

**PROFESSIONAL EDUCATION UNIT QUALITY ASSURANCE COMMITTEE – YEAR FOURTEEN
TUESDAY, FEBRUARY 28, 2017**

**WARDLAW 125
1:15-3:15**

MINUTES

COMMITTEE MEMBERS PRESENT: BRITTANY ASHLEY, JONATHAN OHRT, LISA PETERSON, DOYLE STEVICK, CRAIG WHEATLEY, REGINA WRAGG

- I. Call Meeting to Order – Doyle Stevick
Dr. Stevick called the meeting to order at 1:20 pm.

- II. Welcome and Approval of Minutes
Mr. Wheatley motioned to approve the minutes. Dr. Ohrt seconded his motion. The minutes were subsequently approved.

- III. Review of SC Geographic Alliance (SCGA) – Jerry Mitchell (1:30)
 - In 1989, SCGA was organized. The alliance is a collaborative effort between educators, students and the public, and a member of the National Geographic Network of Alliances for Geographic Education. Its primary goal is the promotion of geography education in SC. Dr. Mitchell has been serving as the Director for 13 years and as a Geography professor for 20 years. The SCGA is #5 of 50 alliances in the United States.
 - Funding: \$3.3 million in external funding since 2004 (US Dept. of Ed., National Geographic, Verizon, EIA, and others – some grants are very specific such as a US Dept. of Ed. grant that focuses solely on Saluda County School District)
 - Reach: Over 30,000 teachers and students served since 2004; over 5,000 educator membership – Schools must invite them in, but Dr. Mitchell does reach out to all school districts – there are some that he would like to be more involved with, but has not received an invitation
 - Dr. Stevick commented that QCom could provide assistance with networks that SCGA would like to get involved in. Dr. Stevick has good connections with the Allendale Superintendent, and QCom can assist with access to these school districts since getting out to high need schools is important to the University.
 - Activity: 25+ activities/events held annually for students and teachers – participate in all types of activities that may not have an obvious geographic background
 - Impact: SCGA teachers have Advanced Placement exam success rate 10% higher than state average – AP Human Geography – know by looking at scores of students that attend their workshops vs those that do not
 - Quality: Teachers rate SCGA events 4.53/5 (excellent) for quality
 - Recognized: School & Curriculum coordinators tell them that they are doing well – 79% believe that SCGA-trained teachers provide better instruction

- Staffing: SCGA has a staff of 2 – a former PhD student Lorraine Collins, also a former classroom teacher/assistant principal – 1-4 graduate students work with Dr. Mitchell at a time, and currently there is 1 graduate student. SCGA also has Teacher Consultants through (Train the Trainer Models) which are the ones who help populate all of these workshops – give presentations, get workshops prepared.
- Five Focus Areas
 - In-Service Teacher Professional Development – Goal: to provide up-to-date content, best practice pedagogy, and innovative materials for geography education. Work with all educators (public, private, and home school). 1 month ago, 70 AP teachers across all Social Studies areas were on campus. Outside speakers were here, including exam readers, with suggestions on ways to better succeed on exams. Dr. Mitchell emphasized that SCGA does A LOT of professional development.
 - Pre-Service Teacher Candidate Professional Development – Goal: to provide future teachers with mentoring, content knowledge, and classroom materials as they begin their careers. Offerings conducted at teacher-training institutions throughout SC. SCGA does 15-20 of these a year...usually go into methods courses across the state and host these workshops.
 - Curriculum and Materials Development – Goal: to provide teaching materials of the highest quality, often South Carolina-specific, to meet the needs of South Carolina students. Materials are teacher-driven and evaluated, tailored to state and local curriculum, and produced at low-cost. SCGA creates in-depth SC materials for the classroom to supplement classroom textbooks –sell atlases in sets of 30 to classrooms to fund activities that goes right back into the classrooms.
 - Student Engagement – Goal: to provide opportunities for direct student involvement in learning experiences that strengthen their knowledge of geographic content and their use of spatial thinking and geospatial technologies. Example: Traveling Map. For several years National Geographic has continental maps of this large size – these were made for South Carolina – the 5 that SCGA has travel the state to schools. Dr. Mitchell emphasized that with everything they offer, there is a research based as well. He is currently conducting testing with the oversized maps to learn whether or not they are supplementing learning in the classroom.
 - Business/Community Engagement – Goal: to produce economically competitive students ready to participate in a global economy. SCGA works with the business community to identify key skills needed for workforce development and produce authentic learning environments where geography, especially geospatial technology, is utilized.
 - Dr. Mitchell works on the Journal of Geography which is an international journal
 - MEBA – Midlands Education Business Alliance – focus on geospatial technology

- Supports Teacher Education program at USC – Dr. Mitchell teaches two 500-level courses
 - Social Studies standards review – were last reviewed in 2011 – Dr. Mitchell is 1 of 5 reviewers and appointed to writing committee – in good position to teach students the background of the standards
- Questions/Comments
 - Dr. Stevick asked if SCGA sees prospects for growth or are they at the right sustainability level currently. Vision for next 5 years? Dr. Mitchell replied that he used to have a staff of 2 – in 2008, lost about \$100k a year, so his ability to be as active as he once was is not possible because of a resource constraint – areas of growth for them is the AP program.
 - Dr. Mitchell commented that he is currently working with George Roy/Math & Technology –learning math and location – teaches technology and integrating GIS in this course having been a part of this grant the past few years.
 - Dr. Ohrt commented that the Instructional Technology department has added 3 new faculty positions over the past few years so they may be interested in collaborating with SCGA.
 - Hannah Baker commented that last year Dr. Mitchell provided her with resources for Pre-K students to map routes from their houses to the North Pole – collaborates on many levels.
 - Dr. Wragg asked how the college/QCom could best support SCGA? Dr. Mitchell replied that it still surprises him that as many years as they have been around, teachers do not know they exist. One part of this is of course teacher turnover, but help with making connections to more districts would be helpful. Assessment could help them as well. He is aware that there are different levels of assessment, and he may not have best or right data to get at behavior changes. He does not consider himself an assessment specialist, so coordination with Office of Assessment would also be helpful.
 - Dr. Stevick added that the college could provide almost a catalog of low-cost advantages to pre-service and in-service teachers– Traveling museum, the large map, etc. Giving this information to teachers is important.
 - Mr. Wheatley asked, as a teacher, is there a basic Geography 101 for students? It is not required for him to teach in US history in 11th grade, but his students do not have knowledge of maps. Dr. Mitchell replied that nowhere do we teach map skills...he worked for 6 years to create a high school Geography class, but it is an elective. He is anxious to determine what happens in this next revision with the standards because he agrees that there is not enough Geography in the standards. He added that with the SC Profile of a Graduate, there is only one picture which is a globe, so geography should be an important part of this.
 - Dr. Wragg asked, with the overhaul of the standards, is there an opportunity for pre-service teachers to be involved in that? Dr. Mitchell replied that the review has already happened and educators have been selected to be on the writing team. Pre-service teachers could be given UN observer status – the new Social Studies

Ed Associates at the SCDE would be the ones to contact for the students to at least be in the room to listen in.

- Dr. Wragg then asked what else the committee could do to help. Dr. Mitchell replied with funding of course, but the other two big ticket items are assistance with assessment and tapping into leadership at the school level– there are so many things that could happen in schools if they could break through at the Superintendent level. Dr. Stevick added that they are hiring a new Associate dean for Diversity which could also be involved.

IV. Review of Writing Improvement Network (WIN) – Hannah Baker (2:00)

- Ms. Baker started by saying that one of the questions put forward to her last visit was if she was happy with the results of the data at the time even though none of the schools fell. She said that she was she happy with any forward progress that they make, but she did not want to leave the group with the impression that they settle. They are always looking for ways to improve.
- WIN serves as a professional development resource for South Carolina PreK-12 teachers. WIN uses teacher experts to provide training in the implementation of research-based best practices in teaching students to become better readers and writers and provides guidance in choosing professional development and classroom resources. WIN has been around since 1988. Were funded by EIA originally with a budget of \$100, but have since grown substantially. WIN complements and strengthens the SC Profile of a Graduate.
- Staffing: 2 in the office, along with consultants that are involved with WIN. If Ms. Baker or her staff goes into a school, there is no charge. If a consultant is sent into a school, then there is a minimal charge per day. They only go into schools at the school's invitation. Yesterday a school called wanting information on text dependent analysis – a district will occasionally call. Anderson 5 wants a series during their in-service time. An individual teacher can call WIN. Over the years their services have evolved. In the beginning, their goal was to work with students who did not pass the writing portion of BSAP and those that could not pass the exit exam. They then moved more into prevention and into Elementary schools as well. They have moved from working with students that didn't pass a particular test to moving to prevention to offering services throughout the state.
- Read to Succeed took away their major purpose of being in the classroom. All schools are now required to hire a literacy coach so these coaches now many of WIN's services. All of their recent offered workshops have filled – WIN has moved away from going into schools; instead, teachers and administrators are now coming to them for workshops.
- Ms. Baker added that they are currently working on a project with ETV where they are going systematically through all of their videos and matching to Social Studies and Language Arts standards so teachers can search for ETV videos based on standards – author studies through ETV for teachers and students. She also added that they are working with the Columbia City Ballet and Ed Outreach programs.
- Ms. Baker discussed WIN's different workshops and their resources on project-based/problem-based learning.

- Project-based learning allows for better retaining of knowledge. One example of this is *Sleeping Beauty Goes to Mars* – a workshop that teachers can use themselves in their classrooms.
 - State Assessment – text-dependent analysis has terrified teachers this year so there is a panic – this will be the second year of SC Ready – always give teachers copies of the PowerPoints
 - SC Ready 2016 Data Review – from this testing, we have already created our workshops for next year beaded on these weaknesses – data Review for 3-8 and English I
 - Training teachers on holistic 3-8 SC Ready Scoring Guidelines
- Questions/Comments:
 - Dr. Stevick asked how WIN would like to see some of their efforts expanded but also evaluated. Ms. Baker replied that she is not happy with the current evaluations. They have resorted to survey-only, but she would like to go into schools and talk with those that they have worked with about WIN. She said that there was funding at one time from the Policy Center that conducted all of their evaluations in this manner. She would like to know what is that the teachers and administrators hang on to and actually use with these WIN workshops. Does WIN actually help? She would like additional assessment strategies along with Dr. Mitchell.
 - Dr. Wragg asked about WIN’s budget for evaluations. Ms. Baker said that the evaluation projects came out of their budget - \$12,000 for the original project of going into schools and asking teachers, evaluations. She also added that WIN does use their current surveys, but it does not serve the purpose of ALL of the information that they need. They address complaints/weaknesses/ change what we do for next time.
 - Dr. Wragg asked about WIN’s consistent group. Mostly the veteran teachers, induction teachers? This could be part of the new Induction Model. Ms. Baker replied that it varies...teacher transition is a problem in this state, especially with low-performing schools. She would like to connect more with schools.
 - Dr. Wragg added that there really isn’t a celebration of the matriculation milestones of when students graduate and become licensed – if a day of celebration is added, the CEP could possibly be part of a seminar that day and CEP could give these graduating teachers these resources.
 - Ms. Baker added that WIN also offers tutoring sessions for students taking the Praxis Core – she sees a lot of students on their 3rd and 4th rounds of attempting Praxis. Dr. Wragg suggested that she connect with the Teaching Fellows Praxis tutoring that is currently available.

V. Committee Consensus on Offices
 SCGA
 Strengths:

- Quality and Recognition in South Carolina School Districts and nationally – 79% of School & Curriculum Coordinators believe that SCGA-trained teachers provide better instruction. Teachers rate SCGA events 4.53/5 (excellent) for quality. The SCGA is #5 of 50 alliances in the United States.
- Efficiency – SCGA reaches a high number of educators and students across the state through in-service trainings, pre-service trainings, and additional activities/events with a limited number of staff.
- High quality curriculum and materials tailored to state and local curriculum are available to all educators throughout the state at a low cost or free, such as the large maps and atlases.
- Dr. Mitchell’s continuous business and community engagements, including standards reviews and work on the Journal of Geography, allow for students, in-service teachers, and pre-service teachers involved with SCGA to have constant up-to-date information from the field.

Areas for Improvement:

- Making additional connections with teachers throughout the state – although the SCGA has been in existence for many years, all teachers do not know of their presence and/or the abundance of resources available.
- Assessment practices – more data collection at varied times and in varied ways could allow for growth and continuous improvement.

Recommendations:

- Working with Dr. Stevick and possibly the Associate Dean for Diversity in reaching out to all school districts throughout the state with available resources, starting at the Superintendent level.
- Utilizing the Office of Assessment and Accreditation as a resource in creating varied methods for data collection.
- Collaborating with leadership in the College of Education in sharing resources to pre-service teachers prior to graduation along with other members of the Center for Educational Partnerships.

WIN:

Strengths:

- WIN uses teacher experts to provide training to a high number of teachers, students, and administrators through the state in the implementation of research-based best practices in teaching students to become better readers and writers with a limited number of staff.
- Provides off-site workshops to teachers and administrators that are in high demand while also being available to support schools when requested.

Areas for Improvement:

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VI. Schedule for Future Meetings

- Grants & Contracts – March 28, 2017
- Office of Student Services – April 18, 2017
- Office of Assessment & Accreditation – April 18, 2017
- Instructional Support & Facilities – May 9, 2017
- Conferences – May 9, 2017

VII. Adjournment

Dr. Stevick adjourned the meeting at 2:56 p.m.