

**Educator Preparation Stakeholders' Council (EPSC) & Partner Teacher Liaisons
Spring 2024 Meeting Agenda
Monday, March 4, 2024
4:00-5:30 pm**

Location: Governor's Mansion Education Room

Welcome (4:00 pm)

- Help yourself to snacks!
- Please sign in!
- Write your name on a paper tent!

Introductions at Your Tables (4:00-4:10 pm)

- Who is it?

College of Education Updates (4:10-4:30 pm)

- Dean: Joe Peters
 - Changes in leadership
 - Searches
- Associate Dean & Teacher Education Department Chair: Nicole DeClouette
 - BS Cohort Programs Admission Process
 - Undergraduate Teacher Education Pipeline numbers
 - MAT Elementary Education Program
- Director of Partnerships and Field Placements: Claire Garrett
- Accreditation Coordinator: Eric Carlyle
 - GaPSC Data Conversations
 - Summative InTASC Teaching Evaluation (SITE) – Content Validity Testing
 - HB 538 Georgia Early Literacy Act

Upcoming Events:

March 7: Provost Visiting Scholar: Dr. Leann Salazar-Montoya: Rachel Bray

- *"Be Resilient: Stories, Strategies, and Tools to Rise Above Your Circumstances"*
- Peabody Auditorium
- 5:00 pm

Table Discussions (4:30-5:15 pm)

- Identify who will take notes & who will share out.
- Mutually Beneficial Partnerships (CAEP Standard R2.1)
 - What are the benefits to having GCSU teacher candidates in local schools? What is going well with these partnerships?
 - How can we strengthen these partnerships? What elements might be improved upon?
- Selection of Clinical Educators (CAEP Standard R2.2)

- GAPSC requirements
- What factors should go into the partner teacher selection criteria for:
 - Student teaching internship (senior teacher candidates)
 - Field-based practicums (junior teacher candidates)
- Support for Partner Teachers (CAEP Standard R2.2)
 - What kind of partner teacher training should be developed?
 - Online or face-to-face?
 - If online, virtual synchronous meeting or website to visit?
 - What incentives would partner teachers need to participate?
 - Does anyone have experience with the GCSU Partner Teacher Training found at: <https://www.smcore.com/8tmgu>
 - Are partner teachers receiving feedback on their experiences with teacher candidates? If so, what feedback are they receiving? If not, what information might be helpful to share with partner teachers and from whom?
- How are school systems meeting the requirements of the new Georgia literacy laws?
 - House Bill 538 Georgia Early Literacy Act
 - K-12 English Arts Standards
 - Senate Bill 48 Georgia Dyslexia Efforts

Discussion Groups Share Out (5:15-5:25 pm)

Follow up:

EPSC Members: (SITE Instrument)

PTL: Training and Co-Selection Criteria

Closing (5:25 pm)

**John H. Lounsbury College of Education (COE)
Educator Preparation Stakeholder's Council (EPSC)**

EPSC Mission:

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

Council for the Accreditation of Educator Preparation (CAEP) Standard 2 Clinical Partnerships and Practice

R2.1 Partnerships for Clinical Preparation

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

R2.2 Clinical Educators

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 diverse P-12 student learning and development.

R2.3 Clinical Experiences

The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

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Monday, March 4, 2024

EPSC Member	Signature
Joe Peters	<i>Joe Peters</i>
Nicole DeClouette	<i>Nicole DeClouette</i>
Nancy Mizelle	<i>Nancy B Mizelle</i>
Eric Carlyle	<i>Eric Carlyle</i>
Claire Garrett	<i>Claire Garrett</i>
Cully Hollinshead	
Tina Holmes-Davis	<i>Tina Holmes-Davis</i>
Lisa Griffin	
Donovan Domingue	<i>DD present (nmb)</i>
Winston Tripp	<i>regrets</i>
Catrena Lisse	<i>Catrena Lisse</i>
Adam Whitaker	
Angela Criscoe	<i>Angela Criscoe</i>
Javier Francisco	<i>present (nmb)</i>
Noris Price	<i>regrets</i>
Andrea Christoff	<i>regrets</i>
Rachel Bray	<i>Rachel Bray</i>
Chris Greer	
Jackson Taylor	<i>regrets</i>
Audrie Charles	<i>Audrie Charles</i>
April Dockery	
Laurel Tucker	<i>Laurel Tucker</i>
Gloria Wicker	<i>Gloria Wicker</i>
Vickie Harden	
Kristen Jones	<i>Kristen Jones</i>
Grace Cummings	<i>Grace Cummings</i>
Charm Mapp	<i>Charm Mapp</i>
Leah Bodnarchuk	<i>Regrets</i>
Becky Nipper	<i>Becky Nipper</i>
Laurie Melton	

Partner Teacher Liaisons

march 4,
2024

Joy Williamson

Dr. Stephanie Leggett

Krystle Hardy

Heather Chancellor

Fanicia Reepers - Putnam



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Welcome (4:00 pm)

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Introductions at Your Tables (4:00-4:05 pm)

College of Education Updates (4:05-4:30 pm)

- Dean: Joe Peters
 - Changes in personnel:
 - Retirees:
 - Joseph Peters, Lyndall Mushell, Claire Garrett, Barbara Roquemore, Yeprem Mehranian, Beth Colquitt. Claire Garrett is retiring. Keisha Foston will be the new Director of Partnerships & Field Placements.
 - New Hires:
 - Melisaa Martino
 - Christina Gillespie
 - Stacie Pettit
 - Searches
 - Special Education: 2 searches
 - Elementary
 - Associate Dean & Teacher Education Department Chair: Nicole DeClouette
 - BS Cohort Programs Admission Process just concluded with 90 applicants (total). These students will be starting in the Fall 2024.
 - 50 Elementary Education Cohort Students
 - 18 Middle Grades Education Cohort Students
 - 15 Special Education Cohort Students
 - Undergraduate Teacher Education Pipeline numbers
 - We mentioned at our meeting in the Fall, that we had the largest freshmen class ever, so we will see that impact our cohort applications next year.
 - Good for the profession but will bring it's own set of challenges.
 - (Remember that we had 90 applicants for this year's cohort)
 - 93 freshmen interested in the Elementary Education Cohort
 - 19 freshmen interested in the Middle Grades Education Cohort Students
 - 13 freshmen interested in the Special Education Cohort Students

- MAT Elementary Education Program
 - Starts in June
 - Accepting applications now
 - Contact Director of Graduate Programs: Shanda Brand

- Director of Partnerships and Field Placements: Claire Garrett
 - Just finished placements for Spring 2. They started today.
 - Seniors are there for entire spring.
 - April 3, senior requests are due for 2024-2025. These will have to be approved before junior placements are requested.
 - Still struggle to find MAT partner teachers with certification in the areas sought by candidates (e.g., physics).
 - MOUs go to county level unless private school. Goal is to have it widely shared. This is the process to get these signed. We have 118 MOUs in counties around the state.
 - Safety concerns in school systems. We want to make sure we are contacted too.
 - We are collecting children's books to raise money for COE Cares. COE Cares purchases card for sympathy, goes toward food closet, November meal. TCs can buy the books for their classrooms at minimal costs.
 - Elementary and Special Education often vie for the same positions because partner teachers are co-teaching.
 - Middle Grades Education and Secondary Education also sometimes vie for the same placements.
 - Questions from Stakeholders: Have you thought of sending them home for internship and do virtual supervision?
 - Response: We can't send them to their home counties to complete practicums and internships because they are still taking classes on campus.

- Accreditation Coordinator: Eric Carlyle
 - GaPSC Data Conversations. Continuing to learn in this transition. Next month data conversations with PSC for EPPs, April 23rd. Working on presentation of data. Talking to colleagues around the state. They are asking about technology usage on higher ed side. Also looking at professional learning in teacher preparation program.
 - Summative INTASC Teaching Evaluation (SITE) – Content Validity Testing. We are responsible for ensuring that our assessments are valid and reliable. We need as many of you as possible to serve as content experts. The SITE instrument measures how well our Teacher Candidates (TCs) are doing in the student teaching process. It will be brief but something important that we need.
 - HB 538 Georgia Early Literacy Act. We need to ensure that our TCs are prepared to teach reading when they graduate. In October 2023, we submitted action plans. In October 2024, we will submit curriculum maps. In October 2025, the approval process will take place with the PSC. We will work collaboratively on that.

Upcoming Events:

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- 5:00 pm

Table Discussions (4:30-5:15 pm)

- Identify who will take notes & who will share out.
- Mutually Beneficial Partnerships (CAEP Standard R2.1)
 - What are the benefits to having GCSU teacher candidates in local schools? What is going well with these partnerships?
 - A lot of our new teachers come out of the student teaching internship. It's like a yearlong job interview.
 - Being local, they have comfortability, connection to our community. Becoming a part of community. We have so many student teachers that they become a community.
 - Partnerships are going well in Jones County. They are invested and excited to be there. TCs participate in extracurricular activities.
 - Having students (from metro ATL) in rural settings they can learn so much about students. PTs can also learn from our TCs.
 - How can we strengthen these partnerships? What elements might be improved upon?
 - A lot of the TCs go home to metro ATL area. Some of them stay because they like Milledgeville.
 - We (GC) appreciate that school systems have high standards. When there is trouble, communication is open and bi-directional (due to proximity/being local). Many of us teaching in the area are also graduates of GC.
 - Would be helpful to know who to contact: district level personnel? Principal?
 - I love teaching EDUC 2130! Communication on our end can be improved. We need to know GC expectations, requirements. Guidelines, resources available to make sure we are true partners. With same expectations.
 - One idea: meet and greet with refreshments in school with TCs mostly with seniors, not juniors. With expectations. Do check-ins with them. Go out to schools during orientation to meet PTs, TCs, we can reach out. PTs can be recognized.
 - Virtual programming. Meetinh with principal. Hybrid.
 - Being flexible.
 - Using TCs districts near home.
 - They are being watched. We are out there. Makes our programs successful.
- Selection of Clinical Educators (CAEP Standard R2.2)
 - GAPSC requirements
 - What factors should go into the partner teacher selection criteria for:
 - Student teaching internship (senior teacher candidates)
 - Field-based practicums (junior teacher candidates)
 - When first contact is made, pay attention to decisions about PTs. They may not be the best fit. Sometimes it can be a barrier. We want to make sure TCs feel welcome and that they are with effective teachers. People making decisions about selecting PTs are not necessarily in the building, so they may not know what teachers are in the process of developing.
 - TCs you are going to learn some things to do and not to do with your PTs.
 - Dispositions that are welcoming.
 - Professionalism. Make sure they are exemplary.
- Support for Partner Teachers (CAEP Standard R2.2)
 - What kind of partner teacher training should be developed?
 - Love face to face. Everyone should have access to smores account (PT training website).
 - Time is a barrier. Afterschool maybe?

- I don't have any PTs who lack incentive to participate.
- Things we can do on our end (in school systems. Dress down day. Shout out on website. Would make TCs feel appreciated.
- Welcome letter. Thank you.
- For every intern, we send the district \$100.
- Get building level admins feedback. We can think that they are ready, willing, able because they've had a TC before. Maybe someone is new to the system but is fantastic. Leaning on admins to give feedback. With relationships come understanding and help.
- Some MAT music teachers, there are only 1 for the county. Work with administrators for PTs.
- Support for PTs, the partnership needs to be mutually beneficial. Training that should be offered? Could be developed? SMORE they liked. Some liaisons hadn't seen it.
- What does that look like at a building level? Falls on us (liaisons). We bring them in and discuss our expectations. Falls on school admins, communication between PTs and TCs. Not necessarily with our juniors. We invest that time with seniors during pre-planning. It is so beneficial to have them during pre-planning.
- System covers the school basics of what you need to know. ABCs of Dames Ferry. Attendance, attire, attitude.
- Stipends would be helpful. Something. Is there a way to partner with superintendents bc isn't it beneficial for them to have students in their schools and to have schools that TCs want to come. They do that for department chairs, athletics, extracurriculars. GC response: We do stipends, mailed to county. They get a list of teachers who have worked with interns, but its out of our control if the stipends make it to the partner teachers.
- We want to promote the profession. Don't bash teachers. We need to choose teachers who still love teaching.
- When we host TCs, we put it all into them. We only have a couple who stay to interview. We're helping the profession in Marietta. GC response: We are working with BC and GMC grow your own. Teaching as a profession.
- Online or face-to-face?
- If online, virtual synchronous meeting or website to visit?
- What incentives would partner teachers need to participate?
- Does anyone have experience with the GCSU Partner Teacher Training found at: <https://www.smores.com/8tmgu>
- Are partner teachers receiving feedback on their experiences with teacher candidates? If so, what feedback are they receiving? If not, what information might be helpful to share with partner teachers and from whom?
- EDUC 2130 students make comments in their placement evaluations.
- Feedback form
- Feedback on your junior placements.
- Feedback to be shared with PTs.
- Something simple.
- Keep, quit, add (Catrena's mid-term semester feedback survey)
 - Collect Individual feedback (5 minutes, collected in class, for their benefit to their educational experience). more beneficial than the end of the semester, online survey. Midterm while there is still time to change it up. But I'm careful how I present it to students. be careful with how present it to PTs.
 - Professor collates data and shares with students. this is what I heard you say.
- How are school systems meeting the requirements of the new Georgia literacy laws?
 - House Bill 538 Georgia Early Literacy Act.

- K-12 English Arts Standards
- Senate Bill 48 Georgia Dyslexia Efforts
- At one of the partner schools, there is a cohort of teachers going through the LETRS training (2 year intense training). We have created a county literacy committee. Sent survey about whether partners are using COX campus resources or LETRS training to meet the new requirements (e.g., Dyslexia endorsement, reading endorsement). Opened another cohort for LETRS training. We are requiring P-5 teachers to go through background science of reading. PEC, library, all support teachers.
- At middle school, all faculty are dividing into k-12 ELA standards. Reading across the curriculum is important. It's all of our responsibility. Looking at how ELA teachers can help content teachers. How content teachers can help ELA teachers.
- Watching webinars, PL.
- It helps to have scientists at the table; the root of the problem is the literacy. No matter how excited they are about science, if they struggle with reading, it's going to be a barrier. Reading is key to success. Forcing child to read. Diagnosed with dyslexia.
- Once people are educated on the science of reading, more people will be identified with dyslexia.

Discussion Groups Share Out (5:15-5:25 pm)

Follow up:

EPSC Members: (SITE Instrument)

PTL: Training and Co-Selection Criteria

Closing (5:25 pm)

Building partnerships w/ GC. Community partnerships

Let's them know what's going on at college level, how they are being prepared. For TCs those coming from ATI - rural experience: exposure - Candidate says I want to go back to Guinness etc. Need to stay close by - support. We can better provide. Breaking away but w/ support. Extra hand in classroom, opportunity to expose TCs to curriculum in case they are hired. They will know about processes. Interviewed a couple of students - way more knowledgeable than previous candidates. Terminology - This year has been hard. Transition w/ university supervisor - PTs giving all the feedback rather than the university supervisor. Principals need initial contact - One or one w/ principal, ap, academic coach. Basics of DFE How do you do... Go out to schools during orientation.

- Selection of Clinical Educators PTs/Training - afternoon - come to individual schools PL not monetary but more for the profession - Tuesday county wide PL ddy - planning time. 6 segments / for grade levels = weekly - more of cohorts / planning for next year Junior - PTs early teachers young teacher - yr1? may be last resort - When teachers have moved to different class / contact. Don't place them - Connection to call / comfortable. Relationships

Training - share some of what's happening - FYI - this is what's happening - what we expect. Goal setting - conversation - what are 2 goals you have set up your PTs.

Maybe the feedback should come from courageous conversation - Fresh eyes of TC - what would you change? If your classroom what would you do differently I can learn just as much

Maybe watch other TCS teach.
give them feedback - understand importance
of building relationship -
May use a script -

On Literacy Labs

Training - training - then primary
working closely maps, pacing guidelines -
all the way through - what to do at
each grade level - piloting programs -

Jones Co. got approved - been so focused on
math just met about literacy -
cohorts - incentive for training w/ DOE -

Saxon phonics - 1 more year.
already mapping out teachers for next year
so they will be prepared -

In Jones all teachers will be trained.
in K-5 - encouraging principals too -
admins also going through it -
Application process for it -

Superintendents - Stipends

↳ work w/ them

* Support for Partner Teachers

- Partner teachers are NOT receiving feedback. Possibly draft a survey for candidates to complete for feedback on their partner teacher
- Suggestions from partner teachers on what kind of questions should go in the survey.
- Evaluations / helpful info for partner teachers to see reflections

GRAPHOLOGY, THE STUDY OF HANDWRITING, WAS COINED BY JEAN-HIPPOLYTE MICHON IN 1871.

* Partner teaching training!

- Online for standardized content, face-to-face for scenarios + more in-depth Q+A, team building, have a website that houses common info, general advice, FAQ's
- Incentives for participation: stipends
- Training for partner teachers??

→ relevancy + interaction

* GA literacy laws

- Piloting screeners in some districts
- Hired a district literacy coach
- LETERS, Orton-Gillingham training
- Literacy consultant to observe + give feedback
- Literacy Academy 3-6
- New standards rollout - Oconee RESA supporting standards learning

Mutually Beneficial Partnerships:

- ① Experience in local area / candidates are familiar w/ process of local schools
 - ② School systems have a "ready-made crop" of potential teachers to hire.
 - ③ [- Flexibility / Saturday academy where candidates can gain hours in scheduling]
 - ④ GCSU students are great representatives to promote the college
- * How can we strengthen partnerships?
- Reaching out to other counties that might not have participated
 - Sharing knowledge of PSC requirements + availability of candidates (rules we have to follow)
 - Managing teachers (partners) to avoid overburdening them.

* Selection of Clinical Educators

- GAPSC requirements: teacher must have a minimum of 3 yrs exp.
- What factors in partner teacher selection criteria
 - Interests of partner teachers/willingness
 - Positive behavior management strategies, instructional + tech integration - seek out those teachers
 - Collaborate in PLC's → how data is used needs to be communicated effectively

Benefits of GCSU teacher candidates -

- well st
 - ↳ Theory to Practice
 - local placement for local mktc easy to integrate practice
 - Learning curriculum at local school
 - AS Principal - young innovative teachers in training to share with veteran teachers - sharing knowledge - Exchange of new ideas continuous improvement

Improvement

- ↳ local pay needs to be increased
- ↳ need resources (limited tech)

Strengthen Partnerships

Virtual program

- ↳ Meet principal & do rest virtual
- ↳ can be hybrid underground here touch + control

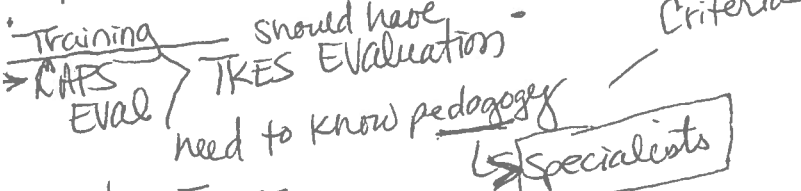
Be flexible & change w/ times

- ↳ Be ready for online learning
- ↳ write grants for tech
- ↳ need resources
- Enable students use what you have

Partner teacher selection

Senior teacher candidates

3 yrs expectation can hold back mature students



↳ meet via Teams go thru

↳ Zero incentive to be a partner teacher

- ↳ Environment of Continuous Improvement
- ↳ Administrator/Principal
- ↳ Eliminate tasks to free up teacher
- ↳ ~~total~~ Part of TKES (Standard 9 Professionalism)
- ↳ Professional Learning = Depends on District

Retention of Teachers

Feedback

- ↳ University Supervision Challenging/Partner teachers
- ↳ informal
- ↳ Be respectful (not to run off Partner teachers)
- ↳ Talk to candidate < feedback >
- ↳ Did you want from partner teachers
- ↳ open door to give feedback to University

GA Literacy Bill

- Lots of Training
 - ↳ Wilson
 - ↳ Gillingham
 - ↳ Letters
 - ↳ Teachers Volunteer to participate
 - stipends
- Deal Centers
 - ↳ NO involvement

↳ Reading Specialists

↳ Baldwin Co - Cares grant

↳ Hired specialists

Writing across curriculum