Peru State College
School of Education Advisory Board
Agenda
January 30, 2023
From: 4:15 p.m.-5:15 p.m.
Zoom Meeting: https://zoom.us/j/97074228262

Present: Amanda Anderson, Brian Hoover, Kristy Anderson, Andres Silva, Dwayne Chism, Stephanie Holmes
Absent: Lisa Othmer, Jen Madison, Tim Kluck, Abbe Myers
*Minutes will be emailed to the absent members to review and provide additional feedback.

- Welcome

    o Meeting was called to order at 4:17 p.m.

    o Completed an Icebreaker with the group.

        ▪ The question was, " If you could meet a celebrity, who would it be and why?"

- Dr. Chism went over the role of the advisory board and outlined the function of the board and the importance of their role.
    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.
- Dr. Chism went over updates from the last July 2022 Advisory Board meeting.

    o CAEP

        ▪ The accreditation team reported we did very well. They were impressed with our campus.

        ▪ The team reported one area for improvement (AFI) which was the advisory board committee only because the committee was so new and we only met once.

        ▪ They did provide a page and half of other areas to address prior to the visit; however after the visit there was only one AFI left.

        ▪ We are still waiting for the official documentation of approval and are very hopeful it will be approved, and we will receive accreditation.

    o R.E.A.C.H (Raising Education Awareness Creating Hope)

        ▪ We had about 170 students on campus for the October 7th event.

        ▪ The event was to recruit students interested in the field of education, not just to attend Peru State College.

            • We did have several students commit to PSC who attended the event.

        ▪ This event is to provide awareness of the shortage in the Education field and help grow the pipeline of future teachers.

- The plan is to host this event annually.
  - o Praxis Core Update
    - We created the praxis waiver for students based on feedback from this committee.
    - We do not require passing scores to be admitted into School of Education (SOE).
    - We require the students to take the praxis core at least once and evidence of having done so.
    - The praxis core is still a certification requirement to obtain a teaching license not a barrier to be admitted into a Teacher Education Program.
    - Data chart with admissions numbers.
      - Fall 2021, 17 students admitted.
      - Spring 2022, 15 students admitted.
      - Fall 2022, 20 students admitted, 14 signed a waiver.
      - Spring 2023, 20 students admitted, 10 signed a waiver.
    - Legislative Law currently in process to eliminate the Praxis Core.
      - If this happens, it will eliminate a huge barrier for students.
    - The Praxis Content exams will still be required for certification.
    - Committee Member, Mr. Hoover asked the question, "How did you advertise to the students, the praxis waiver is an option?"
      - We sent out emails to students attaching the waiver to it.
      - We still are tracking the students to help them continue to take and pass the exam so it will not be a roadblock when its time to apply for their license.

- Retention/Recruitment update

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Semester	Declared	Admitted	Female	Male	Diversity
Fall 2021	223	136	138	85	25% 44/179
Spring 2022	196	126	123	73	23% 36/160
Fall 2022	219	111	142	77	20% 36/183
Spring 2023	189	91	126	63	19% 30/159

Diversity %= other ethnic background/white

  o We are exploring Para to Education programs with districts to help with the teacher shortage and help increase enrollment.
  o We are in conversation with districts especially in the Special Education area.

- SOE Data Retreat Key Assessment & S.M.A.R.T Goal Review
  o Shared the SOE four Smart Goals with the group.
  o Goal # 1: Focus on IAP
    - Need an assessment to help measure our candidate's impact on students.

- Mock IAP is a mini version completed in their methods classes.
  - Provides an example prior to final IAP during student teaching.
- Shared data with the group.
- Discussion from group is to see if IAP could complete Part 1 in the EDUC 400 class.
  - This may be an option if the student has their student teaching placement information during this class.
  - It all depends on the receiving districts approval information back in time before the semester ends.
  - Change from a 2-week unit to a 1-week unit.
- A small SOE subcommittee is created to explore other options to meet this goal and requirement for CAEP.
- Dr. Chism asked the group for future discussion, CAEP wants PSC to also measure candidates' impact on students after they graduate.
  - Other states used a common assessment tool to share with colleges on how our candidates are impacting students while they are on the job.
  - Nebraska City uses assessment tool through the lenses of the students.
    - May depend on the definition of impact on students and right questions used.
    - Gallup Student Poll that Nebraska City utilizes.
      - Primary at the 9th and 10th grade levels.
- Goal #2: Digital Tools
  - Created the new Teacher Education Learning Lab (TELL)
  - Candidates wanted to understand the application of technology in schools.
  - We have revamped the EDUC 315 technology course this semester based on the feedback we received from this group.
- Goal #3: Critical Thinking
  - Goal is Met.
    - We want to make sure the data is being impacted by the strategies we are using.
    - We continue to push our student candidates around self-reflection.
    - We want to press with students, "why are doing what you are doing, tell me why?
  - Nebraska City shared every teacher's classroom has a classroom vision statement.
    - How do they want to be known as an educator?

- The teachers are evaluated based on their vision statement.
  - They can adjust and modify when necessary.
- New Math Standards incorporate Flexible strategies.
  - First graders solving the answer in many ways.
  - Collaboration and discussion with the students to help better retain the information.
    - "If you can teach it, you can master it."
- Understanding and having a solid foundation of Classroom Management.
  - An area for concern even for veteran teachers.
- Goal #4: Early Childhood Gold Standards
  - This is an area for growth.
  - A survey went out to students this January.
    - Results show we have some work to be done.
    - Will provide an update at next meeting.
- Student Teacher Survey Review
  - Shared data with group and the overall results were good.
    - Teacher Candidates are tougher on themselves usually.
  - Goal is to have the teacher candidates results aligned with their cooperating teacher results.
    - The teacher candidates are taking the feedback and reflecting to be better.
  - College Supervisors results are a bit higher, and they only see them a total of 5 to 6 times throughout the semester.
  - One area that was lowest was effectively demonstrate appropriate technology, engage students during instruction, and change the way students learn.
    - It is right aligned with our smart goal.
- EDA Review
  - Shared data with group.
    - Areas for growth include the following:
      - Demonstrates preparedness in teaching and learning.
      - Collaborates effectively with stakeholders.
      - Demonstrates Self-regulated learner behaviors/takes initiative.
- Closed the meeting at 5:00 p.m.