Peru State College
School of Education Advisory Board
Agenda
January 29, 2024

Join Zoom Meeting: <mark>https://zoom.us/j/93053962768</mark>
Meeting ID: <mark>930 5396 2768</mark>

- Welcome and Introductions

  o The meeting started at 4:00.

  o Attendees: Brian Hoover Nebraska Public Schools, Rachel Crook Peru State College, Greg Seay Peru State College, Jen Madison ESU 4, Bristol Wenzel Auburn Public Schools, Sebastian Boelhower Fall City Sacred Heart, Phillip Hensarling Omaha Public Schools, Chantelle Wilke Little Learners, Stephanie Holmes Peru State College, and Lisa Ottmer Music teacher at Axell KS and retired principal from HTRS. Wendy Buggi Nebraska City Lourdes was absent.

- Role of the Advisory Board:
  o Review/discuss key assessment data utilized by the School of Education to inform improvement.
  o Collaboratively participate in the decision-making process, and
  o Provide feedback and guidance that allow us to establish best practices to move our School of Education Program forward.
- Updates from July 23 meeting

  o Para to Educator Pathway

    ▪ Currently Millard, Papillion and Bellevue para to educator pathway are c in their 2nd term.

    ▪ We are in conversation of when to begin the next cohort.

    ▪ We are looking to expand to the ESU#4 Schools.

      • Emails have been sent to ESU#4 principals to hear about interest

  o IAP Revisions (Pilot Group)

    ▪ We have 6 indicators that we use and make revisions from the Fall 2023 Student Teachers pilot group.

- We decided to pilot the IAP again with the Spring Student Teachers as well.
- Revisions included:
  - Simplify data collection
  - Added a video section
  - Added more emphasis on taking initiative
  - Phillip shared what he thought of the pilot and really liked the changes.

- R.E.A.C.H (Raising Education Awareness Creating Hope)
  - November 17th
  - We had 60 plus students attending that may be interested in teaching.
- Admission to SOE checkpoints meet NDE Rule requirements.
  - Minimum 2.5 GPA for admission to teacher education program
  - Minimum 2.75 GPA for admission to clinical practice

- SOE Data Key Assessment & S.M.A.R.T Goal Review

  - **Diversity Table**
  - Rachel Crook shared the following data table and how SOE relates to Peru state college overall

Diversity: School of Education vs Peru State College Spring 2024

	School of Education Admitted	Peru State College
Total Students	94	
Female	72 (77%)	(59%)
Male	22 (23%)	(41%)
American Indian	1 (1%)	(.6%)
Asian	4 (4%)	(.6%)
Black	4 (4%)	(9.6%)
Hispanic	2 (2%)	(8.3%)
White	83 (88%)	(75%)
Other	0 (0%)	(5.7%)

- **Smart Goal Data**
  - Rachel Crook discussed the following smart goals and went over the tables.
  - Stephanie shared with the group the push for practicum students and student teachers to intentionally take initiative more in the classroom with students and working with cooperating teachers.

The Percent of Teacher Candidates that Meets Standard 8 on the EDA

SMART Goal 1:

By May 2024, 85% of teacher education students will score at the "Meets" level or higher on the EDA standard 8 assessment.

Semester	Percent of Students Scoring "Meets" on Standard 8 of the EDA
Spring 2022	48.94%
Fall 2022	52.63%
Spring 2023	57.75%
Fall 2023	63.64%

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  - For SMART goal number two, discussed how we only use this assessment for student teaching.
    - Question about differentiation between planning and implementing. The standard covers bother planning and implementation.
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The Teacher Candidates demonstrating Proficiency and Advanced in Standard 2: Learner Differences

SMART Goal 2:

By May 2024, 60% of teacher candidates will demonstrate proficiency and 40% will demonstrate advanced culturally responsive teaching. (Standard 2: Leaner Differences)

Semester	Proficient (60%)	Advanced (40%)
Spring 2022	58.09%	35.48%
Fall 2022	53.97%	34.92%
Spring 2023	55.36%	37.50%
Fall 2023	68.75%	25.00%

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- SMART Goal three, we have added the 6 indicators to all methods classes.

- SMART goal four changes monthly due to the checkpoints and provisional admittance to SOE being approved at the beginning of the semester.
  - We continue to receive background checks in monthly for new candidates.

Students Admitted to Teacher Education Program by Semester

SMART Goal # 4:

By the Fall of 2024, enrollment numbers for the school of education will increase by 5%.

Semester	Total Admitted to Teacher Education Program
Fall 2022	17
Spring 2023	30
Fall 2023	30
Spring 2024	26

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EDUCATOR DISPOSITION ASSESSMENT (EDA)

The Educator Disposition Assessment evaluation is to rate teacher candidates' professional dispositions in the following nine behavioral areas:
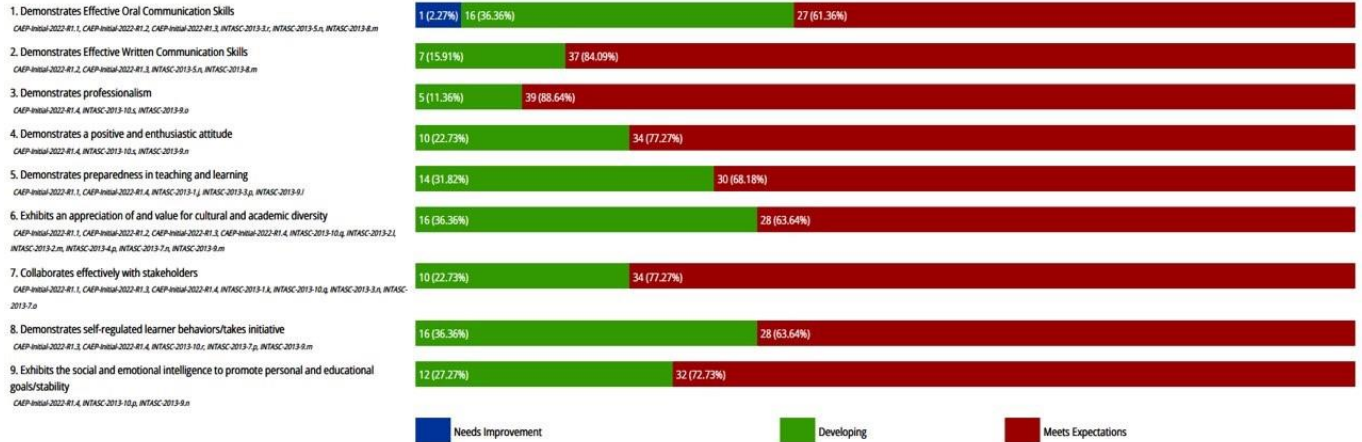
1. Oral Communication
2. Written Communication
3. Professionalism
4. Positive and Enthusiastic Attitude
5. Preparedness in Teaching & Learning
6. Appreciation of and Value for Cultural and Academic Diversity
7. Collaborates Effectively w/Stakeholders
8. Self-Regulated Learner Behaviors/Takes Initiative
9. Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability

EDA SCORING KEY

2= Meets Expectations
1= Developing
0= Below Standard

Please note, the target goal for Teacher Candidates is a 1 (Developing) or above.

- The EDA rubric looks at what needs improvement and how we decided on our SMART goal 1.
- This rubric is the professional behavior disposition teacher candidates must model during practicum and student teaching placements.

Student Teacher Survey Spring /Fall 2023 Chart

Competency	Needs Improvement	Developing	Meets Expectations
1. Demonstrates Effective Oral Communication Skills *CAEP-Initial-2022-R1.1, CAEP-Initial-2022-R1.2, CAEP-Initial-2022-R1.3, INTASC-2013-3.r, INTASC-2013-5.n, INTASC-2013-8.m*	1 (2.27%)	16 (36.36%)	27 (61.36%)
2. Demonstrates Effective Written Communication Skills *CAEP-Initial-2022-R1.2, CAEP-Initial-2022-R1.3, INTASC-2013-5.n, INTASC-2013-8.m*		7 (15.91%)	37 (84.09%)
3. Demonstrates professionalism *CAEP-Initial-2022-R1.4, INTASC-2013-10.s, INTASC-2013-9.o*		5 (11.36%)	39 (88.64%)
4. Demonstrates a positive and enthusiastic attitude *CAEP-Initial-2022-R1.4, INTASC-2013-10.s, INTASC-2013-9.o*		10 (22.73%)	34 (77.27%)
5. Demonstrates preparedness in teaching and learning *CAEP-Initial-2022-R1.1, CAEP-Initial-2022-R1.4, INTASC-2013-1.j, INTASC-2013-3.p, INTASC-2013-9.l*		14 (31.82%)	30 (68.18%)
6. Exhibits an appreciation of and value for cultural and academic diversity *CAEP-Initial-2022-R1.1, CAEP-Initial-2022-R1.2, CAEP-Initial-2022-R1.3, CAEP-Initial-2022-R1.4, INTASC-2013-10.q, INTASC-2013-2.l, INTASC-2013-2.m, INTASC-2013-4.p, INTASC-2013-7.n, INTASC-2013-9.m*		16 (36.36%)	28 (63.64%)
7. Collaborates effectively with stakeholders *CAEP-Initial-2022-R1.1, CAEP-Initial-2022-R1.3, CAEP-Initial-2022-R1.4, INTASC-2013-1.k, INTASC-2013-10.q, INTASC-2013-3.n, INTASC-2013-7.o*		10 (22.73%)	34 (77.27%)
8. Demonstrates self-regulated learner behaviors/takes initiative *CAEP-Initial-2022-R1.3, CAEP-Initial-2022-R1.4, INTASC-2013-10.r, INTASC-2013-7.p, INTASC-2013-9.m*		16 (36.36%)	28 (63.64%)
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability *CAEP-Initial-2022-R1.4, INTASC-2013-10.p, INTASC-2013-9.n*		12 (27.27%)	32 (72.73%)

Legend: Needs Improvement (blue) · Developing (green) · Meets Expectations (red)

- Student Teacher Survey Spring /Fall 2023

- **Survey Program Data**
  - College supervisors see a snapshot of observations (5 minimum) whereas cooperating teachers and the student teachers see and implement this daily.

Survey of Teacher Candidate Program Spring 2023

College Supervisors	Cooperating Teachers	Teacher Candidate	Survey Questions on a scale: 1-strongly Disagree 2- Disagree 3-Agree 4-Strongly Agree
3.9	3.6	3.6	Demonstrates strong communication and listening skills.
3.8	3.7	3.7	Develop a broad foundation of knowledge across disciplines and connects that knowledge to positively impact instruction and student learning.
3.9	3.9	3.4	Identify, select, and evaluate appropriate resources to support a coherent lesson sequence in their content areas which creates meaningful student learning experiences.
3.6	3.7	3.5	Plan, develop, and implement appropriate instruction and assessment based upon knowledge of diversity and learner characteristics so that all students can achieve mastery of content.
3.4	3.6	3.6	Understand and use a variety of instructional strategies so that learners develop a deep understanding of content, make connections, and build skills in order to apply knowledge in meaningful ways.
3.2	3.7	3.4	Effectively demonstrate the use of appropriate technology to plan, engage students during instruction, and change the way students learn.
3.5	3.7	3.8	Plan and implement instruction aligned with the applicable state standards.
3.2	3.4	3.3	Design and effectively teach culturally responsive lessons that differentiate instruction for each learner, positively impacting student achievement.
3.6	3.6	3.7	Design quality formative and summative standards-based assessments measuring individual student progress that can inform ongoing planning and instruction.
3.9	3.7	3.6	Create a learning community that is safe, positive, and well-organized with clearly defined goals dedicated to a meaningful learning engagement.
3.5	3.4	3.7	Assume responsibility for their own learning and to engage in problem solving, critical thinking, collaboration, and goal setting.
3.9	3.9	3.7	Model moral, ethical, and legal behaviors as well as demonstrate a purposeful sensitivity to the culture and norms within a school community.
3.9	3.6	3.8	Analyze and reflect upon constructive feedback in order to initiate change and refine practices that address the needs of all students.
3.9	3.6	3.6	Collaborate and participate in on-going professional development activities to stay current in regard to education-related issues.
3.7	3.6	3.6	Analyze and utilize current educational research, best practices, and resources made available for lifelong professional growth and development.
3.8	3.7	3.7	Overall prepared to enter the field of teacher education.
		3.9	Provided me with an advisor that was knowledgeable, who was able to help me navigate my class and career options, and available for academic support as needed.
		3.7	To what extent would you recommend the PSC School of Education Teacher Education Program to others?

Survey of Teacher Candidate Program Fall 2023

College Supervisors	Cooperating Teachers	Teacher Candidate	Survey Questions on a scale: 1-strongly Disagree 2- Disagree 3-Agree 4-Strongly Agree
3.6	3.3	3.87	Demonstrates strong communication and listening skills.
3.4	3.2	3.81	Develop a broad foundation of knowledge across disciplines and connects that knowledge to positively impact instruction and student learning.
3.7	3.2	3.56	Identify, select, and evaluate appropriate resources to support a coherent lesson sequence in their content areas which creates meaningful student learning experiences.
3.7	3.1	3.81	Plan, develop, and implement appropriate instruction and assessment based upon knowledge of diversity and learner characteristics so that all students can achieve mastery of content.
3.4	3.0	3.81	Understand and use a variety of instructional strategies so that learners develop a deep understanding of content, make connections, and build skills in order to apply knowledge in meaningful ways.
3.1	3.2	3.62	Effectively demonstrate the use of appropriate technology to plan, engage students during instruction, and change the way students learn.
3.7	3.2	3.81	Plan and implement instruction aligned with the applicable state standards.
3.3	3.1	3.68	Design and effectively teach culturally responsive lessons that differentiate instruction for each learner, positively impacting student achievement.
3.6	3.2	3.62	Design quality formative and summative standards-based assessments measuring individual student progress that can inform ongoing planning and instruction.
3.7	3.0	3.93	Create a learning community that is safe, positive, and well-organized with clearly defined goals dedicated to a meaningful learning engagement.
3.6	3.2	3.93	Assume responsibility for their own learning and to engage in problem solving, critical thinking, collaboration, and goal setting.
3.6	3.3	3.93	Model moral, ethical, and legal behaviors as well as demonstrate a purposeful sensitivity to the culture and norms within a school community.
3.6	3.2	3.81	Analyze and reflect upon constructive feedback in order to initiate change and refine practices that address the needs of all students.
3.6	3.1	3.87	Collaborate and participate in on-going professional development activities to stay current in regard to education-related issues.
3.4	3.2	3.66	Analyze and utilize current educational research, best practices, and resources made available for lifelong professional growth and development.
3.7	3.2	3.87	Overall prepared to enter the field of teacher education.
		3.81	Provided me with an advisor that was knowledgeable, who was able to help me navigate my class and career options, and available for academic support as needed.
		3.93	To what extent would you recommend the PSC School of Education Teacher Education Program to others?

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- Guided Discussion questions:
    - Any recommendations on SMART Goals:
    - What are the things we are doing to increase enrollment?
        - Making more connections in southeast Nebraska with the high schools in the area, such as REACH.
    - How many students attend from the southeast area and other areas?
        - We will have to research further and provide an update at the July meeting.
    - Are there pathway classes such as dual credit options to offer students to transfer in. For example: EDUC 208/209 or SPED 200.
        - Wayne has a Pathway program
        - Peru offers EDUC 208 as a dual credit class
        - We also accept transfer classes from many community colleges and other institutions.
    - Based on student teaching survey data the discussion aligned with these comments:

- Practicum students in preschool settings need to be coached through behaviors and to explain how to praise good behavior.
- Discussion on managing behavior, and how we need more on behavior systems and more exposure to the different types.
- Creating a learning community and define goals and engagement.
- The difference between Fall and Spring student teaching placements.
    - How to set up expectations in the classroom in August and these expectations are established by January (Spring start).
    - Spring TCs miss out on professional development and how to build the expectations of the classroom and students.
- Need more clarification on the survey questions.
    - Provide examples of the expectations CTs and CSs are observing for each standard.
- Need more Science and Math applicants.
- Other suggestions provided from the committee:
    - How to present ideas and work with teams?
        - Not a reflection from Peru State graduates.
    - Behavior and classroom management for new teachers.
    - National movement, to use prepared lesson materials instead of planning new lessons.
    - Use the resources available to the teachers.
    - Behavior and classroom management will look different depending on the school and that teachers need for support.
    - More training in parent communication.
    - Bringing the instructional materials into the classroom and starting with the backward design of lesson planning.
    - How to deal with negative feedback?

- Adjourned the meeting at 5:03 pm.