

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

Wieggers, 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, Maslow 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

College of Education Advisory Board Meeting

April 20, 2022, 4:00 pm

Virtual via Zoom

Attendance (by Breakout Group):

McCoy, Ann - Dean, College of Education, UCM

Dieckmann, Andi - Director, Clinical Services and Certification, UCM

Forth, Nancy - Counseling, UCM

- Buck, David - Superintendent, Lee's Summit
- Burkhart, Jamie - Superintendent, Green Ridge
- Finnane, John - Assistant Superintendent, Warrensburg
- Nash, Kathy - High School Teacher, Lee's Summit

Pantleo, Mike - Career & Technical Education, UCM

- Boatright, Pam - Human Resources, Independence
- Cohron, Michale - Assistant Superintendent, Knob Noster
- Kohl, Andy - Superintendent, Warrensburg
- Mueller, Amie - Director of Therapeutic Services, STA Care Center
- Pryde, Kelly - Middle School Librarian, Warrensburg

Snider, Karrie - Early Childhood Education, UCM

- Grant, Cynthia - Assistant Superintendent, Independence
- Mathes, Staci - Director of Special Services, Lee's Summit
- Ritter, Steve - Superintendent, Sherwood
- Sumy, Andrea - Director of Libraries, Liberty

Thomas, Matt - Literacy Education, UCM

- Allen, Amanda - Middle School Principal, Grain Valley
- Bonnesen, Jeremy - Summit Technology Academy, Lee's Summit
- Carlson, David - Human Resources, Lee's Summit
- Himes, Bryan - High School Principal, Sherwood
- Little, Jayme - Teacher, Warrensburg

Welcome and Updates from the College

- Good News from the College
 - The CoE has been able to offer \$305,828 in scholarships to our students
 - We have several faculty serving in leadership positions in professional organizations and one was elected this week to the board of the National Association of Teacher Educators.
 - One of our early childhood education spring graduates was awarded the Charno award, the highest award given to students.
 - Our first group of paraprofessionals graduated in December and more will graduate in May.
 - Creation of a new Counseling Center thanks to a donation from the family of Dr. Michael Hough
 - Will include 5 counseling session rooms, 1 play therapy room (following the guidelines from the Association of Play Therapy), 2 group/classrooms, & 4 faculty offices
 - State of the art technology will provide direct faculty observation and video recording
- Reorganization Update
 - Instead of 2 schools, will now be 5 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
 - Smaller units - increased ability to focus on individual programs
 - Grouped programs to maximize collaboration
- Preparation for accreditation - Council for the Accreditation of Educator Preparation

- Will review all initial certification programs including Library Science and alternative certification programs
- Advanced programs
 - Educational Leadership
 - Career and Technical Director
- May ask to interview some of you
 - Site visit - April 16-18, 2023
- Accreditation Self-Study
 - Will submit this summer.
 - Feel like we are in fairly good shape!
 - Standards
 - Standard 1 - Content and Pedagogical Knowledge
 - Standard 2 - Clinical Partnerships and Practices
 - Standard 3 - Candidate, Recruitment, Progression, and Support
 - Standard 4 - Program Impact
 - Standard 5 - Quality Assurance and Continuous Improvement
 - We would be very interested in your input on our self-study.
 - We believe we have made sound progress in Standard 5 and want feedback from the Advisory Board.
- Student Teacher Work Sample
 - Accrediting body requirements have changed, especially with regard to completers
 - We are using our student-teacher work sample to guide our evaluations and provide documentation and evidence
 - Historically this was a tool for evidence gathering from 2010 to 2015
 - Changed due to DESE requirement changes
 - Started a formal pilot of the new tool in the past three years
 - Streamlines the required sections
 - Now used for evaluation rather than just documentation
 - The rubric is now evaluative
 - Reliability data has started to be gathered and shows positive reliability data
 - Stakeholders have been able to use this across content areas while still able to be differentiated based on specific content needs
 - Next goal
 - Increase university supervisor reliability and consistency
- The elephant in the room: statewide teacher shortage
 - Preparation Funnel
 - Steps
 - Admitted to college
 - Admitted to program
 - Passed certification exam
 - Completed the program
 - Applied for certification
 - Hired into a position
 - Necessary to be sure the candidates are appropriately trained
 - Hoping to make some changes to better guide students through the steps
 - Degrees conferred over the years - nationally
 - Education is on the decline while others are increasing
 - The expectation is that this decline will continue at least for now
 - Certification over the years - nationally
 - Steadily declined between 2012 and 2018
 - Slight rise in 2019
 - Declining again in 2020
- Focus on recruitment
 - Completion of undergraduate programs leads to enrollment in graduate programs.
 - Grow Your Own partnerships
 - High school students

- Paraprofessionals
 - Early Childhood Educators
 - Graduate programs to Grow Your Own leaders
- Recruiting events
 - Focus on growing the profession
 - Coming to UCM is a bonus, but most important is to attract future teachers to the profession in general

Breakout Session Agenda

- 5 section areas in the CoE Strategic Plan
 - Professional Knowledge, Skills, and Dispositions
 - Diversity, Equity, and Inclusion
 - Collaborative Partnerships
 - Student Recruitment, Retention, and Success
 - Continuous Improvement
- Meet in breakout rooms to brainstorm each area with 3 focus questions in mind
 - How can we work together to strengthen and grow our professions (teaching, leadership, counseling, educational technology, library, etc.)?
 - How can we ensure our partnership is mutually beneficial in preparing candidates? How can we support you?
 - What should be included in our strategic plan to ensure the ideas you suggest occur?
- Share 3 responses with the entire group following the breakout session

Breakout Session Notes and Responses

- **Group 1 - Forth**
 - Collaborative Partnerships
 - A focus on outreach
 - UCM is starting on the right track with growing your own programs. Increase A+ to make it more appealing to those who may be thinking about community college
 - Outreach how to get in front of h.s. Students have UCM as a partner in this as well
 - In LS write curriculum work hand in hand...what does college look like
 - In WAR, dual credit courses are used to make higher ed more attainable; offering more courses for dual credit in education
 - Student Recruitment, Retention, and Success
 - Tuition reduction for teacher candidates to offset degree cost
 - At the Lee's Summit Grow Your Own, students are provided with a mentor and hours at a school. Would be helpful to have a UCM mentor.
 - Recruiting tool: Education has a great retirement package, how can we get the word out?
 - Continuous Improvement
 - Professional development pieces increase, some don't have a sense of the need for NEA or MSTA, or the importance of PD, self-reflection. Need to include more education/support in these areas
 - FTA, Educators Rising is the new name
 - The counseling program is stellar, could the program be more streamlined?
- **Group 2 - Pantleo**
 - Professional Knowledge, Skills, and Dispositions
 - PLC Groups with graduates - continue this as it is important - we've seen this and applaud the effort.
 - The social-emotional piece still needs to be addressed - mental health first aid
 - Trauma-focused cognitive behavior therapy should be included.
 - RTI still needs attention
 - Organization towards efficiency - managing stress
 - Dynamics of leisure - was one of the best classes I took
 - Diversity, Equity, and Inclusion

- Identify students as early as the middle level to focus on teaching and future teacher programs grow your own. Future teachers.
 - ELL partnerships with all districts
 - Alleviate some of the cost barriers for diverse candidates using programs like A+, 2+2 with Community Colleges, tapping into foundation funds
 - Grow your own - Dual credit for D, E, and I courses
- Collaborative Partnerships
 - Transportation to UCM from diverse areas to future teacher events
 - Grow your own - Dual credit for D, E, and I courses
 - Grow your own - paras can take UCM classes after 4:00 so they can work and still earn money
 - Second career individuals - help get them into the classrooms sooner
 - Teachers pay into MOSERS too to help their second career at UCM
 - Minimize the cost of graduate degrees for salary scale movement
- Student Recruitment, Retention, and Success
 - Student teachers - they can not get paid while working as student teachers. UCM does not allow student teachers to get paid.

● **Group 3 - Snider**

- How can we work together to strengthen and grow our professions (teaching, leadership, counseling, educational technology, library, etc.)?
 - Continuation of the paraprofessional program
 - Continuation of attendance at recruitment nights and team visits
 - Continuation of the Teach it Forward conference, future teacher academ, and other opportunities to get onto campus and make connections with recent graduates from the program
 - Create a network of recent alumni
 - EIP partnership keep that going
 - Library media and information on when is the best time to start students in the classroom, start talking to new teacher candidates, etc. How to provide information and exposure to students.
 - Appreciation for what is already being done at UCM with Library certification piece. DESE has made a change and UCM has done a great job of packaging those to help certified teachers already be able to get that training.
 - With the shortages, need a nice, clean way to connect different industries to recruit different individuals
 - Present opportunities for an education path to bring folks out of the industry and into K-12 ed through company education and professional development to get them in the building and thinking about education and hook them into the K-12 setting
- How can we ensure our partnership is mutually beneficial? How can we support you?
 - Consider staff shortages are going on and ways undergrads could be learning online and be substitute teachers, fill super subs positions, or become paraprofessionals
 - Teacher academy at the MIC
 - Encourage students to take the para praxis so they can be hired for extended school year positions in the summer
 - Some programs may be more geared towards online or evening classes
 - We are getting more flexible in our thinking with staffing needs
 - Would much rather hire someone part time that would be consistently available 1-3 days per week than use sub services
 - Offer paid apprenticeships to build relationships, attract candidates, etc.
- What should be included in our strategic plan to ensure this occurs?
 - Professional Knowledge, Skills, and Dispositions
 - Provide mental health support for newer teachers to avoid them leaving mid-year
 - A class in self-care and available mental health support resources
 - Encourage the use of an induction model that includes how do you take care of yourself the first year
 - Diversity, Equity, and Inclusion

- There is a lack of diverse faculties so new teachers need to be prepared to be culturally competent, consider diverse backgrounds, using inclusive language, and get to know student backgrounds
- **Group 4 - Thomas**
 - How can we work together to strengthen and grow our professions (teaching, leadership, counseling, educational technology, library, etc.)?
 - Encourage teaching candidates in the harder to fill areas.
 - There are plenty of ECEL, student teaching placement is almost always ECEL.
 - Grow skillsets in instruction and classroom management. UCM does better than most, but still what is needed.
 - Secondary STEM, but also English too, Foreign Language, and elective areas. Social studies is good, but everything else is needed.
 - Special Education.
 - PE is OK. Niche thing: years ago there was an athletic trainer who could also be a teacher. Anyway to help restore that. New graduates in training not prepared to teach, but not a full time teacher.
 - Relationship type need
 - Supervisors do a good job of communicating with teachers, but clinical side Usups need to check in with the classroom teachers more often.
 - Not too much in terms of systematic checkin via e-mail.
 - Sometimes with the observation but not talking to the teacher as much.
 - Looped in more would be good, and email would be good.
 - More systematic check-ins would be very helpful.
 - Grow your own program
 - So few students going into education right now. How to help with that?
 - An easy way to find out about the opportunities in teaching: what are the benefits, just being aware of the path and the open doors. STA.
 - Teacher Academies.
 - Flyers for a pathway to enable students envision it. Diagram it out.
 - Online teachers
 - Choosing careers based on ability to work remote.
 - Teachers are helpers and want to be with people.
 - Elephant the room: money question.
 - Financial literacy?
 - Benefits beyond money: put those on the flyers. Feeds your soul and pays the bills.
 - Attract the helpers who are called.
 - Maybe add a financial literacy piece to the Foundations class?
 - Younger generation
 - How do we appeal to them?
 - Need to share all the wonderful things that are happening in the profession.
 - Opportunity to showcase positive experiences and share the great stories.

Dismissal

- McCoy thanked everyone for their attendance and feedback from the discussions. The advisory board will meet again in Fall 2022.

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