Dr. Cindy Tu opened the meeting with a presentation on “Fostering Student Connections by Design.”

- A native of Vietnam, Dr. Tu is of Chinese descent and immigrated to the U.S. as a non-native speaker which helps provide her with a unique context to serve as an ESOL/PL Coordinator for Hall County Schools.
- Dr. Tu recommends fostering connections with students to help ensure success and cites Dr. John Hattie’s research in 1,200 meta-analyses relating to achievement and found that teacher-student relationships yielded the greatest benefits in student achievement.
- When applied to English learners, effective instruction needs to be built upon languages, experiences, knowledge, and interests of each student to affirm his/her identity and to serve as a bridge to new learning.
- Incorporating WIDA’s “Can Do” philosophy, in which everyone brings valuable resources to the community, the lives of learners and educators can be enriched and all may benefit.
- Dr. Tu provided several student and class “portraits” designed to show unique abilities and personality traits that can be incorporated in instruction to benefit the entire community.
- Using our Anhui Normal University 2+2 program as an example, she discussed fostering student connections through a Chinese or Asian student association or other organizations. Again, this fosters the use of everyone’s unique talents, thereby benefiting the entire community.
- Minutes from the 11.2.16 meeting were approved as posted to the COE website.
- Dr. Grier and Ms. Mary Erna Scovel spoke about the study abroad program to San Miguel de Allende which ran between 2/25/17 and 3/4/17.
  - The trip included Drs. Grier, Henman, and Williams, as well as Olivia Fullmore from Brenau University.
  - Dr. Henman was presented with flowers for all of the planning and preparation that went into the program.
  - Ms. Scovel discussed learning how to meet challenges, removing expectations to promote creativity, and maintaining momentum. She hopes to return over the summer to develop an art program with one of the schools.
  - Dr. Henman mentioned that the students taught the same lesson at three schools (rural, urban, and private academy) and modified the lesson each time to suit their audience...
and to improve upon what had been done previously. The sightseeing was amazing, the food was delicious, and the culture was wonderful to witness. All participants would recommend the program to others.

- TEAC attendees broke into three groups for sessions:
  - edTPA Portfolio Assessment (Dr. Henman, moderator):
    o Make a connection with students is key—find out learning style, add according to learning style (songs, etc.)
    o Dialogue with teacher to discuss why certain methods are used
    o GSAPS profiles—share report with student teachers to help them develop lesson plan that better fits the school and its students
    o Student teachers don’t receive feedback even though entire portfolio consists of them explaining why they use those precise methods of teaching
    o COE rule—must submit EdTPA prior to taking over classroom full time (reduces stress)
  - Teacher Retention (Dr. Brock-Simmons, moderator)
    o Administration/leadership tone helps promote retention
    o Manage working conditions which can be controlled
    o Hall County—has mentoring program; extend beyond first year for greater benefits to new teachers (possibly through induction period)
    o Not always a pay issue BUT pay should be comparable across counties/districts
    o Brenau could teach more ELL and SE strategies, classroom management, etc. to teacher candidates
  - EdTPA (Dr. Henman, moderator)
    o Katelyn Brown just completed EdTPA—principal recommended making a connection with her students
    o Classroom teacher could dialogue with student teacher discussing reason behind methods used could help content of student teacher’s submission
    o School generates profile on student teachers GSAPS; discusses what school is working on based on that data; could be helpful for student teacher context
    o Student teachers do not receive feedback after submission
    o Brenau’s rule: cannot full-time teach in classroom until EdTPA is submitted
  - Technology Integration (Ms. Goforth, moderator)
    o Laptops, phones, tablets, etc. have now been incorporated into teaching and encouraged to be brought to school
    o Homework groups by phone to work on assignments
    o Google Classroom
    o Difficult for teachers to stay ahead of curve and remain current on technology; teachers required to learn what students already do
    o High school students taking online classes for college credit (early college programs offered too, i.e. Move on When Ready)—both can help student
and their family save money instead of paying college tuition for those courses

- Saturation of broadband and wifi extensive but not all families have access to online resources if they do not have wireless, printers, etc. Access is not universal

The meeting adjourned at 5:49 pm.