

College of Education Advisory Board

Input on Goals

March 2021

Because of COVID, our Spring 2021 Advisory Board provided input through a survey. Our EPP used the information provided in a variety of ways. One of the items was designed to gather input as we reviewed and revised our vision, mission, and goals as an EPP. Below is this item, a summary of responses, and the goals we adopted for our EPP. We are also including the responses as provided.

Item: 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?

Summary of responses:

Collaborative	13
Classroom management/knowledge of different approaches including more non-traditional	12
Ability to engage learners through varied instructional strategies	10
Adaptable/flexible	9
Growth mindset/learn from mistakes/willing to learn	8
Well-versed in topic of equity/diversity/culturally responsive pedagogy	7
Knowledge of content area	7
Ability to plan instruction	7
Able to develop relationships with students and parents	7
Ability to utilize technology	5
Ability to differentiate	5
Has strong Work ethic/proactive/takes initiative	5
Strong communication skills	5
Knowledge of trauma and SEL	4
Ability to assess and analyze data	4
Empathy	4
Creativity/innovative	4
Perseverance/determination	4
Inclusive practices	3
Coachable/respond to feedback	3
Is reflective	3
Passion/desire to serve students	3
Belief that all can learn	2
Ability to work with parents	2
Likes children	2

Strong organizational skills	2
Ability to teach literacy across disciplines	1
Knowledge of restorative practices	1
Demonstrate sense of ethics	1

Current EPP Goals:

Professional Knowledge, Skills, and Dispositions

The UCM educator preparation program will integrate experiences into coursework that prepare educator candidates to:

- Apply current technology to engage and improve learning for all students.
- Develop and apply the knowledge, skills, and dispositions of effective collaborative practices for educating students with special needs.
- Develop and apply the knowledge, skills, and dispositions for enacting classroom and behavior management practices for all students.
- Develop and apply trauma informed practices for all students.

Student Recruitment, Retention, and Success

The UCM educator preparation program will:

- Align recruitment initiatives with the demographics of the regions served by educator preparation programs.
- Increase the number of candidates from diverse backgrounds entering and completing educator preparation programs.
- Increase systematic support for monitoring student persistence and success in educator preparation programs.
- Increase the number of non-traditional students pursuing educator certification through alternative pathways to certification.

Diversity, Equity, Equality, and Inclusion

The UCM educator preparation program will:

- Embed the central concepts of multicultural education into existing coursework to increase diverse, equitable, and inclusive pedagogical knowledge across learning environments.
- Integrate knowledge of contextual factors, resources, and supports to increase differentiated instruction across learning environments.

Collaborative Partnerships

The UCM educator preparation program will:

- Collaborate with stakeholders to develop and sustain meaningful reciprocal relationships to increase candidate effectiveness.
- Collaborate with stakeholders to provide mentor training to clinical educators.

Continuous Improvement

The UCM educator preparation program will:

- Develop and maintain a culture of assessment, defined as evidence-based decision-making to improve and sustain educator candidate learning outcomes.
- Collaborate with stakeholders to collect and use data to continuously review the impact of educator candidates and completers.

Survey Responses

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.

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!

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 everyday 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 district's 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 resilience 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.