

MGED Meeting
Education Center
Room 2001
August 8, 2012
11:30 am – 12:45 pm

Attendees: Gidget Ryskamp (coordinator), Heather Brasell, Ellice Martin, Scott Grubbs, Julie Lee, Barbara Radcliffe, Melody Fuller, Lisa Jones-Moore, Juan Walker, Sean Lennon, and James Martinez

Gidget began the meeting by reviewing some of the LiveText report. It was later decided to print out the report and read it individually; however, the take-a-way was that we each needed to fill the gaps left by content instruction.

The conversation turned to increasing field experience within our courses. Discussion centered on the need to increase the number of days we meet with students during apprenticeship. It was suggested we return to the breakout methods courses and drop the combined methods course. It was clarified that the field experience hours were not a part of apprenticeship hours, but instead, field activities embedded within MGED courses.

An attendee stated the number of field experience hours one could get in a school year was 1440 hours. One problem that surfaced during discussions was the current saturation point with VSU students in area schools. We were reminded that Early Childhood places students in area schools as well. Several discussions focused on ensuring purposeful activities during field experience time. Several in attendance offered examples such as working with students within the classroom, using an instructional coach format, and providing focused feedback. It was suggested we talk with principals at the schools in order to determine their needs and assist them in achieving their goals.

It was suggested that we place students at the schools in a long term setting. An attendee pointed out we needed to consider students' time requirements as many of our students work full time or are parents with children at home. A counterpoint made was to add the field experience as a lab in Banner so students could schedule the field experience and know the time requirements for the course. It was also suggested that a pilot program could begin as early as spring semester through a directed study course (MGED 4900).

A discussion followed regarding the change of requirements. Can we change anything? What can we change? What will it take to change? How long will it take to change? An attendee stated changes to requirements can be made. There are channels to go through and it will probably involve making curriculum changes. The time frame is a year for implementation and it was reported it will probably take a year to gain the approval for changes.

The question was asked regarding how to begin the process. It was decided each professor would evaluate his/her course and determine the role of field experience within the course. It was determined the visions would be shared at the next meeting. The next meeting time and place would be determined by Gidget.

The results of the meeting were:

- the group was interested in returning to a separate methods model for MGED
- activities for field experience should be purposeful and meaningful with immediate feedback
- the needs of schools should be our priority in determining how our field placements are developed
- the challenges of field experiences will be logistics and time
- principals will be brought on board after all share their visions and a model can be developed