Partnership Committee Meeting
February 20, 2013
Room 3164

In attendance: Marlynn Griffin, Kymberly Drawdy, Julie Maudlin, Alma Stevenson, Teri Melton, Deborah Thomas, Missy Bennett, Betty Nelso, Pat Parsons, Kitty Crawford, Terry Diamonduros.

1. Approve Agenda for 2/20/13 meeting
   a. Missy moved to approve agenda, Kymberly seconded. The agenda was approved.

2. Approve minutes of 2/6/13 meeting
   a. Betty Nelson moved to approve minutes as amended, Missy seconded.
   b. Pat asked permission to go ahead and post the agenda and minutes for documentation of our partnership work.

3. Update on Committee Charge (added to agenda)
   a. Marlynn talked to Dr. Koballa. He recommends that we report out to FEC at the end of this year and stay ad hoc through the end of the semester. Next year, we will request to move out of the umbrella of FEC to the partnership council. We can look more closely at committee membership and program representation at that time, but we have added new members for this semester to increase representation.

4. Review data from 2011-12 survey sent to COE faculty
   a. Survey results don’t provide evidence of faculty interest in input, but there does seem to be interest among faculty to have some influence on the partnership process. We should consider taking the survey back to faculty after the NCATE visit so that we are not working as a governing body since partnership decisions will impact everyone. We agreed that we should present the surveys at department meetings so that we can increase participation and be on hand to report on the work of the committee and field questions. We can develop working documents explaining the recommendations/ideas we have come up with to respond to external demands and get feedback. Deborah recommends that we present this at our March meeting so that faculty know what is going on if NCATE should ask us about what we are doing with partnerships.

5. Review CAEP Standard 2
   a. CAEP is taking the place of NCATE and we need to be aware of the demands on partnership because these standards will impact our programs. Standard 1 references edTPA and the Danielson’s framework. The standard is now “Clinical Practice and Partnerships,” which emphasizes the new relationship with school partners.
   b. We need a plan to incorporate these standards and determine how to motivate and involve school partners. These conversations are not necessarily taking place at the DOE so that this information is being shared with teachers and administrators.

6. Review brainstorming outcomes from 2/6/13
Additions/ changes: Some new items were added based on feedback from EDLD and explanation of partnership with Southeast Bulloch. We may need to contact Reading, School Psychology, and Counseling coordinators to learn more about the field experiences that go along with them. READ course includes a case study that is embedded in the Methods II course. Can add clinical supervisor survey research in schools (Missy/Pat). School Psych has a practicum course and a year-long internship (1200). Counseling has two practicum courses for different levels – field experience prior to internship (600 hrs): PK-2, 3-5, and 9-12. School Psych has field experiences embedded into different courses. They have also done professional development in October for surrounding counties and will be doing another one in April. We need to clarify that honoraria are for initial certification (BSED). Missy suggested adding sustained support/ follow-up for Teacher Quality professional development.

Marlynn suggests cleaning up the language and the document to increase consistency among the four areas. She will develop a workable structure (graduate/ undergrad, initial prep/other, etc. or teacher preparation and other school professionals) and send this out for review. School psych also does developmental screenings that can be added to field experiences.

a. Determine long term and short term goals that arise from these outcomes
   1. Develop faculty support structure for partnership work (long term)
   2. Refine administrative support structure for facilitating conversations/relationships with school partners.
   3. Enhance our involvement with P-12 partners (educating them about accreditation/ PSC demands and gaining buy-in from them by informing them of the benefits for schools, teachers, and students).
   4. Establish communication with schools to determine what their needs are so that we can tailor field experiences to the needs of individual schools/systems. Can also tie this into research in schools because we can develop research to inform their needs. Schools do recognize the positive benefits of hosting students but we need to do more to build stronger relationships. Technology is important – students bring in many new ideas and teachers can see it work. Can also include grant-writing/ assistance as part of this.
   5. Gather faculty data about their needs and interests regarding school partnerships.
   6. Define shared purpose/ commitment, network operating principles of the partnership council so that we know what we are offering. We need something compelling that will help schools understand GSU partnership goals. Could connect to emphasis on rural education – we need to position ourselves as rural education specialists.

b. Identify other long and short term goals
   i. Make connection with Rural Health Initiative (long term)
   ii. Build brand of GSU – Rural Education (long term)
   iii. Creating structure for assessing our effectiveness in impacting student learning
c. Begin timeline
   i. In progress: Refine purpose/commitment/principles of partnership council (begun in 2000)
   ii. Current ongoing activities will continue (field experience/professional development)
   iii. Next: Data to collect from colleagues – revise survey for paper/pencil and distribute/collect from faculty at department meetings so that we can increase participation rate and get more valuable feedback. Need to know up front if faculty members are actually interested in participating. Kitty, Betty, and Pat are going to work on getting the survey revised and we will determine if we are ready to move ahead with it for March department meetings. Marlynn will revise documents based on our discussions today.
   iv. Support structures for faculty and administration – begin Fall 2013
   v. Enhancing relationships with school partners – individual faculty will begin exploring partnership options/on-site teaching on a volunteer basis through non-supported pilot in Fall 2013. More intensive model will be established once support structure is in place.

7. Set next meeting date – week of March 4
   a. We will meet again on Wednesday, March 6th at 11:00 a.m. in 3164 unless otherwise noted.
   b. Deborah – announcement – for our unit continuous improvement work, partnership was identified as the focus so our work is on the radar of the admin team and this committee is well-supported for the work that we need to do.
   c. Meeting was adjourned at 12:30.