Early Childhood and Special Education Advisory Board Meeting  
Tuesday, October 14, 2014  
5:00 PM – 6:20 PM

**New Members:**
Kristen Sims (Sped) – Currently enrolled in ECSE at VSU  
Ila Williams (not present) -  
June Bowers – Academic Coach  
Tenry Berry – Assistant Principal at Clyattville

**Members in Attendance:**
Dr. Festus Obiakor  
Kristen Sims  
Tenry Berry  
Mary Beth Sebring  
Tim Luke  
Willie Edwards  
Dr. Sharon Dodds  
Michael Smith  
Dr. Kelly Heckaman  
Dr. Shirley Andrews  
Carolyn Gish  
June Bowers  
Tachovia Kendrick  
Thomas Payne  
Jamie Bird  
Dale Gillespie  
Dr. Shaunita Strozier  
Nancy Sartin

**Introduction – Mrs. Carolyn Gish**
- Introduction of new Advisory Board members and returning members

**Dr. Obiakor**
- Expressed Gratitude for everyone in attendance.  
- The focus of this Advisory Board committee is on the Education of Children. We will be able to advance the mission and ambition together as a whole in making decisions for the department, college, and community.

**Carolyn Gish**
- In order to continually improve for students, department, and community as a whole, we need the help, advice, input and valued voice of everyone in attendance.  
- Six schools are represented here at this meeting: S.L. Mason, Lake Park Elementary, Clyattville, Dewar, and J. L. Lomax  
  - Both Valdosta and Lowndes County school included and represented  
- Points discussed in last year’s meeting:  
  - Homework Café – Willie Edwards at J. L. Lomax  
    - Exposing students to diverse groups  
  - Southside Rec Center  
  - VLPRA Mildred Hunter Community Center  
  - Mentor Building Representative in each Partner School – in the works  
    - Mrs. Carolyn Gish and Dr. Shirley Andrews  
    - 1-2 representatives per building to be the go-to person for answering questions for the clinical practice and practicum mentors.
Dr. Andrews – this program is being created so that we may have a liaison within schools as a way to share information. It will be one person at the school that has all the information from ESCE department and will be able to share the information with others.

- Mrs. Gish – We are trying to work out getting release time for the representatives to come to VSU or a centralized location for training.
- Academic coaches may be a good fit for the representative position

What we’ve accomplished
- Career Launch – November 4th
  - Provided by the PAGE organization
  - Resume prep
  - Mr. Dale Gillespie
    - there is a program working with children of poverty and diverse backgrounds that may be helpful for the department program – will try to get the information to the board

Courses with Partnership
- At W.G. Nunn and S. L. Mason
- There are 3 of the 3010 classes being taught in the partner schools
- Academic coaches will assist
- The focus is to analyze data and how it will drive instruction

Jamie Bird
- Dr. Cole, Dr. Jones, Dr. Radcliffe, and Mrs. Gish presented in Atlanta about things that we have been doing in the Middle Grades Department
- Partnership agreements within the schools is based out of the clinical placement office
  - When students are placed within a school a partnership agreement must be in place
    - It will list exactly what will be done within each school
  - Goal – to become more involved within each school and to learn what you can provide for us and what we can provide for you. Also, to find things within the school that will benefit you as well.
  - Middle Grades did a Needs Assessment with Clyattville School System
    - They have a designated VSU classroom within their partner schools for them to teach and have field experience within.
    - Goal – working together “co-constructive”
  - Mr. Tenry Berry – Clyattville – Implementation of Middle Grades system within their school
  - This Middle School implementation assisted the teachers so much. It is different from what we are used to because there is 4-5 students in the classroom, but it works and helps.
  - Mr. Willie Edwards (J. L. Lomax) - There has been a definite and great percentage drop between 4th and 5th grade because of social changes. Being able to discuss what is going on with them would be an asset. Who would resist the opportunity to have more help in the classroom to really get to know what is going on with every student?
  - Mrs. June Bowers (Academic Coach) - Requesting whether the students are practicum students or not - yes, the students are practicum students
  - Mr. Willie Edwards (J. L. Lomax) - being able to adjust and change instruction based upon where the student is in the world is invaluable.
Mrs. Jamie Bird (Clinical Placement and Field Experience Office) - we have a Field Experience Committee. Dr. Andrews is on the committee. All schools are represented on the committee.

- We are asking all mentor teachers for their certification numbers and their practicum student certification numbers that are placed in their classroom. This is so we are able to let the PSC know that a practicum student is placed in that particular classroom. This helps them understand why the scores might not have improved.
- Some schools declined placement of practicum students this year because of all of the changes with TKES and having their scores declining.

Mrs. June Bowers (Academic Coach) - clarification of why they have no practicum students and recognizing that they are very much appreciated in the schools.

Mrs. Jamie Bird (Field Experience Office) - There are no practicum students present in the school because they are having a one-time entry into the program this semester. Next semester they will have a large presence in the schools.

Mr. Tenry Berry (Clyattville) - Special Education teachers are asking for support. There is a high percentage of Special Education students at this school and they would welcome more support through practicum students.

Dr. Shirley Andrews (VSU Faculty) – ECSE Practicum students spend their 1st and 2nd semester in a general education classroom. Their 3rd and 4th semesters are in a special education mentor teacher. *Students are only trained to work with mild disabilities. This lowers the numbers available for support of students with moderate or severe disabilities.

- # 5 on the Agenda - Mrs. Carolyn Gish
  - Scheduling Field Experience Model
    - We need input on the 2nd to last page regarding how it will affect your scheduling
  - We are switching so that the students are seeing 3 to 5 consecutive lessons in a full week Monday through Friday. This is a necessity for edTPA new regulations.
  - Mrs. Nancy Sartin (VSU Staff) - The students were teaching lesson plans in isolation. Having them teach for a full week (Monday through Friday) will allow them to be able to see where lesson plans may need to be adjusted to accommodate changes in schedule or student learning patterns.
  - Mrs. Carolyn Gish - We are looking at the changes from 10 week to 7 week period - this is where we need suggestions. We are having to consider all of the different fall/ spring holidays that each schools has.
  - Another concern is securing a room to hold classes at the partner schools.
  - There is extra room at J. L. Lomax and S. L. Mason
  - Mrs. Carolyn Gish - How will this affect dual placements? Dual placement = one student in a mentor classroom on Monday and Wednesday and then a different student in the same mentor teachers classroom on Tuesday and Thursday.
  - Mrs. Jamie Bird - Without dual placements we would not be able to have enough space to place every student in practicum. We could alternate placement weeks but then you are messing with the math requirement for the program. The math department has an issue with releasing the practicum students for 1 week. They probably would not release the students for 2 weeks.
  - Dr. Obiakor (Head of the ECSE Department) - Could we bring these issues to the principals and faculty for suggestions? We need feedback as soon as possible. Please send the info. to Mrs. Gish.
Mrs. Carolyn Gish - A concern with dual placements would be that the mentor teacher may compare the two students.

Mrs. Nancy Sartin - Dual placements also create double work for the mentor teacher.

Dr. Shirley Andrews - We need the student to get the best from the mentor as well.

Mrs. Mary Beth Sebring (S. L. Mason) - I believe it could all be solved if the mentor teacher was asked if they want a practicum student or a dual placement. It may not be a good match for the teacher. We should ensure that the placement in the mentor teacher’s classroom is by the choice of the mentor teacher when the partnership agreement is created and signed.

Mrs. Jamie Bird - that is a good point. We do not want mentors who do not want to be a mentor.

Dr. Shirley Andrews - the mentor teachers do not have any incentive to be a mentor teacher.

Mrs. Jamie Bird - with the new certification there will be an incentive for the mentor teachers.

*Mr. Dale Gillespie (retired PAGE) - there have been so many changes for the current teachers (edTPA, TKES, etc.) The students in practicum are learning edTPA and TKES from the very beginning. Sometimes the practicum students know the information better than the actual mentor teacher.

Dr. Obiakor (Head of the ECSE Department) - What is the timeline for the suggestions or input? Monday November 3, 2014.

Dr. Shirley Andrews (VSU Faculty) - There needs to be a part of the partnership agreement that includes whether the teacher wants to be a mentor teacher by choice for both the general education partnership agreement and the early childhood/special education partnership agreement. We need to listen to what the schools actually want from us.

Mrs. Jamie Bird (Field Placement Office) - that information would be revealed in the Needs Assessment.

Ms. Mary Beth Sebring (S. L. Mason) - It would be imperative for the practicum students to be able to see prep work before and after school, as well as time in the classroom during the day. Brand new teachers are getting overwhelmed in the first few months of their school year because they have never seen the prep work (lesson planning, open house, morning prep, after school prep, etc.). Some brand new teachers are stating not returning after this first year because they do not think they can do it. Better preparation may prevent this from occurring.

Mrs. Jamie Bird (Field Experience Office) - there used to be a program set in place where the practicum students were present from the empty classroom, watching the setting up of the classroom, prepping for the school year, etc. until the first day of school and after. There is just not time for that to be implemented.

Ms. Kristen Sims (currently enrolled VSU student) - I, as a practicum student, want that extra time to see the prep work. I believe we should challenge the future students to want to go into the classrooms for the morning, during, and after school process. I don't fill like I get enough time with my mentor teacher. I feel like a learning opportunity is being taken away from me by only going from 8-3. If the practicum students knew in their very first semester that they would be seeing it from the morning, during and after school day then they would figure out if they love it or need to get out of the program.

Mr. Dale Gillespie (retired PAGE) - this was addressed in the Middle Grades Needs Assessment.

Dr. Shirley Andrews (VSU Faculty) - Clarification - the goal is to have this implemented in Fall 2015.

Mrs. Jamie Bird (Field Placement Office) - October 20th - Partnership Summit 8:00 - 11:30 - will go over edTPA around 1ish.
Dr. Obiakor (Head of the ECSE Department) - I like what you have to say (Kristen Sims). Please send me an email will your thoughts and suggestions. This process is all about improving the program.

Dr. Shirley Andrews (VSU Faculty) - Could the emails also be a part of the needs assessment? Could the emails also be sent to Carolyn Gish, as well?

Closing - Carolyn Gish
- Thank you all for coming. We greatly value you, your thoughts, suggestions, and advice.
- Next face-to-face meeting - Tuesday, March 10, 2015
- There will also be electronic meetings
- Emails of suggestions need to be received November 3rd.

Notes were recorded by Christina Rackley, ECSE graduate assistant.