

Winthrop University - CESHS
Rex Institute
Partnership Advisory Committee Meeting
Thurs. 9/7/23 - 4:15 - 5:45 p.m.
MINUTES

I. Welcome and Announcements – Bettie Parsons Barger

II. CAEP Accreditation – Erin Hamel

- A. Erin Hamel oversees the Council for the Accreditation of Educator Preparation (CAEP) accreditation process.
- B. PAC members will help over the next 2 years to provide feedback on our data and practices.
- C. Program advisory meeting - Help us understand what we're doing well, areas for improvement, what we need to adjust, etc.
- D. Your expertise is especially important to us.

III. NetAPT – Lisa Johnson

- A. Winthrop has been approved for our alternative licensure delivery program - Network for Alternative Preparation in Teaching (NetAPT)
- B. We were very deliberate about how we designed the NetAPT program.
- C. Oct. 1 is the start date for content areas.
- D. We talked to HR directors and school partners.
- E. We hope to add additional content areas in the future.
- F. NetAPT:
 - 1. competency-based
 - 2. participants work at their own pace
 - 3. takes 15-18 months to complete
 - 4. fully aligned with South Carolina Teaching Standards (SCTS)
 - 5. new Alternative Certification program
- G. Several of you assisted with creating the content.
- H. We hope to receive final input; review of resources; and help looking at adding content specifically applicable to areas NetAPT participants are teaching.
- I. If any middle/high school liaisons are interested in reviewing materials/suggesting content specific strategies for NetAPT, let Lisa Johnson know (johnsonle@winthrop.edu) - this work will mainly take place over the next month.
- J. Please spread the word!

IV. Large-Scale Data Analysis Skill – Lisa Harris

- A. Discussion - Breakout Rooms recording
- B. Context - We have an assessment classes at the Graduate and Undergraduate level.
- C. Liaisons worked on these and we receive feedback about what we need to be telling our students.
- D. Elementary

- E. Kindergarten has its own set in the district - own entity.
- F. Others: Whole School STAR by Renaissance / SC-READY / F&P / Case Benchmarking / Computer based and not computer based.
- G. Middle Level - Plethora of large scale assessment used in the districts.
 - 1. New assessment PAC discussed: Mastery Connect for benchmarks
 - a) Some feel they can see it but what do I do with it? A bit lost.
- H. The way we look at reports and other assessments - how it's presented to teachers - it may be based on standards; content; student demographics - a lot of us use some kind of spreadsheet to sort the data in different ways.
- I. Samples of formats
 - 1. Minutes will have a link to folder where you can add samples. The more samples we have, the more we can prepare our students.

V. Classroom Management Discussion

- A. [Discussion](#) - Breakout Rooms recording
- B. Elementary – Michelle Ruhe facilitating
- C. Middle – Anne Witte facilitating
- D. High – Charlene Cathcart facilitating
- E. Winthrop – Stacy Martin facilitating
- F. So focused on teacher they don't have a sense of room - don't even have a teacher radar or they don't want to assign a consequence that sometimes is called for in PBIS systems. Elementary - more so if they are doing small group, they don't know how to manage outside a small group.
- G. This group has one less field than a few years ago - bit less experience.
- H. Need to have eyes all over the room - work with center but keep looking up.
- I. Only place to practice is in the field or in a classroom center situation
- J. Stacy Martin - Classroom management assignments
 - 1. PBIS Project
 - 2. Relationships with students; teacher to student; peers
 - 3. Bully plan
 - 4. independent learning
 - 5. Section B Project - Wrote rules, procedures, consequences
 - a) what the steps look like (different for Elem. vs. Middle vs. HS) based on level they are teaching
 - 6. Social skills; mock parent conferences;
 - 7. Functional Behavior Analysis case study while in the field
 - 8. Find out the why behind the students behavior
 - 9. Assigned readings: elementary/early childhood and middle/high - students buy book for grade level they plan to teach
 - 10. We are open to suggestions: change textbook / talk about ___ or PBIS plans
- K. Kristin Culbreath
 - 1. How to create the right environment
 - 2. how to find your teacher voice - you have to practice it

3. coaching with the mentor
 4. So many of these skills they have to try it to learn it
 - a) they need coaching (how do they coach doing group work while they monitor the whole classroom / and then how to coach others)
- L. It's not that they don't know how to manage a classroom but they might not be good at being flexible
1. Example: meeting with intern and district support - in response to something the intern was being told to do the intern said, "We are told not to do that."
- M. Technology management - kindergarten to high school
- N. Is there a course where teacher candidates observe classroom management? You have to observe, practice; are they asked to do that
- O. In EDCO 350, students are supposed to talk with their mentor teacher and ask how did you come up with?
- P. Our message is that you do what your mentor teacher does
- Q. Huge difference between Internship 1 and Internship 2 students -Taking EDCO 350 at the same time as internships might be helpful

VI. Updates

- A. Newsletter ideas? (send ideas to Jamie Larsen)
- B. [Partnership Network brochures](#)
- C. Banners - WU and school split replacement banner cost – approx. \$60 each

VII. Future PAC Meetings

- A. EDCO Information Fair – In-Person - Oct. 26, 4:30-6p.m. - Student Activity Center
- B. January 18, 2024
- C. March 7, 2024

VIII. Adjournment

Next In Person Meeting Date: October 26, 2023 at 4:30 in the Student Activity Center
(see website for future dates, agendas, and minutes <http://www2.winthrop.edu/rex/rex/council.html>)

More info on topics discussed at this meeting:

1. **Large-Scale Assessment Data** – Some of the questions we'd like to explore include:
 - a. What types of large-scale assessment data do your teachers use to make instructional decisions?
 - b. How are data presented to teachers? (mean, percentage, broken down by category, score ranges) and can they sort data?
 - c. What data do your teachers find most useful?
 - d. We will break into discussion groups by grade bands to discuss.
 - e. If you have samples, please upload them to this [Google Folder](#) (full link below) prior to the meeting.

2. **Classroom Management** –
 - a. We are exploring policies and practices used to manage classrooms. What systems/protocols do your teachers use? Districts? What policies and/or practices do you all use to manage disruptive/challenging behaviors? What strengths do our interns currently bring to the table? What might we need to reevaluate/include?
 - b. We recognize that our students (both in the PK-12 classroom and Winthrop classroom) have changed in the last five years. We would like to prepare our teacher candidates for success in classrooms today.
 - c. We would love for you to share anything you can in this [Google Folder](#) (full link below) prior to the meeting.
 - d. During our meetings, we will break out into discussion groups by grades bands led by a liaison facilitator. Winthrop faculty will be in a breakout room looking at our current practices. We will then come together to debrief.