College of Education  
Clinical Associates Meeting  
Minutes  
October 24, 2012 - 3:30 - 5:30  
October 25, 2012 - 4:00 - 6:00

Attendees October 24:  Missy Bennett, Kitty Crawford, Paige Dickey, Virginia Everett, Jincy Fordham, Susan Hartzog, Gina Harville, Ginny Helvey, Joyce Jamerson, Beth Kight, Eric Landers, Paula McCormick, Elizabeth Moxley, Betty Nelson, Cindy Oliver, Christie Page, Judy Scarboro, Marti Schriver, Glenn Smith, Harriet Snooks, Kelly Spence, Laura Stambaugh, Becky Truluck

Attendees October 25:  Missy Bennett, Carole Counts, Shannon Heard, Missy Jenkins, Terri Johnson, Angie Joyner, Amy Loskoski, Autumn Mallard, Julie Maudlin, Nancy Moseley, Betty Nelson, Nora Quill, Gilda Rackley, Laura Stambaugh, Sylvia Tremble

Introduction of New Clinical Associates (CA):  Susan Hartzog, Harriet Snooks, Amy Loskoski, Autumn Mallard, and the retirement of Virginia Everett in November.  Carol Fox was also introduced as being the new Assistant to Pat Parsons.

Field Experience Reports

Clinical Associates (CAs) were reminded to please notify the UTE office if they were in need of a Georgia Southern Partner School sign for display at their schools in an effort to promote our partnerships.

Clinical Associates Evaluations:  Brief discussion on field placements for the academic year 2011-2012 and the number of placements for each program.  The placement data is broken out by two semesters and school systems, showing over 1600 candidate placements with numbers being down by 250 from previous years, especially in Early Childhood. Pat will be sending the report out via email within the next couple of weeks.  A special thanks to all for working hard to help prepare future teachers.

Office of Field Experiences - Annual Survey:  A survey was implemented through Survey Monkey for the Office of Field Experiences and Partnerships and the PPB process with a sixty percent response rate.  CAs were thanked for their feedback which enables the Office of Field Experiences and Partnerships to do a better job.  On the survey responses, one area of concern was “requests for information does come across as being demanding and often the time frame is not compatible with a busy school schedule”.  The floor was open for CAs to further voice their concern and feedback as to what could be done differently in the process; how could it be improved; or what adjustments could be recommended with “seeming demanding and the time frame not compatible with busy school days”.  Comments were as follows:

1. Appreciate the reminders, very nice and polite from Lisa and Carol
2. Had prior issues with PPB grad assistant
3. Place students in upper level classes first and then PPB;  PPB will come first and then the rest of the placements and it makes it hard to make critical placements, constantly juggling people
4. Plenty of advance notice, not demanding
5. Appreciate quick response as to concerns or questions from CAs, helps get teachers up to speed with shorter timeline
6. Time crunch in asking for information is appreciated rather than a delayed response, makes teachers get the information back even though everyone is busy
7. Like reminders, especially during breaks and holidays and they’ve always been very nice and congenial in prior semesters and this semester
8. Notice this year has been very good, they knew when students were coming
9. Don’t ask for information from principals for schools who have CAs, they wouldn’t have the information, send it to the Clinical Associate
CAs were encouraged to send concerns or requests as soon as they arise and not to wait until an evaluation survey is sent out.

**Clinical Supervisor Renewals:** This past year renewals were sent out in May rather than February. CAs were asked should the process be moved to April due to end of year activities that they facilitate and everyone’s busy schedule, are we better off to wait until August. The Clinical Associate feedback was as follows:

1. Staffing information and changes at schools don’t come until the summer, we’re not as busy in April
2. It’s going to be busy regardless
3. Very busy with CRCT testing in April
4. Just pick a time and we’ll respond
5. Maybe back it up a week
6. Problem with graduation test and CRCT
7. Don’t wait until August
8. Maybe start first week in April and have it finalized in May or first Monday of May

**Field Experience Newsletter:** The field experience newsletter is being rekindled to cultivate a better informed culture in schools. The newsletter will be published annually and sent out electronically via email and will include: some data; possibly highlight two programs and their activities on a rotating basis; practical tips from clinical supervisors; and get a teacher candidate’s voice of going through the program and their field experiences. Please send feedback to Pat as to ideas or volunteering to write an article. Look for the first edition to be published around the first of March each year.

**NCATE**

A combined visit of NCATE accreditation and GA PSC will be on April 14 - 16, 2013, which will be an on-site visit. The parameters of the visitation will be set by NCATE which may involve visitation of partner schools on-site or inviting P-12 partners to Georgia Southern.

**Unit Assessment Graphic:** Dr. Thomas announced the guiding document for the College of Education is the Conceptual Framework which needs to be shared with P-12 partners. The theme: “Reflective Educators for Diverse Learners” centers on our four commitments of: knowledge, skills and dispositions; diversity; technology and the practice of continuous reflection and assessment. Are we preparing candidates who are knowledgeable and skilled in the profession, who can teach diverse student populations, who can use technology to help students learn, are constantly reflecting on the work they are doing and are they self-assessing their own teaching? She also shared that P-12 partners are a big part of the assessment process and provide a lot of information for key assessments. One area of important and critical feedback previously received from associates was the use of technology in preparing teacher candidates. This concern was taken to heart and has evolved into summer camp training in the area of technology, implementation of the use of technology with a grant for undergraduate workshops and the Teaching and Learning Department implementing monthly workshops on technology with faculty. Dr. Thomas reiterated that NCATE will expect everyone to be familiar with and understand the assessment process and the sources of data that we gather information from for assessment, all of which are on the assessment handout.

**Structure for P-12 Partners “voice”** - An outgrowth of the NCATE process is, how to better obtain the “voice” of P-12 partners, specifically addressing program development, changes, and annual data review. Betty Nelson shared the concept of sending information to P-12 Partners in advance via power point, to allow sufficient time for CAs to look over the information and be prepared to offer feedback and suggestions. CAs were again encouraged to voice any areas of concerns or thoughts on the programs and to present their practical side of the equation. Another suggestion was for each CA to bring one or two clinical supervisors to the meeting to gain the classroom perspective.

**Standard 3 - Field Experience and Clinical Practice** – This is the standard the COE has selected to provide substantial evidence that we are at the target level. At the opening session the review team will be shown a video to demonstrate the impact field experiences has across all programs in the undergraduate and graduate
level. P-12 partners were asked to notify the UTE office of any stellar projects that we need to capture in their schools to incorporate in the video. This is the standard the COE has selected to provide substantial evidence we are at the target level.

**Updates**

**Clinical CAMP:** Amazing clinical supervisor camp was held on June 4, 2012, with 125 attendees, emphasizing that field work is all about Coaching, Assessing, Mentoring and Preparing candidates. There was an excellent attendance by the schools with an overview of NCATE, program specific information meetings and three break-out sessions. The feedback from clinical supervisors was that they now felt empowered, they felt empowered to hold candidates accountable to program standards. CA feedback was as follows:

1. Add how to work with a struggling candidate, how do you use constructive criticism, how to mediate, how to deal with hard conversations
2. Hold early part of the summer, possibly another camp the week before school starts
3. A couple of CS’s said if it’s required they will no longer be a CS
4. Can we get some sort of PLU or a class to help train to be supervisors in the grad program
5. Survey the teachers before scheduling the camp for next year
6. Conflicted with summer school
7. Sessions for novice and veteran supervisors

A university supervisor CAMP was also held in August to train supervisors in their roles and responsibilities. Every new hire will have to go through the training and everyone will be required to update every three years. P-12 partners were asked to notify the UTE office if university supervisors are not fulfilling their visits and responsibilities to schools.

**Feedback on Clinical Supervisors:** Beginning spring semester, feedback on clinical supervisors will be implemented via an electronic evaluation.

**Proposed Stipend Increase:** A proposal has been sent forth to increase the student teaching fee and to increase all stipends by $25.00 next fall.

**Teacher Candidate Emergency Contact Information:** Due to a recent emergency situation with a teacher candidate, an emergency information form has been developed by Becky Truluck and will be emailed out as a recommendation. CA feedback was as follows:

1. Make the form shorter
2. Ask the student to put ICE on their cell phone

**Employming Teacher Candidates:** The building level administrator has to approve any employment, but it can’t be a part of the field experience hours. Approval will be on a case by case basis.

**Graduate Field Placements:** Thanks to all P-12 Partners for hosting graduate field placements, the number has doubled.

**ESOL Methods with Methods II and student teaching:** This will continue to increase and be monitored to make sure students are placed in schools where they can meet course requirements with an ELL student.

**CCGPS Implementation:** If there are particular issues our candidates need to know from your system’s perspective, please let us know ahead of time so that our students are better informed before they arrive at the school.

**Program Updates**

**Health and PE (By Pat Parsons):** Program is doing well in all key assessments. Briefly discussed issues
of dress and professionalism in PPB; Clinical Supervisors need to hold candidates accountable and score them appropriately; CAs need to be very clear on school policy with Twitter and social media and to hold candidates accountable.

**SPED:** Betty Nelson gave an update on the program and discussed concerns in Key Assessment 2, Integrated Case Study. She also mentioned the below target rating of candidates in their written performance as a concern. CA feedback was as follows:

1. Make a professional development plan
2. Be more aggressive toward this issue
3. Go to the writing center and make it a requirement through the student concern sheet

**ESOL:** Betty Nelson distributed a handout on behalf of Scott Beck with ESOL requesting feedback.

**MAT/SPED (Graduate):** Eric Landers discussed the changes in the key assessments that will take place after the NCATE visit and requested feedback.

**MUSIC:** Laura Stambaugh discussed her concerns about the student learning assessment reporting 30% at Target and ways to support the candidate better. CAs were requested to be more assertive with asking clinical supervisors to allow students extra time with individual assessments.

Meeting ended with clinical associates meeting with program coordinators to review program data and to discuss program updates.

Respectfully submitted,
Carol Fox