College of Education Advisory Board Meeting
April 5, 2023, 4:00 pm   Virtual via Zoom

Attendance:
- McCoy, Ann - Dean, College of Education, UCM
- Bias, Ken - Chair, Dept of Elementary, Early Childhood, Middle, & Physical Ed, UCM
- Burress, René - Chair, Dept of Ed Tech & Library Science, UCM
- Conrad, Michelle - Career & Technical Education, UCM
- Dieckman, Andi - Director, Clinical Services & Certification, UCM
- Forth, Nancy - Chair, Dept of Counseling & Ed Leadership, UCM
- Pantleo, Micke - Career & Technical Education, UCM
- Robbins, Lisa - Chair, Dept of Career, Technical, & Special Ed, UCM
- Snider, Karrie - Elementary & Early Childhood Education, UCM

- Birk, Sarah - Early Childhood Center Principal, Liberty
- Bonnesen, Jeremy - Summit Technology Academy, Lee's Summit
- Cannon, Marilyn - Curriculum, Instruction, & Assessment Director, Raytown
- Cohron, Michale - Asst. Superintendent, Knob Noster
- Corson, Jennifer - Secondary Principal, Clinton
- Cusumano, Amy - Assistant Director for Special Services, Raytown
- DeVilbiss, Marlene - Executive Director of Human Resources, Lee's Summit
- Fleeman, Trudy - Elementary Principal, Warrensburg
- Hammen, Jim - Human Resources, Guadalupe Center
- Kohl, Andy - Superintendent, Warrensburg
- Nash, Kathy - High School Teacher, Lee's Summit
- Noller, Brian - Career Center Director, Platte County
- Pryde, Kelly - Middle School Librarian, Warrensburg
- Ritter, Steve - Superintendent, Sherwood
- Roush, Roxann - Teacher, Knob Noster
- Schaffer, Heather - Elementary Principal, Leeton
- Schmidli, Julie - Elementary Principal, Raytown
- Sumy, Andrea - Director of Libraries, Liberty
- Taylor, Melissa - Education Internship Coordinator, Liberty

Welcome and Updates from the College
- Annual Performance Report for 2022
- Graduation and Enrollment Updates
- Professional Development Updates
  - Assessment Committee
    - One of two new committees that have been developed within the College of Education for the purpose of leading efforts in program review to ensure continuous improvement of programs within the College.
  - Professional Development Committee
    - We have been offering PD sessions to our faculty that have had positive feedback and relevant information. Examples include ChatGPT incorporation and other educational technology resources.
- Faculty Mentoring Program
  - We are reestablishing procedures and plans to help our new faculty acclimate to our College and the University.

- A new program - MS Behavior Analysis
  - The College of Education will be getting a new Master's program that was previously housed in the Psychology program. It will now be part of the Special Education program.
  - Many educators will recognize the content as similar to what is used to assist autistic students.
  - Cusumano asked, "With the masters in BCBA, will they also have educator certification?" and Robbins responded, "No. The BCBA program has its own course requirements. There is really no room for any additional coursework relative to certification."

CAEP Site Visit
- Council for Accreditation of Educator Preparation
  - Reviewed every 7 years, our last visit was in 2016
- Process
  - UCM's Self-Study submitted in July 2022
  - CAEP's Formative Feedback was received in November 2022
  - UCM's response was submitted in December 2022
  - The virtual site visit will be April 16-18, 2023
    - Interviews and additional evidence
    - Several invitations to interviews have been sent already and McCoy is grateful for everyone's cooperation and participation
- Will review all initial certification programs including Library Science
  - This will include all of our initial certification programs
  - This will also include any advanced programs that both lead to certification and require a degree.
    - Education Administration Principalship
    - Career and Technical Center Directorship
- After the site visit:
  - May - We will receive a report from the site visit team.
  - June - We will submit a rejoinder based on the visit report.
  - July - We will receive a response to our rejoinder.
  - Fall semester - The entire Council will review the site visit report and make a decision regarding our accreditation.

Requesting Your Feedback - Breakout 1

1. ***What are your thoughts concerning the scope and nature of our graduate program offerings?***
   - UCM offers a wide variety of programs and flexibility
     - Students like flexibility in course delivery, we need to consider providing more options
     - Students appreciate our lower tuition rates
     - Helps offset a lack of training in local school districts
     - Leadership in Early Childhood is offered at UCM, which sets us apart from other universities
   - MSBA program
     - Working with KC to bring the program to Warrensburg Behavioral Health Holdings out of KC - could be an opportunity for clinical time
     - Could set us apart from other schools

- ○ Opportunities for new/additional programs
    - ■ State-level push with LETRS training
        - ● Can it be offered through professional development or district partnerships?
        - ● We need to connect educators/undergraduates to that training
        - ● Students need it before they get to graduate degrees because every teacher is a reading teacher
        - ● Maybe offer a graduate course/graduate certificate
    - ■ It could be included with the Literacy grad program or Curriculum & Instruction degree as an elective
    - ■ Mizzou is the only place that has a certificate for gifted instruction with some of the new requirements from the state
    - ■ Co-op with Criminal Justice to offer a certificate and training for school resource officers that includes communication strategies, school law, etc.

2. ***What ideas do you have for courses, areas of emphasis, etc. we do not currently offer?***
    - ○ The behavior program helps with the struggling classroom management with new teachers and practical classwork in this area is needed
    - ○ Districts need to do more in the summer; summer short courses that may build into a degree/certificate surrounding districts
    - ○ UCM tends to be a pretty good leader in connecting CTE to getting the right courses
    - ○ Have some teachers working on degrees right now (elementary mathematics) and feel like what she is learning is very applicable.
    - ○ Unsure about ed tech, need to stay involved with the districts to keep up with technology being used/available in the classrooms

3. ***What feedback have you received from others in your districts or agencies regarding our graduate programs?***
    - ○ The Ed Tech program is a great experience.
    - ○ UCM has a good number of offerings
    - ○ UCM offers flexibility on whether in-person or online
    - ○ UCM has students from across the state

4. ***What ideas do you have for recruiting to our graduate programs?***
    - ○ Military - Whiteman recruitment
    - ○ Anything to reduce tuition
        - ■ For districts with GYO programs, can we partner with the district to reduce the costs?
        - ■ Allowing staff to stay longer in the BS column of salary schedules
    - ○ Offer a cohort ran through a district or groups of districts.
        - ■ Southwest partners with Evangel and 4 or 5 districts to work with them in a cohort program. District staff are the instructors so they can use their PD funds to offset costs.
    - ○ How to recruit and retain teachers at the undergraduate level
        - ■ Grow Your Own - finding ways to connect from high school to college
        - ■ Fellows Program - As students receive their bachelor's and enter the profession
    - ○ Clarity in information
        - ■ Can be hard to find the cost of tuition on websites, UCM needs to be better at being transparent with tuition and costs
        - ■ Some programs at other schools have lock-in tuition

- Other universities put out information via email to the communications director for the district
- Counseling programs are too long
- Would be nice if advertising included all programs available

5. ***How do you see the connection between graduate programs and retention in the profession?***
    - Depends on the program and what other opportunities are out there
    - Could be locked into the K-12 world.
    - I don't know anyone who gets an MS that isn't planning on staying in education.
    - It takes a long time to recoup the cost of the MS degree
    - Districts are hiring teachers who have Alt Cert (Provisional) and Sub-Cert as an alternative
        - Teachers come in very unprepared when hired this way, despite summer boot camp programs
        - Graduate programs could help support these teachers so they can avoid burnout
        - Offering more courses at night for these teachers
    - Library Media Specialist
        - Great experience feedback from students so far
        - Alumni could share possible next steps to grow their education or career; word of mouth to recruit people to come back for Grad school
    - Someone from UCM can attend convocations to help explain possible graduate programs they could benefit from or to help advance their career
    - Recruit undergraduate students for graduate areas with high need (i.e. counseling)
    - Career fairs could be helpful (grad school fairs) could be virtual
    - More collaboration with districts for cohorts

Requesting Your Feedback - Breakout 2
- *As we work to make sure our programs reflect current trends and needs, we are thinking about our teacher candidates' senior year including the student teaching semester. We are interested in hearing your thoughts about how we might restructure our future teachers' final year with us. This will be a brainstorming session and out-of-the-box ideas are very welcome!*

- ***Field Experience***
    - As much time in the classroom as possible during the last year, students need more time and it gives the opportunity for seeing different teachers and methods.
        - Use the practicums to create the lab sessions and the teacher apprenticeship would be the ending activity
        - STEM, Real World Learning, and Science - PBL
        - Paid internship
        - Its a challenge, we don't have time for them to student teach
        - They don't last long in the profession if they are not prepared
        - Allows students to make connections early with teachers in the classroom to be able to have support, guidance, and collaboration.
        - If weak areas were identified earlier then you could put the new teacher with the right mentor who is good at handling those situations.
    - Would like students to see two semesters in a row instead of just one to allow them to see how the setup goes, how to prep and set expectations, etc.
        - Would like to see something like a full-year student teaching across all programs

- ■ Give them more experience with behavior management
- ■ Would need breaks to provide coaching for additional support, which can help with confidence
- ■ Be mindful of the toll that year-long student teaching would have on students and districts
  - ○ Could practicum be the first 8 weeks, then internship be the second 8 weeks?
  - ○ Could be pushed into jr year, perhaps having students be paras to gain experience before student teaching

- ● *Pathways to Certification*
  - ○ CTE and Fellows models are good ideas that UCM should look at and build from there
  - ○ Knowing what to expect from the students they will encounter
  - ○ Look at all kinds of options, we are not turning anyone away
  - ○ The military folks have the skills and we need to shore up the teaching side
  - ○ Districts need help to allow them to be flexible to allow paras to be part-time employees and part-time students
    - ■ Later course start times, more course flexibility
    - ■ Accelerated programs for paras
  - ○ Use previous experience (as with STA) to create a pipeline approach for teachers
    - ■ Increase advisement for dual credit to assist in completing more quickly
    - ■ Find a way to help students complete gen ed requirements faster
    - ■ In districts with a Grow Your Own program, find ways to blend the program with our requirements or have them embedded to allow accelerated completion
  - ○ Districts and UCM put pressure on DESE to assist in providing funding for these models

- ● *Classroom Management*
  - ○ They need to know what the classroom is like. More apparently did not know what the classroom management piece demanded
  - ○ Classroom management tools to handle behaviors look different today than they did even 3 years ago.
  - ○ Live stream real classroom situations and student behaviors. Could VR be used here to replicate the real classroom?

- ● *Placement / Recruiting*
  - ○ Having several faculty for schools to contact for recruitment instead of just one contact or resource
  - ○ Students who came from a district's Grow-Your-Own program need to be able to go back to their home district for student teaching

- ● *Sub Certification*
  - ○ Require students to obtain sub-certification as part of their programs
  - ○ Make a minimum of hours of subbing required as part of the field experiences
    - ■ helping on days UCM is out
    - ■ cover for when coaches have to leave early
  - ○ Students can make money and get experience while providing districts with more subbing options
  - ○ Also helps make sure they have their account set up with DESE and a clear background check

- ***Student Teaching***
  - Need training in supporting social-emotional needs, training, conscious discipline, TIC, LETRS, communication with parents, IEPs, etc. BEFORE student teaching
    - Group student teachers in similar districts into cohorts for training opportunities
  - Districts are trying to find ways to pay student teachers so they are on step two the year they are hired
  - For our current clinical model, is there a way the senior block can ensure there is more time in the setting prior to the student teaching experience
    - Districts might rob them of student teaching experience when they have to hire the student earlier
    - How many student teachers are actually counting as the teacher of record?

Dismissal
- McCoy thanked everyone for their attendance and feedback from the discussions. The advisory board will meet again in the Fall of 2023.

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