

College of Education Advisory Board Meeting

November 3, 2022, 4:00 pm

Virtual via Zoom

Attendance:

McCoy, Ann - Dean, College of Education, UCM

Burress, René - Chair, Dept of Ed Tech & Library Science, UCM

Conrad, Michelle - Career & Technical Education, UCM

Pantleo, Micke - Career & Technical Education, UCM

Robbins, Lisa - Chair, Dept of Career, Technical, & Special Ed, UCM

Snider, Karrie - Elementary & Early Childhood Education, UCM

Bias, Ken - Chair, Dept of Elementary, Early Childhood, Middle, & Physical Education, UCM

Dieckman, Andi - Director, Clinical Services & Certification, UCM

Forth, Nancy - Chair, Dept of Counseling & Ed Leadership, UCM

Kosmatka, Cheryl - Placement Coordinator, Clinical Services & Certification, UCM

Larsen, Jill - Office Professional to the Dean, College of Education, UCM

Thomas, Matt - Chair, Dept of Ed Foundations & Literacy, UCM

Allen, Amanda - Middle School Principal, Grain Valley

Barr, Kristel - Secondary Education Director, Raymore Peculiar

Birk, Sarah - Early Childhood Center Principal, Liberty

Bonnesen, Jeremy - Summit Technology Academy, Lee's Summit

Cannon, Marilyn - Curriculum, Instruction, & Assessment Director, Raytown

Carlson, David - Human Resources, Lee's Summit

Finnane, John - Asst. Superintendent, Warrensburg

Hammen, Jim - Human Resources, Guadalupe Center

Harris, Danielle - Teacher, KCIA

Himes, Bryan - High School Principal, Sherwood

Hofmann, Michelle - Elementary Education Director, Raymore Peculiar

Kohl, Andy - Superintendent, Warrensburg

Little, Jayme - Teacher, Warrensburg

Mathes, Staci - Special Services Director, Lee's Summit

Murphy, Joe - Superintendent, Chilhowee

Nash, Kathy - High School Teacher, Lee's Summit

Pryde, Kelly - Middle School Librarian, Warrensburg

Roush, Roxann - Teacher, Knob Noster

Sumy, Andrea - Director of Libraries, Liberty

Taylor, Melissa - Education Internship coordinator, Liberty

Turner, Ashley - High School Teacher & GYO Coordinator, Lee's Summit

Welcome and Updates from the College

- Welcome
 - Dean McCoy welcomed everyone and expressed gratitude for their attendance and everything they do for our collective programs and students.
 - One of the things the Advisory Board pointed out previously was student teacher needs to communicate with parents. This has led to workshops for our student teachers to improve this aspect of teaching.
- Continue to build on our strengths.
 - 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 their work with our students are essential and part of our strength.
- Updates from the CoE
 - Future Teacher Academy - October 4 and 5
 - Rural Schools Summit - November 2
 - Spring - Teach It Forward
 - Dual Enrollment pilot
 - EDFL 2100 Introduction to the Teaching Profession
 - EDFL 2240 Educational Psychology
 - CTE 2000 Technology and Society
 - New Placement Coordinator
 - Cheryl Kosmatka - moving forward, she will be the contact person for pre-service teacher placement in our cooperating districts.
- CoE Progress on priorities from last year
 - Reorganization
 - Five new departments are in place. Chairs of the respective departments introduced themselves and shared which programs are in their departments.
 - Department of Career, Technical, and Special Education
 - Department of Counseling and Educational Leadership
 - Department of Early, Elementary, Middle, and Physical Education
 - Department of Educational Foundations and Literacy
 - Department of Educational Technology and Library Science
 - Positives of smaller units
 - Greater visibility of programs
 - More chair familiarity with the programs in their department
 - Preparing for accreditation
 - Council for the Accreditation of Educator Preparation (CAEP)
 - The self-study report and application were submitted in July, formative feedback was received only a couple of days ago, and our response is being drafted
 - Next steps:
 - Formative feedback and response
 - Site visit - April 16 - 18
 - Will likely request interviews
 - One-pagers have been created that will be shared with stakeholders
 - Strategic Planning
 - Identified areas
 - Professional Knowledge, Skills, Dispositions
 - Partnerships
 - Recruitment, Retention, Success
 - Diversity, Equity, Inclusion
 - Resources, Technology, Facilities
 - Continuous Improvement
 - Brainstorming as a college
 - Draft of goals under each area

- Recruitment and Retention
- Priorities for This Year
 - Maintain a Culture of Assessment
 - Continue work begun by the Quality Assurance Workgroup, which was developed from within the Assessment Committee as part of the preparation for CAEP accreditation
 - Strengthened assessment has been established at both the program and unit levels
 - The primary goals are to prepare for the Higher Learning Commission visit in addition to the CAEP visit and take the lessons learned and processes and continue them beyond accreditation
 - Focus on Enrollment
 - Two groups to address
 - Traditional college students
 - Non-traditional college students
 - Academic Affairs priorities:
 - Strengthen online offerings to provide greater flexibility
 - Focus on transfer students from both two and four-year colleges
 - Incorporating DEI in teaching, scholarship, and service for on-campus faculty
 - Enhancing student experience
 - Build graduate capacity
 - Finalize Strategic Plan
 - Gather input from those in attendance on key areas using a collaborative padlet: <https://padlet.com/mconrad24/bc3d675c1m4za9lb>
 - Incorporate input
 - Share the revised version
 - Adopt and implement - January 2023
 - Monitor educator shortage and other challenges

Breakout Session - Strategic Plan - Feedback with Padlet

- When the groups rejoined the main session, each shared one key point discussed in the breakout session.

Breakout Responses

Partner Contexts: What are you observing in your schools, programs, and roles? (successes and challenges)

- **Group 1 - Burress**

- Lee's Summit: Two former students who wanted to come back and do student teaching in our district were told they could not request that. This has popped up in the last month, where they were told it might happen but not promised. They could not list it as a choice, which is counterintuitive to grow your own programs.
- Rural district recruiting - want to be in the district you are pursuing.
- New librarians, not new to the profession, new to the district, institutional knowledge puts them ahead of the game.
- Going from one district to another is a big change.
- Practicum and student teaching in that district can help.

- People are testing from other subject areas that don't have the background knowledge in our area. When trying to get them background knowledge and skill, there is a disconnect that becomes a challenge.
- New teachers are focused on specific content areas but have to teach in other areas and are not ready to do that. It would have helped prepare them better to do various content during student teaching.
- This year feels better than last year, comparatively. Younger students are still struggling. More excitement about in-person programming.
- A lot more anxiety in kids. Still struggling with behavior - younger kids especially. D and F are still higher than pre-covid at the high school level.
- **Group 2 - Conrad**
 - Veteran and new teachers are struggling to support students and families with mental health. Increases in this area are coming out of the pandemic. Fewer opportunities for socialization means all levels are not effective in communicating.
 - Not enough on how to support students in the classroom to do the "work" to teach; learner dispositions to be effective.
 - Lost a lot of social norming in the pandemic; "normal" behavior and social norms, but now the mental health is not "norming" behaviors - you don't scream when entering the classroom; so much more time teaching and practicing skills; for new teachers, that is stressful in addition to the other aspects of the job; difficult to get the structure established.
 - Things are going well this year; returning to a sense of normalcy
 - Levels of IEPs have become so much more
 - Veteran teachers are overwhelmed and unable to put time into new teachers; new teachers aren't getting what they need.
 - Mentor teacher time is taken with meetings; just so much for veteran teachers to do and no time to work with "people" anymore.
 - More stuff to do than before with the student behaviors we are seeing
 - Shortage of educators - reaching out to populations and coming in with less training and background
 - Subs - "come in, we need a warm body" - don't see that with other occupations
 - What are we doing to the profession by pulling anyone in (non-certified)?
 - Not elevating the profession enough.
- **Group 3 - Pantleo**
 - UCM teachers are well-prepared in instructional methodology and pedagogy and have more RTI knowledge.
 - Meet them where they are.
 - Great humans working in other roles and struggling with finding time to get enough experience with nontraditional students prepared for retention
- **Group 4 - Robbins**
 - Challenges are that students/recent graduates do not seem to have a good awareness of special services processes. What is a regular education teacher's responsibility regarding a special education student in their classroom? What is the responsibility of the special education teacher? What are the steps in the referral process, and how does that relate to the classroom teacher?
 - All students are general education first, and teachers must be prepared to teach ALL students.
 - Behavior management concerns all students, not just special education students!
- **Group 5 - Snider**
 - I hearted one of the comments about the SEL needs of our students. My school has about ten new teachers, half of whom may be first-year teachers. They are

stressed out about the SEL needs. Teachers on the first-grade team have said they were not prepared to deal with the kinds of issues they have to deal with every day.

- We made a choice as a school to implement BIST this year, and we have seen some improvements-- we noticed that these kids are missing these skills; what do you do when you don't get along with someone, etc. As we refine, we notice a lack of resiliency and empathy. They just don't care. How do you teach them to care? Even though BIST is working well, we don't know what the next step is
- A balance of teaching content; it doesn't matter how much we tweak the schedule, we have missing executive skills; it is a lot for a veteran teacher, and I couldn't imagine being a first-year teacher.
- They can create amazing lesson plans, but it comes back to not feeling equipped to deal with the behavior. Feeling prepared with content.
- Making growth with content; what does it look like to take a student from below grade level to at grade level. I almost wish first-year teachers would co-teach, not working *with* a cooperating teacher but as an equal in the classroom. It is hard for them to see how to get students from point A to point B, and it is overwhelming for new teachers.

College of Education: Do you notice a relationship between COE data and your own school/program? What additional information is needed?

● **Group 1 - Burress**

- Noticed lower numbers in differentiation. This is definitely something all new teachers struggle with. They have a lot to think about, which is difficult.
- Communication with partners and discipline issues is true across the entire district and does not matter where they went to college.
- Fear of inability to communicate - fear of parents exploding on them. Lack of confidence.
- Classroom management skills - they have to test some out. Practicing them. Earlier practicums. Let's allow subbing. Anything to get students more in-classroom experience.
- Students need greater data literacy.
 - Looking at student responses and analyzing data. They know data drives instruction but don't know what to do with the results. Teachers in our districts that have taught for a long time still struggle with this.
 - Have students study examples of data systems so they can also understand what data doesn't mean. Don't go down rabbit holes.
 - Being data smart and what it means and doesn't mean - don't overreact.
- The comments were really interesting. It echoes what we see for sure.
- The technology differs from district to district; it must be difficult to determine differences.

● **Group 2 - Conrad**

- Struggles with IEPs and gifted students, classroom management, differentiation, etc.
- Students need more experience communicating with families; they should practice with new and veteran teachers responding to questions through role-playing. They need to be able to offer opportunities to families that we wouldn't have thought to offer in the past and have flexibility with families. Sometimes this means creating a greater level of comfort, but some families feel

too relaxed and might be more aggressive than they would have been. This is not the same “space and grace” as before.

- New teachers having delicate conversations - hard anyway; made more understanding of where students are coming from; pandemic -
- looking for the best in your students; hope that’s a message new teachers are getting; revision of this thinking
- A lot of learners and families of learners - appreciate that students could work at their own pace; now don’t have as much control over that pacing - some dissatisfaction being back in a traditional setting without as much flexibility - more opportunities availability
- Personalized programming had to come about - some teachers do it great
- Mental health
- Opportunities to partner with different programs - partner districts - outside of the box to build capacity; what districts are offering and work together
- How much to differentiate experiences - early childhood center - could be doing more - just observing vs. doing more?
- **Group 3 - Pantleo**
 - Need for more special education training from another course and practical experience in the field, including interventions.
 - Behavior management experience needs to be improved; we need to get them in the classrooms earlier.
 - Student teachers need a checklist that covers the items that need to be experienced or at least covered during their time in the classroom.
 - Ideas for continued improvement
 - “Reserved” teachers give these candidates questions to ask the supervising teacher.
 - Parent communication experience needs to be improved. A checklist can help with this and be used as an evaluation tool by the supervising teacher.
 - Lots of “how-tos” for first-year teachers.
 - Fall student teachers don’t get to see the parent-teacher conferences.
 - More exposure and knowledge about professional organizations, what they are, and what they entail.
 - Trauma-Informed Instruction
- **Group 4 - Robbins**
 - Positive comments were shared regarding the model of teachers in the same classroom for the year. They are much more collegial from the beginning and are significantly more confident in the second semester with that teacher and those students.
 - Is there an avenue to let students know or provide them opportunities to get some experiences in some of the smaller districts near campus? There are some outstanding teachers in some of the smaller districts that our students could learn from, but they don’t go there because they are smaller districts. Any way to provide some opportunities for them to get out to some of them?
- **Group 5 - Snider**
 - At summit tech, it is a little different; we are in a bubble with Covid, and coming out of those developmental delays, is it a slow rise? Is it a quick exit for those who are gaining skills? It will probably be with us for a while; it seems like the academic delays can be addressed, but the SEL delays are even more bothersome.
 - We also must consider the conditions children are exposed to in our communities. We have children (kindergarten) for whom we can see social,

emotional, and academic deficits. We have so many children growing up in unsafe communities. Trauma can mimic ADHD. Before Covid, we had children struggling with their lives at home and school.

Adjournment

- McCoy thanked everyone for their attendance and feedback from the discussions. The College appreciates the participation and assistance from our advisory board. 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