

Spring 2021 College of Education Advisory Board Feedback Survey

Note: Due to the demands on schools during the pandemic, we did not hold a meeting in the spring of 2021 and instead surveyed our advisory board members.

We are currently examining our conceptual framework that includes our vision, mission, and goals as a teacher education program. To help us with this, from your perspective, what knowledge, skills, and dispositions are essential for a competent beginning educator?

The disposition that every student can learn. This can be accomplished through instructional methods that engage learners in content. Teaching literacy across content areas and growing students to be strategic readers.

An excellent and affordable education and the candidate knows entering the profession that they are being compensated appropriately for the level of education received.

Well versed in the topic of equity/diversity. Possess a non-traditional view of discipline and know that behavior is communication; knowledge of restorative practices. Solid foundation in trauma and SEL. Well equipped to teach in a blended learning environment. Possess a large toolbox of strategies to implement in the classroom.

A new teacher in 2021 must have a growth mindset, able to utilize the newest technology for various functions of the job (grading, student collaboration, LMS, innovation, communication), must be adaptable/agile, and be willing to be part of a high functioning team. I come at this from a CTE lense and would offer that CTE beginning educators must engage business partners to create a collective vision of their CTE classroom.

Understanding of a variety of student needs: social, emotional, behavioral and academic; knowledge of instruction; disposition of flexibility and appreciation for learning from mistakes; passion for teaching and learning; understanding of inclusive practices connecting to all areas of education

Strong basis in math and reading instruction, technology incorporation and hands-on learning as well as having a coachable attitude and hard work ethic.

Classroom management skills, Collaboration, lesson planning, assessment and data analysis

Ability to collaborate with peers, accept and respond to feedback, communicate effectively with students, families, and colleagues.

Student teachers should make multiple observations in several schools (urban, suburban, and rural). Otherwise, they will not be fully prepared for different settings/issues.

Team work, flexibility as seen this year, ability to develop parent and student partnerships.

Understanding of inquiry-based, student-centered instruction methodologies

Ability to collaborate with others, willingness to learn, strong moral compass

A competent beginning educator needs to know how to collaborate, listen, ask questions, share ideas, and appreciate the strengths of other team members and their students. In terms of knowledge, they need to understand content, fair grading practices, how to build relationships with students (and colleagues), and how to be culturally responsive. All of that knowledge and understanding can be developed through reading, experience, and good professional development activities. Really fantastic beginning teachers are flexible, open-minded, creative, and proactive--they see what needs to be done and work to do it!

Flexibility, adaptability, creativity, building relationships, having at least a foundation of understanding in cultural differences and equity, having a foundation of understanding about poverty, having a good foundation of emotional well being, having a grasp or better than a grasp on the psychology of a child, obviously understanding content - but also different and engaging ways to present content, i.e. the use of technology .

Content expertise, best practices in technology integration, competency in various classroom management techniques that are student-focused such as Conscious Discipline, empathy, flexibility, collaborative, excellent communication

skills both verbal and written, understands the larger picture of a building and district in terms of decisions made, and truly likes working with students to help them improve.

The words that come to mind first are practice and relevance. During my undergrad coursework my in-school practicum assignments were not related to anything I learned in my college classroom. I learned a lot during my student-teaching assignment but it seemed disconnected to my classroom coursework as well. This is outside the box thinking but I think it would be beneficial to have pre-service teachers in real classrooms before their practicum and student-teaching assignments. So students could learn concepts in their college class and then see it in action in actual classrooms. I understand this would take time commitment from students but I think it will make being a teacher a more concrete experience. Other skills that I think a competent beginning educator needs are classroom management skills, organization skills, and even basic skills like familiarity with learning standards, writing objectives, assessments, data tracking student growth, etc. Those daily things that teachers do every day that aren't in a textbook.

innovation skills and thinking, adaptability, real-world learning

Beginning educators must have a solid understanding of the workshop model because this is used in most districts in major content areas such as ELA and Math. They also must know about mathematical practices as they apply to new initiatives such as number talks. Beginning educators also should understand the five components of literacy to be able to service interventions appropriately to students in any grade level K-5.

Understanding of developmentally appropriate practice; emphasis on supporting the whole child w/ knowledge in social/emotional development along with academic achievement; ability to team and partner with a variety of stakeholders; innovative, problem solving; a mindset for new learning; flexibility and demonstrates resiliency and perseverance.

Classroom Management, Trauma students, Relationship building and more hands on training-getting the students into the classroom as much as possible.

Willing to receive and apply feedback (coachable)

I am looking for educators with a positive and open mindset. The willingness to learn and grow is most important. I also search for candidates who know why they have chosen to educate middle school minds. It takes a unique personality and skill set to work with middle schoolers.

A beginning teacher will need the following characteristics/skills: Reflective, Inclusive, relationship builder, innovator, networking/collaborative, storyteller, designer, artist, and life long learner.

Student practicums and 1st hand experience working with students and experienced teachers, curriculum and instructional foundation, classroom management, diversity and cultural understanding, reflective practices, practical data understanding and usage, professional learning community exposure.

I believe one of the most important concepts is balancing classroom management with appropriate relationships. New teachers can learn the curriculum and develop best practices over time, but being able to manage a classroom with high expectations while simultaneously building relationships is the most challenging part. Oftentimes, the pendulum swings to an authoritarian classroom with no relationships, or the opposite, where teachers would rather befriend with no expectations of behavior or work.

An awareness of student social and emotional needs. The ability to analyze standards and develop an appropriate and differentiated lesson plan to assist students in learning the standard. New teachers must have grit, determination, and the mindset to work harder when teaching becomes difficult.

Organization, preparation, timeliness, flexibility, and behavior management are essential. It would also be beneficial to foster a culture of working with experienced teachers to develop a support system.

Professionalism, Communication Standards, Work Ethic, Lesson planning,

Initiative is essential for prospective educators and a deep desire to serve students. Content knowledge in the various areas of mathematics, reading, writing, and science is critical but pedagogy in these various subjects is just as important. Teaching is hard and having a positive mindset along with perseverance is essential.

Collaborative, Flexible, Willingness to learn

Patience and persistence; empathy, classroom management skills, knowledge and understanding of the diverse backgrounds from which students come (including poverty), ability to differentiate rather than just an understanding of what it means to differentiate.

Strong communication skills, strong grasp of content area, student engagement skills, ability to reflect, classroom management skills, ability to cause students to think critically

Pedagogical skills, compelling nature, empathy, communication skills, drive, willingness to be a life-long learner, collaborator, cultural competency

1) Experience in Relationship Building/Classroom Management. 2) Understanding the Missouri Learning Standards and how to align lessons, scope & sequence to the standards (essential standards). 3) How to track student data and sincerely use the data to guide teaching.

We value our partnership with your district and want to make sure we are good partners for you. We know that our students benefit GREATLY from working with your teachers and we want to be sure we are providing benefits to you. What are some ideas you have for how UCM can be of benefit to your students and faculty?

We often encourage our student teachers to be involved in MTSS within their grade level and grade levels above and below.

Partner with our district's educators to collaborate and/or conduct research in application of best practices to raise student achievement.

Perhaps partnerships where the students can come in and offer during/after school tutoring/intervention. This will give students more practice in working with kids and greatly serve a need in our schools.

I can ask this question to our Asst. Superintendent. He would offer more of a global perspective.

Supporting students with a variety of instructional needs; working as paraprofessionals or substitutes, or as bus drivers would be of benefit.

Continue to look for ways to provide alternate certification for individuals, such as the para certification program. Get more students into the schools for longer periods of time (i.e. more students in the Senior block in which students are in the schools for the entire year.)

Mentoring the teacher Ed Academy students, collaboration with the education department at MIC campus on some dual projects.

I want UCM students to feel welcome and supported at LB. I also want them to understand this is a professional working environment and their behavior and actions should reflect that. I am personally going to formalize/orientate UCM teacher candidates on expectations at the beginning of their time at LB.

See the answer above (and final answer on survey).

Allowing Districts to hire student teachers and pay them as they work for the school would be a great benefit. This will give your students an opportunity to have a job before graduation as well as start to make money to pay off student loans. If my understanding is correct interns in other departments can make money while interning. This option should be available for Student Teachers as well.

Collaboration/Partnership with STA's Teacher Educator Academy and LSR7's Teacher Grow Your Own Program

Would be great to share any new research-based best practices with district administrators and faculty, if possible, that are being encouraged and used to prepare future educators. What can we pass along to our veteran educators that the new educators are going to be using so we can all adapt best practices?

UCM has done a great job of partnering with LPS this year. College of Education faculty have met with seniors to discuss degree options, and we have plans for in person visits in the future.

Keep sending us creative go getters!
consistent placings
More time to plan ahead of time and reflect after the fact.
I think that UCM does a good job at getting preservice teacher in the classroom early and often. That is a huge benefit to the students.
I think our district educators grow when they co-plan and co-teach lessons.
Providing additional PD opportunities for staff would be beneficial! Being able to work with UCM on topics of instruction, equity and inclusion, and SPED would be helpful when a building has a specific goal that maybe district PD is not addressing. Providing opportunities for staff to extend their learning through programs and cohorts would be helpful as well.
Involve student teacher and practicum students in effectiveness action studies - Select some main items for study and develop "look fors" around specifically identified goals and objectives. share results for refinement of practice and instructional development.
Please make sure we have the opportunity to interview student teachers for placement in hard to fill areas such as SPED, math, and science.
I really enjoy the students. It is a great format for exchanging ideas and we often learn as much or more from the students. It is refreshing and inspiring!
Celebrate success with us, be a part of awards for staff and students,
This coming year more than ever we need human contact with students to meet students where they are and help them with development of skills and knowledge. This can be social emotional support or academic support. Prospective educators could be essential in spreading the contact and support for students.
Embedded professional Development, Learning audits with respect specific curriculum elements.
I have enjoyed connecting with UCM faculty in my building this year and hope to continue this partnership. Having teachers know they have contacts at the university to reach out to has been very helpful as we work to bring new initiatives that may be challenging to implement at first.
If there are helpful resources used in UCM coursework that could be good "reminders" or resources for future professional development opportunities for our teachers, we would welcome those!
We are building a 'grow your own' program with you now. We are hopeful that once we move into the kids in college, that both we and you can provide a mentor to them throughout their college time.
We love having UCM students observing and student teaching in our building. Please keep sending your students into our building. Those experiences are crucial for future educators, but these students also often provide insight and growth for our staff and school in general. Intervention, Extension, Enrichment, & Tutoring: We are always looking for ways to give our students additional supports. We would invite UCM education students with open arms to assist in after school tutoring and/or enrichment programs. To summarize, UCM students add value to our school and the CHS students' experience; in exchange, we offer experience and an avenue to grow for UCM students.

What ideas do you have for how UCM could partner with your district to address teacher shortages?

Promote education and spell the misconceptions about low salary (our teachers end their career making over \$80K a year) while featuring the the opportunity to make a difference for people in your career.
Scholarships.
We are looking to create a teacher academy for juniors/seniors starting in the 2022-2023 school year. It would be wonderful to partner with the university on that endeavor.

Continuing with paras to teachers programs; supporting "grow your own" models
I don't know that I have the answer right now; however, any opportunities to get students into classrooms for longer periods of time where they are actually interacting with students and not just observing would be great!
Student teaching placements in our charter schools.
Develop an ongoing mentoring program with high school students, Continue the Future Teacher opportunities offered in the fall and spring.
I think your program is fantastic and is doing a lot to support teacher candidates and districts.
Send more student teachers to observe (or even sub) in the district and get some kind of credit for it .
See answer above. If students can be hired early and know they have a job coming out of college they may continue through the program.
Collaborate with STA, LSR7, and other districts for STEM and career-connected teacher education preparation
Work directly with FTA representatives in each K-12 district to generate interest and discuss programs. Hosting career exploration exchange of students between school districts to observe teachers in other districts. Offer scholarships through the College of Education.
It has been so helpful to have high school students meet some of the UCM faculty, even virtually. When students make a connection and feel the kindness that radiates from your professors, it makes them want to be part of UCM--and it makes them seriously consider the teaching profession. LPS also has a dual credit articulation agreement for UCM for EDFL 2100 and FLDX 2150. Understanding that they can take a step toward their future career while they are in high school is really empowering for some of them.
I have none other than to keep sending us qualified candidates.
We are addressing this issue through our EIP program (students who want to become teachers work on the skills necessary and are placed with a district classroom) and our Grow Your Own program. Anything you could do to enhance the programming, credit options, etc. would be helpful.
more recruiting at a younger age, more teacher positive stories
Allow teacher candidates more opportunities to lead lessons even at sophomore and junior levels. These candidates are exceptional and have a great deal if not more than the current classroom teachers to be able to co-teach and take on more leadership roles. Teacher candidates could also partner with districts when they roll out new curriculum initiatives, so candidates really have a pulse for the current changes happening in surrounding districts.
Our district has instituted a 'grow your own' teacher program; I'm wondering if you could partner with districts who have programs such as this to offer incentives to students such as opportunity for college credits during the summer at a discounted rate; opportunities to shadow a variety of educational professionals with possible elective credit attached; pre-college seminars to allow them to have a better understanding of educational program available at UCM;
Positive push for the education field and districts. We have to show what we are doing in a positive light. To many times it gets overshadowed by the negative. Our district does a great job promoting the positive and I believe others are jumping on board!
I recently learned that students are not placed in the district they graduated in as a blanket rule. This goes against the "grow your own" campaign many of us try to support. I feel it would be wiser to look at each situation case by case. I have also heard of several student teachers being placed in districts that are in turmoil (new principals, high turnover) and I feel that is a great disservice to the students. I would worry about the training they would receive during that time.
Just being a partner with UCM is helpful. We get to preview future candidates in the classroom. It is very helpful!
Not so much teacher shortages, but partnering to provide are district with more diverse teaching candidates.
We have to learn to market our own successes and the differences we can make in the lives of students. We need to be competitive with the business world as much as possible. Early efforts to prepare and recruit into the profession including a "grow your own program" that starts at the middle school level is essential.
I think the biggest issue is not one that can be resolved by UCM alone. Teacher pay is not where it needs to be and the rising costs of college make it even more a challenge to convince someone to do the job. Of course we want people who

love what they do, but a love of making a difference does not cover medical bills.

Additional Innovation Track courses to allow Juniors and Seniors in high school to explore education as a career. Possibly more or better advertised alternative certification options for those seeking education as a second career. Reduced tuition arrangements with our district for those seeking certification in a high need area or for individuals that could expand our diversity as long as they agree to work for three years in our district. More intentional substitute partnership that would allow for possible credit and give our district a preview of potential student teachers.

Maybe instead you could work on helping to change the culture around teaching. Find ways to feature teaching in a positive way in the media. Help communities and districts connect and partner with parents so that educating children is a community effort.

Grow your own, Future Teacher Academies, get UCM students in earlier with us, financial incentives for working in rural schools?

Leveraging future teacher programs such as Future Teacher of America clubs and leadership academies

Bridge the FTA with the University Innovation Track

We hire several paras who are working on their degree or hope to become teachers. We need to take advantage of grow your own programs. However, these are still difficult for some students.

Small districts have a difficult time competing with the larger districts for these same teachers. It would be nice to have opportunities to discuss with pre-service teachers the benefits of the small districts as well as having them in our building more. The challenge I have in my building is that my current teachers do not have the experience necessarily needed to host a student teacher.

In my experience, teachers I have hired who were student teachers with many preps have had more success early on as opposed to those who were in a position teaching few preps or those with just honors students.

Work with districts on "grow your own" initiative possibilities

Partner with our teacher clubs. Provide college visits specifically to kids in those clubs.

As mentioned previously, just having UCM students in the building his helpful. Perhaps if there was a program that could promote UCM students serving as substitute teachers. Our district specifically is training teachers to facilitate the Workshop Model during lessons. This would allow UCM students gain experience by leading a Workshop Station while the certified teacher leads another station.

From your perspective, what changes do we need to consider to better prepare our teacher candidates to be effective educators for your students?

We have had many very strong candidates from UCM. They have a quality foundation and many of the areas are district specific.

UCM is excellent at preparing teachers! Continue what you are doing and continue to recruit more to the profession.

The more exposure they have, the better. Also, making sure the professors have K-12 background is very helpful.

I believe at times, teacher prep programs lack agility. Is there flexibility to adapt to certain concepts with more agility as new things come into play? I am not sure if this is possible, but would offer that as my thoughts.

Understanding of multiple modalities; teaching the science of reading in undergrad programs for all elementary and special education candidates and strategies for reading across content in upper grades; teach an understanding of MTSS as a comprehensive framework where all aspects of the system work together to meet students' needs for either remediation/intervention or enrichment/advanced work to reach potential.

We serve most Latino student in the Kansas City area, many of whom are English Language learners. I believe effective educators should be able to work with all types of learners and know strategies that works best for them.

There is a definite need to add the virtual component to teacher education programs. Project based and Real World Learning are becoming more of a norm and need to be included. Personalized Learning is also an important component. Helping teachers assist in students owning the learning is a needed element as well.

Promoting professionalism (attire, timeliness, communication with administration)
I have missed the required (practice) interviews that candidates did with me - I think that was valuable for the students and for me.

More observations in different settings (urban, suburban, and rural). I think it's really important in order for those teachers to be prepared for different settings, culture, and issues (that may arise).

Effective RtI strategies. Professional Learning Communities or teacher collaboration.

understanding trauma sensitive needs and how to meet students where they are when they have a class full of students at different levels.

Working with students at a much younger age (MS, early high school)

Awareness of student mental health has become a greater need more than ever. Appropriate boundaries between students and teachers especially with social media.

UCM does a fantastic job of preparing students for a career in education! If you aren't already doing it, I would get students into a classroom their first year, especially if they haven't done a teaching pathways course in high school.

Understanding the Science of Reading

Equity and inclusion, understanding cultural differences, having a good grasp on technology, being flexible, adaptive, and creative. Your candidates are fantastic!

As a new member of the advisory, I have some learning to do about what's already happening to prepare future educators. I think they need an understanding of how decisions are made in a school district and they need to be able to adapt to the practices of the district in which they are hired.

1. Seek diversity in ethnicity and age.
2. Course work needs to align to classroom practice.
3. Students must be required take class around being culturally responsive, so much research supports students are underserved by teachers and their unconscious bias.
4. Classrooms and schools are constantly changing, education programs should follow that trend.
5. Practitioners! That's where I come in, I think instructors should be connected to classrooms and districts.

Allow the candidates to be more proactive in the classrooms. They are so well prepared and are capable of really great things. They have strong communication skills, behavior management, and so allowing them to live in the curriculum by having more opportunities to teach would be so great.

I believe teacher burn out occurs because we are not equipping pre-service and often practicing teachers, with the skills, knowledge and strategies to support the social emotional needs of students. These skills are foundational to learning. Candidates know how to create lessons and support academics. To help students be ready for new learning, teachers must understand how to build connection with students, create a classroom community, build positive learner dispositions, and actively teach strategies for self-regulation. Successful teacher candidates need to be able to look beyond transferring conventional knowledge to help students wonder, discover and apply learning in meaningful ways.

Like I said above, new teachers come out of the gate excited and ready to teach, but sometimes don't realize the struggle of trauma students and classroom management. Getting them more observation time would help this. PD in the area of Trauma students as well. DESE has a some great resources on this!

I have hired several strong educators out of the UCM programs. I think that time in the classroom is the best training we can provide.

Teacher candidates need additional time working on classroom management and SEL for middle school students.

Provide opportunities for diverse candidates to see themselves as future teachers and future building leaders. Providing opportunities for pure-service teachers and admins to work with their community on projects.

UCM does a great job of preparation. I have always been pleased with the preparation of the UCM students we have

hired. I believe some of the information shared in previous answers would enhance effectiveness.

There is always room to grow with any program, but in my opinion the overwhelming majority of the problem does not lie in the program. It is just the fact we do not have enough candidates to be in the program.

Candidates must have a good working knowledge of the Missouri Learning Standards and how to develop lessons from those standards. Candidates must be able to determine next steps for students that have achieved proficiency and those that need remediation.

Help teacher candidates understand that resources are not just found online, but are often the people in your building. I see many new teachers doing everything alone. Talking with some of them, I have discovered they feel like they have to do everything themselves and figure everything out on their own to really be doing their job properly. That is a lot of unnecessary stress and can be isolating. Helping teacher candidates connect with experienced teachers and learn to use the human resources and support in their buildings would ease some of that stress and isolation.

Full picture of the demands, willing to add value with coaching/sponsorship, Trauma Informed, Effective Grading practices, Professionalism/Boundary standards.

I think the sooner prospective educators can begin working with students, even just observing in schools, the better. The partnerships between districts and universities are critical. Teacher candidates typically are more comfortable going to the school or district they are familiar. Extending opportunities to visit a variety of schools and districts could provide teacher candidates with insight that counteract some of their bias or perspectives.

I think we are on the right track with the clinical block etc.

I would appreciate seeing secondary teacher candidates have more experience working with a mentor teacher rather than the traditional student teaching model. OR have them spend time subbing and working on classroom management skills. The more time they can spend in a variety of class types would give them a background from which to develop an effective classroom management plan rather than an ideal. Having a variety of types of classes, and not just advanced classes, would also be a benefit to give them a taste of what they may see if they are not hired to teach those classes.

We have been pleased with the teacher candidates we have received. No suggestions at this time

Advocate for the state to get rid of their content cumulative test. Your GPA is enough for us to know if they know the content.

I believe I mentioned these in a question above, but I would like to see first year teachers enter the work field with a firmer grip on the Missouri Learning Standards, how to prioritize the standards, how to focus the curriculum and specific lesson on the standards. With this, I would like to see less experienced teachers have a firmer grip on assessing students' mastery of the learning standards, how to track student growth, and then how to use this data to drive lessons and next steps.