Dewar COEHS Advisory Council Meeting Documentation Form

Advisory Committee Name: ECSE Advisory Council

Associated Department: Early Childhood and Special Education

Associated Program(s): ECE, ECSE, MAT, M.Ed, Ed.S

Chairperson/Responsible Contact: Mrs. Carolyn Gish

Purpose of the Meeting:
1) Review departmental goals met or pending goals in response to suggestions and ideas from previous meetings; 2) Share data, particular evaluation data; 3) Inform council about upcoming CAEP visit

Pre-determined Agenda for 4/6/15 Meeting (Agenda prepared in collaboration with ECSE department communicators and ECE/ECSE program coordinators.)

1) Announcements/Introductions
2) Review Notes from Oct. 2014 Meeting
3) Share Accomplishments/Areas of Recommendation
4) Jessica-Discussion of CAPS/ TAPS data
5) Lynn Minor-CAPS COEHS Evaluation Tool (pending)
6) Lynn Minor- CAEP Visit (pending)
7) edTPA Portfolio Scores (optional)

Date: April 6, 2015 Time: 5:00 P.M. Location: EC 1130

Attendees/Organizations Represented (indicate all guests, proxies, and their affiliations):

ECSE Faculty
- Dr. Shirley Andrews, Dr. Sharon Dodds, Dr. Janet Foster, Dr. Jessica Graves, Dr. Kelly Heckaman, Dr. Shaunita Strozier, Dr. Shirley Thompson, Mrs. Carolyn Gish
- COEHS Center for Accreditation and Curricular Innovation
- Dr. Lynn Minor
- Office of Field Experience and Clinical Practice
- Mrs. Jamie Bird

ECSE Undergraduate Students
- Tachovia Kendrick, ECED; Kristen Taylor” Sims, ECSE

ECSE Adjunct Supervisor
- Mrs. Kaye Hunt

ECSE Partnering School Stakeholders
- Mr. Tenry Berry-Assistant Principal, Clyatteville Elementary School, LCS
- Mrs. June Bowers –Academic Coach, Dewar Elementary School, LCS

Meeting Objectives:
1) Request input regarding the description and establishment of Mentor Building Representatives.
2) Share departmental accomplishments and decisions that are in response to or inclusive of prior advisory council discussions.
3) Provide CAPS information which will include specific data collected from previous summative evaluation reports.
4) Inform members outside of faculty about the upcoming CAEP visit. Some of the preparations for the visit will be shared with stakeholders.
5) Provide information concerning the mentor training workshop planned for summer 2015.

Data/Information Discussed:
Mentor Building Representatives
Clinical Camp (mentor training)
COEHS Transformational Initiative
C.A.E. P. / GaPSC onsite visit
EPP Summative Assessment for Teacher Candidates
CAPS Online Module for Mentors and Supervisors

Specific Partner Input and Recommendations for Program Improvement:

Mentor Building Representatives

The topic of partnering schools selecting a mentor building representative was revisited. The suggestion of “communicators” within each partnering school originated from a previous advisory council meeting in 2014 and the COEHS Field Experience Committee. The discussion began by describing the purpose for communication and support for mentor teachers. Mentors are trying to do what we ask them to do, but may not be getting clear information. A mentor building representative would be extra support for participating mentors. A mentor may not feel comfortable talking to supervisor, but would feel more comfortable with colleague. This would be an additional avenue of support.

Faculty as well as non-faculty council members agreed that a clear description of what a mentor building representative’s role would look like needs to be defined. This role would be customized by consulting with partnering schools to understand exactly what the key players involved in mentoring need.

One council member questioned the need for an additional layer of communication. There was a suggestion to let the mentor communicators that are already in place through the OFECP act as the mentor building representatives. These established communicators are often the assistant principals or academic coaches. A solution to the decision to attempt implementation would be to clearly define the representative role and continue consulting with partnering schools in order to fine-tune the needs.

An undergraduate council member gave helpful suggestions regarding an increase in training for participating supervisors. Although there are several provisions in place for
faculty and adjunct supervisors, there is always room for improvement in order to serve
the ECSE students more efficiently and effectively. An idea which would involve more
stringently selecting mentors for the ECSE program was brought up. There are several
mandates already in place for mentor selection; however, the department could
possibly consider an increase in the selection criteria in order to provide the most
qualified, effective mentors.

Clinical Camp (mentor training)
In collaboration with RESA, COEHS will offer a mentor training workshop. The workshop
is planned for June 15 and will include over 100 mentors, representatives from each
department. A stipend and PLU credit will be given to participating mentors. The
training will provide four informative sessions. There is a committee in place which has
been developing needs assessments for the structure of the training. Mentors will be
selected based on criteria related to mentoring experience.

COEHS Transformational Initiative/ C.A.E. P. / GaPSC onsite visit
CAEP information handouts were distributed. The handouts gave explanations
concerning the onsite accreditations visit scheduled for the week of April 19th.
The Transformation Initiative is treated as a huge research study. The philosophy of TI is
to give candidates as much time as possible in the field, possibly a full year residency
with the inclusion of a community aspect. Candidates will become more immersed into
the community to utilize resources and increase knowledge towards diversity.

EPP Summative Assessment for Teacher Candidates
An explanation was provided for the data driven adjustment to accept level 2
(developing) as a passing level for clinical practice at the summative stage. There were
discussion about a direct association between the standards that are challenging for
teacher candidates and actual in-service teachers. A stakeholder posed a question
regarding how the clinical practice candidates should be viewed when being evaluated.
Should the teacher candidate be evaluated as a teacher candidate or as an actual
teacher? There were mutual comments indicating that the clinical practice teacher
candidates should be operating at a level of an in-service teacher by the summative
evaluation conference. More information and training for the evaluation process will be
forthcoming.
CAPS Online Module for Mentors and Supervisors

The COEHS is in the process of designing an online module for mentors and supervisors in order to provide consistent instruction on the evaluation process using the CAPS tool. When the training module is completed and accessible, partnering schools as well and the ECSE Advisory Council should be notified.

Other Meeting Outcomes:

Next meeting tentatively planned for October 2015. Follow up comments and suggestions may be emailed to cggish@valdosta.edu or department communicators, Dr. Janet Foster, jefoster@valdosta.edu and Dr. Kelly Heckaman, kaheckaman@valdosta.edu.

Means by Which Partner Input was Solicited (Check as many as apply):

- Discussion
- Questionnaire
- Survey
- Email
- Other (Please specify below)

What specific actions will be taken as a result of the meeting and input of the advisory partners?

- Need for a departmental description of mentor building representative responsibility(s.)
- Communicate with partnering schools to see if there is a need/desire to have an additional layer of communication by selecting mentor building representatives.
- If a need for an additional communicator is determined, solicit partnering schools’ advice pertaining to the job description of a mentor building representative.
- Need for ECSE department to continue improvements towards providing optimal supervision and quality mentoring. The department may work towards increasing supervisory training and increase departmental involvement in the selection of mentors.
- In addition to professional development provided through OFECP, a continuation of mentor education and support may be considered, particularly with the assessment/evaluation tool, CAPS.
- Department will notify partnering schools when the CAPS Online Training Module is in place.

Completed by: Mrs. Carolyn Gish, ECSE Supervisor/Advisory Council Chairman