Partnership Committee Meeting
Wednesday, February 6, 2013
11 a.m. to 12:30 p.m.
3166J

Present: Marlynn Griffin, Pat Parsons, Deborah Thomas, Kitty Crawford, Missy Bennett, Kymberly Drawdy, Nancy Arrington, Julie Maudlin (via video call), and Marti Schriver.

I. The Minutes were approved.
II. Summary of PSC changes
   a. Pat shared a document summarizing the PSC rule changes: increased emphasis on partnerships (reciprocal, formalized, and documented). Encourages program providers to become more engaged with school partners. We need to think broader than just placing students in schools.
   b. Missy asked about how school partners will learn about these changes. How do we come to them to ask how we can better serve their schools? Deborah explained that this came up with the work of the Taskforce. The Board of Regents is supposed to be working with the DOE to get the information out to public schools.
   c. We can go back and formalize the documents we used before – Memoranda of Understanding – that will be used to establish formal partnerships. Kymberly asked if these will be used to create exclusive partnerships, but Deborah suggested that it seems to be dependent on the individual institution. Kymberly explained that Valdosta and College of Coastal Georgia are looking at areas for developing partnerships, but institutions are being discouraged from exclusivity.
   d. NCATE-minded – working toward accreditation and meeting standards
   e. School improvement reflected in the BOR policies and strengthening relationships with other educational agencies
   f. NCATE looking specifically for us to report on our plan for working toward implementing these changes (need timeline). We are somewhat behind since the work of the committee was delayed during the last academic year.
   g. Professional Development Schools model have been implemented in Clarke County Schools – have four levels (models). Model 1 – professional development from college and activities/resources provided to schools through outreach and engagement. Model 2 – field experiences. Model 3 – Action Research, Model 4 – professor in residence but because school system is on board, the system is paying for a buyout for the professor from Title 2 funds. We have looked at possibilities for similar levels. UGA has looked at many different models at other universities to develop their program. We did similar things when we used to focus on P-16.
   h. We could come up with 4 levels, starting with field experiences. Could also consider pre-field experience/other types of involvement. Could move ahead very soon with on-site teaching if we have faculty members
who are willing to do this. We don’t have to start big – we could start with a few in the fall and move from there. If we develop a clinical model, students could be in the classrooms, but we would need buy-in from school systems and administrators so that our students can be in multiple classrooms and university supervisors can work with teachers whether they are weak or strong. If you had 25 different students, they could be in different schools and the course could be rotated from school to school. We could also talk with principals about starting small using the stronger teachers and then grow it to other teachers. This could be a very meaningful experience and could help solve problems with scheduling for students, especially with our P-5 Curriculum students. For the action research model, we could place in schools where they are open to the benefits of this for teachers and students, but there must be an understanding at the whole school level.

i. Approaching Charles Wilson (Bulloch County) – Dean has met with him but we need to have a formal plan before we move further. Wilson wants the process to come through the superintendent’s office so that he can be informed. He is on board with the partnership piece.

III. Goal-setting
a. Short-term, long term, immediate – what is feasible for us to implement now and what must come later
b. What we need to figure out immediately is what can we do now that doesn’t require so much structure and support and what will need additional resources/support before we implement. NCATE is requiring a timeline. Nancy and Marlynn also need to meet together to go over the data, but we were recharged after the initial work was done, so there is a disconnect between the work that was done last year and what we are trying to accomplish. Initially, the committee was initiated by the FEC at the request of the Dean. Marlynn suggests that we may need to be moved to a standing committee. We used to have a Partnership Council so this committee would be that council that guides the work of partnership. Once we are ready, we can then bring in P-12 partners to join in the work of the Council.
c. Previous work of the committee – Dean asked committee to focus on the strategic plan to work with partnerships. The previous history of the committee was discussed so that everyone could understand how the committee came about and how we moved from the original membership to additional invited members who are stakeholders so that we have representation from different programs. We don’t have to have equal representation but we do need someone from LTHD. Marlynn asked for Deborah’s assistance in identifying someone who could be involved and would be committed to partnership work. (Terry was not able to come today due to a death in the family.)
d. Next steps: We have to have a timeline before NCATE, get together everything we’ve done so far and decide what we can accomplish from
this point on. Marlynn suggests the end of March as a deadline for developing the timeline.
e. Brainstorming in-progress initiatives and short and long-term goals
   i. Already accomplished (Field Experiences)
      1. We have examined current partnership model to determine what’s in place.
      2. We developed and administered needs survey.
      3. We have the Office of Field Experience and Partnerships with a formal structure in place for identifying and monitoring all field experiences and supporting students and schools.
      4. We have a commitment to diversity in placements in terms of grade level, content, socioeconomic status, and university supervision.
      5. We have a five-semester practicum sequence for BSED and four semesters for MAT.
      6. Each field experience involves university supervision.
      7. We have a structure in place to identify clinical supervisors based on minimum criteria. We also use Clinical Associates to direct work with clinical supervisors.
      8. We have an intervention process in place to support candidates and faculty.
      9. We offer training for clinical supervisors and university faculty. We hold orientations for university faculty and clinical supervisors prior to each semester.
     10. Annual Field Experience Newsletter to connect with school partners.
     11. We have standardized assessment tools across each practicum and conduct evaluations in collaboration with clinical supervisors.
     12. We provide honoraria for our Clinical Supervisors and Associates.
     13. At Southeast Bulloch High School, the classroom teachers there provide the seminars for the student teachers. This started in 2000.
   ii. Already accomplished (on-site courses): CMLA tutoring, Smart Scholars, and service-learning tutoring (FYE 1410). We have many different activities that may or may not fit, so we need some way of knowing what’s going on so that we get credit for it. Physical education health fairs – work with obesity in Screven Co. Julie – Math Competition with Bulloch County Schools.
   iii. Already accomplished (professional development) – teachers came on campus to teach technology. EdTPA support. Question here of how we collaborate with RESA as far as professional development. Ronnie collects information from T&L we could use to determine what we are doing now, whether it’s pro bono or not. Missy,
Heather, Karen, and Marti have been doing Teacher Quality Grants for years and they have done these courses that are available to teachers in the area. STEM grants this summer provide additional professional development where they can get graduate credit or PLUs. Greg works with Heart of Georgia RESA on an MSP grant.

iv. Action Research – do we include the action research conducted for graduate classes. Deborah explained that this fits with NCATE requirement to connect current research with classrooms. MAT – program evaluation. Could also point out that we have partnerships/field experience at advance levels.

IV. For next meeting: Marlynn will add to the notes in the minutes and compile the information that we have gathered. She will send this out to the committee for us to review and add to as needed. We will meet again the week of February 18th. Marlynn will send out a Doodle so that we can meet again. Before we meet again, we need to think about what our short term and long-term goals should be so that we can start working toward developing the timeline.