undergraduates at Georgia College.

***Methods and Use of Assessment:*** Since our candidates spend every semester in the field, over the last two years we have developed several assessments to measure their knowledge, dispositions and pedagogical skills. Faculty members from each department collaborated on creating a common Professional Dispositions form, an Initial Teacher Candidate Performance Assessment, and a Lesson Observation form – all of which are directly tied to our national INTASC standards and program content standards. This alignment across the department has allowed us to assess both unit and program effectiveness. In addition, the JHL College of Education has used the edTPA national assessment for the last two years. Our candidates consistently achieve scores well above the state average across all programs. Furthermore, all candidates present their final Capstone presentation, narrative and artifacts in their portfolios to

provide compelling evidence of their growth and mastery of the skills and dispositions to be an “Architect of Change” in today’s public and private schools.

***Active Support for faculty:*** The JHL COE employs a unique entrepreneurial model for funding faculty development. Since our faculty average twelve credit hours each summer, they receive a portion of those funds (\$2,000) each year for professional development. Faculty members regularly present at local, state, national and international conferences. Eighty-five percent of the faculty members in the department have participated in at least one faculty development workshop in the last two years on such topics as Identifying Micro-aggressions, Making Excellence Inclusive, Intuitive Thinking Training, Mid-Term Course Assessments, Culturally Responsive Pedagogy, edTPA and a variety of program specific areas.

***Strong Links between good teaching and awards:*** Dr. Joanne Previts won the 2015 Georgia College Excellence in Teaching Award for her outstanding teaching. That same year, Dr. Lyndall Muschell won the University Excellence in Service Award. Dr. Previts also won the 2016 National Outstanding Professor of Middle Level Education Award for being an exemplary advisor, recruiter for future students, model of outstanding teaching and a quality supervisor of field experiences. Dr. Nancy Mizelle won the 2016 Dr. John Lounsbury award from the Georgia Association of Middle School Principals. The award is given by the Georgia Middle School Principals to the individual who through their professional efforts have most supported Georgia Middle Schools and the middle school movement in Georgia. Dr. Cynthia Alby won the 2016 Georgia College Excellence in Teaching and Learning Award due to her professional development work with the Governors Teaching Fellows and her work incorporating growth mindset activities, research-based teaching practices, and the current research on metacognitive strategies. She also worked with colleagues and AAC&U to develop a national, year-long certification for faculty who would like to develop courses around the LEAP principles. Dr. Betta Vice won the 2017 Georgia College Excellence in Teaching Award and the 2018 Felton Jenkins Award for Teaching Excellence of state colleges and universities by the Board of Regents. Dr. Nicole DeClouette was the 2016 *Soar* Mentor of the Year and has been recognized for her outstanding work with the Life Enrichment Center and Best Buddies. Rob Sumowski received the 2016 & 2017 Sigma Alpha Epsilon’s National Outstanding Chapter Advisor of the Year award.

***Department Unit Policies encourage collaborative faculty efforts:*** The Department of Teacher Education faculty promote reflective practices among our students as well as ourselves. A group of Early Childhood, Middle Grades, and Secondary teacher education faculty participate in Critical Friends Group<sup>®</sup>, a professional learning community that consists of members who commit to improving their practice through collaborative learning and structured protocols to offer feedback on each other’s research, teaching, and professional development. Special Education, Early Childhood, and Middle Grades faculty team teach several classes each semester and collaborate on program development and the development of assessments. For the past three years, faculty have participated in an edTPA Professional Learning Community as they developed strategies to prepare candidates for the new assessment.

***Ongoing data driven process for reviewing and shaping curricula:*** Each program annually evaluates their goals, outcomes and assessments through SMART reports. The following

programs review their effectiveness through SPA reports as they maintain National Recognition: B.S. and M. Ed in Early Childhood, B.S. in Middle Grades, B.S., M.Ed. and MAT in Special Education. A team of faculty recently developed a professional development plan protocol for all initial teacher education candidates to aid completers in their induction years. Each program has common assessments that measure student learning that are reviewed annually and professors routinely utilize current research in shaping curricula.

***Exemplary programs for student success:*** Teacher Education candidates are placed in over sixty schools in nineteen counties, so our candidates experience teaching among diverse student populations. The professional partnership with Baldwin County School District provides candidates with the unique opportunity to participate in engaged learning with in-service teachers. For the last two years, Dr. Stacy Schwartz, an Early Childhood professor, taught onsite with our PDS initiative at Eagle Ridge Elementary School. Her students observed in classrooms, hosted an in-service for the teachers, and engaged with classroom teachers to implement specific strategies they had learned. The candidates also provided 700 spring break/food backpacks for the Eagle Ridge students. Dr. Joanne Previts and Dr. Stephen Wills also taught onsite classes in Baldwin County where their candidates participated in faculty development initiatives and collaborated with in-service teachers on implementing innovative teaching strategies. Dr. Roddran Grimes recently revitalized the student organizations: Georgia Association of Educators and Kappa Delta Pi, International Honor Society in Education. Dr. Nicole DeClouette serves as the faculty advisor for the GC Chapter of Best Buddies. Best Buddies is an international organization focused on creating opportunities for one-to-one friendships, employment and leadership development for people with intellectual and developmental disabilities. The department also sponsors three faculty developed study abroad trips each year. Finally, nearly all undergraduate candidates conduct action research and present their findings at the state or national conferences for their content: Georgia Association for the Education of Young Children, Council for Exceptional Children (international), Georgia Council for Exceptional Children Student Conference, the Association of Middle Grades Education and the Collegiate Middle Level Association.

***Success of students:*** Each year at least ninety-seven percent of our graduates obtain teaching positions. Administrators seek out our graduates due to the high quality of our programs. Our graduates have been named Teacher of the Year in many schools, and many now serve as Partner Teachers for current teacher candidates. We have a one hundred percent pass rate on the GACE and the edTPA, the state certification assessments.

***Articulation of quality:*** Teacher candidates in all programs develop a Teacher Work Sample portfolio that requires extensive knowledge of learning theory, curriculum and instruction, differentiation, assessment, and reflective practice. Candidates create and implement the integrated unit by incorporating research based teaching strategies, learning theory, and constructivist models in their lessons. An integral part of their work is developing reflective practice through an analysis of patterns of learning, discourse, and use of instructional supports. Teacher candidates develop a comprehensive Capstone portfolio based on the INTASC and program content standards where they articulate their growth as a professional in their understanding of the college's theoretical framework. Candidates complete their work by presenting the Capstone portfolio to a panel of professors.

**Georgia College & State University, Department of Teacher Education  
Fact Sheet**

**Enrolled Students**

Undergraduate: 188

Graduate: 225

**Faculty/Staff**

Total Faculty: 20

Total Staff: 2

Tenure Track: 14

Non-Tenure Track: 6

Part time: 6

Full Professors: 5

Associate Professors: 7

Assistant Professors: 2

Faculty with Terminal Degrees: 16

**Programs Offered/Delivery**

Bachelor of Science in Early Childhood Education (Mentor Led Field Based Cohort)

Master of Education in Early Childhood Education (Partially Online)

Bachelor of Science in Middle Grades Education (Mentor Led Field Based Cohort)

Master of Education in Middle Grades Education (Partially Online)

Master of Arts in Teaching in Middle Grades Education – STEM (Online)

Master of Arts in Teaching in Secondary Education (Mentor Led Field Based Cohort & Online)

Bachelor of Education in Special Education – General Curriculum (Mentor Led Field Based Cohort)

Master of Education in Special Education – General Curriculum (Partially Online)

Master of Arts in Teaching in Special Education – General Curriculum (Partially Online)

Education Specialists in Special Education - (Partially Online)

**Professional Development School Partnership** – Baldwin and Bibb County School Districts

**Grants Awarded** – Over \$500,000

**Undergraduate Graduation Rate** – 86.47%

**National Rankings**

Teacher.Org – Early Childhood – 4<sup>th</sup> in the nation out of 425 degree programs

Teacher.Org – Special Education – 19<sup>th</sup> in the nation out of 400 degree programs

National Council on Teacher Quality ranked the Early Childhood Education program 91<sup>st</sup> percentile out of more than 800 undergraduate programs

National Council on Teacher Quality – Early Childhood Education program will be featured in their publication, *Start HERE to Become a Teacher: Where to Go and What to Know*

**National Recognition and Accreditation**

Early Childhood (B.S. and M. Ed). – National Association for the Education of Young Children Recognition (NAEYC) – only one in the state of Georgia

Middle Grades (B.S.) – Association of Middle Level Education (AMLE) Recognition

Special Education (B.S., M.Ed) – Council for Exceptional Children Recognition

Nationally Accredited by the National Council on Teacher Education (NCATE)

Georgia Professional Standards Commission – Program Approval



## DEPARTMENT OF TEACHER EDUCATION: COLLECTION OF EVIDENCE

### Effort to Improve Teaching and Learning

**Noteworthy Program Experiences:** This evidence documents the innovative Middle Grades practices which give students numerous opportunities to develop their teaching.

**Student Perceptions:** This evidence is a sampling of student responses in course evaluations across programs with strong articulation of outstanding teaching in our department.

**Professional Development Relationships/Support:** Teacher Education faculty promote teaching and learning with our partner schools and teachers through grants,

### Methods and Use of Assessment

**edTPA assessment results:** These charts demonstrate how our programs surpass national scores.

### Active support for faculty

**Three-Part PBIS course:** Dr. Robert Sumowski, a Special Education Professor, received funding to create a three-part PBIS course for classroom teachers on this state initiative.

### Strong Links between good teaching and awards:

This evidence is a newsletter article on the national **Outstanding Professor of Middle Grades Education**, Dr. Joanne Previts.

### Department Unit policies encourage collaborative faculty efforts

This evidence describes our three year collaborative **edTPA professional learning community** as well as Dr. Robert's book chapter on our innovative approach to this assessment.

### Ongoing data driven process for reviewing and shaping curricula

This newsletter article articulates how our programs have received **national recognition**.

### Exemplary programs for student success

This evidence describes our three **Study Abroad initiatives**. The second is newsletter describing Dr. Nicole DeClouette's opportunities for student engagement with the **Baldwin Life Enrichment Center**.

### Success of Students

We have highlighted just a few of our **graduate's successes** in their schools.

### Articulation of Quality

Our **Capstone Assessment Data** shows how successful our students are in passing their capstone experience.

Our **Department of Teacher Education** goals and the responses to those goals show how our faculty have collaborated and progressed in the two years we have been a department.

## **Department of Teacher Education: Noteworthy Program Experiences**

**1. Videotape Analysis of Teaching and Learning:** Undergraduate students in the two-year Middle Grades Education Cohort Program participate in a scaffolded, two-year process to help them develop the knowledge, skills, and dispositions as researchers of their own practice by video-recording, viewing, analyzing, reflecting on, sharing, and discussing their teaching. The teacher candidates participate in several learning experiences in order for them to enhance their ability to “notice” and listen to the vast number of student interactions and classroom events that occur as well as their actions, mannerisms, and language. In addition, we help them develop the ability to analyze and reflect on how their actions, mannerisms, and language influence student learning and classroom dynamics. Teacher candidates participate in a range of experiences that include individually viewing, reflecting on, and analyzing their video-recorded teaching segments as well as sharing segments of their video-taped lessons with peers, in the form of video teams, in order to discuss questions or challenges related to their practice and continue to develop their ability to notice and listen. Protocols were created and used to help them engage in the process of viewing, analyzing, and discussing their practice individually and with peers. These protocols help to provide structure to team meetings as they learn how to function collaboratively and include different scaffolds that are gradually eliminated as students and teams develop autonomy and habits of mind. For example, some protocols include different “roles” (e.g., presenter, investigators, timekeeper, recorder, etc.) as one way to encourage different forms of participation. It is significant to note that this learning experience has been in practice since 2010, long before it became a requirement to video-tape and analyze one’s teaching as part of the edTPA. We included it as part of our curriculum because it is an effective, relevant learning experience rather than integrating it because of a required mandate.

**2. Collegiate Middle Level Association (CMLA):** All middle grades teacher candidates are members of the Georgia College chapter of the CMLA, which is also the “National Host Site” for 2017 – 2019. Teacher candidates planned and hosted the national CMLA conference at the 2017 annual AMLE national conference in Philadelphia, which was attended by over 100 pre-service teachers from across the country; they are in the process of planning for the 2018 annual AMLE conference in Orlando. The GC CMLA chapter also: plans and hosts “Summit” (since 2004, a state-wide conference for pre- and in-service teachers); hosts the annual PAGE Academic Bowl; plans and hosts Young Adolescents’ Celebration of Creative Expressions (select a theme, obtain entries from local middle school students, host a dinner with students, families, teacher, and administrators where students share their different forms of creative expressions); implement various service projects; and hold monthly general and executive board meetings that focus on a different aspect of professionalism (guest speakers, learning experiences that focus on an array of relevant topics determined by teacher candidates – health and safety, ethics, financial literacy, etc.).

**3. School Board Meeting Presentation:** Senior teacher candidates present at a school board meeting in the county where they are placed for their student teaching. Teacher candidates are responsible for contacting the school board president and/or superintendent to request permission to be on the agenda for the meeting. The purpose of this experience is for teacher candidates to help educate community members about young adolescents and middle schools, share the work they complete during student teaching, and to express appreciation and gratitude to their partner teachers, students, principals, and community for their collaboration/willingness to have them work in their schools.

## **Department of Teacher Education: Student Perceptions**

“The Georgia College Early Childhood Program is outstanding because of the hands-on experiences provided in elementary school classrooms. I started working with teachers and classroom mentors at the beginning of my college experience. This allowed me to build peer and teacher relationships and also work directly with children. The program provides a wonderful mentor led experience through our cohort style classes. The cohort classes offer a personal approach to learning, and I have gained the confidence necessary to one day reach my professional goals.” -2018 Early Childhood Senior

“As an architect of change, I believe that I have the ability to influence the next generation to become positive and productive citizens in our society and the world. The College of Education has helped me develop this mindset and I hope to showcase to young adolescents that they can have an impactful and vital role in this world. The cohort has given me the opportunity to learn from mentors that model how to be impactful professionals and educators. The cohort has helped me discover how I can create a classroom community that is safe and comforting for all students. It has also shaped my ability to teach about the diverse and interconnected world. These two practices have shaped and refined my experiences in the program, and I am excited to use these skills, knowledge and dispositions in the future.” -2017 Middle Grades Graduate

“Foundational to my beliefs as an educator is having positive, personal relationships with students/ Effective learning can be difficult if students do not have a connection with their teacher; they need to know they can trust and depend on me to be equitable, caring, and honest. Being a member of a cohort with a Mentor Leader, I understand and have experienced why this bond of mutual respect and trust is so important. Also, a part of the cohort model is positive peer interactions through relying and encouraging each other to maximize our learning. But reaching potential does not come easily. In the cohort, I have had numerous experiences that taught me to question, analyze, explore, and discover multiple perspectives to develop my knowledge.” -2016 Middle Grades Graduate

“She takes a lot of time to prepare each lesson, is well organized, and presents information in a clear way. She is also very knowledgeable and passionate about the content, which reflects in her teaching. My professor always says to be kind, but that doesn’t mean to be an “easy” teacher. She pushes us to work hard, reflect on our own ideas and philosophies and continue to grow.” -2017 Special Education Graduate

“I’ve learned so much from my professor about students of all ages and stages of life from their learning styles to the development of their brains. I am more patient, understanding, and aware that each student is unique in how they learn, and how they develop. She challenges us and enlightens us. She is always available if we need her and I don’t think I would be so passionate about education if I didn’t learn from her. She is an extremely effective, kind, understanding, capable professor. Georgia College is lucky to have her. Also, I LOVED learning about the different educational theorists, it was one of my favorite projects of the semester!” -2017 MAT Graduate

“My professor shows patience and understanding, as well as pushing us to think about our students different learning styles. The activities and discussions in class are very applicable, enrich our understanding of the topics discussed, as well as provide ways we, as teachers, can use strategies in our own classrooms to help our students become critical thinkers who don’t just repeat facts, but will be engaged citizens of the world.” -2017 MAT Graduate

## **Department of Teacher Education: Professional Development Relationships/Support**

**The USG Board of Regents promotes strong relationships between colleges of education and public schools: "8.3.15 Enhancing Teaching and Learning In K-12 Schools and USG Institutions**

**The BOR recognizes the value of USG faculty engagement in the effort to continuously improve teaching and learning in K-12 schools and USG institutions."**

Teacher Education faculty are actively engaged in numerous grants and professional development with our community and school partners. Dr. Nicole DeClouette, Associate Professor, has partnered with Barbara Coleman, Director of the Life Enrichment Center to obtain a grant to create meaningful inclusive opportunities for adults with intellectual and developmental disabilities around Baldwin County with Georgia College students. They also received a \$100,000 grant to create the Creative Enrichment Center, where adults with intellectual and developmental disabilities engage with Georgia College students in social and leisurely activities. Dr. DeClouette received an additional grant to conduct semi-structured interviews in Tanzania with university students studying to become special education teachers, with caretakers of children with disabilities, and with adults with disabilities employed by Shanga, a company that employs adults with disabilities who create artistic wares.

The K-2 Mathematicians and Writers innovation grant was awarded to Baldwin County School in collaboration with Georgia College of Education by the Governor's Office of Student Achievement. This grant integrates literacy to support mathematics strands of communication, reasoning, problem solving and language development, contributing scholarship that promotes and improves student learning, and collaborating with public schools to strengthen teaching quality. Dr. Miriam Jordan, secondary MAT program, is the co-PI for the 2016-2018 STEAM grant (\$250,000) in collaboration with Baldwin School district. This collaboration among middle grades faculty at Georgia College Early College, Oak Hill Middle School, the Teacher Education faculty and community experts focuses on designing and presenting STEAM projects that develop design thinking, deepen content understanding, and support student goal setting toward STEM career and college readiness. Dr. Jordan collaborates with middle grades and secondary MAT students along with middle school teachers to develop and practice a protocol for productive task-based discussion (science) and productive problem-solving discussion (math) based on the research of Margaret Smith and Mary Kay Stein. This grant also supports a STEM summer camp for teachers across the state which Dr. Jordan helps to organize and facilitate.

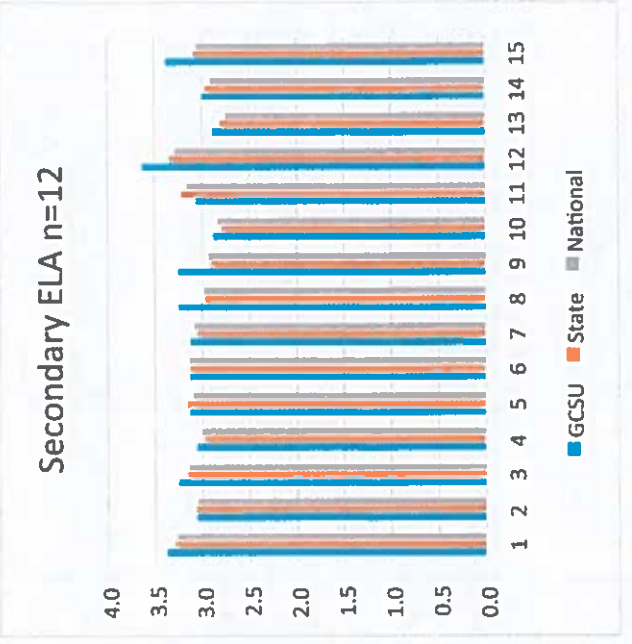
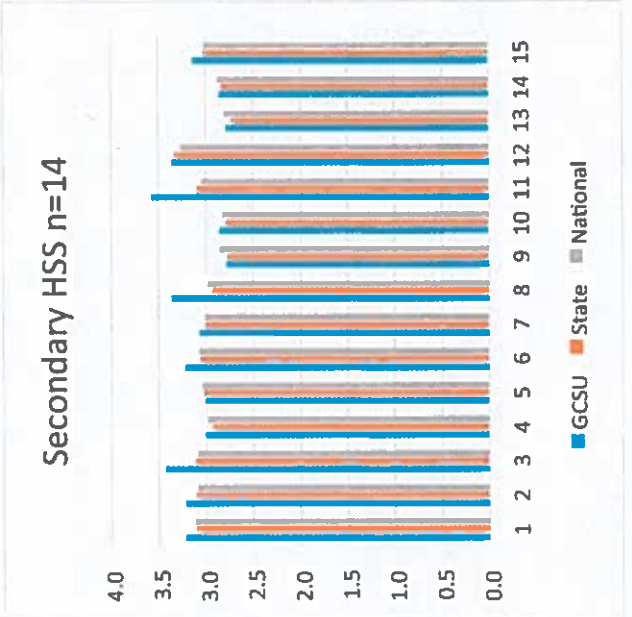
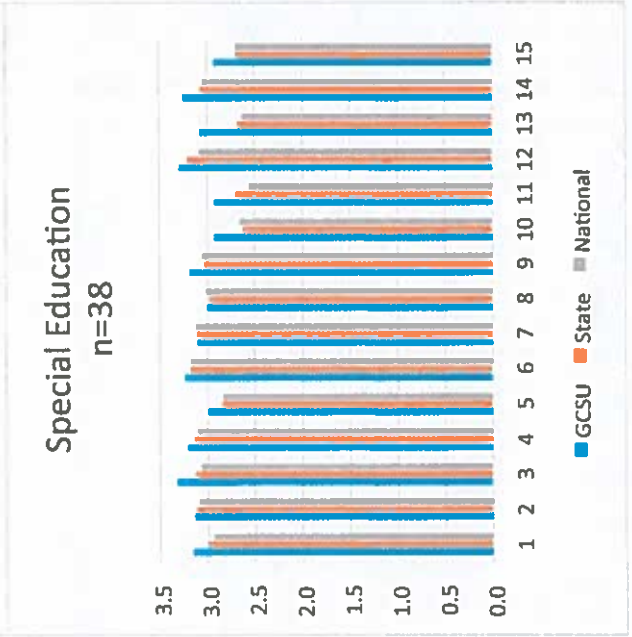
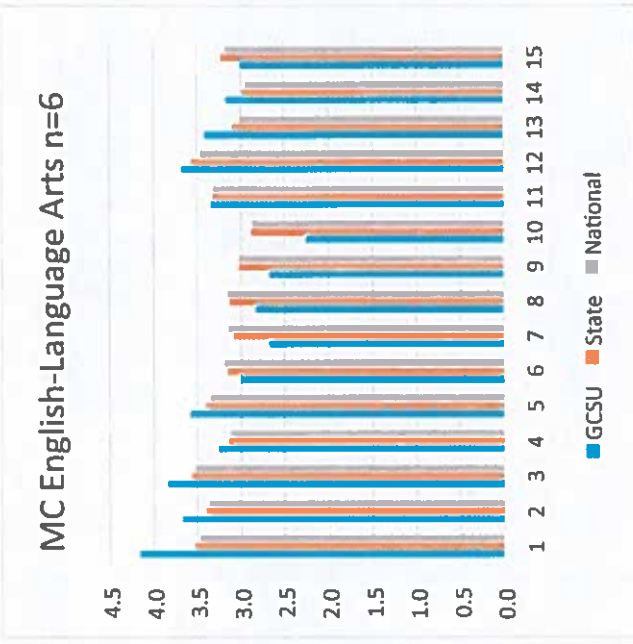
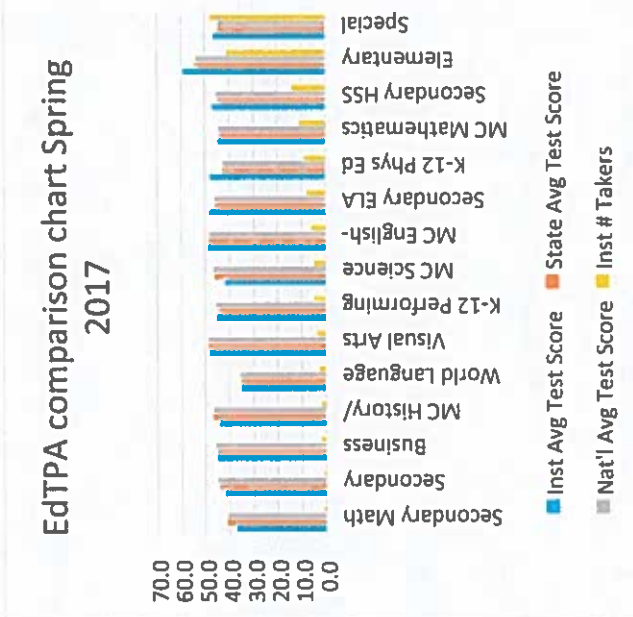
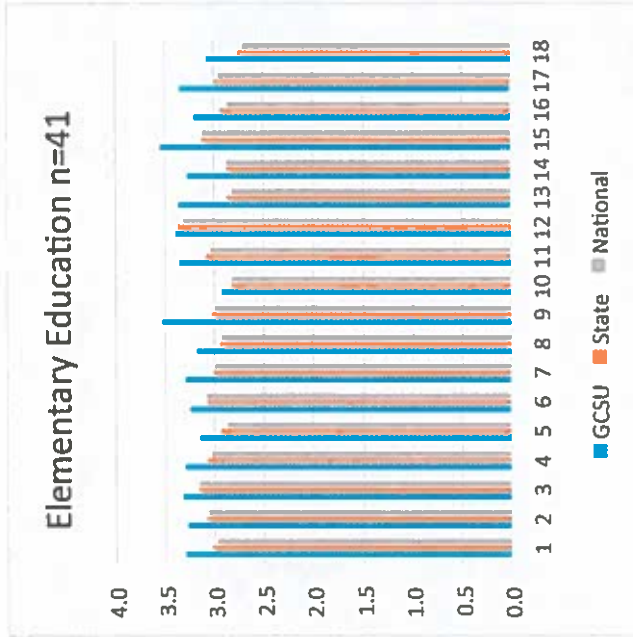
Dr. Stacy Schwartz co-wrote and received grants (2016, 2017) from the Governor's Office of Student Achievement for the Read Baldwin Planning Grant and the Read Baldwin Summer Grant. Dr. Schwartz also serves as the VP of Administration and Organizational Development for the Georgia Association for Education of Young Children.

Dr. Stephen Wills and Dr. Roddran Grimes presented two professional development sessions for over fifty new Baldwin County Teachers in 2017 on mindset training, classroom and behavior management. As Dr. Wills stated, "I realized the impact of our presentations as new teachers stopped me in the hall on several occasions at Eagle Ridge during our on-site Literacy Strategy class to discuss individual classroom situations."

Dr. Betta Vice presented numerous professional development workshops for Northeast High School teachers in Bibb County on station activities, constructivist strategies, lesson planning, student engagement and lesson plan tuning protocols.

EdTPA comparison GCSU vs State vs National

Spring 2017



**Department of Teacher Education: Active Support for Faculty Course Development**  
**GCSU Three-Part PBIS Certificate: Overview and Course Summary**

Dr. Robert Sumowski, Assistant Professor in Special Education created this three-part certificate in direct response to a need articulated by local school districts to address this important initiative. As a professor-in-residence with Baldwin County Schools, Dr. Sumowski is a member of the district's Positive Behavior Interventions and Support (PBIS) leadership team, training school-based leadership teams in PBIS, acting as a liaison between Baldwin County Schools and the GA DOE, monitoring monthly student office discipline referrals, conducting PBIS walkthrough evaluations at each school, and conducting classroom management observations geared toward teacher support.

The PBIS Certificate features a three-part series of courses designed to acclimate and educate the practicing educator in the concepts, research, and issues surround implementation of Positive Behavior Interventions and Supports (PBIS), an evidenced-based framework for solving student behavioral issues through proactive and positive behavior management, at the primary, secondary and tertiary levels. The second course in the series focuses on PBIS at the classroom level, while the final course focuses on an examination of PBIS interventions with students at the Tier III level as well as models of behavior support programs. The three-part PBIS Certificate was created by GCSU Assistant Professor Rob Sumowski, Ed.D., of the Special Education Program of the Lounsbury College of Education.

This initial course, An Introduction to Positive Behavior Interventions and Supports (EDEX 6123), focuses specifically on an introduction to school climate and culture and its influence on student achievement and behavior. Emphasis will be placed on an introduction to the PBIS framework, philosophy, core beliefs, and components and its role within school culture and climate, and concludes with a project in which students will design a school-wide PBIS program from scratch. The ultimate purpose of each of these steps is to assist students in developing a foundation upon which students may become architects of change within their districts and schools.

The second course, Positive Behavior Interventions and Supports in the Classroom (EDEX 6124), focuses initially on an introduction to PBIS and its influence on student achievement and behavior, and then shifts into an overview of Positive Behavior Interventions within P-12 classroom settings. Emphasis will be placed on an introduction to the PBIS framework, the different dynamics involved in classroom management, and concludes with a project in which students will design a PBIS-based classroom from scratch. The ultimate purpose of each of these steps is to assist students in developing a foundation upon which students may become architects of change within their districts, schools, and classrooms.

The third and final course, Positive Behavior Interventions and Supports at the Tier III Level (EDEX 6125), focuses on PBIS-Based management of student behavior at the Tier III level as well as an introduction to PBIS-based behavior support programs. Emphasis will be placed on an introduction to PBIS, the creation of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs), and different models of district-level behavior support programs. The ultimate purpose of each of these steps is to assist students in developing a foundation upon which students may become architects of change within their districts, schools, and classrooms.

# Joanne Previts named outstanding professor of middle-grades education

Middle school is a unique and complex period of rapid growth, where young adolescents develop identity and sometimes exhibit problematic behaviors like low self esteem and bullying.

But Dr. Joanne Previts, the nation's leading middle grades educator, considers these challenges remarkable opportunities for exploration, development and discovery.

"There are a lot of misconceptions about this age group," said Previts, associate professor of middle grades education at Georgia College. "These extraordinary young adolescents are going to soon be our voters and serve on juries and be members of our society, who currently now have the ability and desire of wanting to learn and belong."

"Yes, they may be acting out and testing boundaries," she said, "but we know that's part of their growth and development. In the middle grade years, they're deciding who they want to be and whether or not they're someone who can be successful."

This past fall, Previts was awarded Outstanding Professor of Middle Level Education by the National Professors of Middle Level Education. The organization honors professors who exhibit outstanding teaching qualities and excellence in supervising teacher candidates.

"I feel genuinely honored and humbled," Previts said. "We don't do our work for recognition. I'm not a spotlight person. My work style tends to be more collaborative. My identity as an educator, researcher and advocate has been influenced by colleagues and mentors I've been fortunate to work with over the years and here at Georgia College."

Dr. Holley Roberts, interim chair of education, said Previts is a model for effective teaching.

"She challenges middle grades teacher candidates to meet high expectations, so they'll be well prepared for the demands of the classroom. Her colleagues and I are thrilled her work has been recognized in this way," Roberts said.

Previts taught fourth and fifth grades in Cleveland, Ohio, where she was named Teacher of the Year in 2004. It was a "leap of

faith" leaving the classroom to instruct teacher candidates, she said, but the experience has been rewarding.

Since arriving at Georgia College in 2009, Previts has mentored three cohorts of teacher candidates. She learned the importance of guiding young minds from her mentor, Dr. John H. Lounsbury, who still serves as dean emeritus. The GC College of Education is named after Lounsbury, whom Previts calls the "conscience of the middle grades movement."

As a mentor, Previts works closely with teacher candidates to develop essential knowledge during coursework and field placements. She also finds research-based practices, observes them teach, attends school board meetings as an advocate and helps students present at national conferences.

"We're investing in what they're going to do for the rest of their lives," she said. "It's taken very seriously. They're going to be responsible for the cognitive, social and emotional development of young adolescents. It's an awesome responsibility."

Georgia College teacher candidates graduate with a strong foundation, Previts said. One of her former students, Alissa Leugers, now works as a sixth grade teacher in Lawrenceville. Leugers said Previts exemplifies what it means to be a mentor.

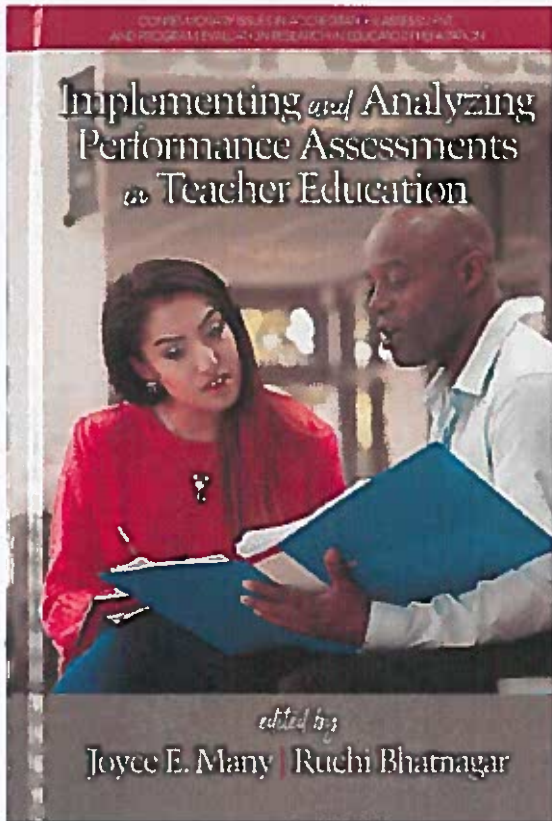
"Day in and day out, she models compassion, integrity and strength. She challenged me in every possible way as I prepared for a career in which I shape many young lives," Leugers said.

A few of the most important things a teacher can do are build relationships, generate excitement through creative learning experiences and let students figure things out for themselves, Previts said.

"Don't take away their sense of accomplishment," she said. "Taking risks and making mistakes are essential to authentic learning and growth." ■

### edTPA Professional Learning Community

A small group of faculty members formed an edTPA Professional Learning Community (edTPA PLC), which met monthly to discover how the edTPA could support teacher candidates into becoming education professionals who are highly reflective, who promote and expect high levels of achievement in all students, and who are advocates for students as individuals. This group included representatives from all of the initial certification programs in the Department of Teacher Education. Members of the learning community initially decided to begin researching the overall purpose and function of edTPA and concentrated on moving the dialogue of faculty from resistance to embracing the value of a valid and reliable measure of the preparedness of candidates for their first years of teaching. The group also worked to increase their understanding of edTPA language demands and to determine where edTPA “fit” into the current Teacher Work Sample and each program’s course work, without losing the uniqueness of programs and their alignment with the conceptual framework. Since academic language is a foundation of edTPA and seemed most inconsistent with our current assignments, the group decided to spend time learning about academic language through examining SCALE resources. In addition, group members analyzed the appropriate handbook for their content area and compiled a list of reflective prompts to aid candidates in understanding the language of edTPA prior to the pilot. Finally, the edTPA PLC began to develop the procedures and processes for implementing edTPA across the JHL College of Education. Through this work the teacher candidates have performed as well as or better than their colleagues across the state and nation.



#### CHAPTER 4

### MANDATES REVISITED

#### One Coordinator's Story of Cultivating Collegiality and Inquiry Through a Professional Learning Community

Holley M. Roberts  
Georgia College & State University

Mandates are commonplace in the field of education. Efforts to continually improve education are essential, yet these reform efforts have also led to a type of fatigue that can be extremely draining. As a former elementary school teacher, this fatigue in schools was often evident to me, and I saw how it propelled some teachers to respond in compliance rather than defiance because they believed their professional expertise was often overlooked or their perspectives were not considered during decision-making processes. Transitioning from a K-12 setting to working in higher education as a teacher educator and leader afforded me the welcomed opportunity to collaborate with colleagues and be actively involved in creating solutions and action plans rather than being a passive recipient of directives.

As a faculty member, assessment coordinator, and now department chair, I have unique vantage points of witnessing the responses of my colleagues

*Implementing and Analyzing Performance Assessments in Teacher Education*, pages 88-109  
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# Georgia College's education programs score top rankings

"We strive to have the best program in the nation for our teaching candidates and as part of Georgia College's path to preeminence."

The Georgia College Early Childhood Education program was recently ranked first in Georgia and in the top 10 percent nationwide by the National Council on Teacher Quality (NCTQ) in Washington D.C.

In a separate ranking, the university's secondary education program was rated best in the nation for affordability by Guide to Online Schools, an affiliate of the SR Education Group in Washington.

Last fall, the early childhood program also ranked fourth in the nation by Teacher.org based on a variety of data points, including an integrated postsecondary education data system and the U.S. Department of Education data.

"We strive to have the best program in the nation for our teaching candidates and as part of Georgia College's path to preeminence," said Dr. Joseph Peters, dean of the John H. Lounsbury College of Education.

NCTQ looked at 875 undergraduate elementary teacher preparation programs. Georgia College's early childhood program rated at the 92nd percentile nationwide - the only Georgia school to make the top 10 percent. The study identified 16 Georgia programs that ranked at or below the 45th percentile.

"The best programs graduate teachers who are prepared by evidence-based content and teaching methods," said Stephen Buckley, a spokesperson for NCTQ.

A key element of Georgia College's success is its mentoring program, where a professor guides a cohort of students for two years as they teach in local schools. Only five percent of programs studied by NCTQ incorporated a mentor experience into their curriculums.

"The unique combination of our faculty mentoring teacher candidates, while the candidates are immersed in courses and field experiences, has set us apart in these rankings. We're pleased to be recognized," said Dr. Holley Roberts, interim chair for teacher education.

The Guide to Online Schools puts out a list of 25 schools that are the most affordable and academically rigorous for online secondary education degrees. It ranked Georgia College as number one for affordability - with an annual tuition for a master's starting at \$5,184 a year. ■

## **Exemplary Programs for Student Success – Study Abroad**

### **Tanzania Study Abroad**

The purpose of the Tanzania Study Abroad Program is 1.) To expose students to East African geography and culture; 2.) To observe and volunteer at local schools and community centers serving individuals with disabilities; and 3.) To explore Maasai cultural understandings of disability. Traditionally, the Maasai left children with disabilities in the wild to predatory animals (hyenas and lions) because the Maasai believed disabilities to be a curse. Though this practice is now illegal, many children with disabilities are still viewed as bad luck. Often, children are hidden away so families can avoid the stigma.

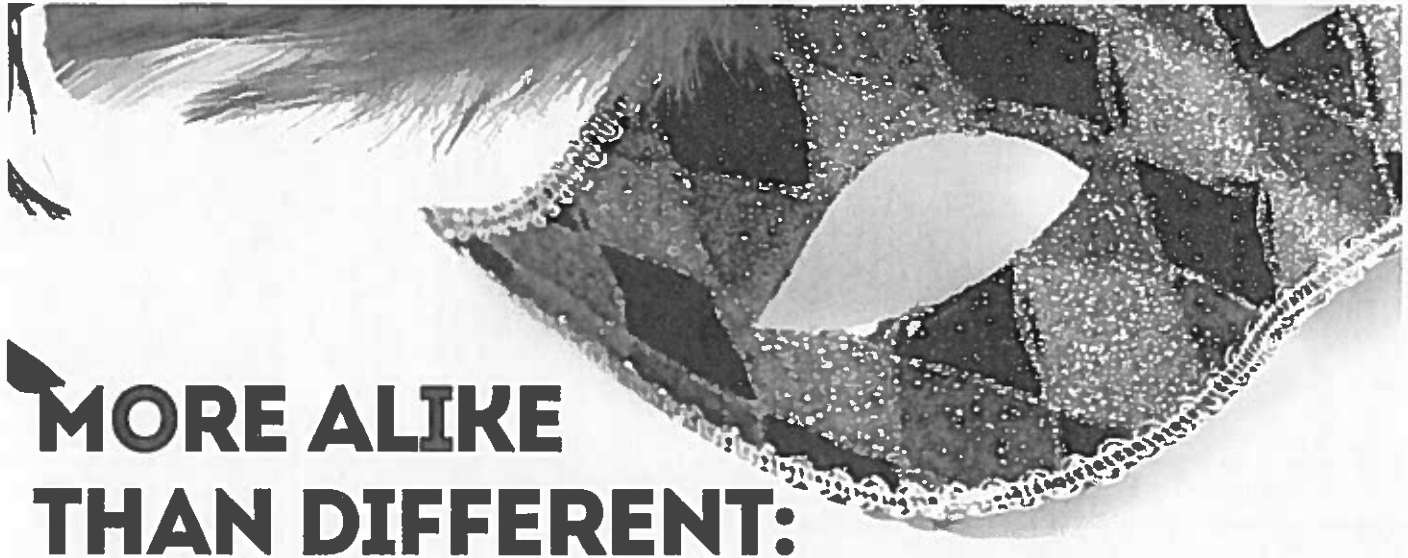
### **London & Paris Study and Teach Abroad**

The purposes of the London & Paris Study and Teach Abroad Program are : 1) to provide students with the opportunity to observe and participate in selected education classrooms in the public school system in London; 2) to study the structure and philosophy of special education programming for children in the United Kingdom; and 3) to synthesize elements germane to special needs programming in both the United States and United Kingdom in cooperation with the Queensmill School, London, a school for children with learning difficulties, autism, and language needs.

### **Culture and Schooling in Belize**

In San Ignacio, students explore the local culture while engaging with a diverse student population through teaching opportunities and collaboration with teachers in a local Belizean school. This experience enhances their sense of understanding of culturally relevant teaching, student diversity, and the governmental and economic influences on education. In addition, students explore several Mayan ruins, tour diverse villages, and immerse themselves in the uniqueness of Belize, including exploring the barrier reefs of San Pedro.





# MORE ALIKE THAN DIFFERENT:

Students collaborate with local Center serving adults with disabilities

**W**ith a bright green feather boa wrapped around her shoulders, first-year marketing major Bailey Kreinbrink grabs her masquerade mask she made moments ago.

She joins a photo booth group made up of other students, Baldwin Life Enrichment Center (LEC) staff and more than 20 community members with disabilities. Tonight, they're crowning a king and queen that will lead them in a parade through the LEC, decorated in the royal tones of Mardi Gras.

"In high school I took a couple classes that allowed me to work with people who had disabilities, so this isn't entirely new to me," Kreinbrink said.

Kreinbrink is one of a group of GC1Y students who volunteer at the Baldwin Life Enrichment Center, a nonprofit that provides diverse programming for adults with intellectual disabilities in the local area. With the help of GC faculty, the LEC recently secured a grant that funds activities like the Feb. 28 Mardi Gras party.

Students volunteer by being engaged with the adults with disabilities. Many times students will lead arts and crafts lessons, pick up a sport with LEC members or join in on a music therapy session.

"One of my favorite parts about this GC1Y class is being able to interact with local community members one-on-one like this," said Kreinbrink. "What I enjoy is that individuals with disabilities always seem to be more loving, open and caring—those are lessons that everyone needs to learn."

Dr. Nicole DeClouette, associate professor of special education, created the GC1Y course Representations of Ability and Disability five years ago. She saw first-year students in disciplines that would eventually need the skill of working with people with disabilities—but weren't getting the experience. For many, this class will be their only exposure to this group before they begin their careers, says DeClouette.

"It's different from other classes that they're used to," said DeClouette. "What they're learning in this course is a life skill that they can use in their careers, but also for the rest of their lives."

First-year athletic training major Sophia LaMarca says using skills learned in DeClouette's class and putting them into action at the LEC has changed the way she sees education.

"It's one thing to be able to sit down and be told you have to do something," she said, "but this experience benefits not only others, but myself. I see it as so much more than community service—it's enriching and powerful."

Barbara Coleman, executive director of the LEC, has seen the partnership between her organization and Georgia College grow in the past 17 years. She says without faculty and students, the LEC wouldn't be able to provide the level of programming it currently does.

"The students need experience and opportunities and what they find here is that and more," Coleman said. "I ask them what they want to get from here—so it's not like they're free labor—it's reciprocal. I want them to dream big, try new things and use all the skills at the LEC that they're learning in the classroom. And use those skills without fear of failure."

LaMarca says the opportunity to meet more community members and to familiarize herself with a whole new group of people, has been the highlight of her time in the GC1Y course.

"I feel the takeaway for me is knowing there are different parts of your community that you're not always aware of," she said. "But that doesn't mean you ignore them. You have to find ways to involve them no matter if it's something you're comfortable with or not. It's important."

While GC1Y students do volunteer at the LEC, the collaboration doesn't stop there. Other disciplines along with the student organization Best Buddies, which creates opportunities for one-on-one friendships between students and community members with intellectual disabilities, also volunteer at the Center.

"Students have a new respect for individuals at the Center," said Coleman. "They get to see that they're photographers, dancers, singers, athletes—they're everything that anyone else can be. They just do it a little differently." ■

## Selected Student Success



Local educator named runner-up for Georgia Teacher of the Year (Macon Telegraph)  
June 13, 2017 12:27 PM

Four and a half years into his career, Dominique Nichols is already making a lasting impression on his pupils and peers.

The Westside High School educator was named runner-up for Georgia's 2018 Teacher of the Year during a ceremony at Callaway Gardens' Mountain Creek Inn on Monday night.

Dominique Nichols, a 2013 Macon Center MAT graduate, was selected as 2017 Bibb County Teacher of the year. He was runner-up for the Georgia State Teacher of the Year, 2018 as stated above.

### Selected Student Highlights

- Ashleigh Lincoln, a 2015 Macon Center graduate, was selected as Teacher of the Month, at Westside High School.
- Tim Allen, MAT Alumni, 2017 West Laurens High School Teacher of the Year.
- Katie Brown Mize, MAT Alumni, 2016 Greene County High School Teacher of the Year.
- Christian Barner, MAT Alumni, 2016 Clarke Central High School Teacher of the Year. "Students learn best when they are a part of a community of peers and adults who challenge them. Community is essential to the success of any classroom."
- Christy Garrett Sutton, 2008 graduate of the Early Childhood program, was a finalist for the Presidential Award for 2017 Excellence in Mathematics Teaching.
- Megan Moss, Early Childhood Graduate, accepted to Harvard for graduate school for fall 2017.
- Angela Robinson, Early Childhood graduate in 1997, selected as Teacher of the Year in 2016 at Wilkinson County Elementary School.
- Jennifer Holland, Early Childhood Graduate in 1998, selected as Teacher of the Year in 2016 at Dames Ferry Elementary School.
- Jonathon Deen, Master of Education in Social Education Graduate in 2000, selected as Teacher of the Year in 2016 at Putnam County High School.
- Elena Campfield, Gracie Cummings, Katlyn Duffey, Madison Schroeder, and Sydney Powers helped collect over 150 books to donate to Putnam County Elementary School.
- Clay Thomason, a graduate from Georgia College Middle Grades Program in 2014, has received the 2018 Holcomb Bridge Middle School Teacher of the Year.

Early Childhood	Honors	Distinction	Recognition	Passed	Does Not Pass
Overall	5 (23.81%)	5 (23.81%)	9 (42.86%)	2 (9.52%)	
Portfolio Narrative	6 (28.57%)	3 (14.29%)	10 (47.62%)	2 (9.52%)	
One-page Justifications	5 (23.81%)	4 (19.05%)	10 (47.62%)	2 (9.52%)	
Elements of Written Style	6 (28.57%)	3 (14.29%)	10 (47.62%)	2 (9.52%)	
Content of Presentation	5 (23.81%)	6 (28.57%)	8 (38.10%)	2 (9.52%)	
Interview Response	5 (23.81%)	5 (23.81%)	8 (38.10%)	3 (14.29%)	
Elements of Oral Style	5 (23.81%)	6 (28.57%)	7 (33.33%)	3 (14.29%)	
Use of Technology	3 (14.29%)	7 (33.33%)	8 (38.10%)	3 (14.29%)	

Middle Grades	Honors	Distinction	Recognition	Passed	Does Not Pass
Overall			11 (64.71%)	6 (35.29%)	
Portfolio Narrative			6 (35.29%)	11 (64.71%)	
One-page Justifications			9 (52.94%)	8 (47.06%)	
Elements of Written Style			7 (41.18%)	10 (58.82%)	
Content of Presentation			10 (58.82%)	7 (41.18%)	
Interview Response			11 (64.71%)	6 (35.29%)	
Elements of Oral Style			9 (52.94%)	8 (47.06%)	
Use of Technology	1 (5.88%)			13 (76.47%)	

Special Education	Honors	Distinction	Recognition	Passed	Does Not Pass
Overall	4 (10.81%)	22 (59.46%)	9 (24.32%)	2 (5.41%)	
Portfolio Narrative	1 (2.70%)	21 (56.76%)	11 (29.73%)	4 (10.81%)	
One-page Justifications	1 (2.70%)	18 (48.65%)	14 (37.84%)	4 (10.81%)	
Elements of Written Style	7 (18.92%)	17 (45.95%)	7 (18.92%)	6 (16.22%)	
Content of Presentation	9 (24.32%)	18 (48.65%)	8 (21.62%)	2 (5.41%)	
Interview Response	7 (18.92%)	18 (48.65%)	10 (27.03%)	2 (5.41%)	
Elements of Oral Style	7 (18.92%)	17 (45.95%)	13 (35.14%)		
Use of Technology	7 (18.92%)	9 (24.32%)	18 (48.65%)	3 (8.11%)	

MAT	Honors	Distinction	Recognition	Passed	Does Not Pass
Overall	6 (19.35%)	12 (38.71%)	7 (22.58%)	6 (19.35%)	
Portfolio Narrative	6 (19.35%)	12 (38.71%)	7 (22.58%)	5 (16.13%)	1 (3.23%)
One-page Justifications	6 (19.35%)	12 (38.71%)	7 (22.58%)	6 (19.35%)	
Elements of Written Style	6 (19.35%)	12 (38.71%)	7 (22.58%)	6 (19.35%)	
Content of Presentation	6 (19.35%)	12 (38.71%)	7 (22.58%)	6 (19.35%)	
Interview Response	6 (19.35%)	12 (38.71%)	7 (22.58%)	6 (19.35%)	
Elements of Oral Style	6 (19.35%)	12 (38.71%)	7 (22.58%)	5 (16.13%)	1 (3.23%)
Use of Technology	6 (19.35%)	12 (38.71%)	8 (25.81%)	5 (16.13%)	

Overall: GA-GC-CF-1, GA-GC-CF-2, GA-GC-CF-3, GA-GC-CF-4

Portfolio Narrative: GA-GC-CF-1, GA-GC-CF-4

One-page Justifications: GA-GC-CF-2, GA-GC-CF-3

Elements of Written Style: GA-GC-CF-1

Content of Presentation: GA-GC-CF-2, GA-GC-CF-3, GA-GC-CF-4

Interview Response: GA-GC-CF-1

Elements of Oral Style: GA-GC-CF-1

Use of Technology

**Department of Teacher Education Goals -Academic Years 2016-2018**  
**(Response to Goals in RED)**

**GOAL 1 - Environment/Collegiality:** To create an environment in our department where collaboration and authentic conversations are encouraged through team building and interpersonal relationships, where all faculty and staff are valued and strengths are recognized.

- Office spaces were changed to allow for proximity and collaboration.
- Department meet monthly and engage in goal setting, dialogue, and other work.
- Department faculty meet monthly to address and analyze the edTPA and other program approval and accreditation updates.

**GOAL 2 - Policy/Procedures:** To create consistently implemented written expectations, policies, and procedures through input from all faculty beginning with the dismissal, admission, and re-entry policies. Uniform procedures/processes and space and time for communicating across programs, departments, and the university.

- Changes and Updates to the undergraduate program admission requirements and undergraduate programs.
- 2017-2018 – Dismissal Policies, Plagiarism Policies, COE Catalog revisions, COE Website revisions.

**GOAL 3 -Public Relations:** Enhance accomplishments by sharing information across campus and in the community with the intent of building and maintaining our reputation for high quality teacher preparation programs.

- Increased publicity on campus and beyond on our programs accomplishments and faculty and student accomplishments.

To intentionally cultivate relationships with teachers and administrators in P-12.

- 2017-2018 – Partner Teacher Handbook, Partner Teacher Professional Development, Professional partnerships through the P-20 Collaborative

**GOAL 4 -Professional Development:** Create professional development opportunities within the College of Education and in collaboration with partner organizations.

- 2017-2018 – Professional Development opportunities through the Center for Teaching and Learning – Turn it In, Implicit Bias, USG Connect, Micro-aggressions

Seeking intentional ways to support faculty in completing research and publications such as rotating course releases or group programs such as committing to 30 minutes per day for 30 days of scholarly reading and writing challenge.

- 2017-2018 – Make this a priority. Seek opportunities for research professional leave.

**GOAL 5 -Curriculum:** Advocate for the field-based, mentor led cohort program (our signature) and ensure mentor leaders are supervising students during field experiences each semester. Consistent monitoring for all programs to ensure quality, including online programs.

- Orientation meetings, Fallfest, Springfest, publications, NCTQ.
- Ideas for 2017-2018 – Apply for Department Award

Strengthen alignment between all programs (pre-ed, undergrad, grad).

- Current work underway with EDUC courses, program coordinator to prioritize and lead the work, common texts and assessments