

Augusta State University
CSRA P-16 Professional Development School Initiative
Building Coordinators Meeting
Friday, January 22, 2010
Minutes

Greetings and Updates

Mr. Ronnie Harrison:

- welcomed everyone and thanked them for coming
- asked PDS school administrators to stand and introduce themselves
- asked COE faculty and staff to stand and introduce themselves
- reminded all in attendance to register for the upcoming ISL Conference on March 20, 2010

Dr. Judi Wilson:

- welcomed BC's and administrators
- thanked administrators for welcoming ASU students into their schools

Dr. Gordon Eisenman:

- welcomed all in attendance and thanked them for coming

Group Information / Planning Sessions

NCATE Review Update

Dr. Paula Dohoney:

- reviewed NCATE data and explained how the data is used to see exactly which students need interventions in specific areas
- explained that both MT's and US's midterm data are similar
- explained that both MT's and US's final dispositions data are similar
- presented a data chart displaying our students' growth throughout their apprenticeship
- explained that the above 3 points speak highly of our PDS partnership
- asked everyone to watch for NCATE exhibit room in livetext for data viewing

Standards for PDS Schools - Review and Renewal Process

Mr. Ronnie Harrison:

- explained the Review and Renewal process to BC's and administrators
- asked everyone to review our PDS definition and standards
- asked that we look at ourselves in order to make the necessary changes to improve our PDS for our students and in order to meet NCATE requirements
- asked that BC's please have Review and Renewal questions ready to turn in at our April 30th PDS meeting

PDS Challenges / Successes

Dr. Beth Pendergraft:

- lead group discussion as we revisited our 4 PDS goals and shared both challenges and successes

Shared Challenges

- increasing need for RTI and inclusion placements
- distance from university / scheduling of math classes - would like to see math classes changed to a latter time
- other universities asking for placements which leaves no/limited placements for ASU students – suggestion - let administrators know about how many ASU students may need to be placed for that year so that they can hold placements
- PDS schools may not have the technology ASU has
- difficulty communicating with MAT students
- large number of students that must be placed each semester - reusing MT's over and over again
- placing students in math classes
- would like to have PDS orientation for new BC's
- lack of money
- Question: Can apprentices students teach alone in the classroom? Yes, they can teach alone, but they cannot supervise students during recess alone. There must be a certified teacher present during recess duty.

Shared Successes

- ASU students bring new and innovative ideas to MT's
- ASU students seem to be great motivating tools for veteran teachers
- ASU students help with small groups and tutoring
- ASU has high expectations for all students
- ASU has been very responsive with interventions when needed
- sharing ideas for PDS renewal process
- ASU students are motivated - eager to learn and do more
- ASU PDS keeps BC's updated and current educational issues
- great to see how ASU has grown and evolved
- ASU does a great job making BC's and MT's feel appreciated

Early Childhood Group Minutes by Carey Anne Cushman

- Dr. Hill passed around MT list for BC's to update
- Early Childhood is looking into adding the 10 fill in the blank questions back to the MT application
- Dr. Pendergraft reminded BC's to promote the ISL conference
- BC's asked that US's add to placement request letters how many students need to be placed
- To help make placements, BC's wanted to know which subjects correspond with each Block:
 - Block 1 - Math and Language Arts
 - Block 2 - Science, SPED, and Social Studies
 - Block 3 - Math, Social Studies, Language Arts, and SPED
- Dr. Pendergraft reviewed placement guidelines:
 - 1) MT's must host MAT students during their practicum, but any teacher can host MAT students for their field experience.
 - 2) MT's must host apprentice students during their apprenticeship, but any teacher can host lab students during their lab experience.

Middle School Group Minutes by Christi Pace

The following were in attendance:

Dr. Bill Root, Christi Pace, Scott Norton, Marlene Willis, Ginger Sutton, Kristina Istre, Kathleen Kohl, Emily King,

Dr. Judi Wilson, intermittently

- Dr. Bill Root opened the meeting at approximately 10:00 A.M. by welcoming everyone. He continued with stating that MAT lab students, as of now, must be placed in a PDS school. For this placement, they do not have to be with a master teacher. MAT's have been putting attendance in LiveText. Both the bldg. coordinator and master teacher must sign-off on a printed attendance documentation to be turned in to the T.E. file.
- Dr. Root indicated that any MGED courses require 30 lab hours, to include SPED 4002. In the fall, students take social studies and language arts pedagogy. In the spring, they take science and math pedagogy.
- Christi Pace reminded the group that students had to complete lab hours for MGED 3222.
- Scott Norton indicated he would like to know how many hours each lab placement (student) needs prior to their placement. Having this information would allow him to better place with teachers, depending on the number of hours a teacher was willing to devote.
- Dr. Root said he had 12 more MAT lab students to place. MAT's can get middle grades certification in one subject area. Also, they must only complete a minimum of 30 lab hours each semester. For future reference, MAT placements need to be made earlier.
- Kathleen Kohl mentioned the difficulty of placing students in inclusion settings and MAT's completing their hours.
- Dr. Root stated that he would like to be informed if a master teacher moves to a different school so that he can follow-up and continue to use the teacher for future placements. When submitting application for consideration as a master teacher, it is advised to have at least one administrator's recommendation, but better to have two.
- Dr. Root encouraged bldg. coordinators to present at the upcoming ISL conference and to encourage their master teachers to also consider doing so. Ronnie Harrison confirmed that those presenting would receive a small stipend. They need to register and submit their proposals on-line.
- Dr. Root indicated that Bill Gray said since there was no way to type-in on the attendance documentation form that there was a 2 hour weather delay, that apprentices/ practicum students should post it as a regular day. Dr. Judi Wilson indicated that students should put the actual time they signed-in so that records would reflect the actual time spent at the school that day. Dr. Wilson said she would further discuss the matter with Bill Gray and get back to us on the decision.
- Dr. Root asked the bldg. coordinators to place the last MAT students and so they did. MAT's fulfilling lab hours for "Area F" courses can go to Pine Hill Middle School even though they are not a PDS. "Area F" lab placements are not required to be made in a PDS.
- Dr. Root closed by asking if there were any final questions or concerns concerning

placements.

Secondary Group Minutes by Dr. Steven Page

Present:

Betty Peebles – Evans

Lynda Moore – Burke

Susan Hitt – Thomson

Candida Thompson – ARC

Melanie Sprouse – Lakeside

Tish Easterlin – Jefferson

Chip Fulmer – Greenbrier

Ja'net Bishop – Warren

Jackie Creasy – ASU

Charles Jenks – ASU

Steven Page – ASU

- The group discussed the process of adding new Master Teachers and it was decided that the final step would be an observation completed by S. Page with a debriefing following the observation.
- S. Page reminded the B.C.'s that Apprenticeship placements for Fall 10 and Spring 11 would be made at the ISL Conference on March 20th. The Secondary B.C.'s will not be asked to attend the May PDS meeting on campus. The Secondary group will have a session that is devoted to Apprenticeship placements.
- S. Page informed the BC's that he will share the lab teacher observations that he receives from the lab students when they have completed their labs.
- The group discussed how teachers who teach EOCT/GHSGT classes can use ASU students to help with small group tutoring. The group also discussed the hesitancy of teachers who teach those classes have about accepting ASU students.
- S. Page reviewed the differences in MAT Observation hours and lab placements.
- Lab and MAT observation placements were made. We have 64 Secondary students in our PDS schools at this time; this is the largest number ever.