

Augusta State University
CSRA P-16 Professional Development School Initiative
Building Coordinators Meeting
Friday, December 4, 2009
Minutes

Greetings and Special Recognition

Ms. Cindy Beatty:

- thanked everyone for bringing school supplies for the upcoming Ecuador Study Abroad Trip

College of Education Updates

Dr. Gordon Eisenman:

- welcomed everyone and thanked them for coming
- explained 3 proposals at the state level that will effect us all if approved
 1. university/college teacher education programs will be evaluated based on their graduating teachers' students' test scores
 2. leveled certificates
 3. compensation for advanced degrees

PDS Updates / Teacher Education Department Updates

Dr. Judi Wilson:

- Jan. 14-15 mock NCATE visit
- explained program changes
 - ECED technology class has been eliminated from our program requirements, but we have embedded the technology requirements throughout our program
 - reading and math endorsements eliminated
 - working to improve Livetext privacy

Mr. Ronnie Harrison:

- ISL conference is Saturday, March 20- registration is online
- invited all PDS school administrators to the January 22 meeting, which will be located in the JASAC ballroom

Dr. Alice Pollingue:

- asked BC's to help make placements for SPED 4002. Please place ASU students in a strong inclusion class, a class where RTI takes place, or a class where co-teaching takes place. Please let Dr. Pollingue know if your school has good placements where students can learn about inclusion, RTI, and co-teaching. We do not want SPED 4002 students placed in self contained classes.

Ms. Carey Anne Cushman:

- introduced the College of Education fan page on Facebook – join us

Dr. Paula Dohoney:

- discussed apprentice rubric

- expressed concern that apprentices are being scored too high by MT's
- asked BC's to please help redefine our apprentice rubric
- asked BC's what part(s) of the rubric need to be revamped

Ms. Kim Franklin:

- explained seminar surveys and asked BC's to please complete seminar surveys

Rebecca Harper:

- introduced the possibility of a 2010 Summer Writing Institute...more information to come

Early Childhood Meeting Minutes by Carey Anne Cushman

- spring 2010 placements were discussed
- fall 2009 LAB issues were addressed
- Dr. Pendergraft reviewed the LAB evaluation process. Asked MT to please fill out LAB evaluations the last week of lab and meet with lab students (before they return to ASU) to discuss strengths and weaknesses.
- reminded BC's that ASU students must submit attendance through Livetxt

Middle School Meeting Minutes by Christi Pace

Minutes recorded during the meeting by Kristina Istre, Pine Hill Middle School Building Coordinator

Christi Pace began the meeting by welcoming and thanking all those in attendance. She then asked if everyone received Dr. Root's e-mail regarding spring placements. Copies were provided by Christi Pace to all those in attendance. Building coordinators intimated the following topics and a discussion ensued.

- One building coordinator raised a concern about students being placed in a class corresponding to the A.S.U. course they are taking due to required ISL's and other assignments students complete during lab. She recommended students be placed within the subject area for which they are taking a course (ex: social studies pedagogy students would be placed within a social studies class).
- Another building coordinator suggested that for further placements, we could sit down and discuss them as was done several years ago. In this way, we could talk about strengths and weaknesses so as to better place students. The example provided was that if a building coordinator/ master teacher had prior experience working with a particular student, then that building coordinator could share input concerning the best placement for the student.

Building coordinators liked this idea and responded as such. It was suggested that building coordinators be e-mailed and asked to respond as to how many placements they had for each particular subject area, prior to the PDS meetings, in order to facilitate the process. With this knowledge in hand, once at the meetings, a discussion could ensue and students could be placed.

- Another item brought to the group's attention by a building coordinator was that students need more practical teaching experience during lab, prior to apprenticeship/ practicum. This would allow more opportunities for feedback to students early on. This would also facilitate any interventions that needed to occur.
- Per Dr. Wilson, from now on, building coordinators would be e-mailed prior to the PDS meetings and asked to respond with the number of students they could take, along with the grade and subject areas. Then, at the PDS meeting, students could be placed after collaboration between ASU and building coordinators.

From the above item #3, the meeting moved into a discussion of the rubric used to score students, as was an item from the general meeting upon which Dr. Paula Dohoney asked us to collaborate. The following items were discussed.

- It would help to have different rubrics for lab students, apprentice mid-terms, and final evaluations. The current rubric is too broad. It was suggested that maybe the current rubric could be split into two, half sections- one half could be completed prior to mid-term and the other half after mid-term. This way, the rubric would be shorter and focus on only a few specifics to enable teachers to respond more accurately, instead of just rushing to get it done. It was noted that this may not work since some of the rubric indicators applied during the entire semester. Dr. Wilson said that some of it is an NCATE issue. Some things can't be changed. It was explained that student scores should improve from the mid-term to the final, so using the same rubric during mid-term as is used for the final evaluation would assist in this. Hopefully, there will be growth by the final evaluation. We would expect students to score lower during mid-term than at the final evaluation. Building coordinators should reiterate the importance of growth shown and to not necessarily give 4's at mid-term. It was explained that we want reliability in the data from the evaluations.

It was stated that the rubric is very "wordy."

- It is a good idea for the students to print out the evaluation given by the master

teacher so the master teacher can review it with the student.

From above item #5, building coordinators moved into a discussion regarding clarification about the differences in labs, apprentices, M.A.T.'s, etc.

- Lab students must complete 30 hours per class. There is a need to have each ASU student print out his/her course syllabi to go over with the master teacher. Another building coordinator recommended that only the lab requirements be e-mailed to each master teacher. Dr. Wilson said that ASU supervisors would provide this from now on.
- The differences between labs, apprenticeships, and practicum- undergrads. vs M.A.T.'s - were explained.
- It was asked whether or not practicum students had to be placed with a mentor teacher. Dr. Wilson responded by saying that if practicum students are placed in a PDS, then M.A.T.'s must be placed with a mentor teacher.
- Building coordinators will be getting e-mail with livetext information for evaluations.

The meeting closed with the building coordinators saying they were getting great support from A.S.U. on any problems they have. People from A.S.U. are good at answering questions and helping. It was suggested that building coordinators access the ASU teacher education web site to locate information about labs.

Secondary Meeting Minutes by Dr. Steven Page

Attendance:

- o Shontier Barnes
- o Candida Thompson
- o Susan Hitt
- o Betty Peebles
- o Chip Fulmer

S. Page explained that the PDS program is being reviewed closely and Teacher Education is looking closely at what schools are committed to PDS. More information about this will be given at the January meeting.

March ISL Conference:

- o We need at least one teacher from each school to present at the conference. We have more secondary students attending this conference than in the past.

January PDS Meeting:

- o The request was made for the Building Coordinators to bring their Principals to the meeting. Also, this meeting will be held in the Ballroom of the JSAC.

S. Page stressed the need to have an Assistant Building Coordinator so your school is always represented.

Master/Mentor Teachers:

- o S. Page asked the Building Coordinators to observe all current Master/Mentor teachers to ensure they are using Best Practices as defined by the PDS in May 2009 (these can be found on the ASU Teacher Education Department's web site).
- o S. Page also asked for each school to have at least 35% of the teachers in each department identified as Master/Mentor teachers. The History and English Departments may need more than 35%.
- o S. Page also spoke about the growth of the undergraduate and MAT programs and the need for more Master/Mentor Teachers.
- o S. Page reminded the group that MAT observation students and undergraduate lab students do not have to be placed with a Master/Mentor Teacher.

Budget/Travel Changes:

- o At the January PDS Meeting we will place the undergraduate lab students. S. Page has been instructed to use only one rural, suburban, and urban school for placements. S. Page explained that we will rotate the schools each semester that we use. The group discussed the problems with this and we will see how we can attempt to do this at the January meeting.

NCATE Data Collected and used for Program Improvement

Respectfully Submitted By: Carey Anne Cushman