

**Minutes for Advisory Committee Meeting  
Department of Middle, Secondary, Reading, and Deaf Education  
Valdosta State University  
November 6, 2012**

**Attendees (22):**

Darlene Watson, Derald Jones, Debbie Paine, Paul Day, Chris Chastain, Jamie Bird, Jay Rickman, Martha Leake, Suzanne Reffel, Kathy Keown, Anissa Wiseman, Melanie Sainz, Dena Rogers, Peggy Moch, Ivy Smith, Matt Faircloth, John Jack, Hannah Weldon, Ed Chatelain, Paul Riggs, Kathy Humphrey, Ken Overman

**Attendees from Dept. of MSRDR (12):**

Scott Grubbs, James Martinez, Ellice Martin, Barbara Radcliffe, Heather Brasell, Nanci Scheetz, Christia Williams, Gidget Ryskamp, Dawn Lambeth, Melody Fuller, Sean Lennon, JT Cox

- I. Welcome – Mr. Scott Grubbs and Dr. James Martinez**
- II. Dinner**
- III. Department Welcome and Introductions: Dr. Barbara Radcliffe, Dean Brian Gerber, and MSRDR Faculty**
- IV. NCATE Review by Dr. Barbara Radcliffe, Dept. Head**
  - NCATE - nation's top accrediting organization for schools, colleges, and departments of education
  - The University System of Georgia requires accreditation from NCATE and the PSC for all of its institutions that prepare teachers
  - MSRDR 13 programs: Middle Grades Education (B.S.Ed.), Deaf Education (B.S.Ed.), American Sign Language/Interpreting (B.S.Ed.), Masters of Arts for Teachers (MAT) Middle Grades or Secondary Ed. (Full-time student track, Employed teacher track), Deaf Education (MAT), Middle Grades or Secondary (M.Ed.), Deaf Education (M.Ed.), Reading Education (M.Ed.), Middle Grades Math and Science (M.Ed.), Curriculum and Instruction in Accomplished Teaching (M.Ed.), Teacher Leadership (Ed.S.), Reading Endorsement
  - Timeline:
    - Initial Reports (Completed this fall), Off-site Review of Reports/Documents, NCATE/PSC On-site Visit (fall 2013)
    - Review additional documents, attend classes, interviews: students, faculty, administrators, and other stakeholders
  - Focus:
    - Accreditation every seven years to ensure accredited schools meet rigorous standards set by the profession and members of the public
    - A data-driven, performance-based accreditation system that is dedicated to determining what candidates know, and requiring evidence that each candidate possesses actual teaching skills
  - Impact:
    - Standards require documentation of how our graduates positively impact P-12 students learning
    - It is with the efforts of faculty throughout the campus and with our partners in the public schools to demonstrate this impact
    - Giving a new face to preparation: field experience-based model of instruction

## V. Program Changes

### Teacher Leader Program by Dr. Ellice Martin

\*Strength and success of current Ed. Spec. program

- Strong research projects and papers
- Graduates are prepared to be model teachers

<u>YEAR</u>	<u># of Ed. S. Graduates</u>
2009-2010	15
2010-2011	35
2011-2012	63

\*Current Enrollment = 200

Teacher Leadership – a great fit: Change in program not due to lack of success but because of it  
The Georgia Professional Standards Commission:

- Teachers beginning classes after January 15, 2013, and who already have a Master's degree in Curriculum and Instruction, cannot upgrade their certificates or qualify for a higher salary with an Ed S in Curriculum and Instruction
- Our current online Master's Degree is in Curriculum and Instruction. Because many Master's students want an Ed S from VSU, we had to consider another area
- The options, other than C & I, were Instructional Technology or Teacher Leadership.
- The GaPSC provides strict standards for all degree programs
- Our courses closely match the state's standards for the Teacher Leadership program
- Race to the Top guidelines have some work that closely fits the work of teacher leaders

Specific changes:

- The current focus and assignments in the Ed. S. program have generally been around a teacher and his/her classroom
- The Teacher Leadership candidate must be very much involved in the school and system at other levels

Requirements – and the 7 are similar to current Ed Leadership standards:

- CULTURE: Work with stakeholder groups; culture of collaboration and excellence
- CURRICULUM: Collaborative planning to identify resources; prioritizes, maps
- MENTOR & COACH: Models best practice based on current research
- ASSESSMENT: Analyzes formative and summative data; facilitates analysis of data
- RESEARCH: Follows legal and ethical standards; stays informed; analyzes research
- STAKEHOLDERS: Facilitates and promotes school/community relations
- PROFESSIONAL DEVELOPMENT: Sustained, job-embedded professional learning

Other requirements:

- Clinical experiences – three 1-hour courses taken over 3 semesters
- Administrator assurance required for admission
  - Candidate Support Team
  - Help with choices of activities for completing assignments
  - Providing support for cross disciplinary and cross grade-level work

**Your ideas:** What teacher leader school activities fit in the TL Standards? What are your questions, suggestions, concerns to consider and address? What readings do you want/expect from your future TL?

### **Field Experiences/MAT Program Field Placement Feedback by Ms. Melody Fuller**

#### **MGED program updates:**

- Moving to a field experience based model
- Each content area will have separate methods course with field experience embedded
- Will provide more meaningful experience for our students, and will address needs of public schools

#### **Feedback:**

How will MGED program benefit your school? Do you have any specific suggestions for your campus? Who is the best contact person on your campus? Would you be willing to serve as a school liaison to provide input on the design?

#### **MAT program updates:**

- Recognize adjustments to be made in required coursework
- Goal – to have a full day of field placement for up to 10 weeks with courses taught at the beginning of the semester

#### **Feedback for current MAT program:**

What is working?                      What is not working?

### **EDAT Program by Dr. Heather Brasell**

#### **Master of Arts in Teaching:**

2004 ACT: Alternative Certification

- Full-time teachers
- 1 year to certify + 1 year MEd

2006 Secondary Education discontinued

2008 MAT: Master of Arts in Teaching

- Post-degree, full-time students
- 4 semesters to MAT

2011 ACT and MAT unification

- ACT changed from MEd to MAT

#### **Master of Education Programs**

MSED – Traditional face to face

MGMS – Online targeted

- Middle Grades
- Mathematics or Science certificates

EDAT – Online generic

	09-10	10-11	11-12
MSED	15	14	8
MGMS	19	19	25
EDAT	13	34	32

**EDAT program changes:**

Change in focus, but not program structure

Initial certification

- Supervised field experience
- 40 hours mentoring or professional development

P-12 as informed educators

- Field experience across P-12 grades

Curriculum and Instruction

- New C&I standards
- 12 hr. subject-specific content/pedagogy

**Deaf Education/ Interpreting Programs by Dr. Nanci Scheetz and Ms. Christia Williams****MED and MAT in Deaf Education**

- Spring 2012 program changes were approved by University committees for both the MAT and the MED in Deaf Education
- These changes were initiated based on student and mentor feedback
- Students in the MED program now enroll in a new course, DEAF 6010, Integrated Instruction: IEP Planning and Collaboration
- DEAF 6020 – Audiological Considerations and Auditory Oral Methods for Teachers of the Deaf

**MAT Changes in Deaf Education**

- DEAF 6030 – Internship in Teaching has been added to the course requirements
- LEAD 7210 – Ethics and Law has also been added to the course requirements
- Students who do not have an undergraduate degree in a field related to Deaf Education will now be required to complete the minor in Deaf Studies prior to being admitted to the master's program

**Update on ASL/Interpreting majors**

- Students graduating in 2012 are required to take the EIPA in order to work in the state
- This evaluation indicates they are qualified to work in the schools and in the community
- Results, to date from last year's graduates indicate that at least 66% have passed the evaluation at the minimum required level
- Seniors are currently tutoring students enrolled at AASD.

**Health and Wellness by Dr. Nanci Scheetz****MSRD's Active for Life Team**

- There are 19 teams currently participating across campus
- MSRD has a team of 16 members participating in this event
- The object of the competition is for teams to reach their team goal. Teams are ranked in order according to their accomplishments
- The MSRD team is currently in 4<sup>th</sup> place; the top 5 teams will be recognized at the conclusion of the 10 week program.

VI. Collaborative Activity: How Can We Make Each Other Better?  
(MSRDE Faculty/Collaborating Partners)

VII. Door Prizes by Mr. Scott Grubbs and Dr. James Martinez

VIII. Adjournment

**Thank you for serving on this advisory board and for helping us improve Valdosta State University.**