

Dewar COEHS Advisory Council Meeting Documentation Form

All COEHS Advisory Councils are required to maintain appropriate meeting documentation. This form must be completed by all COEHS Advisory Councils following every meeting, including those held online or virtually. It is the responsibility of the Advisory Council Chairs and/or associated Department Head to ensure that the Meeting Documentation Form is completed and filed in a timely manner. The completed form should be submitted and filed online according to approved COEHS policies and procedures.

Advisory Committee Name: INITIAL CERTIFICATION ADVISORY BOARD

Associated Department: MSRD

Associated Program(s): MGED/BSED and MAT

Chairperson/Responsible Contact: Deborah Paine: dgpaine@valdosta.edu

Purpose of the Meeting: Spring 2015 semester meeting

(NOTE: Please include the meeting agenda and supporting documents upon submitting this report.)

Date: 11 Feb 15 **Time:** 4:30-5:45pm **Location:** Dean's conference room/COEHS

Attendees/Organizations Represented (indicate all guests, proxies, and their affiliations):

Dr. Peggy Moch (VSU Arts and Sciences), Dr. Barbara Radcliffe (VSU MSRD), Dr. Deborah Paine (VSU MSRD), Dr. J.T. Cox (VSU MSRD), Mrs. Melody Fuller (VSU MSRD), Mrs. Janet Hendley (Hahira Middle School Principal), Mrs. Alisha Gaston (Lowndes Middle School Teacher), Mrs. Jamie Bird (VSU Field Placement Director), Mr. Lloyd Campbell (Current VSU MAT student), Dr. David Cole (Valdosta City Schools Curriculum Director 6-12), Mr. Dale Gillespie (PAGE Regional representative).

Meeting Objectives:

Administer MGED/MAT Program survey; Review CAEP information and provide self-study link; Request for MAT program changes; Request for MGED GPA revision; Provide edTPA update and fall data.

Data/Information Discussed:

Fall 2014 edTPA data was distributed to all participants. This data compared the fall edTPA scores from VSU to the entire state of Georgia scores, and the scores from the nation. A discussion was held about what the program is doing to prepare student for this consequential measure beginning in fall 2015.

An overview of the proposed MAT program changes was presented to the board. They reviewed the information and asked questions to understand why the changes were being made and agreed with the plan as it was presented.

A survey was distributed at the beginning of the meeting and collected prior to the board members departure. An electronic version of the survey will be sent to all members of the board who were unable to come to the meeting. This information will be aggregated with the data collected on the paper surveys. The results are below.

MSRD Advisory Board Survey

Statement	Number of Responses					Average Response Value
	Unsure/ No Answer (0)	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	
Candidates are prepared to work with diverse populations.			2	5	2	3.00
Candidates effectively use technology to positively impact student learning.		1	1	5	2	2.89
Candidates provide a well-managed, safe, and orderly environment that is conducive to learning.	1			5	3	3.00
Candidates communicate effectively with students and school personnel in ways that enhance student learning.	1			6	2	2.89
Candidates create an academic environment and incorporate relevant learning experiences for diverse populations.				6	3	3.33
Candidates are prepared in terms of subject content.		1	1	4	3	3.00
Candidates are prepared in terms of pedagogical knowledge.			1	3	5	3.44
<p>Do candidates effectively use technology to positively impact student learning? What would you look at or consider in this area? Do you have any suggestions on how we (MGED/MAT) could incorporate this in our program? What do you consider to be our strengths and weaknesses in the area of incorporating technology?</p>						
<p>Require students to incorporate lessons with different uses of technology; technology professional development.</p>						

Students are reticent to use mathematically basic software for even elementary functions. Can try to incorporate more technology but need support of MGED faculty so that students do not "attack" instructors for requiring technology.
The teacher candidates are very well-prepared with regard to incorporating technology within the classroom.
Students need more practice. VSU needs to be more aware of what technology schools have on their campus.
To some degree - it actually depends on what technology is available at the school.
Where and what are the struggles and/or strengths of the candidates in the area of classroom management? What, where, and how should we address these needs in the programs of study?
Candidates lack effective strategies - some even seem afraid. Candidates struggle with consistency and structure in the learning environment.
Most students are inexperienced and need more coursework.
Need more skills dealing with unruly kids.
Do you have any suggestions for preparing candidates to work effectively with a diverse population of students? What are our strengths and weaknesses? Do you have any suggestions for addressing weaknesses in our program?
Students need experiences (a lot) with special needs students.
Diverse population means what? Gender issues, ethnicity, SES? SES is probably the weakest.
Use a variety of outside resources that are available.
More information on what is meant by diverse population.
Do you have any suggestions for recruiting diverse candidates to our programs?
You may want to have the county and city schools send representatives to speak to prospective teachers at VSU.
All recruiting avenues available for career pathway students.
Need to recruit from Arts and Sciences.
Do you have any other additional comments or questions concerning the MAT program that we can address in future meetings?
None
Do you have any other additional comments or questions concerning the MGED/BSED program that we can address in future meetings?
Many students are not prepared for the rigor of student teaching. Many students lack content knowledge or the intrinsic motivation to become "masters" of teaching content. Teacher expectations are sometimes different from the education department's expectations for teacher candidates. Please speak with candidates about appearance, grooming, timeliness, professionalism, etc.
The VSU student teachers that I have seen do a very good job.

A discussion was held concerning the proposed changes to the MGED GPA requirements. This is in response to the CAEP standards and self-report questions. The recommendation for these actions is listed in the next section.

Mrs. Bird provided an update on the edTPA process and what is happening locally and state-wide.

Mr. Dale Gillespie spoke to the group about what PAGE is doing in the areas of diversity and recruitment. He informed the group of changes being made to the high school career pathways that is pushing in to recruit for college majors. Mr. Gillespie also works with the state colleges for SPAGE, and he commented that VSU is known throughout the state for being the standard for teacher preparation. What VSU has done in the area of candidate observations and mirroring the new TKES standards is far beyond what other colleges have done.

Specific Partner Input and Recommendations for Program Improvement:

The following recommendation was made by the board and it requested this to be presented to the MGED program faculty:

Once students meet the minimum 2.75 GPA to gain entry into the program, courses for GPA calculations for students in the MGED program should be from the Area F and professional courses only, and not include Areas A-E. Students should obtain a 3.0 GPA minimum to remain active in the program. If a student falls below the minimum 3.0 GPA, they should be considered inactive and not be allowed to take additional program courses. They should be allowed to re-take any professional course they were unsuccessful in completing.

Other Meeting Outcomes:

Means by Which Partner Input was Solicited (Check as many as apply):

Discussion Questionnaire Survey Email Other (Please specify below)

What specific actions will be taken as a result of the meeting and input of the advisory partners?

At the next MGED program meeting, the GPA decision from the Advisory Board will be presented.

At the next MAT program meeting, the confirmation of the Advisory Board concerning the positive changes proposed with the new MAT program will be shared.

Completed by (include title/position): Dr. Deborah Paine, Assistant Professor, MGED Program Coordinator.