



**Educator Preparation Stakeholder's Council (EPSC)  
Meeting Agenda  
Wednesday, March 31, 2021  
5:30 – 6:45pm, Zoom Video Conference Call**

**Join Zoom Meeting:**

<https://gcsu.zoom.us/j/95557850899>

Meeting ID: 955 5785 0899

Welcome and Introductions . . . . . Dean Joe Peters and Dr. Nicole DeClouette

Purpose of the Educator Preparation Stakeholder's Council . . . . . Dr. Nicole DeClouette

COE Updates . . . . . Dean Peters

Partnerships and Field Placements . . . . . Mrs. Claire Garrett

Call Me MiSTER . . . . . Dr. Emmanuel Little

Accreditation Updates . . . . . Dr. Mike Newton

- GaPSC Program Review
  - Virtual visit May 3<sup>rd</sup>-5<sup>th</sup>
  - Feedback Report
  - Stakeholder Interviews (May 3<sup>rd</sup>)
- CAEP – National Accreditation Review
  - October 3<sup>rd</sup>-5<sup>th</sup>
  - Possibly virtual
  - Awaiting feedback from the Team on our self-study report

PPEM/CAEP Annual Reporting Measures . . . . . Dr. Newton

Open Discussion . . . . . All Participants  
(possible discussion items):

- How does your school system approach P-12 student testing rules and protocols? Are faculty required to demonstrate an understanding of the rules and protocols?
- What training does your school system provide regarding requirements for state mandated evaluations (e.g., TKES, LKES, etc.)?
- What are you observing with regards to teacher candidates use of technology with 12 students? How are candidates teaching P-12 students to use technology?
- What are your learning expectations for candidates completing field experiences in your schools?

Closing . . . . . Dr. Nicole DeClouette



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Welcome and Introductions . . . . . Dean Joe Peters and Dr. Nicole DeClouette

Purpose of the Educator Preparation Stakeholder’s Council . . . . . Dr. Nicole DeClouette

- Exchange of ideas to benefit P-12 students
- Share responsibility for COE’s preparation of teachers and leaders
- Share accountability for clinical experiences and candidate updates
- Share assessment results of P-12 students and EPP candidates, and evaluate effectiveness
- Generate improvements to identify innovations based on data
- Seek opportunities to expand candidates’ knowledge skills and dispositions related to technology and diversity.

COE Updates . . . . . Dean Peters

- Special Education Program was recently sited by Study.org and ranked #11 in the nation, and Early Childhood Education Program was ranked #33 in the nation.
- All COE graduate programs are 100% online, with the exception of the Ed.D. program which meets monthly. Our online format has caused an increase in enrollment.

Partnerships and Field Placements . . . . . Mrs. Claire Garrett

- Currently in the final placements for the 2020-2021 academic year. The pandemic caused a rocky start with the placements in August. However, substitutions and virtual settings were made to accommodate the teacher candidates. A very small handful of teacher candidates were effected by COVID-19 during the Spring semester.
- During this semester, juniors and seniors from Early Childhood, Middle Grades and Special Education programs were placed in numerous placements. Juniors of Early Childhood and Middle Grades are in their third placement setting, and juniors of Special Education are in their fourth placement setting since they have to have four grade bands.
- MAT online has been challenging, but the Middle Grades, Secondary and Special Education graduate programs have been growing tremendously, and we are excited to be serving people all over the state. Since the Secondary program has numerous content areas, we have been able to get to know the partner teachers that teach the various content. Our Secondary Education candidates are getting more exposure to teachers gifted in those various areas. The face-to-face MAT Secondary Education program was more challenging for Music and Art since the candidates had to be more hands-on.
- We learned that face-to-face settings are more beneficial for the candidates in all of the programs, and we’re looking forward to getting back to normal for the fall semester with our teacher candidates. Almost all of the teacher candidates were in a face-to-face setting for most of the time they were doing field work.

- Liaisons were very helpful with getting information out and giving information to us from the different schools and counties.
- Pre-education students were not able to experience field placements this year due to juniors and seniors being a priority for placements. However, they were able to have alternative experiences.

Call Me MiSTER . . . . . Dr. Emmanuel Little

- Currently, there are five MiSTERS teaching in the classroom, four of which (undergraduate and graduate) will graduate this year. Only one or two students will be returning in the Fall semester which will leave spots available at the undergraduate level. Graduate students are accepted as well, but top priority are placed on undergraduate students.
- Two new videos have been created to assist with marketing for the Call Me MiSTER program; one that's 15 seconds long (<https://vimeo.com/531261213>) and another that's 30 seconds long (<https://vimeo.com/530935310/d566b97582>). Both videos has Dr. Little doing the voiceover.
- GA Power bestowed an additional \$10,000.00 to the CMM Program for scholarship funding at the end of the 2020 year.
- A proposal of \$25,000.00 was sent to the Community Foundation of Central Georgia/The Knight Foundation a couple of months ago; notification of funds approval is pending.
- Several individual donors are continuing to give to CMM.
- Every 3-5 years, a strategic plan is put into place. It has come time for a new comprehensive strategic plan for:
  - recruitment and pipeline building with GMC, GC admissions, and local school districts
  - marketing with University Communications
  - fundraising with University Advancement and the Grants Office
  - retention
  - alumni engagement
  - program evaluation and dissemination
- Once the draft for the strategic plan is made, it will be sent out for feedback.

Accreditation Updates . . . . . Dr. Mike Newton

- GaPSC Program Review
  - Virtual visit May 3<sup>rd</sup>-5<sup>th</sup>
  - Feedback Report from GaPSC has been received, and a written response to all of the questions and concerns about our programs must be submitted back to them by April 17<sup>th</sup>. Faculty and leadership staff have been working hard on the response.
  - Stakeholder Interviews (May 3<sup>rd</sup>) – we would like to have stakeholders participate in the interviews
- CAEP – National Accreditation Review
  - October 3<sup>rd</sup>-5<sup>th</sup>
  - Possibly virtual
  - Awaiting feedback from the Team on our self-study report – The report was submitted to CAEP at the same time the report was submitted GaPSC
  - A meeting with the State Contact and Lead Visitor has been setup for April to talk about next steps. Hopefully, the feedback report will be received by then.
- The standards for both accreditations are pretty much the same with the exception of Standard 6. At the state level (GaPSC), it outlines the rules for the preparation programs,

and CAEP has a focus on technology and diversity that's cross-cutting across all standards.

PPEM/CAEP Annual Reporting Measures . . . . . Dr. Newton

- Evidence Sufficiency Criteria 5.4 (Initial Licensure Level)
  - As an EPP (Educator Preparation Program), we have had to annually provide evidence that we are sharing data with the EPSC and the public
  - Annual reporting measures and outcome and impact measures are published prominently and updated annually on our website and also shared via discussions with our faculty and EPSC
  - <https://www.gcsu.edu/education/accreditation-information-college-of-education> is where you'll find the data for the past three years of reporting
  - The data from our school is compared to the whole state of Georgia's EPP program and compares us to similar EPPs
  - Tonight, we will focus on Impact Measure 4: Satisfaction of Completers (Component 4.4 & A.4.2)
    - Question #8: Plan and deliver differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2) a. Gifted Students    b. Students with Disabilities  
c. English Language Learners    d. At-Risk Students
    - With looking at the data for #8 for the past three years, we need to have more focus on English Language Learners. Our completers are saying they need more exposure and experience with working with these type of students.
- PPEM: Preparation Program Effectiveness Measure gives colleges a report card and The John H. Lounsbury College of Education has attained a Level 4, the highest rating, for three consecutive years.
- Data Disruptions: Spring 2020
  - Teacher and leader evaluations were suspended in the field last Spring and that will impact some of the data we'll receive in the future
  - Assessments of the GA Milestone Test will be impacted since the test has become optional by parents

Open Discussion . . . . . All Participants  
(possible discussion items):

- How can the COE help current teacher candidates have sufficient hands-on experience with English Language Learners during the preparation process?
  - Adrian Swieter – from a previous experience, she used Google Translate. Also a Tech for Teachers course for resources; teaching the candidates how to find resources online.
  - Carrie Cook – What is currently being done for candidates to interact with ELLs?
    - Lyndall Muschell (faculty response) – there's not much in Early Childhood Education, however there is a component in Language and Culture class where ELLs are a focus for a portion of the class.
  - Tumaini Cornett – partner with ethnic school districts (e.g. Clarkston, GA) and incorporate programming in those districts
  - Abby Norman – assessments given to English Language Learners in the middle of the year so teachers can see where they are progressing in speaking, listening, writing and reading. Alternate Access Test given to adapted students.

- Tina Holmes-Davis – services offered through Board of Education in larger counties, they just need to be notified early enough and they’ll offer translation resources.
- Pamela Longino – there’s a person in the county in which she works that translates for the teachers
- Claire Garrett – look into county level strategies for the candidates to learn from them; allow candidates to see ELLs in action; create assimilations for teacher candidates to learn and prepare them for working with ELLs
- Nicole DeClouette – makes sure service courses (Special Education programs) help teacher candidates know the difference between a delay due to a disability versus a delay due to learning a second language
- Carrie Cook – possibly collaborations with World Languages Dept. could help, maybe some assimilations with Spanish majors in particular
- Mike Newton – we offer an ESOL endorsement program here where the courses are not required but is beneficial for teacher candidates of ELLs; we need to make our candidates aware of it
- Lyndall Muschell – Dr. Carol Christy would be the point person for the ESOL endorsement program
- Nancy Mizelle – the ESOL program not available to undergraduate students
- Joseph Peters – ESOL program courses are cross listed and available to undergraduate students during the summer
- How does your school system approach P-12 student testing rules and protocols? Are faculty required to demonstrate an understanding of the rules and protocols?
  - Nicole DeClouette – overarching issue and concern from the PSC. Every February, we provide a workshop where someone comes in and speaks on testing rules and protocols. The PSC wants for us to demonstrate that our candidates have an understanding of the rules, regulations and protocols. We would like to know what happens in school systems in terms of training on the rules, regulations and protocols.
  - Lyndall Muschell – in past years, teacher candidates were trained to be proctors at the schools they were placed in.
  - Claire Garrett – we can ask schools to provide documentation of teacher candidates participating in testing protocols and hall monitoring
  - Lyndall Muschell - Testing does not happen in primary schools so there wouldn’t be an opportunity for teacher candidates at that level.
  - Abby Norman – as far as training goes at her school, there’s usually one big meeting for all teachers to know what to do during testing. No assessment is given to make sure teachers understand what they are to do
- What are you observing with regards to teacher candidates use of technology with 12 students? How are candidates teaching P-12 students to use technology?
  - Claire Garrett – will pose that question to liaisons to see what they’re observing
  - Abby Norman – a technology coach is at each school in her district providing resources

Closing . . . . . Dr. Nicole DeClouette



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**Attendance List**

- 1. Dr. Joseph Peters**
- 2. Dr. Nicole DeClouette**
- 3. Dr. Mike Newton**
- 4. Ms. Pamela Longino**
- 5. Dr. Tina Holmes-Davis**
- 6. Ms. Abby Norman**
- 7. Dr. J.W. Good**
- 8. Dr. Lyndall Muschell**
- 9. Ms. Adrian Swieter**
- 10. Mr. Javier Francisco**
- 11. Dr. Joanne Previts**
- 12. Dr. Nancy Mizelle**
- 13. Dr. Emmanuel Little**
- 14. Ms. Carrie Cook**
- 15. Dr. Kevin Hunt**
- 16. Ms. Tumaini Cornett**
- 17. Mrs. Claire Garrett**
- 18. Dr. Gloria Wicker**
- 19. Ms. Laurel Tucker**
- 20. Dr. Don Parker**
- 21. Ms. Shanquita Lewis**