

Faculty members present:

Ellice Martin – Coordinator (8050)

Heather Brasell (8040)

Rachel Pienta (8010, 8030)

Sean Lennon (8020)

Gidget Ryskamp (8020)

James Martinez (8880)

J. T. Cox (8040) – briefed later

Topics Discussed:

1. Artifacts, rubrics and reports
 - a. Concerns that correct rubrics are attached to artifacts in LiveText; E. Martin will work with Hope and Heather to check those out prior to any scoring this semester
 - b. That all assignments are scored appropriately in LiveText so that full data are available
2. Program changes necessary for those entering the program beginning after January 15, 2013 (i. e. starting in Summer 2013):
 - a. Faculty discussed the following changes (1-5 in bold below) that are required so that the degree results in an Initial Leadership P-12 certificate and brainstormed about how these requirements might affect current practice. The next meeting will provide more information and will continue to address the change process.
 1. **Content requirement: Minimum of 9 semester hours of advanced coursework *"focused on the content or content pedagogy of a certificate field held by the educator."* This will be satisfied by Action Research sequence of courses - 8020, 8040, 8050.**
 2. **Coaching requirement: Clinical supervision by both VSU and school-based supervisors. This will involve at least four coaching cycles (pre-conference, observation, post-conference) during six months of on-the-job residency experience. Residency experiences should *"occur in multiple settings allowing for the demonstration of a wide range of relevant knowledge and skills while working with appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards."***
 3. **Candidate Support Team requirement: VSU supervisor will also chair a Candidate Support Team (candidate, VSU supervisor, school-based mentor) that meets at least three times. Meetings can be electronic. CST develops an Individual Growth Plan, establishes observation guidelines, examines candidate's portfolio, and evaluates progress and completion.**
 4. **Individual Growth Plan requirement: Experiences *"should provide candidates with substantial responsibilities which increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, school board members, and community leaders."***
 5. **Field Experience: Minimum of 20 clock hours of field work as imaginative leader across P-12. This could include coaching, professional development, or research.**
 - a. **These requirements do not apply to students starting before January 15, 2013 and completing before September 1, 2015.**

Points of concern:

- Will/can administrators be mentors? Can teachers?
 - Who can be school-based supervisors?
 - If VSU faculty serve as supervisors, etc., we should consider defining this support team as an Ed. S. candidate's committee, and faculty could/should receive service credit for that work.
 - How will our application and admissions processes change?
 - Will permission for a teacher to seek our degree be needed from administrators (school and or system level)
 - to approve appointing school-based supervisors,
 - to appoint mentors
 - allowing time for six-months of residency
 - time for 4 coaching cycles
 - approving residency experiences
 - time for 3 Candidate Support Team meetings
 - requiring Ed. S. applicants to have appropriate electronics for e-meetings and conferences,
 - what does the Individual Growth Plan encompass/look like so that “substantial responsibilities which increase over time in amount and complexity” are provided? Examples?
 - What is an “imaginative leader” (Item 5 above) and how would field work be planned and managed across P-12?
3. Concerns about a perceived increase in sections of student papers (particularly the lit review) that may not be the student's work, but that SafeAssign and Turn It In do not catch: The literature reviews of these papers may be purchased from “buy a lit review” websites. One way to check is to have the student to provide copies of articles which you find are not available through our library or other electronic sources, or especially when membership in an organization or website is required for article access. Faculty members are asked to be aware of changes in writing style and tone/voice that alert us to this possibility.