College of Education  
Clinical Associates Meeting  
Minutes  
October 22, 2013 - 3:30 - 5:30  
October 28, 2013 - 4:00 - 6:00

Attendees October 22:  Greg Chamblee, Gina Harville, Joyce Jamerson, Terri Johnson, Angie Joyner, Beth Kight, Elaine Lewis, Amy Loskoski, Julie Maudlin, Paula McCormick, Elizabeth Moxley, Betty Nelson, Cindy Oliver, Marti Schriver, Glenn Smith, Harriet Snooks, Laura Stambaugh and Sylvia Tremble

Attendees October 28:  Wallace Blackstock, Cindy Carter, Greg Chamblee, Carole Counts, Kitty Crawford, Ashley Crosby, Jincy Fordham, Susan Hartzog, Ginny Helvey, Beth Lamb, Autumn Mallard, Julie Maudlin, Betty Nelson, Nora Quill, Gilda Rackley, Marti Schriver, Kelly Spence, Laura Stambaugh, Regina Tabor, Becky Truluck and Ashleigh Wright

Introduction of New Clinical Associates (CA):  Pat Parsons introduced Wallace Blackstock, principal at Marlow Elementary, as a new Clinical Associate.

Dr. Deborah Thomas, Associate Dean, welcomed everyone and relayed how thankful the College of Education is to collaboratively work and partnership with the local school systems. Dr. Thomas expressed that the mentoring and preparation of our students to become future P-12 educators could not be accomplished without the faculty, clinical associates, teachers and administrative personnel effectively partnering together.

The announcement was also made that NCATE (National Council for Accreditation of Teacher Education) is now CAEP. It was also reaffirmed the College of Education has been accredited through April’s onsite visit with GaPSC (Georgia Professional Standards Commission) and NCATE. A formal letter will be forthcoming with the official announcement.

Field Experience Reports

Academic Year 2012-2013:  The report for field placements was presented documenting field placement data. The report revealed enrollment for the past five years had gradually increased from 2008 to 2011, but has decreased for the past two academic years, paralleling the drop in the economy, and reflected in the number of field experience placements. A breakdown of the placement numbers in the individual school systems shows the significant impact the P-12 partners and COE are having in preparing future educators.

Office of Field Experiences – Annual Survey:  The Office of Field Experiences and Partnerships annual survey was conducted with a 74% return rate. Pat Parsons thanked the clinical associates for participating in the survey and expressed how valued their responses are. CAs were encouraged to keep the UTE (Undergraduate Teacher Education) office informed of any problems, areas of concern, or need of assistance in contacting COE faculty.

Updates

Field Experience Webpage:  A brief overview of the newly updated Undergraduate Teacher Education webpage and the resources for school personnel and teacher candidates was presented by Pat Parsons. A quick navigation through the user friendly website displayed prompt tabs for assessment, field experiences, student teaching, partnerships, newsletter and staff. A few of the resources include hot links for field placement assignments at various schools, policies and procedures, interventions/appeal processes, student teaching assignments and field experience and partnership information.
Clinical CAMP – Clinical Supervisor Training: The COE’s 2014 annual Clinical CAMP will be held on June 2, 2014. The UTE office feels it’s critically important for any one mentoring teacher candidates to hold TSS endorsement or attend clinical camp. Clinical CAMP provides the training to become an effective clinical supervisor. Updated clinical supervisor lists were dispersed to each CA enumerating TSS endorsement and/or attendance at Clinical CAMP. CAs were encouraged to help recruit participants for the upcoming CAMP, even teachers who are TSS endorsed are encouraged to attend. Feedback from prior attendees has been very positive and many “felt empowered to hold candidates accountable and hold them to the standards of professionalism”. Further information will be disseminated to the schools after the holidays.

Stipend Increase: Stipend increases will take effect this semester and will be sent out to the schools in November. Honorarium amounts are based on the requirements of the field experience and requirement of involvement of a clinical supervisor. A handout was provided itemizing course breakdown for each stipend level. The office of UTE expressed an additional “thank you” to all teachers/clinical supervisors who diligently take on the responsibility of hosting candidates.

PPB Updates: Pat Parsons shared PPB changes on behalf of Dr. Marlynn Griffin. An apology was extended to the CAs for placement delays in PPB fall semester. Many PPB students failed to submit a background check by the required deadline fall 2013, resulting in delays in beginning field placements. Beginning spring 2014, PPB will be implementing a background check deadline. If the deadline is not met, students will not be allowed to enter PPB. An announcement was also made that students will now have to be assessed through edTPA to become certified to teach. For that reason, teacher candidates may attempt to begin video recording in PPB as a course requirement.

Newsletter – Eagle Educator News – 2nd Edition: The Office of Field Experiences and Partnerships will soon begin work on the second edition of the Eagle Educator. The newsletter serves as an informal way to showcase collaborative efforts and enhance communication between the College of Education and the P-12 partners. Everyone was encouraged to please submit any articles or ideas that highlight events in their schools such as hosting tips, how teacher candidates enhance school performance, or other points of interest.

Partnership Council: The Partnership Council serves as an advisory board for the College of Education. The Council has been reinstated at the request of Dean Koballa and will be chaired by the Director of Field Experiences and Partnerships, Ms. Pat Parsons, meeting twice each semester. The charge of the council will be to help faculty and P-12 partners focus on areas such as improving student achievement, professional development, and action research. The PSC has rewritten the mother rule that guides preparing teachers, in that rule there will be a refocus on more intensive partnerships. The College of Education members have been identified, and six P-12 partners will be identified by superintendents to serve on the council.

Annual Clinical Associate Meeting: Brief discussion was held with the CAs as to the current scheduling of the Clinical Associate meeting. The additional time is needed to share information and collaborate in regard to new teacher preparation initiatives, i.e., edTPA. Some of the ideas proposed were as follows:

1. Meet one time in the summer
2. Meet a half day in the summer and one day during the school year
3. Coordinate the meeting with Clinical CAMP
4. Meet for a half day in early summer and half a day later in the summer
5. Rotate venues in the different school systems

The discussion concluded with an email to be sent out by Pat Parsons requesting further suggestions as to meeting dates or venues that would benefit everyone.

edTPA: Pat Parsons announced the PSC and the Board of Regents for the State of Georgia are in the process of making edTPA (Teacher Performance Assessment) policy for the state of Georgia. It is a teacher performance assessment that will be implemented in student teaching. The assessment is focused on student learning and will be required for certification. Dean Koballa requested the COE to begin piloting edTPA spring 2013 with the SPED faculty agreeing to pilot with all sixteen of their student teachers. Meetings with
faculties were held for training purposes and an advisory board was established. Fall 2013 ECED, MGED and Music programs also began piloting edTPA. The projected implementation for edTPA at Georgia Southern University will be exploratory for spring 2014 with scaling up to full implementation fall 2014 and spring 2015. edTPA will be fully implemented and consequential fall 2015. The advisory board’s goal is for all students to be participating in edTPA beginning fall 2014, a full year ahead of being consequential. The edTPA process identifies and collects subject-specific evidence of effective teaching from 3-5 lessons from a unit of instruction for one class of students. Teacher candidates will submit authentic artifacts and submit commentaries that provide a rationale to support their instructional practices to meet the needs of the students. Portfolios will be evaluated through Pearson. The COE will send a random sample of portfolios to Pearson spring 2014.

**Teacher Candidate Interventions:** Intervention is a collaborative effort between university supervisors and classroom teachers to support struggling teacher candidates. With edTPA becoming a consequential assessment, there will be an increased need for interventions and support of candidates. Teacher candidates will not be able to come into student teaching struggling, but will need to arrive ready to perform at a much higher level. CAs were asked to encourage the clinical supervisors hosting teacher candidates not to keep thinking “they will get it”, but to please document and use the intervention process (performance agreement, and probation agreement). They were also reminded that interventions are a collaborative effort and not to hesitate to contact their university supervisor for support. It was also reiterated that the UTE website contains information and documents relating to interventions process. Concerns were voiced about the lack of speaking and writing skills with regard to teacher candidates.

**Program Updates**

**HPE:** A handout was distributed outlining HPE updates.

**SPED:** Ms. Betty Nelson gave an update on the program and announced fall 2014 a dual certification program will be rolling out. A quick overview of the piloting of edTPA was given and how it is being implemented into the SPED program. Data looks good for SPED, for the past three years they have had 100% passing on the GACE. She also announced that some faculty have started an undergraduate research component with a small cohort of six students in the schools collecting RCI data and are developing a research paper and working towards presentation of the data, as part of their practicum. There are also two SPED faculty who are now teaching university courses in partner schools bringing veteran teachers into the classroom to talk about specific topics.

**Music:** Dr. Laura Stambaugh announced there were no big changes in the music program. She advised that the PPB students have not had any music education classes yet and they should be mostly observing in the classroom. She stressed to CAs to please hold the music students accountable with professionalism, dress and communication. The implementation of edTPA into the music program is in place with pilot items being put in lesson plan rubrics. With regard to key assessment data, the handout shows the areas that are currently being worked on to raise the bar with secondary students. Dr. Stambaugh also announced there will be changes coming in individual student assessments.

Meeting adjourned with clinical associates meeting with ECED, MGED and MAT program coordinators to review program data and to discuss program updates.

Respectfully submitted,

Carol Fox