



**Educator Preparation Stakeholders' Council (EPSC) & Partner Teacher Liaisons
Fall Meeting Agenda
Tuesday, November 7, 2023
5:30-7:00 pm**

Welcome (5:20-5:40 pm)

- Help yourself to the Taco Bar!
- Please sign in!

Introductions (5:40-5:50 pm)

- Please state your name, where you work, your title, and the group that you represent (EPSC or Partner Teacher Liaisons)
- Overview of EPSC & Partner Teacher Liaisons Scope and Purpose

College of Education Updates - Dean Peters (5:50-6:00)

- Introduction of new COE staff members:
 - Dr. Adam Whitaker (Call Me MiSTER Program)
 - Dr. Eric Carlyle (Accreditation Coordinator)
- Searches:
 - Dean
 - Teacher Education Department Chair
 - Director of Partnerships & Field Placements
 - Elementary Education Faculty
- Enrollment:
 - Current students
 - Projected number of cohort students (& need for placements)
- Imagine 2030 Strategic Plan
- MakerSpace Updates (tours of the MakerSpace are available following the meeting)
 - New technologies
 - Graduate student will be staffing the space two evenings per week
 - Assistive Technology Lending Program – Kim Muschaweck
- Upcoming Events:
 - John H. Lounsbury Lecture Series:
 - Dr. Peter Johnston, author of *Opening Minds: Using Language to Change Lives*
 - February 8, 2024 in Peabody Auditorium
 - Visiting Scholar
 - Dr. LeAnne C. Salazar-Montoya
 - Research areas: equity, diversity, and opportunity; Latinas in superintendent and other educational leadership roles, and Latino teachers in administrative pipelines.
 - March 3-8, 2024

Associate Dean Updates – Nicole DeClouette (6:00-6:10)

- Curriculum:
 - Elementary Education
 - Name change from Early Childhood Education Program
 - Elementary Education MAT Program – June 2024 start
 - Special Education
 - Paraprofessional to Special Education Program – June 2024 start
 - Start with paraprofessionals in local school districts
 - Two-year, online program
- Assessment & Accreditation
 - Accreditation Review Timeline
 - COE Assessment Goals for 2023-2024
 - How the EPSC and PT Liaisons fits into the college’s Continuous Improvement framework

Partnership & Field Placement Updates – Claire Garrett (6:10-6:20)

- Placement Progressions
- PT Training

Call Me MiSTER Program – Adam Whitaker (6:20-6:25)

- Overview of Call Me MiSTER Program
- Current MiSTERS
- Discussion Question to Consider: How may EPSC members and PT liaisons support CMM pipeline?

Discussion Groups (6:30-6:50)

- Purpose: To generate feedback upon which we may use to improve teacher preparation.
- Group 1: Review GaPSC data from Preparation Program Effectiveness Measures (PPEM) to generate recommendations and priorities for teacher preparation (Nicole, Joe)
- Group 2: Discussion Group Questions (Claire, Eric, Adam)
 - How may EPSC members and PT liaisons support building the Call Me MiSTER pipeline?
 - How might we partner to build the Paraprofessional to Special Education Program?
 - What initiatives are happening in your school districts that we may be able to support?
 - How might we collaborate on some of the goals of the COE Strategic Plan?
 - How might we prepare teacher candidates to learn how to care for themselves? What might we add to our teacher prep programs that will help new teachers develop self-efficacy and confidence?
 - As “seasoned” educators, please share some strategies or practices that help you maintain a sense of hope for the future of education?

Discussion Groups Share Out (6:50-6:55)

Closing – Claire and Nicole (6:55-7:00)

COE Strategic Plan Goals EMPOWER Continued

- Provide training for faculty and staff as it relates to students' mental health. Assessment: Identify and provide a series of professional development training courses. (mid-term goal)
- Develop a peer network of students that will serve to support students mental health and wellness. Assessment: completion and ongoing support by students and for students. (long-term goal)
- Create a health and wellness plan for online students in graduate programs. Assessment: Implementation of the plan. (long-term goal)

ENGAGE

- Implement a Nexus degree for non-traditional Special Education paraprofessionals (*Imagine 2030 Engage* Goal 2: Develop collaborative partnerships with local communities to advance the goals of both the university and the areas we serve. Assessment: Enroll an inaugural cohort of at least 10 students by Summer 2024. (short-term goal)
- Secure continuous funding to provide the amount of funding needed to support the part-time budget. Assessment: Secure the funding through budget appropriations so that summer professional development revenue no longer needs to be used to support part-time faculty. (short-term goal)
- Create a workplace where everyone's voice is heard and where they feel like they belong (*Imagine 2030 Engage* Goal 1: Pursue a culture of connectiveness that fosters positive morale and mutual respect for all students, faculty, and staff.) Assessment: Achieve a significant increase for student on the "Sense of Belonging Scale" from 2024 to 2028. Achieve a significant increase for faculty and staff on the "General Belongingness Scale" from 2024 to 2028. (mid-term goal)
- Better engage alumni in COE activities. Assessment: Identify ways that alumni can be better involved with the COE. (long-term goal)
- Develop MOUs with other USG and non-USG institutions to develop more pathways to COE programs. Assessment: development of five new partnerships. (long-term goal)

ADVANCE

- Survey course syllabi to ensure that students will receive sufficient experiences to meaningfully engage with people and their future students from different backgrounds, demographics, and perspectives. Assessment: Review of syllabi and identification of additional experiences as needed. (short-term goal)
- Establish a reading center in partnership with the reading faculty, the Deal Center, and the School of Continuing and Professional Education (*Imagine 2030 Advance* Goal 3: Foster shared leadership to enhance individual skills and capacities to support, implement, and recognize innovative and inclusive curricular and co-curricular experiences.) Assessment: creation of the Reading Center and beginning to offer services. (mid-term goal)
- Establish ten endowed scholarships for the Call Me MiSTER students (*Imagine 2030 Advance* Goal 1: Broaden and enhance the recruitment strategies and retention efforts for students, faculty, and staff such that our campus more comprehensively reflects and serves the people of our city, region, and state.) Assessment: Achievement of ten endowed scholarships by 2030. (long-term goal)
- Increase the representation of faculty to better match Georgia statewide demographics. Assessment: Faculty will be at or near 50% Non-Hispanic White, 33% Black or African American, 5% Asian American, 1% Native American, Native Hawaiian and Other Pacific Islander, and 11% Hispanic or Latino [note these numbers will need to be modified over time]. (long-term goal).
- Expand the Call Me MiSTER program to additional historically underrepresented groups. Assessment: Recruit 5 or more additional female African Americans, and Hispanic females and males. (long-term goal)

COE Strategic Plan Goals

INNOVATE

- Provide technology professional development for faculty, staff, and students; especially as it relates to the maker space technology (*Imagine 2030 Innovate* Goal 2: Serve learners at all stages of life to prepare them for the opportunities and challenges of an ever-changing world. Assessment: Record monthly professional development activities for faculty that occur before the COE meeting for Fall 2023 and Spring 2024. Record ten professional development sessions for students during Spring 2024. (short-term goal)
- Implement the approved Elementary Education Master of Arts in Teaching (*Imagine 2030 Innovate* Goal 2: Serve learners at all stages of life to prepare them for the opportunities and challenges of an ever-changing world. Assessment: Enroll an inaugural cohort in the summer of 2024 of at least 10 students. (short-term goal)
- Establish a Specialist degree in Library Media and begin an inaugural cohort. Assessment: Approval of the degree and establishment of a cohort of at least 10 students by 2028. (mid-term goal)
- Develop a foundation fund to be used to support faculty research. Assessment: Secure funding to provide a minimum of ten grants of \$10,000 per year. (long-term goal)
- Work with the colleges of Arts and Sciences, Business and Technology, and Health Sciences to create additional Double Bobcat and certification programs. Assessment: Create two additional double Bobcat programs and one new joint certification program. (long-term goal).

DISTINGUISH

- Install additional monitors in the COE and incorporate content that supports GCSU branding and showcases students, faculty, and staff. Assessment: Installation of three monitors and continued content support. (short-term goal)
- Review the transformative experiences for undergraduate students and identify gaps. Assessment: review of all education-related undergraduate courses. (mid-term goal)
- Faculty will review graduate curriculum to better integrate liberal arts type experiences throughout the various programs of study (*Imagine 2030 Distinguish* Goal 1: Clearly define a shared understanding of our unique liberal arts experience.) Assessment: Clearly identify the key liberal arts related experiences on each syllabus. (long-term goal)
- Support all undergraduates in completing a research project or teaching idea to present at a conference. (*Imagine 2030 Distinguish* Goal 3: Deepen our collective commitment and shared goals across campus to align with the mission and vision of GCSU and embody our shared identity and brand.) Assessment: Document presentations made and audit if all students made a presentation. Group presentations are acceptable. (long-term goal)
- Seek external funding to support student travel to conferences and study abroad. Assessment: Establish a foundation account that students can use to supplement existing funding. (long-term goal)

EMPOWER

- Create a sensory room for faculty, staff, and students (*Imagine 2030 Empower* Goal 1: Develop an actionable campus plan that enhances the holistic health and well-being of students, faculty, and staff. Assessment: Complete the room renovations by Summer 2024. Begin modeling the room to students by Fall 2024. (short-term goal)
- Provide an enhanced food pantry (*Imagine 2030 Empower* Goal 4: Foster shared responsibility for promoting and enhancing the overall health and wellness of students, faculty, and staff.) Assessment: Secure additional items such as clothing and document available items throughout the year. (short-term goal)

**John H. Lounsbury College of Education
Educator Partnership Stakeholders Council (EPSC) & Partner Teacher Liaison Meeting
November 7, 2023**

Preparation Program Effectiveness Measures (PPEMs)

Teacher preparation program data are collected annually by the Georgia Professional standards Commission (GaPSC). Two data sources provided to the College of Education are Inductee Surveys and the Employer Surveys.

EPP stands for Educator Preparation Program (referencing the JHL College of Education).

Below, you will find two tables. The first table lists the survey items (that are based on InTASC Standards) and the 2023 averages for “This EPP,” “All EPPs,” and “Similar EPPs.” One set of scores are from “Inductees” (who are graduates/completers of the COE and are employed in their first year of teaching) and the other set of scores are from “Employers” of the JHL College of Education’s graduates/completers. The first table allows you to compare how inductees and employers rated the survey items in 2023.

Like the first table, the second table lists the survey items and includes data from Inductees and from Employers. The difference is that the second table shows the averages for “This EPP” for 2023, 2022, and 2021. This will allow you to identify trends over three years.

TABLE 1: 2023 Data for This EPP, All EPPs, Similar EPPs

Survey Items	Inductee 2023			Employer 2023		
	This EPP n=117	All EPPs n=2141	Similar EPPs n=868	This EPP n=91	All EPPs n=1514	Similar EPPs n=675
Surveys utilized a Likert Scale: 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 0 = no response	3.51	3.40	3.38			
(inductee only): Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students	3.51	3.40	3.38			
Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught	3.50	3.43	3.40	3.37	3.37	3.37
Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	3.46	3.40	3.35	3.36	3.35	3.35
Develops and manages a collaborative classroom in which all students have ownership.	3.45	3.38	3.34	3.34	3.31	3.31
Implements effective classroom management strategies and procedures in all school areas.	3.21	3.27	3.12	3.30	3.27	3.24
Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.	3.64	3.49	3.49	3.34	3.31	3.30
Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	3.58	3.44	3.42	3.35	3.29	3.28
Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.						
a. Gifted Students	3.07	3.12	3.04	3.32	3.24	3.20
b. Students with Disabilities	3.46	3.29	3.25	3.36	3.28	3.27
c. English Language Learners	2.94	3.05	3.03	3.23	3.25	3.22

d. At-Risk Students	3.20	3.14	3.07	3.26	3.25	3.24
Uses technological tools and a variety of communication strategies to build communities that engage learners.	3.50	3.44	3.42	3.39	3.37	3.35
Creates experiences to build accurate conceptual understandings.	3.41	3.35	3.32	3.35	3.32	3.30
Creates opportunities for students to learn, practice, and master academic language.	3.40	3.42	3.39	3.33	3.33	3.32
Uses academic language in a way that encourages learners to integrate content areas.	3.40	3.41	3.38	3.34	3.30	3.28
Utilizes strategies to create learning environments which engage students in individual and collaborative learning.	3.50	3.45	3.44	3.37	3.32	3.31
Creates opportunities for learners to develop diverse social and cultural perspectives.	3.47	3.38	3.40	3.26	3.28	3.27
Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	3.42	3.38	3.38	3.26	3.26	3.24
Examines data to understand each learner's progress and learning needs.	3.39	3.33	3.36	3.28	3.28	3.25
Engages learners in monitoring their own progress.	3.20	3.14	3.21	3.21	3.21	3.18
Develops supports for literacy development across content areas.	3.31	3.28	3.23	3.26	3.25	3.24
Develops flexible learning environments that foster discovery, exploration, and expression.	3.38	3.36	3.34	3.27	3.29	3.26
Utilizes a variety of technological resources to support and promote student learning.	3.43	3.41	3.40	3.40	3.34	3.33
Promote students' responsible use of interactive technologies.	3.30	3.34	3.30	3.34	3.32	3.31
Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	3.47	3.47	3.45	3.26	3.29	3.26
Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs.	3.37	3.40	3.37	3.33	3.31	3.29
Uses formative and summative data to adjust instruction to enhance learning.	3.46	3.46	3.43	3.24	3.28	3.26
Uses a variety of evidence-based practices to differentiate and support learning.	3.50	3.43	3.42	3.23	3.25	3.22
Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	3.50	3.44	3.42	3.30	3.28	3.27
Aligns instructional goals and activities with state and district performance standards.	3.50	3.50	3.51	3.33	3.34	3.34
(Employer only) Reflects on the strengths and weaknesses of his/her professional practice.				3.33	3.30	3.30
(inductee only) Use ongoing analysis and reflection to improve planning and practice.	3.49	3.46	3.46			
Seeks professional development opportunities to further develop his/her practice.	3.41	3.41	3.39	3.33	3.32	3.31
Works collaboratively with colleagues and other professionals.	3.57	3.54	3.53	3.46	3.44	3.44
Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.	3.67	3.66	3.67	3.49	3.46	3.48
Contributes to positive changes in practice and advances the teaching profession.	3.60	3.54	3.54	3.40	3.36	3.35

Notes:

- Data are not disaggregated for BS and MAT completers.
- Highlighted data for "This Epp" indicates where the averages fell below one or both of the other measures (All EPPs and/or Similar EPPs).

Initial analysis:

- **In most cases, inductees rate themselves higher than employers rate them, except on the following survey items:**
 - Implements effective classroom management strategies and procedures in all school areas.
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.
 - Gifted Students
 - English Language Learners
 - At-Risk Students
 - Engages learners in monitoring their own progress.
 - Promote students' responsible use of interactive technologies.

- **Employers rated This EPP lower in the following areas:**
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.
 - English Language Learners
 - Creates opportunities for learners to develop diverse social and cultural perspectives.
 - Develops flexible learning environments that foster discovery, exploration, and expression.
 - Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.
 - Uses formative and summative data to adjust instruction to enhance learning.
 - Uses a variety of evidence-based practices to differentiate and support learning.
 - Aligns instructional goals and activities with state and district performance standards.

- **The only survey item where Inductees and Employers rated This EPP lower than All EPPs and Similar EPPs is:**
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.
 - English Language Learners

TABLE 2: 2023, 2022, 2021 Data for This EPP

Surveys utilized a Likert Scale: 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 0 = no response	Inductee This EPP			Employer This EPP		
	2023 n=117	2022 n=104	2021 n=96	2023 n=91	2022 n=106	2021 n=140
Survey Items						
(inductee only): Recognize the basic developmental levels (cognitive, social, emotional, and physical) appropriate to my students	3.51	3.42	3.50			
Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught	3.50	3.39	3.41	3.37	3.31	3.32
Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught.	3.46	3.39	3.42	3.36	3.33	3.33
Develops and manages a collaborative classroom in which all students have ownership.	3.45	3.38	3.40	3.34	3.28	3.29
Implements effective classroom management strategies and procedures in all school areas.	3.21	3.20	3.27	3.30	3.30	3.29
Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.	3.64	3.61	3.65	3.34	3.31	3.28
Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.	3.58	3.52	3.53	3.35	3.32	3.31
Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.						
a. Gifted Students	3.07	3.07	3.03	3.32	3.24	3.19
b. Students with Disabilities	3.46	3.42	3.29	3.36	3.33	3.29
c. English Language Learners	2.94	2.83	2.81	3.23	3.18	3.20
d. At-Risk Students	3.20	3.23	3.23	3.26	3.23	3.23
Uses technological tools and a variety of communication strategies to build communities that engage learners.	3.50	3.46	3.52	3.39	3.39	3.34
Creates experiences to build accurate conceptual understandings.	3.41	3.36	3.41	3.35	3.33	3.32
Creates opportunities for students to learn, practice, and master academic language.	3.40	3.32	3.40	3.33	3.30	3.27
Uses academic language in a way that encourages learners to integrate content areas.	3.40	3.34	3.42	3.34	3.28	3.26
Utilizes strategies to create learning environments which engage students in individual and collaborative learning.	3.50	3.48	3.51	3.37	3.35	3.31
Creates opportunities for learners to develop diverse social and cultural perspectives.	3.47	3.32	3.40	3.26	3.24	3.27

Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives.	3.42	3.37	3.40	3.26	3.20	3.20
Examines data to understand each learner's progress and learning needs.	3.39	3.31	3.39	3.28	3.30	3.30
Engages learners in monitoring their own progress.	3.20	3.17	3.29	3.21	3.16	3.14
Develops supports for literacy development across content areas.	3.31	3.22	3.31	3.26	3.23	3.21
Develops flexible learning environments that foster discovery, exploration, and expression.	3.38	3.33	3.42	3.27	3.25	3.26
Utilizes a variety of technological resources to support and promote student learning.	3.43	3.41	3.49	3.40	3.31	3.29
Promote students' responsible use of interactive technologies.	3.30	3.34	3.40	3.34	3.25	3.24
Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs.	3.47	3.46	3.52	3.26	3.25	3.25
Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs.	3.37	3.34	3.41	3.33	3.29	3.29
Uses formative and summative data to adjust instruction to enhance learning.	3.46	3.40	3.45	3.24	3.25	3.26
Uses a variety of evidence-based practices to differentiate and support learning.	3.50	3.45	3.48	3.23	3.20	3.21
Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.	3.50	3.45	3.47	3.30	3.26	3.22
Aligns instructional goals and activities with state and district performance standards.	3.50	3.44	3.51	3.33	3.34	3.34
(Employer only) Reflects on the strengths and weaknesses of his/her professional practice.				3.33	3.32	3.32
(inductee only) Use ongoing analysis and reflection to improve planning and practice.	3.49	3.44	3.51			
Seeks professional development opportunities to further develop his/her practice.	3.41	3.36	3.45	3.33	3.28	3.28
Works collaboratively with colleagues and other professionals.	3.57	3.48	3.54	3.46	3.45	3.42
Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.	3.67	3.60	3.62	3.49	3.48	3.46
Contributes to positive changes in practice and advances the teaching profession.	3.60	3.52	3.59	3.40	3.37	3.38





Notes:

- Data are not disaggregated for BS and MAT completers.
- Highlighted data indicate the year when the average was the lowest (out of the three-year period).

Initial analysis:

- **Inductees overwhelmingly rated themselves lower in 2022.**
 - If they were surveyed in Spring 2022, (and they were BS students) they:
 - Graduated in Spring 2021
 - Were Juniors in Spring 2020
 - Were Sophomores in Spring 2019
- **Employers rated completers lower in 2021, and they would have graduated in 2020.**
- **For Inductees, the following survey items display upward trends across the three years:**
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.
 - Gifted Students
 - Students with Disabilities
 - English Language Learners
- **For Employers, the following survey items display upward trends across the three years:**
 - Implements effective classroom management strategies and procedures in all school areas.

- Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction.
 - Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications.
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.
 - Gifted Students
 - Students with Disabilities
 - Uses technological tools and a variety of communication strategies to build communities that engage learners.
 - Creates experiences to build accurate conceptual understandings.
 - Creates opportunities for students to learn, practice, and master academic language.
 - Uses academic language in a way that encourages learners to integrate content areas.
 - Utilizes strategies to create learning environments which engage students in individual and collaborative learning.
 - Engages learners in monitoring their own progress.
 - Develops supports for literacy development across content areas.
 - Utilizes a variety of technological resources to support and promote student learning.
 - Promote students' responsible use of interactive technologies.
 - Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing.
 - Works collaboratively with colleagues and other professionals.
 - Understands, upholds, and follows professional ethics, policies, and legal codes of conduct.
- **For Inductees, the following survey items display downward trends across the three years:**
 - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following.
 - At-Risk Students
 - Promote students' responsible use of interactive technologies.
 - **For Employers, the following survey items display downward trends across the three years:**
 - Examines data to understand each learner's progress and learning needs.
 - Uses formative and summative data to adjust instruction to enhance learning.

Educator Preparation Stakeholders	Fall 2023 mtg		
Name:	Please sign in next to your name		
Membership by Position			
Joe Peters			
Nicole DeClouette	Michelle DeClouette		
Claire Garrett	Claire Garrett		
Nancy Mizelle	Nancy Mizelle		
Joanne Previts	Joanne Previts		
Eric Carlyle			
Keisha Foston	regrets		
Claire Garrett	Claire Garrett		
Cully Hollinshead	Cully Hollinshead		
Tina Holmes-Davis	Tina Holmes-Davis		
Lisa Griffin	regrets		
Donovan Domingue	regrets		
Winston Tripp	regrets		
Catrena Lisse	regrets		
Adam Whitaker			
Angela Criscoe	regrets		
Javier Francisco	JAVIER FRANCISCO		
Noris Price	regrets		
Elected Members			
Andrea Christoff	Andrea Christoff		
Rachel Bray	Rachel Bray		
Chris Greer	regrets		
Appointed for 1-year terms			
Jackson Taylor	J Taylor		
Audrie Charles	Audrie Charles		
April Dockery			
Laurel Tucker	Laurel Tucker		
Gloria Wicker	Gloria Wicker		
Vickie Harden	Vickie Harden		
Kristen Jones	K JONES		
Grace Cummings	Grace Cummings		
Charm Mapp	regrets		
Leah Bodnarchuk	regrets		
Becky Nipper			
Laurie Melton	Laurie Melton		

Holly Ho



**Educator Preparation Stakeholders' Council (EPSC) & Partner Teacher Liaisons
Fall Meeting Agenda
Tuesday, November 7, 2023
5:30-7:00 pm**

Welcome (5:20-5:40 pm)

- Help yourself to the Taco Bar!
- Please sign in!
- Welcome to the Fall EPSC and PT Liaison joint meeting!
- It's wonderful to see everyone in person and to see the two groups together.
- Thank you for your valuable time this evening.

Introductions (5:40-5:50 pm)

- Introductions.
- Please state your name, where you work, your title, and the group that you represent (EPSC or Partner Teacher Liaisons)
- Overview of EPSC Scope and Purpose
 - Hopefully, you can see how the work of both groups intersect in the preparation of teacher candidates.
 - 1-Continuous Improvement: We'll talk a bit more about this in a few minutes.
 - 2-Candidate entry and exit are, in many ways, set by GaPSC and CAEP, but we certainly can collaborate to share ideas on preparation and induction.
 - 3-Maintain coherence lot of the work that Claire does as director of partnerships and field placements.
 - 4-We will share data on teacher candidates today.
 - 5-
- Overview of Partner Teacher Liaisons Scope and Purpose (Claire) See PowerPoint.

College of Education Updates - Dean Peters (5:50-6:00)

- Introduction of new COE staff members:
 - Dr. Adam Whitaker (Call Me MiSTER Program)
 - Dr. Eric Carlyle (Accreditation Coordinator)
- Searches:
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- Imagine 2030 Strategic Plan [See handout.](#)
- MakerSpace Updates (tours of the MakerSpace are available following the meeting)
 - New technologies
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 - Visiting Scholar
 - Dr. LeAnne C. Salazar-Montoya
 - Research areas: equity, diversity, and opportunity; Latinas in superintendent and other educational leadership roles, and Latino teachers in administrative pipelines.
 - March 3-8, 2024

Associate Dean Updates – Nicole DeClouette (6:00-6:10)

- Curriculum:
 - Elementary Education
 - Name change from Early Childhood Education Program
 - Elementary Education MAT Program – June 2024 start. [A couple of weeks ago, received data from PSC that there are 1500 elementary education teacher openings in Georgia.](#)
 - Special Education
 - Paraprofessional to Special Education Program – June 2024 start
 - [About 750 openings for special education teachers.](#)
 - Start with paraprofessionals in local school districts
 - Two-year, online program
 - [One of the discussion questions today is based on how we might partner to build this program.](#)
- Assessment & Accreditation
 - Accreditation Review Timeline
 - [PSC review spring 2028](#)
 - [CAEP review fall 2028](#)
 - [If, for some reason, we do not seek CAEP accreditation again, the PSC review will move to Fall 2028.](#)
 - [We need to report/analyze three cycles of data. Because of the cohort programs, and most classes being offered once per year, that means \(for us\) 3 years of data.](#)

- Even though we collect data all the time, the data that will be consequential for review will be data from these years.
 - Essentially, we have this year (2023-2024) to conduct content validity and reliability studies on our key assessments, so that we're ready for data collection in 2024.
- COE Assessment Goals for 2023-2024 (that are relevant to EPSC and PT Liaisons)
- Program Preparation Effectiveness Measures (PPEM)
 - Annual data we receive from the PSC.
 - Includes GACE data.
 - What we will look at today is inductee and employer survey data.
- SITE
 - How many of you remember edTPA?
 - Though it was expensive and stressful, it did yield really good data
 - So we have been looking at replacing edTPA as a key assessment with the SITE instrument.
 - Summative InTASC Teaching Evaluation (SITE) overlay on 10-day teacher work sample.
 - We will be needing your support to conduct the content validity study on this instrument to ensure that the instrument measures what we intend for it to measure.
- Inter-rater reliability studies will also need to be conducted this year, both:
 - Internally with faculty and university supervisors who assess teacher candidates on CAPS (Candidate Assessment on Performance Standards) and PBDA (Professional Behavior and Dispositions Assessment) assessments AND
 - Also with our partner teachers who also complete CAPS and PBDA. Claire will say more about this in a few minutes.
 - Interrater reliability, of course, is a way to make sure that assessors/scorers rate the same items similarly, and to identify any outliers.
- How the EPSC and PT Liaisons fits into the college's Continuous Improvement framework:
 - Both of these groups EPSC and PT Liaisons are really important to these standards (PSC and CAEP)
 - Standard 2 is all about clinical partnerships.
 - Standard 5 is all about how we use data to make data-informed decisions as we commit to continuous improvement.
 - CI Framework: you'll see 4 big bullets:
 - Highlight EPSC Meetings (fall and spring):
 - We did not have GACE or PPEM data to review on Assessment day, so we are taking a look at PPEM data today.
 - EPSC Fall meeting: data review to establish priorities.

Partnership & Field Placement Updates – Claire Garrett (6:10-6:20). See PowerPoint

- Placement Progressions

- PT Training

Call Me MiSTER Program – Adam Whitaker (6:20-6:25). [See PowerPoint](#)

- Overview of Call Me MiSTER Program
- Current MiSTERS
- Discussion Question to Consider: How may EPSC members and PT liaisons support CMM pipeline?

Discussion Groups (6:30-6:50)

- Purpose: To generate feedback upon which we may use to improve teacher preparation.
- Group 1: Review GaPSC data from Preparation Program Effectiveness Measures (PPEM) to generate recommendations and priorities for teacher preparation (Nicole, Joe)
 - [As you review this data, what priorities would you recommend for the COE?](#)
 - [How might we improve the preparation of teachers in these areas?](#)
 - Notes:
 - Differentiated instruction is a priority.
 - DI is a concern for TAPS.
 - Different definitions of what DI is, it's not cut and dry. True meaning of DI is meeting the needs of students.
 - Veteran teachers who struggle with DI = “responding to needs of meeting students needs.”
 - Model DI in college courses.
 - Monitoring their own progress is a priority
 - Self-awareness.
 - First year teacher classroom management and time management is needed.
 - Addressing their needs based on data and how you've spent time with students.
 - Recommendations for providing TCs with more experience with gifted students and students who are ELLs.
 - Gifted students get pulled out. ELL students get pulled out. Lot of students pulled out, so not a lot of opportunities to practice.
 - At Maddy Wells Elementary, there is a teacher candidate assigned to gifted teacher.
 - Other comments
 - Summative and formative data is important to understand.
 - Partner teachers don't always share data with teacher candidates.
 - Add more experience with monitoring progress.
 - How to use technology to gather data.
 - MTSS/RTI at Middle School is sometimes used as buzz terms, but TCs need to understand what Tier 1 is like for all students in middle school.
 - They have had surprise with notion of RTI.
 - Don't get caught up on definition of terms.
 - Question: How much technology instruction are TCs getting?
 - SEL and mental health in classroom management is needed.

○

- **Group 2: Discussion Group Questions (Claire, Eric, Adam)**
 - How may EPSC members and PT liaisons support building the Call Me MiSTER pipeline?
 - How might we partner to build the Paraprofessional to Special Education Program?
 - What initiatives are happening in your school districts that we may be able to support?
 - How might we collaborate on some of the goals of the COE Strategic Plan?
 - How might we prepare teacher candidates to learn how to care for themselves? What might we add to our teacher prep programs that will help new teachers develop self-efficacy and confidence?
 - As “seasoned” educators, please share some strategies or practices that help you maintain a sense of hope for the future of education?
 - Notes: see handwritten notes below

Discussion Groups Share Out (6:50-6:55)

Spokesperson for each group.

Thank you for your feedback.

Closing – Claire and Nicole (6:55-7:00)

If you have questions, or if you thought of things to add to the discussion on your drive home, please contact any one of us.

We want to say a big thank you for giving your time this evening as we work to improve the preparation of teacher educators.

We hope you have a happy fall and holiday season!

I will be in touch in early spring to schedule the spring EPSC meeting!

Can We Master Updates — Pr Adema Whitaker

Overview of CMM Prog.

5 Masters currently build to 10
Structure

Discussion: How can EPSC + PT Liaison support the CMM ^{Pipeline}

9/2023 Personal Growth Self-Compassion

10/2023 Teacher Efficacy

1/2024 Virtual Webinar

KSU Master Conference

4-5 Mentors for CMM

Creating Scope + Sequence

Discussion Groups CMM # 1

Group 2 Discussion

Vickie Harden - Black males don't really want to teach.
So we need to reach out to H.S.

Meeks - Current Black males need to reach out

Cully - being on college campus we have big potential in
GCEC

Krystle - advertisement to black males

Laura Melton - information advertisement

Discussion Ballet #3 Self Care

Maeve - if teachers know how to balance, you'll be able to teach the candidates

Heather - Have a panel to share tips to teacher candidates

Wingard - recalls being stressed and having to learn time management and what she did in Ed S. prog for time management
Ask for help and have an outlet

Jennifer - Administrators share with T.C. information to build collaboration & camaraderie

Cully - having candid conversations / fellowship to share info w/ TC so they will be okay w/ the failures

Claire - highlight the positivity - insurance, retirement

Discussion # 4 Initiatives in Districts to support

Jennifer -

Heather - extended learning time

Vickie - literacy, make sure our candidates are ready when they come to her district

Heather - Wilson training 1st students at a time and needing more ppl to work with them

Washington
Co.
Suppl.

Educator Preparation Stakeholders Council & Partner Teacher Liaisons

— JHL College of Education —
November 7, 2023



Welcome to the Fall 2023 Meeting!

Help yourself to the taco bar!

Please remember to sign in!



Introductions:

Name

Where you work

Title

Group you are representing (EPSC or PT Liaisons)



Overview of EPSC and Partner Teacher Liaison Scope and Purpose

Educator Preparation Stakeholder's Council

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

Partner Teacher Liaisons

1. Serve as contacts for the school/district
2. Share partner teacher information with those who are serving in that capacity
3. Inform GC College of Education about school/district information which relates to GC teacher candidates in field placement and
4. Help disseminate information from GC College of Education

College of Education Updates - Dean Peters

- New COE Staff Members:
 - Dr. Adam Whitaker (Call Me MiSTER)
 - Dr. Eric Carlyle (Accreditation Coordinator)
- Searches
- Enrollment
- Imagine 2030 Strategic Plan
- MakerSpace Updates
 - Assistive Technology Lending Program - Dr. Kim Muschaweck
- Upcoming Events



Associate Dean Updates - Nicole DeClouette

Curriculum Updates:

- Elementary Education MAT
- Paraprofessional to Special Education Program

Assessment & Accreditation:

- Georgia Professional Standards Commission (GaPSC) Review of Programs - Spring 2028
- Council for the Accreditation of Educator Preparation (CAEP) Review - Fall 2028
 - Three cycles of data:
 - 2024-2025
 - 2025-2026
 - 2026-2027

Relevant COE Assessment Goals:

- Analyze Program Preparation Effectiveness Measures (PPEM) Data
- Summative InTASC Teaching Assessment (SITE)
- Content Validity Studies
- Inter-rater Reliability Studies



How do the EPSC and PT Liaisons fit into the College's Accreditation & Continuous Improvement Framework

GaPSC Standard 2: Clinical Partnerships and Practice

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

2.2 Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider and school based, who demonstrate a positive impact on candidates' development and P-12 student learning and development.

2.3 Provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on P-12 students' learning and development.

GAPSC Standard 5: Quality Assurance System

Provider documents how data enter the system, how data are reported and used in decision-making, and how the outcomes of those decisions inform programmatic improvement.

- Assessment Day (August)

Analyze & Review
GACE, Survey,
PPEM and Other
Program and Unit
Data

- Department & Program Meetings
- (Fall) Aug-Dec

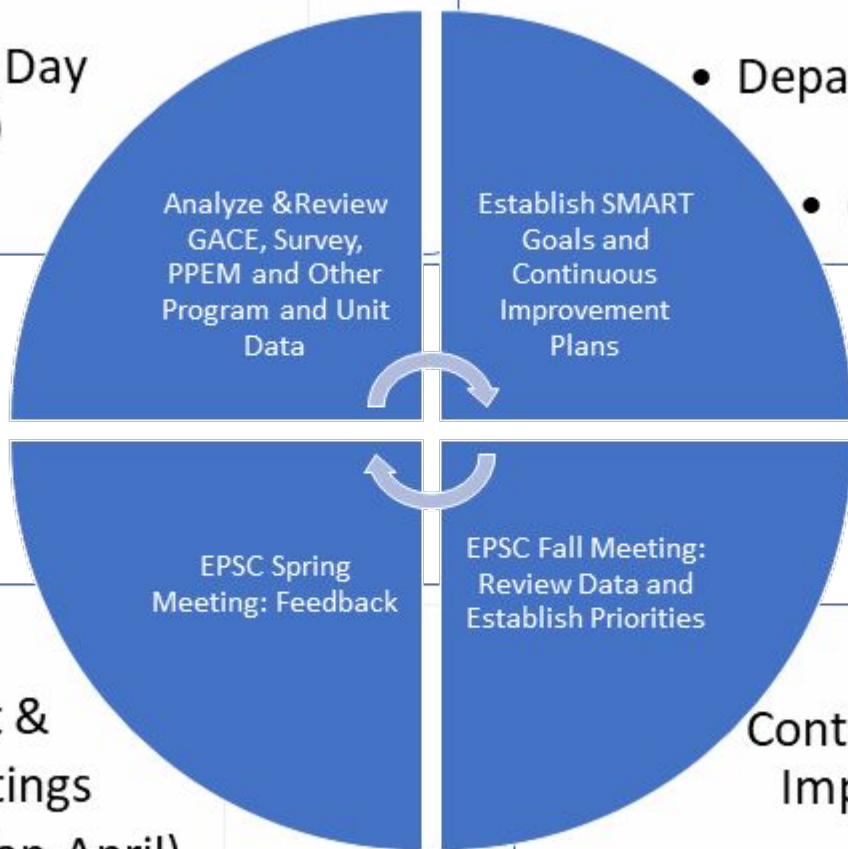
Establish SMART
Goals and
Continuous
Improvement
Plans

EPSC Spring
Meeting: Feedback

EPSC Fall Meeting:
Review Data and
Establish Priorities

- Department & Program Meetings
- (Winter/Spring) (Jan-April)

Continuous Improvement
Impact Checks (January)



Partnerships & Field Placement Updates - Claire Garrett

- **Partner Teacher Training**

 - Purpose**

 - When and how?**

- **Field Placement Progressions**

 - BS Programs**

 - MAT Programs**



Field Placement Progressions

Pre-Education Courses-

3 courses with 10 field hours each (2 courses have placements in schools, 1 course requires placement in an after school setting)

Cohorts-

Elementary- Pre-K- 5th grade, Middle Grades- 4th -8th grade, and Special Education- Pre-K -12th grade

Junior year-

Fall semester- 2 placements 2 days a week

Spring semester- 1 long placement 2 days a week for Elementary and Middle, 2 placements 2 days a week for Special Education

Senior year-

Summer semester starts with pre-planning

Fall semester- 1 placement 3 days a week

Spring semester- 1 placement that includes 50 consecutive full days

Field Placement Progressions (cont.)

Master of Arts in Teaching (MAT)-

Secondary- 6th-12th grade with 1 content area,
Middle Grades- 4th-8th grade Math and Science content,
Special Education- Pre-K- 12th grade,
Elementary- Pre-K- 5th grade beginning Summer 2024

Call Me MiSTER Updates - Dr. Adam Whitaker

Overview of CMM Program

Current MiSTERS

Discussion Question to Consider:

How might EPSC members and PT Liaisons support the CMM pipeline?



Discussion Groups

Group 1:

Review of GaPSC PPEM Data & Analysis

Recommendations

Priorities

Group 2:

Discussion Questions to Consider

How may EPSC members and PT Liaisons support building the CMM pipeline?

How might we partner to build the paraprofessional to special education teacher program?

How might we prepare teacher candidates to learn how to care for themselves, to develop self-efficacy and confidence?

What initiatives are happening in your districts that we may be able to support?

How are the partnerships mutually beneficial?

How can the COE better prepare (and support) partner teachers?

As “seasoned” educators, please share some strategies or practices that help you maintain a sense of hope for the future of education.

Closing

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