

University of Central Missouri
College of Education
Professional Education Faculty Advisory Board Meeting
Hough Education Center - Lovinger 2600
Warrensburg, MO 64093
November 10, 2025
12:30 pm

PEF Advisory Board Meeting Attendance

- Atkins, Charlene* - Elementary Graduate Education
- Beggs, Meredith - Elementary Education
- Bias, Ken - Chair, Early, Elementary, Middle & Physical Education (EEMP)
- Boney, Kristy - CAHSS; Chair, Modern Languages & Interdisciplinary Studies
- Brewer, Amanda* - CAHSS; English
- Brookshier, Karst - Success Advising Center
- Brown, Terrell - Educational Foundations
- Burress, Rene* - Chair, Educational Technology & Library Science (ETLS)
- Cobb, Shelby - Career & Technical Education
- Conrad, Michelle* - Chair, Career & Technical Education
- Dieckman, Andi* - Director, Clinical Services & Certification
- Dunn, Carol - Student Teaching, Elementary Education
- Earles-Vollrath, Theresa - Special Education
- Ellsworth, Tina - CAHSS; Social Studies Education
- Erdogan, Nabat - Literacy Education
- Everyl-Orman, Chelsea - CAHSS; English
- Fiore, Douglas* - Dean, College of Education
- Flack, Eric - Educational Leadership
- Forth, Nancy - Chair, Counseling & Educational Leadership (CEL)
- Hays, Lauren - Instructional Technology
- Hutchinson, Sandy - Educational Leadership
- Kammer, Jenna - Library Science & Information Services
- Kitson, Christina - CAHSS; English
- Korson, Stacey - Literacy Education
- Kosmatka, Cheryl - Placement Coordinator, Clinical Services & Certification
- Larsen, Jill - Office Professional, Dean's Office
- Lewis, Julie - Career & Technical Education
- Lynch, Brandy - Physical Education
- Maxcy, Lane - Special Education
- McDonald, Bryan* - Educational Leadership
- Pagnani, Alex - Educational Psychology
- Phillips, Lucy - Counselor Education
- Plummer, Cheryl - Office Professional, EFL & ETLS
- Price-Richardson, Christi - Middle Level Education
- Robbins, Lisa - Chair, Special Education & Behavior Analysis
- Schuler, Kris - Elementary Education

- Snider, Karrie* - Associate Dean, College of Education; Elementary Education
- Stackhouse, Jon - Counselor Education
- Thomas, Matthew - Chair, Educational Foundations & Literacy (EFL)
- Tye, Natalie - Elementary Education
- Weinmann, Ronda - Administrative Assistant, Dean's Office
- Williams, Carla - Elementary Education
- Yao, Yuankun - Educational Foundations

*Denotes Quality Assurance Workgroup member

1. Arrival & Grab Lunch

2. Welcome by Dean Fiore

3. Lunch Time Table Discussion Activity - Reflection on Missouri Educator Evaluation System (MEES) Indicator Study and Educator Preparation Program (EPP) Trends Data

- What do you notice from the trend data in comparison to the MEES indicator study?
 - **Summary of responses:** Participants expressed ongoing concern about the reliability and interpretation of MEES data, noting that evaluator training and scoring consistency may affect results as much as candidate performance. University supervisors typically rate candidates higher than cooperating teachers. Higher order thinking and communication remain areas for growth. Several participants emphasized examining multi-year trends and strengthening interrater reliability before drawing conclusions from score differences.
- How is your program addressing areas of need?
 - **Summary of responses:** Programs are addressing areas of need by coaching cooperating teachers, embedding effective instructional strategies, and emphasizing higher order thinking as a key focus. Faculty are promoting open-ended questioning, cognitive engagement, and structured strategies such as Kagan methods to strengthen classroom management and student engagement. Efforts reflect a shift toward mentoring and instructional leadership rather than isolated training. Participants stressed the importance of using data analysis to confirm trends and ensure that program changes are evidence-based rather than reactionary.
- What resources would be helpful to address areas of need?
 - **Summary of responses:** Participants suggested resources to improve calibration, consistency, and authentic practice across all stakeholders. Rater training for cooperating teachers and university supervisors was identified as essential to ensure fair and reliable scoring of MEES indicators. Faculty emphasized creating hands-on tools, such as GoReact for video reflection, to help candidates apply skills and model strong

performance. Clarifying rubric language, particularly for Indicators 4.3, 4.4, and higher-order thinking was seen as critical to improving teaching and evaluation alignment. Some participants called for expanded resources to support diverse social and cultural perspectives and strengthened behavioral management coursework, noting overlap among these domains in practice.

4. EPP/COE Updates by Dean Fiore

- Teaching Torch Scholarships
 - Honors great educators and our first ones honor
 1. Dr. Ann McCoy
 2. Judith Tyson
 3. Dr. Sandy Hutchinson
 - Requires \$25,000 to create endowment
 - Supports undergraduate students
 - Provides opportunities for collaboration
- TRIO Student Support Services Teach Program
 - First time to receive this \$275,000 a year grant for the next five years
 - Nine student services outlined in the document
 - Will serve 140 students
 - Working on locating a location within Lovinger to house the program
- Clifton Strengths
 - Workshop scheduled for November 17, 2025
 - Still time to take the assessment and attend the workshop

5. SchoolAI Update by Dr. Hays

- School AI is being used within Brightspace
- Dashboard available that allows instructor to see the conversations that students have with AI
- Students are engaged
- Dr. Hays set up an assignment utilizing the AI tool so it would ask students five questions and keep interacting with the students until the student answered all the questions correctly

6. Office of Clinical Services & Certification Updates by Ms. Dieckman

- Steps to Teaching Certification Diagram have been updated and posted in Lovinger and are available to add to course syllabi
- Content Area GPA updated to 2.5 to match state guidelines
 - Elem, EC and SpEd are all considered professional and not covered under this change
- Praxis Updates
 - Link to [UCM Guide](#)
 - Out of State exams are allowed but the student must elect to share with DESE when they sign up to take the exam

- Study Materials Available
 1. Mometrix Trial
 2. 240 Tutoring Trial
 3. Flash Cards in Clinical Services Office
 4. Free Practice Tests (up to 10)

7. Unit-wide Assessment Updates by Dr. Snider

- Instructional Practices Survey Update
- Technology Integration Feedback Survey from Student Teachers

8. Breakout Sessions - Small Group Discussions

Artificial Intelligence

- How are you currently using AI?
 - **Summary of responses:** Participants are exploring AI use, mainly for lesson design, feedback, and administrative tasks, while developing ethical awareness and instructional boundaries. Adoption varies widely, from frequent integration to philosophical resistance, creating both opportunities and challenges. Programs are moving toward structured guidance, policies, and shared norms to support consistent, responsible use. Reflection and ethical activities help students analyze AI, protect data, and evaluate learning benefits versus risks. Faculty and students are experimenting with multiple AI tools, balancing curiosity with caution regarding accuracy and automation.
- What challenges are you facing?
 - **Summary of responses:** The main challenges involve technological, ethical, and pedagogical uncertainty, with both faculty and students still learning to use AI responsibly. Teaching students to critically evaluate AI outputs and verify sources is a key concern, alongside dilemmas around authorship and proper citation. Faculty face discomfort monitoring use, balancing guidance with enforcement, and addressing student anxiety about AI. Rapid AI evolution and inconsistent outputs make teaching and assessment difficult, while students often need scaffolding to turn AI-generated ideas into context-appropriate work. Clear institutional policies and professional development were identified as essential to support consistent, confident practice.
- What success have you experienced?
 - **Summary of responses:** Some students and faculty are learning to discern quality in AI output, recognizing inaccuracies and using judgment rather than accepting responses at face value. Faculty successfully used AI to convert a conference presentation into a publication, demonstrating productive, ethical use of AI in academic writing. Success was attributed to patience and iterative learning. Following up in the spring, as suggested, will provide valuable data on how these initial successes

evolve into sustained instructional practices.

Technology Integration

- How are you currently preparing pre-service teachers for integrating technology in their future classrooms?
 - **Summary of responses:** Faculty intentionally model and require technology use within lessons and assignments to help pre-service teachers learn *how* and *why* to integrate tools effectively. Programs are leveraging tools like video recordings and “bug-in-ear” systems to promote reflection and immediate feedback in teaching practice. Specific courses (e.g., COUN 5100, EDFL 3230, EDAD) are experimenting with tech-rich assignments such as data analysis, behavior plans, or perception assignments.
- What are your ideas for technology integration in your teacher prep courses?
 - **Summary of responses:** Participants emphasized that pre-service teachers need a strong foundation in technology, adaptability, and backup plans for tool failures. A scaffolded, structured approach across courses was recommended to ensure consistent skill development. Some programs are integrating AI for lesson scaffolding, reflection, and prompt writing. Preparation should align with district technologies while focusing on teaching *through* technology rather than just using it. A few suggested reinstating a required technology course to provide explicit instruction based on TPACK and/or SAMR frameworks.
- What is your level of awareness for ISTE standards? How are you using those?
 - **Summary of responses:** Many responses indicated alignment with ISTE standards exists mainly in syllabi or course documentation, often due to college requirements rather than intentional instructional design. Faculty responses express uncertainty about how to integrate ISTE standards meaningfully into teaching practice or course activities. Some responses recognize that ISTE standards relate to broader “technology thinking” and teacher readiness, even if not explicitly applied. It was acknowledged that DESE now requires computer science standards to be taught, even in grades K-6, and that we need to consider this in our preparation programs.

9. Closing Remarks

- Save the Date: Spring PEF Meeting - Monday, April 13, 2026
- Thank you!!!

Respectfully submitted,
Ronda Weinmann,
Administrative Assistant to the Dean,
College of Education

University of Central Missouri
College of Education
Educator Preparation Program Advisory Board Meeting
Missouri Innovation Campus - 1100 NW Innovations Parkway
Lee's Summit, MO 64086
November 10, 2025
5:30 pm

College of Education Advisory Board Attendance

UCM College of Education & Professional Education Faculty and Representatives

- Atkins, Charlene* - Elementary Graduate Education
- Bias, Ken - Chair, Early, Elementary, Middle & Physical Education (EEMP)
- Brewer, Amanda* - CAHSS; English
- Burress, Rene* - Chair, Educational Technology & Library Science (ETLS)
- Conrad, Michelle* - Chair, Career & Technical Education
- Dieckman, Andi* - Director, Clinical Services & Certification
- Dunn, Carol - Student Teaching, Elementary Education
- Erdogan, Nabat - Literacy Education
- Fiore, Douglas* - Dean, College of Education
- Forth, Nancy - Chair, Counseling & Educational Leadership (CEL)
- Hays, Lauren - Instructional Technology
- Larsen, Jill - Office Professional, Dean's Office
- Lynch, Brandy - Physical Education
- Maxcy, Lane - Special Education
- McDonald, Bryan* - Educational Leadership
- Robbins, Lisa - Chair, Special Education & Behavior Analysis
- Snider, Karrie* - Associate Dean, College of Education; Elementary Education
- Thomas, Matthew - Chair, Educational Foundations & Literacy (EFL)
- Tye, Natalie - Elementary Education
- Weed, Rahila - CAHSS; Art, Design, and Photography
- Weinmann, Ronda - Administrative Assistant, Dean's Office
- Yao, Yuankun - Educational Foundations

*Denotes Quality Assurance Workgroup member

Advisory Board Members

- Arents, Corinne - Assistant Principal, Blue Springs School District
- Bentley, Cindy - School Counselor, Warrensburg School District
- Bonnesen, Jeremy - Director of Summit Technology Academy at MIC
- Byrne, Ben - Assistant Principal, Belton
- Caruthers, Janet - State Librarian, Missouri State Library
- Corson, Jennifer - Principal, Clinton High School
- Fann, Heather - Elementary Librarian, Springfield Public Schools
- Fleeman, Trudy - Principal, Maple Grove Elementary, Warrensburg
- Gillogly, Glen - School Counselor, Warrensburg School District
- Goertzen, Trevor - SchoolAI

- Harmon, Brandyn - Principal, Grain Valley North Middle School
- Hobbs, Jennifer - School Counselor, Santa Fe R-X School District
- Hogg, Troy - Interim Superintendent, Center School District
- Jurkowski, Deanna - Superintendent, Lakeland R-III
- Lamb, Christine - Assistant Principal, Blue Springs School District
- Mathes, Staci - Director, Special Services, Lee's Summit
- McCarthy, Beth - Director of Community & Industry Partnerships, Prep KC
- Ritter, Steve - Superintendent, Warrensburg School District
- Ryan, Julie - High School Librarian, Columbia Public Schools
- Smith, Carol - Dean of Libraries, University of Kansas Libraries
- Turner, Ashley - HS Teacher, FCS CCS, Lee's Summit

1. Welcome & Introductions

2. Dean's Office Updates

- UCM Endowment Campaign
 - Teaching Torch Scholarships
 1. Donors and Alumni got together to close the gap to make college affordable
 2. Recognizes and honors great educators who made a profound difference in education
 3. Three have been established right now that honor Dr. Ann McCoy, Judith Tyson, and Dr. Sandy Hutchinson.
 - Center for Educator Development (CED)
 1. Establish a structure that supports and expands ongoing efforts to fully address the challenges facing education
 2. Place to house programs that recruit, retain and promote student success
 3. Old Planet Sub building has been purchased and renovations will begin soon and provide a home for the CED
- TRIO Student Support Services Teach Program
 - First time to receive this \$275,000 a year grant for the next five years
 - Need to fill two key positions and get students recruited for the program
 - Working on locating a location within Lovinger to house the program
 - Will begin serving students in the Spring 2026 semester
 - Primary grant objectives will increase retention, academic standing, and degree completion

3. Table Discussions: EPP Unit-Wide Data

- What do you notice from the trend data in comparison to the MEES indicator study?

- Dr. Hays had the AI tool provide information about a concept and then had it ask students five questions. The tool kept interacting with the student until all the questions were answered correctly
 - Program Spotlight: Designing AI-Powered Intercultural Competence to Prepare Teachers for Global Classrooms - Dr. Nabat Erdogan, Dr. Yuankun Yao, and Dr. Michelle Conrad
 - Project purpose is to enhance intercultural and global competence among pre-service and in-service teachers through the integration of AI-driven scenarios and simulations into teacher preparation and professional development
 - The goal is to improve teachers' abilities to navigate and respond effectively in culturally and linguistically diverse classrooms by developing intercultural and global competence
 - Focus on six intercultural and four global competencies
 - AI generated scenarios, images, videos and simulations
 - Professional development sessions
 - Integration into UCM's foundational ELL course, EDFL 2250
 - Participants
 1. 250+ in-service teachers from Sedalia SD and Scuola Vita Nuova Charter SD
 2. 75 pre-service teachers enrolled in EDFL 2250
 - Faculty & teacher guides for further use with students
 - Generating example lessons from teachers
 - Move into virtual environment for use with VR headsets
 - Pre and Post-assessment and reflection journals to evaluate effectiveness

5. Table/Small Group Discussions

Artificial Intelligence

- How is your district currently using AI?
 - **Summary of responses:** Districts are exploring AI use in pockets, with tools like ChatGPT and SchoolAI supporting lesson planning, assessments, and higher-order thinking activities. Administration uses AI for tasks such as drafting letters of recommendation, saving time and resources. Teachers are establishing boundaries to ensure AI enhances rather than replaces work, while professional development supports responsible use. Adoption and comfort levels vary widely, and districts are still developing shared guidelines and ethical practices for student and staff use.
- What AI source is your district using? Is it free/purchased?
 - **Summary of responses:** Districts are using a combination of free tools, like ChatGPT, and purchased platforms, including SchoolAI, Magic School AI, Gemini Pro, and KU Ovation. AI detectors are

generally not in use. Adoption varies by district size and type, with larger suburban districts adopting more quickly and smaller or rural districts facing challenges due to staffing, internet access, cultural hesitancy, and funding. Implementation often involves careful, slow roll-outs with input from teachers, administrators, parents, and company representatives.

- What challenges are you facing?
 - **Summary of responses:** Districts face challenges in ensuring students develop responsible and ethical AI use, including discerning accuracy, maintaining integrity, and understanding copyright and privacy issues. Teachers, particularly veteran staff, need professional development to stay current with AI tools and applications. Schools must balance AI integration with maintaining human judgment, reflection, and interaction. Resistance from some teachers and gaps in student understanding highlight the ongoing need for training, guidance, and a culture of intentional, responsible AI use.
- What are your expectations for first year teachers?
 - **Summary of responses:** Expectations for first-year teachers regarding AI use remain largely undefined, though interest is rapidly growing. Attendees emphasized the need for AI literacy, including understanding ethical use, data privacy, and bias in AI-generated materials. Participants shared that while new teachers often enter the field with more familiarity than veterans, they still require structured preparation and guidance. Equity concerns surfaced, highlighting differences in students' AI access and parental attitudes across socioeconomic groups. Overall, stakeholders recommended that educator preparation programs begin integrating practical AI exposure and responsible-use training to ensure new teachers are adaptable and informed in diverse educational settings.

Technology Integration

- What other technology integration is a focus for your district? (VR, applications, software, hardware)?
 - **Summary of responses:** Districts reported a strong and growing emphasis on digital citizenship and AI literacy, signaling a shift toward teaching students how to use technology responsibly. Many continue to rely heavily on core classroom technologies such as CLEVER, Promethean boards, and docking stations to support instruction and streamline digital access. At the same time, some

districts are intentionally reducing screen time to address student well-being and the effects of constant device use. Esports programs are emerging as a new area of engagement, while VR integration remains limited, with participants noting that it has not kept pace with AI advancements or attracted significant investment.

- What would you want a first year teacher to know about technology integration in their future classroom (how can we help prepare them for technology integration)?
 - **Summary of responses:** Districts emphasized that first-year teachers need a balanced approach to technology use, knowing when to rely on digital tools and when to prioritize non-digital instruction. Teachers should be proficient in core platforms such as Google Suite, LMS, and gradebook systems to manage instruction efficiently. Participants also highlighted the importance of teaching digital ethics, including clear boundaries around AI use and academic integrity. Finally, new teachers must understand that some students remain hesitant about technology after negative COVID experiences and should intentionally rebuild trust through positive, meaningful use.

6. Closing Remarks

- Save the Date: Spring Advisory Meeting - Monday, April 13th
- Thank you!!!

Respectfully submitted,
Ronda Weinmann,
Administrative Assistant to the Dean,
College of Education