

## Clinical Services Advisory Board Members

Carrie Turner	Special Education Directors	Grain Valley School District
Ray Williams	Assistant Principal	Moberly School District
Bret Pummill	Principal	Warrensburg School District
Lisa Kirk	Teacher	Raytown School District
Janet Richards	Assistant Superintendent	Independence School District
Anissa Gastin	Assistant Superintendent	Fort Osage School District
Angie Wieggers	Librarian	North Kansas City

## Clinical Services Advisory Board Agenda

November 19th, 2020

4:00 PM, via Zoom

Attendance: Ann McCoy, Andi Dieckman, Linda Glasgow, Rene Burress, Joanie Hartnett  
Carrie Turner - Special Education Director -Grain Valley, Ray Williams - Assistant Principal  
Moberly, Bret Pummill - Principal Warrensburg High School, Lisa Kirk - Elementary Art  
Teacher-Raytown, Janet Richards - Assistant Superintendent Independence, Anissa Gastin -  
Assistant Superintendent Fort Osage, Angie Wieggers, North Kansas City

Welcome & Introduction - Ann McCoy, Associate Dean

- Purpose of Committee - main purpose you provide information to us so we can do a better job preparing candidates for you.
- Introduce the UCM Committee: Andi, Rene, Joanie, Linda
- CAEP self study 2022, visit 2023, this meeting helps us prepare for that
- DESE Updates - rule change at State Board, currently GPA 2.75 is required. Current change removes the 2.75 requirement. Helps the college freshman who had challenging first year and less debt from having to retake classes.
- MoSPE Requirements -  
There have been a few changes in the requirements for cooperating teachers.

Advisory Board Questions - Andi Dieckman

1. What do you think makes a strong clinical partnership between the university and schools?

Turner - Sharing of expectations for growing students, person-to-person contact, we get really great candidates that come out of UCM, narrow SPED candidate pool, want to partner with UCM, seeking input for what districts need new teachers to be able to is important

Kirk - early communication, ongoing communication between cooperating teacher and supervisor

Pummill - Went through UCM myself, the 10 years I have been here - expectations are not always clear of what the relationship should be. There is the old model and now the co-teaching model. Some universities want it the old way and some want it the new way. Communication early so we know what to expect. It has created communication issues on our end with disgruntled supervising teachers.

Williams - Making sure have clear cut expectations, also clear expectations for district, maybe training on how cooperating teacher can help grow teacher candidates

Richards - Communication, rapport and trust are essential, steady personnel in both districts and university are important, have admired and valued UCM for annually starting a conversation, taking time to let districts know how can strengthen partnerships, consistency of placements helps, strong and positive experiences create desire to return to district, appreciate willingness to create a win-win situation Will you

Turner - Senior level with practicum in fall and student teaching in the spring and attempting to partner with same cooperating teacher has been huge. The cooperating teacher really gets a taste of what is to come and what they will need to help them improve for the whole year.

Andi - has anyone had library placements? Not this group.

2. How can the UCM College of Education support school districts in terms of teacher education initial preparation? Graduate level preparation?
  - a. Are there additional supports needed due to COVID19?

Kirk - TC could use more experience with Google classroom, Zoom, and other forms of technology

Turner - different advisory committee meeting this week. Accessibility was brought up. Google is important. Truly doing a thorough or very specific orientation process for both practicum and student teaching in partnership with the university. District and university with student all together. All expectations can be covered. District requirements, university requirements. This happened this fall and it was very beneficial. COVID was a factor, but it was good and it should continue.

Pummill - At secondary level, 50 hour students also need experience with LMS, may not be able to have prepared for all, having them with same teacher for 50 hour and student teaching would be beneficial, extra time with one teacher provides additional support  
We don't struggle with many UCM students. Moving forward let's look at those two semesters going.

Richards - any LMS how can you take undergraduates early and think about creating a course in an LMS. Door has been opened for virtual learning regardless. As public entities we have to figure out how that works in our world. We want cutside things - elementary and trying to balance with perspective of ADA and accessibility compliance and develop from that lens instead. Thinking of fonts and size being readable with accommodations. Then you have to problem solve your way out of that. But if you put those habits first, you can save yourself time. Special circumstances of getting in those habits early. UCM is particularly strong in championing graduates that know how to use data driven decision making in the classroom. We know teaching is an art and a science but with limited time to get in and out, how to best make the decisions about the quality of your instruction. Empower graduates - ask some of those questions - what are you looking for? Products to make your job easier. Digging further on students. Who was is most effective with and why? How do I make adjustments? When kids are not responding well to classroom instruction, what are the district next steps Tiered levels of support. Electronic tools - what on a day to day basis to help me.

Williams - Missouri initiative is Trauma Informed Care, would be beneficial for teacher candidates to have received training on TIC prior to student teaching

Gastin - UCM does a great job comparatively to other universities

3. How do you feel about the current relationship between your district and UCM?
  - a. What is going well?
  - b. Where do you see a need for improvement?

Gastin - elementary group does a good job with communication  
Someone just over secondary??? Do something - not sure what - but ongoing relationships would be an area. It's not bad, just regular. :) Could be stronger.

Kirk - Luuehrman, art faculty are excellent with communication

Pummill - secondary faces inconsistency among departments, some departments tell us who to place student teachers with, don't like to place student teachers with same cooperating teacher, CTs need time to improve own practice, consistency about how placements are handled is important, don't know who to contact,

Wright to Runyon. Has changed.

4. How can we improve the process of student placement?
  - a. Thinking about COVID19, how can we support each other in terms of student placement?

Turner - if placements could start earlier it would be helpful, if know number we need to place sooner it would help districts, gives time to carefully consider where to place students. For fall placements, would like to know in May.

Kirk - earlier placements would help cooperating teachers

Gastin - for most part can place students even in COVID era but some hesitancy from both principals and cooperating teachers

Turner - as we transition to virtual, it becomes apparent that virtual learning is here to stay, will have some aspects of virtual going forward, is good experience for student teachers to have experience with virtual teaching, expect student teachers to transition to virtual along with cooperating teacher

5. What suggestions do you have for our programs in terms of preparing our candidates for their first year as a teacher?

Richards - Trauma Informed/sensitive practices, how to take care of yourself as an educator

Having an idea of what to do on a daily basis to de-stress, techniques, how will i define for myself ways to pull back and say (deep breath). First year teachers need to learn how to make that a natural part of being an adult in this world.

Turner? MTSS on general education side. True focus on tiered supports for all kids. In Depth data collection and analysis of data.

Richards? Weave in case studies and scenarios. Many districts are big warehousing tools. Training your brain to look at multiple pieces of information. Academics, behavior, attendance - what is this picture showing me. What supports does this student need? What defines at risk. Not just pattern of test scores in a content area. Thinking about trauma informed moments. Training brain to look at number of pieces of data simultaneously.

Williams - IEP and 504 accommodations are areas students struggle with, weave into curriculum how to implement IEP accommodations, focus more on skills more than content, help P-12 students develop skills that will help them succeed and less emphasis on learning facts

Wieggers - engagement , how to catch students' attention, how to connect with students,

Request Input - Andi Dieckman

- When to send cooperating teacher surveys out? (Fall and Sp)  
We are hoping to send a survey to cooperating teachers to gain feedback.  
**Consensus - send at end of semester**

- Minimum MoSPE requirements  
The list of qualifications provided contains the minimum requirements established by Missouri. Do we need to add additional requirements?

Would be helpful for UCM to share requirements along with desired characteristics.  
Adding additional requirements (more years, higher degree) makes it more difficult to  
good placements.

**Consensus - stay with minimum requirements to allow districts flexibility**

Conclusion & Final Comments

Please contact Andi if you have additional information to share.