

**University of Central Missouri
College of Education
Advisory Board**

Meeting Minutes for March 27, 2024, 4:00 pm

Attendance

- McCoy, Ann - Dean, College of Education, UCM
- Dieckman, Andrea - Director, Clinical Services & Certification, UCM

- Bias, Kenneth - Chair, Early, Elementary, Middle, & Physical Education (EEMP), UCM
- Burress, René - Chair, Educational Technology & Library Science (ETLS), UCM
- Forth, Nancy - Chair, Counseling & Educational Leadership (CEL), UCM
- Robbins, Lisa - Chair, Special Education & Behavior Analysis (SEBA), UCM
- Thomas, Matt - Chair, Educational Foundations & Literacy (EFL), UCM

- Atkins, Charlene - Elementary Graduate Ed, UCM
- Conrad, Michelle - Career & Technical Ed, UCM
- McDonald, Bryan - Educational Leadership, UCM
- Snider, Karrie - Early Child & Elementary Ed , UCM

- Bonnesen, Jeremy - Director of Summit Technology Academy at MIC, Lee's Summit
- Finnane, John - Assistant Superintendent, Warrensburg
- Frank, James - High School Principal, Crest Ridge
- Noller, Brian - Director of Community, School, & Business Partnerships, Platte County
- Pryde, Kelly - Middle School Library Media Specialist, Warrensburg
- Purinton, Tiffany - Human Resources, Independence Schools
- Ritter, Steve - Superintendent, Warrensburg
- Schaffer, Heather - Elementary Principal, Leeton
- Watson, Penny - Instructional Coach, Grain Valley

Welcome

- Atkins provided an overview of the agenda for the meeting ([Slide Deck Link](#))

Updates from the CoE

- **Enrollment**
 - Approximately 1800 undergraduate and graduate students in the College of Education
 - Currently up 24% in the number of undergraduate admissions for fall 2024
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 - Slightly more graduate students than undergraduate students for the first time, which is interesting
 - UCM institution-wide is seeing growth in both international and domestic graduate enrollment
 - Emphasis on yield but it continues to be difficult to recruit to teaching based on a variety of factors
 - Recruitment events held this year
 - Future Teacher Academy (Fall)
 - Teach it Forward (Spring)
 - Future Teacher Academy for Kansas City Public Schools (May 1)
 - Continue to work to make programs accessible for non-traditional students

- Providing credit for work experience for paras and people in fields outside of education
- Modifying modes of course offerings to create greater flexibility and accommodate for student needs
- Many of our student teachers are the teachers of record
 - This creates unique challenges but also opportunities for these students
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- **Updates on Certification**
 - Missouri is moving away from the MOCA and back to PRAXIS
 - PRAXIS starts July 1, 2024, and no MOCA will be accepted by DESE after that change
 - Gifted and ELL certification will require courses as well as an exam beginning this fall
 - People in current programs are not being grandfathered, they will need the exam in addition to the courses unless they complete certification before that time
 - Some movement to remove the requirement for a test of general education competencies (MoGEA)
 - Students will be taking the ParaPro as a general education assessment in place of the MoGEA.
 - ACT and SAT exemption will still apply
- **Legislation**
 - [SB 1394](#) - Sponsor: Sen Cindy O'Laughlin (R) District 18 (Adair, Audrain, Clark, Knox, Lewis, Macon, Marion, Monroe, Putnam, Ralls, Randolph, Schuyler, Scotland, and Shelby counties)
 - Changes included:
 - DESE will be required to develop a 15-credit-hour online teacher preparation program for anyone who has a bachelor's degree and wants to become certified.
 - DESE may contract with an outside entity or charitable organization to develop and maintain the 15-hour program.
 - If an individual with a bachelor's degree wants to become certified and wants to attend a university, they cannot be asked to complete more than 15 hours.
 - The second reading was held on 02/26 and has not progressed so may not pass this year.
 - [HB 1432](#) - Sponsor: Rep Willard Haley (R) District 058 (Morgan, Cooper, Moniteau counties)
 - Changes included:
 - Creates an alternative teaching certification process.
 - Beginning in the 2024-25 school year the state board may authorize teaching certification to anyone with a bachelor's degree or higher.
 - Certification will be limited to the holder's major area of study.
 - Last heard on 01/04 and no action since then so may not pass this year.

- Circumvents the DESE certification requirements for both traditional and alternative certification.
- [SB 727](#) - Sponsor: Sen Andrew Koenig (R) District 15 (Part of St. Louis County)
 - This bill includes changes to the following:
 - scholarship distribution and funding prioritizing
 - free or reduced-price lunch programs for students with IEPs and early childhood education programs
 - definitions for free and reduced-price lunch qualifications
 - minimum school term lengths and regulations for implementing four-day weeks
 - provisions for state aid to charter schools
 - grants for K-5 home reading programs
 - attendance calculations for virtual students
 - definition of "home school"
 - procedures for filling school board vacancies
 - definition of "weighted average daily attendance" for funding
 - increases the Small Schools Grant appropriation and distribution
 - calculation of the local effort figure of specific districts
 - minimum teacher's salary and annual adjustment requirements
 - adds mental/behavioral health as absence justification
 - repeals the law enforcement powers of school attendance officers
 - recovery high school application deadline
 - directs DESE to develop an 18 CH online alternative certification program for undergraduate degree holders (similar to SB 1394)
 - empowers school boards to provide additional compensation for hard to staff areas
 - removes entry-level testing requirements for teacher education programs
 - removes the two-year minimum requirement for career ladder eligibility for military members, veterans, and spouses who have teaching experience from other states
 - requirements and restrictions for working after retirement
 - adds local law enforcement numbers to student identification cards in grades 7-12 as well as optional Crisis Lines for suicide prevention
 - renames the "Urban Flight and Rural Needs Scholarship Program" and reduces the time students may receive the scholarship
 - This would be both beneficial and harmful for educators.
 - This bill currently has bipartisan support in the Senate and a companion bill in the House.
- These bills may get traction in the future, especially if teacher shortages continue.
- Suggestions for contacting your representatives:
 - Identify your legislators ([Legislator Lookup](#))
 - Phone calls/messages seem to be taken more seriously.
 - Keep it brief, state who you are and what you want, and aim for a maximum of 3 important points

- Be sure you have read the bill itself and are not just repeating what you have heard from second-hand sources
- Personalize it by talking about your students, sharing your story and how the changes will affect what you do
 - If sending an email, use a personal email address (not UCM)
 - UCM does have more academic freedom than K-12 teachers when it comes to using work email addresses, but be sure you are up to date on institutional policies
 - Legislator contact can carry more weight when it comes from a personal email address because then it won't appear to be pushed by the institution.
- **Spring Highlights**
 - Professional development opportunities for our faculty to engage with both internal and external experts on topics.
 - Assessment
 - Artificial Intelligence
 - Instructional Practices
 - Diversity
 - Other things going on in the College
 - Dr. Michael Hough Counseling and Education Center completed
 - Remodel of THRIVE area
 - Service trip to Guatemala

Discussion - Graduate Programs

- Using last year's feedback:
 - LETRS training now available for graduate credit
 - UCM attendance at school district convocations:
 - Blue Springs (summer), Grandview, Sherwood-Cass, Belton, Holden, Grain Valley, Harrisonville, Lee's Summit
 - Virtual Graduate School Recruiting Event
 - Career Services Educational Networking Fair
 - Recruitment card for all Graduate Programs developed
 - Offering professional development sessions for school districts
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Breakouts

- Breakout groupings:
 - [Atkins/Burress/Dieckman](#) - Bonnesen, Frank, Purinton, Ritter
 - [Conrad/McCoy](#) - Noller, Pryde, Schaffer, Thomas
 - [Snider/McDonald](#) - Bias, Finnane, Forth, Robbins
 - Left before Breakouts - Watson
- **Breakout Room Notes Summaries**
 - **What are the greatest needs for graduate education?**
 - Educate educators in the field about their skill sets for special education roles and certifications.
 - Improve communication and clarity on available programs, their benefits, and potential career paths.

- Focus on areas of high demand such as special education, education leadership, curriculum & instruction, educational technology, and counseling.
- Develop pathways for dual credit instruction to meet certification requirements efficiently.
- Address the need for dual credit qualifications in subjects like CTE, mathematics, and English.
- Foster partnerships between districts and universities to promote program awareness and collaboration.
- Provide support and resources for non-traditional students seeking certification and career changes.
- Offer online classes to accommodate working professionals and facilitate program accessibility.
- ***What are the barriers for your staff to pursuing a graduate degree?***
 - Financial constraints remain a significant barrier for many staff members. Accessibility of information on funding options for degrees and navigating DESE requirements for certification are additional barriers.
 - Time constraints are a major challenge, including finding time to participate in programs, travel, and transition from work to studies. Offering cohorts with flexible timing, such as starting at 4:15, can help accommodate teachers' schedules.
 - Balancing high expectations with the challenges of finding quality teachers and addressing legislative constraints is a complex issue that needs attention.
 - Innovative approaches within the Warrensburg School District are being explored to address financial barriers, such as reduced tuition for cooperating teachers.
- ***Are there models or ideas for course delivery that would help your staff earn a graduate degree?***
 - Integrate elements of robust para-to-certification programs into graduate coursework to reduce barriers.
 - Package programs conveniently with consideration for family life and geographical constraints. Offer flexibility in content courses to accommodate varying schedules and needs.
 - Form small pairings or cohorts to foster a sense of support and collaboration during the degree pursuit.
 - Provide better support for administrators to improve teacher retention.
- ***Are there ways UCM COE can help with teacher retention?***
 - RPDC supports growth, innovation, and improved instruction across subjects.
 - Emphasize positive messages about teaching to counter negative perceptions. Focus on a positive campaign promoting teaching as a phenomenal profession.
 - Prepare teachers for the rigors and realities of the teaching world, including behavior management and safety concerns. Provide training on safety plans, crisis management, and building healthy relationships with students. Offer CPI training and support for administration programs.

- Facilitate networking opportunities for teachers and reconnect with those who have left the profession to encourage their return. Establish a database to connect with former teachers and open conversations about returning to teaching.

Respectfully submitted,
Rachel Clements,
Administrative Assistant to the Dean,
College of Education