

PDS Advisory Board Notes – June 14 & 15, 2022

Attendance:

Kara Bushko-Oates – Elementary Teacher, Ashley Carpenter - Middle School Teacher (Math), Melissa Jura – High School Teacher (Social Studies), Sarah Schwendeman (Program Completer – Elementary with Special Education concentration), Brian Hage – Principal (TCMS), Susan Ferrell – Principal, Cassie Lavelle – Elementary Teacher, Barb Wierzbicki – Faculty – Elementary Ed., Keisha Kibler – Faculty (MAT), Toni Poling – CoEHHP Department Chair, Julie Reneau – Faculty (Special Education), Courtney Miller – Faculty (Special Education)

PDS Advisory Board Workday 1

June 14, 2022

Morning:

Introductions and Welcome (Barb Owens)

- Barbara Owens discusses clinical components of the program.
 - The PDS Office makes placements early in order to accommodate students. Traditional students are given a choice of whether to complete student teaching or to participate in the Residency Model (250 hours).
 - M.A.T placements have not changed. Will not fit the Residency Model.
 - This is an online program with a clinical component.
 - Special Education is at the UG and Graduate level. These students are mentored while meeting certification requirements.
 - Barb Owens refers to the chart. All clinical placements are joined with a course that coincides with it. This is listed under each
 - The question: “Will the master's program clinical hours change? ”. Keisha Kibler replies by saying they see no change in clinical hours such as the Residency Model currently. She also mentions that masters' students are getting hired under permit with supervision.
 - Julie Reneau discusses CAEP and accreditation. Julie asks for feedback and advice as we get closer to our accreditation visit.

Residency Overview (Toni Poling)

- Toni Poling addresses Policy 5100, every EPP has to have at least one program in place that will complete the Yearlong Residency Program before graduation.
 - Toni addresses the requirements of clinical experiences and the department worked on adjusting hours and course work.

- Toni Poling states that Secondary Education will be partaking in the Yearlong Residency Program this Fall. This is for the undergraduate program.
- Field Experience 1 has become completely virtual on the Teaching Channel. This teaches teacher candidates how to become critical observers. This became a tool of noticing and learning.
- High Incidence and Disabilities is attached to Field Experience 2. This has never had field experience.
 - This is the 30th placement.
 - A new checklist will be made/revised for this.
- ID 1 is now a 50-hour clinical experience. Field experience 3.
- Field Experience 4 is a new 50-hour clinical experience.
 - This involves a new course for elementary education students. Pedagogy of Literacy
 - For secondary education this is reading in the content
- Field Experience 2 is called the Learner and the Learning Environment. (30 clock hours).
 - Students should be able to describe many components of the course regarding students with academic and behavioral challenges.
- Field Experience 3 is Learning Context and Teaching
 - Students should be able to describe many components of recognizing and reflecting on teaching and student learning.
- Toni asks if there are any questions about the Yearlong Residency.
 - There were no questions.
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Change in Thinking (Julie Reneau and Keisha Kibler)

- Keisha talked about the change in thinking necessary as we embrace the Residency model, with a focus on the idea of co-teaching.
- Embracing co-teaching as a mentoring tool.
- Keisha asked if anyone here did co-teaching with their mentor teacher; only one said yes.
- Julie said students ask about “how many weeks” or “how many hours” they should teach, but we’ve been focusing on meaningful progression based on their independent factors. With the residency model, the focus is on co-planning, co-teaching, and co-assessing.
- Barb O. says it’s hard to explain to a student that there is no black-and-white explanation because every student and classroom is different. She spoke to the adaptability of the public school students and how we can look at transitioning away from the time frame.

- C. Levelle spoke to the increased time she felt she had with a Resident and the change in stress level they experienced to get everything done.
- Keisha said at the initial inception of the Residency, the time seemed overwhelming and we feared the 250 hours would be a barrier, but what we found was that the 250 hours was a blessing.
- Julie asked Sarah, a former resident, about the shift in thinking that had to happen for Residents. Sarah said she was able to work and complete her hours without issue.
- Julie said co-teaching immediately brings to mind special education and general education.
- Independent thinking time.
- Melissa Jura – concerns around secondary. Fearful that secondary teachers aren't as adept at co-teaching and would need more training.
- Cassie – wasn't one that embraced stations until this year. Elementary teachers who aren't as flexible.
- Melissa – teachers would need time to see how all of that will work.
- Cassie – offer training to those who will have a resident.
- Barb W. - students commented that they make copies, grading, etc. Students didn't know how to go about bringing up their needs to the teachers.
- Melissa – the days prior to the start of school were one of the best things about the residency.
- Barb O. - with the pilot program, we were thoughtful about who we asked to host a resident.
- Toni Poling – we want students to have meaningful collaboration with the cooperating teacher who is working with the Resident student.
- Scott – discusses how he would like his teacher to be flexible with this Residency model, but that is not always the case. Providing training through the PDS schools might be beneficial to help teachers become confident with this new model. Having someone come and speak to teachers would help with this issue.
- Julie- the following up and checking on those who are working with the Residency will help cooperating teachers and students. To have groups to speak to other teachers will help other teachers understand.
- Keisha- it's important to shift thinking and model co-teaching to help students get out of the mindset that this is only seen in special education. All students deserve quality instruction.
- Toni- Is there a time that we can pull teachers on a PL Day for a training.
 - This would vary by counties.
- Collaborative conversation about getting mentor teachers to stray away from teaching how they were mentored is important. It is important that we try to get all teachers on the same track of thinking to adapt to the residency student.

- Toni- we see our students who were affected by COVID being timid about being in the clinical experience. They did most of this online.
- Cooperating teachers discuss classroom expectations with Fairmont State students. This means no homework in the classroom, and treating being in the classroom, with students, as a privilege.
- Toni- What do you think about implementing Modules that you can complete online?
 - This would address co-teaching models and classroom strategies.
- Melissa- I think this would open communication between the student and cooperating teacher.
- Meetings with the student and cooperating teacher going into the Residency model would help develop a relationship and foster meaningful discussion prior to completing hours in the classroom.
- A possible meeting in November might help meet this need. Also including students who have already completed Residency 1, being able to attend, will help them throughout the Residency 2 journey.
- Toni- asks Sarah what she wishes she had before she started Residency 1.
 - Sarah responds not wanting to overstep going to into a new classroom. However, the course load is extreme, and it is very easy to get nervous.
 - Going in as a student, there was no schedule and that was stressful. She was worried about not being on track or creating a schedule what would work with special education and elementary education.
 - Cassie feels like there was a lot of disconnect between scheduling when it came to general education and special education requirements.
- Toni- We are straying away from Action Research within the next year or so
- Scott- How can Fairmont State help students get comfortable with the uncomfortable? Can we prepare you for decisions that will have to be made in the moment?
 - Keisha – we tell students that it is always about the pivot. We want them to learn professional schools during experience.
 - Barb. W – students have a hard transition going from the student to the teacher.
- Scott wants to remove a lot of the unknown from the student teachers. Wants to introduce them to everyone in the building, what the schedules are like, etc.
 - This way they can focus on what is unknown in the classroom.
- Cassie expresses concern of the disconnect between the coordinator and the cooperating teacher. Needs more systematic approach. She wants to be able to accommodate students who are coming into the classroom and make that experience comfortable for them.
- Barb W – wants the language changed in FE 2 rather than observer.

Co-Teaching Focus (Toni Poling and Keisha Kibler)

- How do we help support this change in thinking and implementation?
 - The meeting time/orientation/ workshops with the cooperating teacher before the residents enter the classroom
- What are the barriers to embracing this co-teaching model?
 - Cara- hopes students are ready to ask questions about topics they do not know about. During discussions students should be encouraged to Google or ask for help.

Break Time (15 minutes)

Review of Instructional Design I Checklist (Toni Poling)

Creation of New Checklist for High Incidence

- Review of High Incidence Syllabus (Julie Reneau and Courtney Miller)
- Review of Observation Assignment and Rubric (Julie Reneau and Courtney Miller)

Lunch On Your Own (1 hour)

Work Session - ideas across 2 groups:

- Breaking down observation and reflection assignment into different observations of X – specific focus for observation
- Interest survey for all students - then use the survey results to help the TC introduce him/her/their selves
- SAT Meeting and IEP***
- Observation of student with disability
- Confidentiality training and signature of form
- Review accommodations and how to keep track of them...
- Provide individual and/ or small group support as directed by the teacher
- Review or attend SAT or IEP meeting
- Observe collab classroom
- Review school wide behavior plan
- Interview special educator
- Interview general educator
- Assisting supervisory duties
- Assistive tech

- Diversity assignment - mini context of ed assignment
- Resource assignments
- Attendance of professional day and work with a team of teachers
- Observation journal - then reflective paper

PDS Advisory Board Workday 2

June 15, 2022

Morning:

Brief Recap of Day 1 (Keisha Kibler)

Sharing Thinking and Re-thinking from Day 1 (Toni Poling)

-changes in checklist

- keeping FE placement checklist manageable

- take an assignment they taught and revise it to be a virtual assignment

- application for jobs (Residency 1 or 2)- opportunity to navigate that ...

- substitute application during the start of residency 1

- residency 1 co-teaching lessons with the resident taking the lead on planning as part of the unit 3 lessons of give for the unit

- add list of co-teaching models to all FE except High Incidence

- distributing information to coordinators and cooperating teachers – making schools know and be aware of the changes... role of the coordinator as vital to the structure of the residency

- co-teaching training for coordinators – 1 hour

KWL- Residency 1 and 2 (Toni Poling, Keisha Kibler, Julie Reneau)

- What did we think we knew?
 - Under the assumption she would be with me every day
 - Knew it would be beneficial to prepare teachers
 - I thought I would hate it as a cooperating teacher
 - Teachers willing to be with a resident for a year...

- Thoughtful pairings

-What do we still have to learn/want to know?

- Navigating ways to help a resident – those residents who struggle.
- Navigating personalities conflict
- Special ed placements- meaningful and organic
- Residency and student teacher mid-term assessments in TaskStream
- Spring residency 1 - building relationships

- What have we learned so far?

- Match process for residency.
- Residency is effective teaching and positively impacted test scores
- Learning together- (Horizon reading series as an example)
- Having another adult in the room is beneficial
- More one on one attention for students
- Residents really enjoyed time in the K-12 classroom
- Give the residents their space

Break (15 minutes)

Structure (Toni Poling)

1. Sharing Chart

2. Structure of Support and Professional Development Needs

- Liaison vs university supervisors-
 - Communication as a focus
 - Liaison as being consistent
 - Districts in Marion Co since it is a school district we heavily depend on for placements
 - Liaisons support through building relationships
- Professional Development - co-teaching training across the board residency support PD
- Breakdown of expectations – make a shortened version /abbreviated checklist so cooperating teacher knows what is expected
- Residency/cooperating teacher workshops
- Exploring resident teacher cadres
- Mentoring module
- Feedback for mentors
- Mentoring survey
- EdTPA professional support

Lunch on Your Own (1 hour)

Overview of EdTPA (Toni Poling)

- What is this?
 - Overview of edTPA (handout on overview)
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- What does this mean for you?
- Potential Barriers
 - Level of stress
 - Breaking it down - how will this consume Residents?

Social-Emotional Learning (Julie Reneau)

- How do we help our candidates support K-12 students who need social-emotional support?
 - Understanding agencies and collaborative partners
 - Professional Development opportunities
- overwhelmed with number of students who experience trauma
- navigating the unknown regarding students and trauma
- discussed creation of case studies of behavioral challenges and trauma
- mandatory reporting
- state modules on trauma training
- email protocol and responding to parents
- Building relationships with students
 - Parent communication – different forms of communication
 - Add parent communication to noticing journal

When are we meeting again?

- Sept. 29 - 4:30 p.m. advisory meeting

For next meeting:

Welcome

Placements and PDS model (Barb)

Social and Emotional Behavior Project (Julie and Keisha)

CAPA and edTPA (Toni)

Open Forum

Moving forward

Checklist for Field Experience 4- Literacy and Assessment (EDUC 3334)

- EDUC 3331 - Reading in the Content Area (secondary)
- EDUC 3333 - Assessment and Reading Improvement (elementary)

Technology Integration

Student Teaching Manual