College of Education Advisory Board Meeting
October 13, 2021, 4:00 pm   Virtual via Zoom

Attendance (by Breakout Group):

McCoy, Ann - Dean, College of Education, UCM

Burress, René - Library Science & Info Services, UCM
      Harris, Danielle - Teacher, KCIA
      Kohl, Andy - Superintendent, Warrensburg
      Muller, Amie - Counselor, The Sexual Trauma and Abuse Care Center
      Nash, Kathy - High School Teacher, Lee's Summit
      Stackhouse, Jon - High School Counselor, Cass Midway
      Taylor, Melissa - Education Internship Coordinator, Liberty
Forth, Nancy - Counseling, UCM
      Bonnesen, Jeremy - Summit Technology Academy, Lee's Summit
      Burkhart, Jamie - Superintendent, Green Ridge
      Hofmann, Michelle - Director, Elementary Education, Raymore Peculiar
      Noller, Brian - Career Center Director, Platte County
      Turner, Ashley - High School Teacher, GYO Coordinator, Lee's Summit
      Wiegers, Angie - Director of Libraries, NKC
Hartnett, Joanie - Middle-Level Education, UCM
Pantleo, Mike - Career & Technical Education, UCM
      Allen, Amanda - Middle School Principal, Grain Valley
      Finnane, John - Asst. Superintendent, Warrensburg
      Love, Beth - Elementary Principal, Harrisonville
      Roush, Roxann - Teacher, Knob Noster
      Schaffer, Heather - Elementary Principal, Leeton
      Sumy, Andrea - Director of Libraries, LIberty
Snider, Karrie - Elementary Education, UCM
      Barr, Kristel - Director, Secondary Education, Raymore Peculiar
      Birk, Sarah - Principal, Early Childhood Center, LIberty
      Carlson, David - Human Resources, Lee's Summit
      Gray, Brett - Superintendent, Crest Ridge
      Little, Jayme - Teacher, Warrensburg
      Mathes, Staci - Director, Special Services, Lee's Summit
      Steffens, Jerrod - High School Principal, Clinton
Thomas, Matt - Literacy Education, UCM
      Buck, David - Superintendent, Lee's Summit
      Jurkowski, Deanna - Secondary Principal, Concordia
      Murphy, Joe - Superintendent, Chilhowee
      Pryde, Kelly - Middle School Librarian, Warrensburg
      Ritter, Steve - Superintendent, Sherwood
      Watson, Penny - Teacher, Grain Valley

Welcome and Updates from the College
- Welcome
  - Dean McCoy welcomed everyone and expressed gratitude for their attendance and for everything they do for our collective programs and students
- Priorities for the Year
  - The primary goal is to continue to build on our collective strengths to support our students
  - Triangle Analogy: we continue to build on our strengths - Partners, Programs, Faculty/Staff - For us, three parts provide strength that supports our students
    - Programs - responsive to data and changes in the field
    - Faculty - outstanding, experts in their fields
    - Partners - all of our partner districts and educators and the work they do with our students is essential and part of our strength
- Reorganization
  - The College is currently undergoing a reorganization from the current two school structure to more visible, smaller units, we hope to have a decision by the end of the fall semester
- Strategic Planning
  - We have goals and we need to move them into an action plan, which is part of the goals behind tonight's meeting
- Preparing for accreditation
  - The College has started preparations for our accreditation review in Spring 2023
- Recruitment and Retention
  - Grow Your Own
    - Early Childhood Certificates
    - Paraprofessional to Certified Teacher track
    - Partnering with high schools
  - Future Teacher Academy
    - The October 6th event brought nearly 450 high school and middle school students to campus for a conference on preparing to be future teachers
    - February 25 - Teach It Forward - will bring those same students back for another conference and greater learning opportunities

Breakout Session 1 - Data
- Quick introductions
- Student Teaching Data
  - Missouri Educator Evaluation System
  - Missouri Content Assessment
  - Dispositions
  - Student Teacher Work Sample
  - Student Teacher Exit Survey
- Questions for you:
  - What patterns did you notice in the data?
  - How does our data compare to what you have observed in the new educators you hire?
  - What suggestions do you have for addressing any concerns noted?

Breakout Session 1 Responses
- **Group 1 - Burress**
  - Admin vs Cooperating Teacher ratings, admin appear to always rate lower
  - MOCA - what do we do when they don't pass the content exams, districts are hiring as long term substitute teachers, but what is UCM doing
  - The student exit survey indicates students are not prepared to deal with discipline issues, but districts know this and are prepared to deal with it from day one
  - Students are unprepared for modifying instruction for IEP, gifted, ELL and have no experience with administrative meetings (such as IEP) for these students
  - Need more experience with communicating with parents and what is the best mode as well as what obstacles might be faced when trying to communicate with parents such as translation
- **Group 2 - Forth**
  - Patterns of data observed, especially celebrating positive overall scores but wondering why there were low scores in collaboration
  - MEES for critical thinking was lower, wondering why
  - Overall the data is consistent and was as was expected but there may be a difference between traditional and nontraditional students
  - More training on lesson design differentiation
  - Suggesting building mentorship between the administration and student teachers to develop better connections
  - Use data for marketing purposes
  - Work with high schools with GYO programs
- **Group 3 - Hartnett/Pantleo**
  - Lack of confidence in working with parents, IEP, gifted and classroom discipline
  - Under the co-teaching model, the student teachers may not get to do solo work in more difficult areas i.e. parent communication,IEP meetings, classroom discipline areas and then reflect with cooperating teachers. More opportunities to "fly solo" and then embrace and reflect with cooperating teachers in these areas.
  - Remind cooperating teachers to try and give teacher candidates the opportunities to be involved in parent communications IEP, ELL, etc
  - Need training and spending time with behavior interventionists, ELL teachers, SpEd teachers, etc. to give exposure before student teaching
  - Some of these skills are hard to develop without a teacher having that "true ownership" of their own classroom.
- **Group 4 -** Snider
  - Alignment of how students and cooperating teachers report the indicators compared to administrators and unclear what those indicators represent vs individual interpretations
  - Is UCM satisfied with the participant sample size for our data or do we want more feedback?
  - Classroom management and critical thinking need to be shaped around social-emotional learning development, Mazlow before Bloom
  - A desire for students to understand universal strategies for classroom management in addition to content-specific strategies
  - Recommendation for clinical students to sit in on the very first few days of school to see how teachers lay their groundwork
- **Group 5 - Thomas**
  - ELL, IEP, confidence, parent communication, etc. the same
  - Discipline issues, behavior management, and how to talk to parents appear to be areas students struggle with

- ○ Communication with parents have a lot of modes but the data doesn't indicate which type(s) are being used
- ○ Ensuring that students are prepared for the various modes of communication available in the districts as technology evolves, including parent-teacher conferences
- ○ New teachers have skills but lack confidence, they need more practice
- ○ Work sample evaluation is rigorous, mastery type work

Breakout Session 2 - Goals and Plans
- Selected goals
  - ○ Continue to serve as an exceptional talent pipeline for school districts and other partner settings.
  - ○ Adapt our current models to meet changing needs of students and partner settings.
  - ○ Engage current students, staff, and faculty with alumni.
  - ○ Connect with various stakeholders to advocate for the College.
  - ○ Grow, develop, and strengthen partnerships.
- What strategies or action steps would you suggest as we move the goals into a strategic plan?

Breakout Session 2 Responses
- **Group 1 - Burress**
  - ○ Representation of diversity among those doing the recruiting to help students identify or even approach a career table for information
  - ○ Urban education and how UCM gets lost in the middle of the state and we may want to send more representatives to talk to the students in buildings and bring swag items for our alumni to show affiliation with UCM
  - ○ Future Teacher Academy being more widely advertised
  - ○ MU and NW both have lab schools that are attractive to future teachers and we need to use the district we have on our doorstep as that sort of opportunity, as well as Knob Noster and Whiteman Elementary
  - ○ Work on establishing stronger relationships with the districts that are farther away and prepare students to establish those connections with the district personnel via personal interactions "where did you study, where are you from, etc."
  - ○ Representation of UCM needs to reflect the students, more diverse USups and recruiters in the schools
  - ○ Rescheduling program course dates to allow students to have free days where they can sub in the local district for more real-world hands-on experiences
- **Group 2 - Forth**
  - ○ Continue having the Future Teacher Academy, the speaker was great
  - ○ Make sure that we are not only reaching out to schools with information and swag but possibly offer incentives for district personnel like tuition discounts
  - ○ Sending actual UCM students to the schools to serve as peer recruiters
  - ○ Students who are student teaching and working at the same time create difficulties for the students, how can we help them
  - ○ Encouraging paras to work toward teacher certification
  - ○ Facilitating current teachers to connect with their students who may be interested in becoming teachers

- **Group 3 - Hartnett/Pantleo**
  - Future Teacher Academy is a great program, we need to make sure it's robust and available at all schools.
  - GYO and Para to Teacher programs are good programs, especially for small school districts
  - We've been strict about going back to home towns to student teach, but if there is a relationship (subbing), it's a good thing for teacher candidates to maximize those ties with their student teaching placements
  - Make sure we are giving students real-world learning experiences
  - Quite a few UCM grads are teaching in the districts, we need to highlight and promote UCM's education program by helping them highlight where they got their degree
  - Students come to campus, which is a good thing, but UCM needs to go to the schools and attend the career days in the schools to promote the teaching profession and meet the students where they are instead of just bringing them to campus
  - Don't forget the smaller districts, teacher candidates think they want to go to larger districts but we need to keep promoting the smaller ones because they also have needs
- **Group 4 - Snider**
  - Have a group like those here today to meet with students before they are interviewing, early on in the program, to make connections and get insights to help prepare them for the districts
  - Using this group to change the narrative of being a teacher because sometimes we are our own worst enemies and not highlighting the benefits of being educators, both financial and emotional benefits, and share that information with prospective teachers and sell them using placement and retention rates compared to other programs
  - Current program pacing is intense and doesn't provide enough time for real reflection outside of the school day
  - Opportunities to meet with faculty outside of the classroom and meet with cooperating teachers outside of the clinical space to have more targeted conversations
  - Need to have the state invest in education more to create an equitable balance between what large and small schools can offer to new teachers
  - Develop a conference for first-year teachers that touches on the social-emotional needs of the students and teachers, help new teachers develop resilience and self-care practices to support themselves, possibly invite current practicing teachers to provide examples and reassurance
- **Group 5 - Thomas**
  - Alumni mentors at the undergraduate and graduate levels to help both new students and current teachers who are returning for graduate programs
  - Meeting the needs of both urban and rural schools, especially regarding the level of prep work differences between the two and how the expectations for new teachers differ based on the needs of the district (small school = more prep)
  - Not just ask students where they want to be placed, but also ask the districts what they are looking for in the students placed at their schools to help build the relationship between students and districts sooner
  - Examine how we can help students placed in smaller schools where the drive may be longer, perhaps housing and/or community partnerships

- ○ Meeting communities where they are, while students may be ready to work with diversity, some communities may not be

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

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