

**Council of Program Coordinators  
Initial Teacher Preparation Program Coordinators  
Tuesday, February 25, 2020 Meeting Minutes  
10:00am – 11:30am  
Education Building Room 2050  
Valdosta State University**

Attendees: Natalie Kuhlmann (COEHS), Eugene Asola (HPE), Han Chen (HPE), Anita Davis (MUE), Pam Dobbins (CTAE), Maureen Fennessy (ELED), Randy Gladwin (FLED/ESOL), Debbie Paine (MGED), Nanci Scheetz (DEAF), Karen Terry (COEHS/MGED), and Libba Willcox (ARED)

\*See all handouts

**Prior to agenda items** – Natalie Kuhlmann discussed the curriculum change forms that were created and being reviewed by the university committees over the next couple months. She encouraged attendance at the Academic Committee meeting where these documents will be presented. The change forms included:

- Adding the Educator Ethics Entry Assessment and GACE Program Admission Assessment as admission criteria for graduate initial teacher programs – this is required in GaPSC Standard 6 and is already a requirement for undergraduate programs
- Changing the prefix for the 2999 course to EDUC 2999. These courses will have 1-2 sections of 2999 in face-to-face format starting Fall 2020. She also discussed the new staff hire of Danielle Jones who will facilitate 2999 courses.

Natalie also prefaced the agenda item discussions by stating that she has been working with faculty to prepare for the upcoming accreditation/program approval review and these agenda items are some of the areas for improvement that she had identified.

**Agenda item #1 – Changes to timing of assessments – edits are italicized and indicate change. \*see attachment**

Natalie presented the committee with a revised schedule of EPP assessments, which is generic for all programs. She discussed how the timing of the assessments throughout the program has changed in order to reduce evaluation fatigue and improve survey understanding by candidate. Debbie requested that the clinical practice course component of the handout be added to the clinical practice handbooks.

**Agenda item #2 – Survey for Program Improvement for mentors – question posed: Should we require this assessment for our clinical practice mentors? \*See attachment**

Natalie discussed how the PSC now distributes an employer and 1-year inductee survey for completers employed in a Georgia public school. VSU previously distributed a survey but the number of recipients has gone down because the PSC survey addressed many completers/employers and she is avoiding survey fatigue. Natalie proposed to administer the same PSC-created survey to clinical practice mentor teachers and candidates in order to create a two-pronged approach to survey collection: 1) survey mentor teacher and teacher candidate during clinical practice; and 2) survey employer and inductee one year after completion. Question was posed as to when to administer the survey (beginning, middle, or end of clinical) or to use the data for program improvement at the summary level. There was consensus to administer at the end of clinical practice for mentors. This PSC-created survey will replace the EPP-created survey completed during clinical practice by the candidates, called the Candidate Survey for Program Improvement.

**Agenda item #3 – Liability Insurance in 2999 – do we need to keep it?**

Natalie informed the committee that the PSC, VSU legal, and schools do not require liability insurance so we need to decide whether we want to continue requiring it. PAGE/SPAGE costs students \$15 when not employed and \$175 when employed (cost spread over 12 month/payroll deduction). Employed candidates can also apply for a waiver from district. The committee discussed dangers if a student does not carry liability insurance. A question was posed whether we should “suggest” or “recommend” rather than “require”. The decision was to re-brand the requirement in 2999 to better educate students of its purpose. Natalie also requested that program coordinators evaluate their program

curriculum to ensure that the value/need of liability insurance is included as a discussion in a course. 2999 will speak to it as both liability insurance and advocacy and value of being a member of a professional organization. Consensus to keep it as a 2999 course requirement.

#### **Agenda item #4 – Advisory Boards**

Natalie reminded the committee to be sure to meet with advisory boards and document meetings and minutes to include attendees, dates/times, etc. She clarified that ideally there would be a minimum of two meetings per year. Natalie discussed talking points during board meetings, including but not limited to: clinical practice placements with mentors, curriculum, program data, mentor quality, completer performance, needs of schools, etc. She clarified that these meetings will be different for each program and they can be held face-to-face or virtually. Be sure to make minutes public by posting to website and keep a running record of all meetings online (not only most recent meeting information). Debbie mentioned to the committee about an upcoming P-20 Induction Collaborative meeting on 9/2/2020 in Waycross and Natalie mentioned how attendees could meet with their advisory board after these state meetings because many school systems attend them.

#### **Agenda item #5 – GACE Program Admission Assessment help for graduate (and undergraduate) students/applicants**

Natalie informed the committee that the Academic Support Center offers tutoring for GACE PAA, including resources from Kahn Academy. A member suggested she place this information as a link on the Graduate School's webpage where GACE PAA information is listed.

#### **Agenda item #6 – Pass rates for GACE Content Assessment and edTPA \*See handout for detailed data charts**

Natalie shared pass rate data to the committee and listed students who have not yet passed edTPA or GACE Content Assessment. She asked that the applicable program coordinators contact these completers to provide them support for passing the assessment. A candidate can be a program completer if he/she attempts the assessment but cannot be professionally certified in Georgia without passing all exit assessments. Natalie clarified that students can retest and a subsequent passing score will override prior non-passing scores when reporting to state and federal agencies. She also clarified that we should be moving toward seeking ways to improve our average exit assessment scores and analyzing rubric-level data (such as having more candidates pass at the Professional Level for GACE Content).

#### **Agenda item #7 – 2018/19 Data Use for Strategic Program Improvement – available soon**

Natalie discussed how the Data Use for Strategic Program Improvement document serves as the EPP's Quality Assurance System and addresses a major component of Standard 5. She discussed the possibility of changing the timing of submission from fall to spring because there are less report demands for program coordinators in the fall.

#### **Professional Development Workshop – PACE \*see agenda for details/notes**

Social Emotional Learning topic to be included

Call for Planning Committee faculty members

Request from Nanci Scheetz to expand to include interpreting – will send follow up info to Natalie

Suggestion for Dale to present a breakout session about PAGE

Suggested break-outs by program

Presenters will receive a stipend

Attendees will receive: t-shirts, book, lunch, and there will be door prize drawings

Suggestion for a plaque or certificate or pin; Natalie mentioned pins will be distributed this year at workshop

Future plan = develop a Mentor Academy

Discussion around how to provide a stipend for mentor teachers because need for norming training for mentors using assessment tools

Closing of the meeting:

Moving agenda items #8-#11 to next meeting

Next meeting is Tuesday 3/24/2020 – 9:00am – 10:30am Room #2144