

Peru State College School of Education Advisory Board

Meeting Minutes

July 25, 2022

Peru State College attendance: Dwayne Chism, Stephanie Holmes, Rachel Crook

Stakeholders in attendance: Jen Madison (ESU #4), Tim Kluck (Teacher/Alumni), Kristy Anderson (Teacher), Brian Hoover (Principal), Lisa Othmer (Principal), Andres Silva (Teacher/Alumni), Amanda Anderson (Student Teacher).

Stakeholder absent: Abbeigail Myers (Student Teacher)

The session highlighted the following information:

- **Welcome/Introductions**
- **Role of the Advisory Board:**
 - Review/discuss key assessment data utilized by the School of Education to inform improvement;
 - Collaboratively participate in the decision-making process, and
 - Provide feedback and guidance that allow us to establish best practices to move our School of Education Program forward.
- **Review of Key Assessment Data/SOE Goals:**
 - Instructional Analysis Project
 - Educator Disposition Assessment
 - Nebraska Clinical Practice Evaluation
- **Key Assessment Feedback/Discussion:**

The IAP and institutional survey data indicate that technology is an area for consideration for the Peru State College School of Education (SOE). Please note, we currently have a S.M.A.R.T Goal related to the area of technology which is shared below.

- What, if any, gaps do you perceive within the SOE program regarding Teacher Candidate preparation with the use/integration of technology?
- What changes/strategies would you recommend for the SOE program to support Teacher Candidates' use/integration of technology?

SMART Goal: By May 2021, 90% of teacher candidates will score at proficient or advanced for Standard 8 - Incorporates digital tools into instruction on the Final Nebraska Clinical Practice Evaluation in the Fall 2020 and Spring 2021 semesters.

Responses:

*Identify the top 2 or 3 main technology platforms used across school teachers and provide these experiences for teacher candidates.

*Provide candidates opportunities to explore various teaching Apps that can enhance their instruction.

*While the focus on technology is important don't forget to help candidates build their capacity to monitor student engagement while on devices.

*Students must also learn how to adjust their teaching "in the moment" while planning and teaching technology lessons.

*Love the fact that a teaching lab is being offered for candidates to learn. Developing the Instructional Lab at Peru State will be a great opportunity for them to build their capacity with technology. It will be important to help them understand how to be responsible/purposeful with technology and not just use it just to use it. It should not be for free play/games but for guided ways to enhance learning for students.

*The Teaching Instructional Lab will allow for candidates to videotape and analyze instruction for deeper self-reflection.

*Consider revamping the experiences in the EDUC 315 course. Perhaps consider the timing of when students take the course. Have students develop websites that mirror what they would actually use with families. Change instructional practice of the class. The site can highlight things related to classroom readiness such as classroom procedures rules, expectations, curriculum, parent newsletter, etc.

*How are districts helping new educators monitor student engagement through their lens?

- Meeting with department heads of their area to learn/discuss techniques
- Reviewing Checkpoints through developed PowerPoints
- Encouraging teachers to stop to check-in on students every 3 to 5 minutes
- Use of Alarms
- Go Guardian engagement software to track student learning
- Coaching/Mentoring relationships

The NCPE indicates that the Application of Content is a growth opportunity for the Teacher Candidates within the SOE (engaging students in critical thinking and collaborative problem solving). Please note, we currently have a S.M.A.R.T Goal related to Content Application which is shared below.

- What, if any, gaps do you perceive within the SOE program regarding

Teacher Candidate preparation in the areas of critical thinking and problem solving?

- What changes/strategies would you recommend for the SOE program to better support Teacher Candidates' abilities in the areas of critical thinking and problem solving?

SMART Goal: By May 2021, 90% of teacher candidates will score at proficient or advanced for Standard 5 -Application of Content: Engages Students in Critical Thinking and Collaborative Problem Solving on the Final Nebraska Clinical Practice Evaluation for Fall 2020 and Spring 2021 semesters.

Responses:

*Continue to discuss the level of expectations (on where candidates should be on the scoring rubric) with cooperating teachers.

*Provide a key or examples that support the NCPE rubric areas of proficiency explaining what “proficiency” looks like when observing teacher candidates.

*Continue to have in-depth discussion about the four different levels of proficient scales.

*One strategy to consider is to place additional emphasis on instructional practices. Things such as guided questions, learning targets, informed assessments, and adjusting instruction for problem-solving skills.

*Candidates need more practice with taking the time to allow students to engage in productive struggle and the talk through their thinking aloud with peers.

*Veteran teachers also struggle with the area of critical thinking and conversations about critical thinking are happening in schools currently. Working with EL students is always challenging in this area too.

Here are some things to consider:

- Education Lab
 - How will the students adjust in “real time” moments when teaching lessons?
 - How can they adapt to situations in the classroom when situations arise with students learning and behavior challenges?
- Methods Classes
 - Continues opportunities for real-world applications
 - Have candidates exploring open-ended questions
 - Engaging in more hypothesis
 - Strategies to encourage think time and not just jumping in to

answer questions too quickly.

- Are there other recommendations or feedback you have for the SOE based on the data you reviewed?
 - Refine practicum expectations more for all practicum placements
 - Provide clear guidance on what the students should be doing in the classroom with the CTs
 - Provide clear guidelines for the CTs while hosting a practicum student
 - Teach more than 1 or 2 lessons during the practicum experience
 - Need more 1 on 1 time with students during the practicum experience
 - Need more small group interactions during the practicum experience
 - “Teaching 1 to 2 lessons during practicum is night and day difference when it comes to full time student teaching in a classroom.”

- **Stakeholder Voice:**

- Focus Group Feedback
- Surveys
- Teacher Exit
- Cooperating Teacher
- Cooperating Supervisor
- Student Teacher

- **Survey Feedback discussion:**

- CTs scores are lower across the board compared to TCs and CSs
- Cultural norms will be different across school districts
 - Example: OPS vs. Nebraska City
- Bring teachers/administrators back for panel discussion across school districts to help with gap in cultural norms
 - Example: LPS, OPS, vs. HTRS, Neb. City
- Need to vamp scoring scales on surveys (4 pt. vs. 5 pt.)
- Lower rating from CTs in all areas especially in Ethical/Legal behavior area
 - Could be an outlier, need more information
- SOE provides deep discussion with ethical/legal behaviors, social media/FB accounts, offer clothing closet, etc.
- Need further explanation of survey questions to all parties
- Consider splitting this question in two: “Preparing candidates to model moral and ethical legal behavior and demonstrate purposeful sensitivity to cultural norms within the school community.”
- How are teacher candidates actually scoring self when they rate themselves?
 - Do they understand the questions?

- Provide examples with survey questions to help define each question.
- **Praxis Requirement:**
 - LB 1218
 - Admittance into the School of Education
- **Praxis Discussion:**
 - Consensus of the group is to have the students take the Praxis Core Exam at least once prior to admission
 - Support the provisional admittance from Fall term
 - Support taking the exam and signing a waiver
 - Concern is allowing students to finish without passing scores and then student is unsuccessful in obtaining teaching certificate
 - Time and money invested in a program they will not be able to use in the future
 - Understand the teacher shortage, trying to support districts, and what is the right balance?
 - Supporting tough conversations with students if education is not the “appropriate track” to continue based on low praxis scores
- **Retention/Recruitment:**
 - SOE Demographics

School of Education		Campus Community	
Term	Enrollment	Term	Enrollment
Spring 22	176	Spring 22	1755
Fall 21	237	Fall 21	1817
Spring 21	166	Spring 21	1957

Male = 32%
Female = 68%
Diversity = 15%

- Future Teacher Academy
 - Raising Education Awareness Creating Hope (R.E.A.C.H.) - October 7, 2022
- Partnership educator pathways
 - Nebraska City to Southeast Community College to Peru State College
- Future Teacher/Nebraska Career Scholarship-\$26,000 (\$6,500) a year
- **Closing:**
 - Future Meetings
 - January 2023
 - CAEP Site Visit
 - September 18-20, 2022