College of Education

Pre-education Task Force Document

Work Group Summaries from January 22, 2016 COE Faculty Meeting

**Pre-education Task Force**

*Committee members: Denise Cunningham (co-chair), Steve Jones (co-chair), Alex Jean-Charles, Bret Cormier, Amy Chenoweth, Heather Lewis, Cindy McMeley, Candace Fairbairn*

Members attending the meeting discussed a variety of ideas about how MSU might attract students to the teacher education program and remake our “pre-education” program. The following is a summary of those ideas:

1. The COE could host a regional Future Teachers of America (FTA) conference during the summer (or over a weekend, during the school year). FTA chapters from high schools in an extended region around MSU would be invited to participate.
2. Many high schools serving low SES communities do not have FTA (or similar programs). High schools serving higher SES communities appear more likely to have teacher-interest organizations like FTA. Idea: MSU could encourage high schools that don’t have FTA programs (especially in low SES areas) to develop such programs. MSU could host a meeting, inviting teachers and administrators from high schools in the region that do not have FTA organizations to meet with representatives of high schools that do have those organizations. This could be done in conjunction with, or as a part of, the FTA conference discussed above.
3. Attract well-qualified teacher education students to attend MSU by hosting a Future Teachers Academy lasting two or three weeks over the summer. This would be an honors kind of conference modeled after Mizzou’s Scholar’s Academy. High school students would apply during their sophomore year and attend during the summer between their sophomore and junior years. For two (or three) weeks these students would attend classes/workshops taught (or hosted) by faculty from all over the campus; have fun (go to a Springfield Cardinals game, go to a dance hosted by our LLC community, go to Silver Dollar City, etc.), attend cultural events (a bus trip to Crystal Bridges Museum, etc.); and learn about what it means to be a teacher.
4. Think about what teacher education courses we might offer high school students through dual credit. Possibilities for exploration: ELE 302, SEC 302, a SPED course, EDC 150, EDC 345. We might also investigate how practicum hours attached to these courses might also count as A+ hours these high school students need to accumulate.
5. Explore how we can expand scholarship opportunities for entering freshmen, especially students from under-served and under-represented populations. Locate new donors and target A+ students.
6. Develop a teacher education Living and Learning Community, as we have been discussing. A vibrant LLC will give students an immediate attachment to MSU and their COE program. Faculty buy-in will be crucial in this regard. Explore whether or not this LLC might also house teacher education students attending OTC their first years—this if our dorms are not over-crowed with MSU students.
7. Develop more GEP 101 sections that target teacher education students. This might be done in conjunction with the LLC discussed above. Explore the possibility of attaching a one credit hour service learning component to the course enabling our teacher education students to get an early field experience.
8. Develop, advertise, and share a suggested “pathway” for entering teacher education students—some suggestions of things they can and should be doing from their freshmen year on if they want to affirm their care for the profession and position themselves as an attractive candidate once they graduate. Suggest volunteer opportunities, conferences they can attend, conferences at which they can present, tutoring opportunities, campus activities to organize, etc. We might also develop partnerships with local school districts in this regard—especially those in rural areas interested in attracting candidates for teaching positions. Students could become “partners” with a district, assisting in a variety of ways.
9. Develop general education courses for teacher education students. Encourage the adoption of EDC 350 in the general education requirements when it goes through the governance process.

We discussed several other ideas, as well—all centering on how we could broaden the involvement of faculty as we explore ideas about the “pre-education” of teacher education students. The ideas, above, while in need of considered criticism and “fleshing out” should be largely supported by teacher education faculty in COE and throughout the campus. Getting faculty buy-in for any kind of revamped “pre-education” curriculum may be a different matter. We did not feel like we should even begin to suggest these kinds of curriculum changes. Instead, we thought about how we might encourage widespread support for this kind of re-visioning. We asked ourselves: What would get a whole body of teacher education faculty excited to begin exploring how to do things differently?

We have an answer to that, but we do not know if this is beyond the scope or intention of this “pre-education” taskforce. Are we to propose some little things we can/might do differently—particularly, some small curriculum changes during the first two years of coursework taken by teacher education students—assuming, of course, that we can find ways to get faculty approval? Or are we invited to “dream big?” What follows is thinking oriented by the latter idea. We can think more moderately, if instructed to do so.

What if we tried to think about building the perfect 21st century normal school? The normal school of the past was cohesive from start to finish—everything dedicated to preparing classroom teachers. What would a four-year version of that look like in a twenty-first century university? What would teacher education look like that was oriented by the perspective of teachers and the public schools, yet a preparation that honored every bit of subject matter background and expertise as well as the need for a broadened yet coherent view and understanding of other domains shaping both American culture and our public schools?

**Recruiting the Most Promising Individuals into Areas of Critical Need**

*Committee Members: Jon Turner; Chair, Mandy Benedict-Chambers, Juli Panza, Deanne Camp, Fred Groves, Hae Min Yu, Jon Turner, Michele Smith, Michael Goeringer,*

*Rebecca Smotherman, Bret Cormier, Steve Jones*

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| **Areas of Critical Need** | **Promising Individuals to Meet Need** |
| Bilingual education and English language acquisition | * English education students or educators with current English teaching degrees * Veterans and their children * US Department of Defense schools and students * Missionaries that have returned from international work * International students |
| Foreign Languages | * English education students or educators with current English teaching degrees * Veterans and their children * US Department of Defence schools and students * Missionaries that have returned from international work * International students * Majors in specific language and cultures |
| Mathematics | * Community and local businesses * Business degree students and graduates * Chemistry, Physics, and Math majors * Veterans Groups (Troops to Teachers) * English education students or educators with current English teaching degrees * Veterans and their children * US Department of Defense schools and students * Missionaries that have returned from international work |
| Reading Specialists | * Current teachers in schools (elementary, middle school and HS) * Current MSU students who may be exposed to reading courses in undergraduate work (clarify in undergraduate work next steps for reading specialist) * Title I teachers * Special education teachers |
| Science (Biology, Chemistry, Physics) | * Persons in careers or seeking degrees in medicine and dental (nurses, nurses assistants, dental assistants, dental hygienists, pharmacy, pre-med, etc.) * Science undergraduates (non-ed) * Students with high Science ACT scores * Veterans * English education students or educators with current English teaching degrees * US Department of Defense schools and students * Missionaries that have returned from international work |
| Special Education | * High school A+ tutors who have worked in Special Education classrooms * Elementary education graduates * Paraprofessionals in Special Education classrooms * Psychology majors * Child development majors |
| Educational Technology | * In-service teachers (elementary, middle school and HS) * Technology coordinators (elementary, middle school and HS) * Current MSU students who may be exposed to technology courses in undergraduate work * Staff at MSU and other institutions |
| Teachers and Administrators that are from historically underrepresented groups | * First generation college students * Programs that focus on recruitment (at a minimum) in middle school * Upward Bound/College Bound type programs * Current teachers from historically underrepresented groups |
| School leaders with strong focus on small rural and diverse urban school districts | * Current teachers from small rural and diverse urban school districts |

**Ideas for Recruitment to Fill Critical Needs**

1. Target ‘undecided’ SOAR students particularly those with high Math ACT scores, students from

small rural or diverse urban areas, and other target areas.

2. Peer Mentoring program- 2 avenues:

a. MSU College student mentors a specific ‘promising individual’ in high school.

b. MSU College student mentors an undecided MSU student considering education or an unsure education major (example- I have an ECE major who is an African American male. He talks to other African American males about being a teacher.

c. Establish or enhance programs like “Troops to Teachers”. Place special emphasis on veterans recently returning to civilian life.

d. Build stronger relationships between “Future Teachers of America” programs and the university.

1. After identifying specific ‘promising individuals’ in high school, invite students to campus. Two

more specific ideas:

a. Utilize the Counselors to Campus/Students to Campus event

b. Provide a ‘day’ for these ‘promising individuals’ in high school to visit campus with their families. We did this as a diversity initiative a few years ago.

1. Utilize the A+ Tutoring Program in high schools (in collaboration with high school counselors) to find prospective students with an interest in teaching.

a. Meet with HS students after they complete their A+ tutoring to discuss the experience, suggest high needs content areas and promote the COE at MSU.

b. Can be an avenue to set up peer mentoring or invitation to come to campus.

1. Utilize and create scholarships/grants designated for those high school students who want

to teach in high needs areas, small rural or diverse urban areas. Examples: Teach Grant, Ozark Corps Foundation, Departmental scholarships.

1. Explore College of Education application for “Every Student Succeeds Act” Section 2242

Supporting Effective Educator Development grant and Section 2243 School Leader Recruitment and Support grant.

1. Add additional designated staff to the College of Education with a focus on recruitment for

critical needs areas.

1. Establish recruitment activities early in a middle school or high school students career to fill

needed areas.

1. Building stronger relationships between small-rural and diverse urban school districts and the

university.

**Selecting/Admitting the Most Talented Applicants into Programs**

*Committee Members: Candace Fairbairn; Chair, Bill Agnew, Paul Maddox, David Brown, Jef Cornelius-White, Ching-Wen Chang, Joe Hulgus, Becky Swearingen, Jessica Robertson*

**Overall Vision:**

“How Can P-12 Schools Partner with Higher Education to Help Children Learn?”

**Charge:**

Selecting/admitting the most talented applicants into programs

**DRIVING QUESTIONS FOR DISCUSSION:**

**1. What potential partnerships would be needed to help facilitate each of these ideas?**

**2. What could be barriers to implementation of each of these ideas?**

**3. Thinking outside the box, what additional ideas do you have to recruit the most talented applicants into our programs? (Do not limit ideas because of a cost factor.)**

**Ideas Generated:**

**CATEGORY ONE - ACCELERATED TEACHER PREPARATION PROGRAMS**

**IDEA #1. Three Year Teaching Degree Program (Four Year Masters) to Prepare Tomorrow’s Teachers with a Unique and Innovative Pathway**

Establish a three year intensive program including summers for a small group of students (ten) who are high achieving high school students and who have a strong commitment to becoming a teacher. Students would apply and go through a rigorous selection process (high ACT, interview, essay, recommendation letters, etc.). If accepted by a Faculty Selection Council, students would receive a scholarship. Students would start in the summer before year one. Course load would be significant. The students would experience a strong clinical component from DAY ONE in some sort of capacity.  The clinical component would be paramount throughout the three years. They would be assigned to a Living/Learning Community for Educators. They would also be assigned to a Faculty Leader (two students to one faculty member) who would mentor and support them for the entire three years.  There would be multiple rotations out in the schools with elective time to hone in on the area that the student chooses (SEC, SPED, ECE, ELE, etc.).

**Summary of Table Input – Idea #1: Three Year Teaching Degree**

* Potential to earn credits for entering into the program through background experiences, for example, in community roles, working with children, HR experience, child care roles, and business
* Partnerships with high school and a commitment by the school district in the three years, if position available, to give serious consideration to those individuals in this program to hire.
* This is a fast track thee year program.
* Begin a MAT program in summer to fast track forward that program and complete in one year.
* Provide practicum opportunities in the summer.
* Have full scholarships available to entice the top students.

**IDEA #2.** **Reaching Out Earlier and Retaining High Quality Students Through a Re-alignment of Programs:** In an effort to help recruit and retain the highest quality students, COE will take steps to reach out to college students earlier in their academic career at the university. This can be done by developing and offering education and education related COE courses which students will be able to enroll in beginning in their first semester. Additionally, a reorganization of the undergraduate programs which provides students with opportunities to take education courses throughout their time at the university by progressing through stages or “phases” in their degree program will help to attract the best students to the COE earlier in their studies and also serve to help prevent the loss of such students to other majors across campus.

Through the utilization of such an approach, students will be able to declare education (or possibly a “pre-education” major) as their major from day one if they desire, and have the opportunity to participate in education courses each semester. These changes will allow students to perceive their program and major in a more meaningful and purposeful manner, helping to build a strong professional identity as an educator. Currently, in many of the undergraduate programs in the COE, students do not take any education courses until their fourth or fifth semester on campus. This is partially due to a paucity of COE courses counting towards GEP requirements as well as the current structure of many COE undergraduate programs in which students are not fully recognized as education majors until meeting specific requirements late in their sophomore or early in their junior year of college. Such conditions can impede the development of a strong professional identity among students, and may contribute to the decision of some high achieving students to pursue majors other than education.

In summary, the following steps may help the COE to recruit high quality students earlier in their academic career and promote the continuation of such students within the COE:

1. Create COE courses that students can take their first, second, and third semesters.
2. Allow students to declare education as their major (or possibly some form of a “pre-education major”) from day one of their college career by having progression through undergraduate education programs conducted in three or four stages or “phases”.
3. Create and/or offer more COE courses that can also count towards GEP requirements.

**Summary of Table Input - Idea #2: Re-alignment of programs**

* Mentors for students
  + Upperclassmen to Underclassmen
  + Community mentors & role models
  + College student mentors to high school students
  + One on one mentoring
* Add freshmen general education courses (GEP courses)
* Support for students
* Checks/balances
* Work/Financial assistance to students for student teaching/internship
* Combine program re-alignment with 3 year accelerated model from Idea #1 and/or Idea #3.
* Target specific high needs content areas such as physics by offering scholarships

**IDEA #3. 3 Year Program Dual Credit Working with High Schools**

Beginning junior year of high school, students would work in a dual credit capacity with MSU on a teacher education track. Catch the students early and nurture their desire to become a teacher with their gen ed and program education courses that could be taken in high school. Seniors in HS sometimes have a light schedule. We would get students into an intro course their second semester of senior year like an Ed Psych class or something like 302. This idea could be an extension to Idea #2.

**Summary of Table Input - Idea #3: 3 Year Program Dual Credit Working with High Schools**

* Use the terminology “Concurrent Enrollment” instead of “Dual Credit”
* Pathways to Teaching type of program which begins in the classroom, where teachers telling their students about the benefits of becoming educators in small districts, share their own reasons for becoming teachers, and the opportunities that exist in the students' hometown. Additionally, these high school students will be provided with opportunities to shadow teachers and gain field experience.  Complete 9 -15 college credit hours so that students can enter at MSU as a 2nd semester freshmen.
* Summer Boot Camp after high school graduation/before fall semester of college.

**CATEGORY TWO - RURAL EDUCATION SCHOLARS**

**IDEA #1. Missouri State Rural Education Scholars**

COE will recruit top notch students from rural areas that commit to return to teach at a rural school district upon completion of the program. As an example and potential partnership, the Community Foundation of the Ozarks has developed a similar program through a Rural School and Community Trust <http://www.cmi.ruraledu.org/about> (Ozark Teacher Corps). This endeavor would require the development of strong relationships between MSU and rural school districts throughout Missouri to help identify and support high school students who know that they want to pursue a career in teaching.

1. Students would be awarded a scholarship to be a MSU Rural Education Scholar. The application would be stringent as to attract highly motivated and accomplished students. These students could also have the opportunity to live within the Living/Learning Community for Education Majors while on campus.
2. Scholarship recipients would have a commitment to return to a rural school district to teach upon graduation for a designated number of years. Through this partnership the student would participate in the Internship program at the rural district that they graduated from during the final year of the program.
3. Designated school districts that MSU has partnered with would have a guaranteed spot for a recipient of the scholarship each year.

**Summary of Table Input – Category TWO Idea #1: Missouri State Rural Education Scholars**

* Scholarship Aid would make this a strong possibility.
* Unless you are from that area, you would not have a reason to go back to that area without a partnership.
* Is this too limiting? Will students get a broad enough experience?
* Partner With other programs- Americorps, Teach for America, etc. to provide assistance for post bac kids as they work in high needs areas
* Increased funding for student- loan forgiveness for students who agree to teach in rural schools and urban schools

**IDEA #2: Expansion of West Plains MOETS – Missouri’s Educators for Tomorrow’s Schools:**

High Schools form clubs. A sponsor is assigned or volunteers to be in charge of the club.The club is for high school students who have an interest in becoming a teacher (formerly like Future Teachers of America). The purpose is to catch these students early and encourage/nurture these students to continue in their pursuit of becoming an educator. Have a conference day in the spring where these students come together with local area school administrators and teachers along with MSU faculty. For additional information, contact Christine Combs at **(**417) 255-7269 or [ChristineCombs@missouristate.edu](mailto:ChristineCombs@missouristate.edu)

**CATEGORIES ONE AND TWO RECRUITMENT REFERENCE: ETHOS** - A new student organization, ETHOS, consisting of teacher candidates from the Honors College was established in the COE in the Fall of 2015. The primary mission of this group is to send Honors teacher candidates into the middle and high schools to recruit prospective, high achieving teacher candidates to MSU. Concurrently, they will recruit at SOAR, convocations, and other MSU sponsored and SPS sponsored recruiting events on and off campus. These students will help with mentorship of the living/learning community program and “come to campus” touring events scheduled each spring.

**Creating / Maintaining Rigorous, High Quality Programs Leading to Certification Licensure**

*Committee Members: Denise Cunningham; Chair, Scott Fiedler, Kayla Lewis, Sarah Nixon, Kim Finch, Reesha Adamson, Leslie Anderson, Roberta Aram*

**Question 2: What do you think is the perception of teacher preparation in your area/region?**

**P-12 Administration** (e.g., principal, superintendent, assistant superintendent)

1. Having excellent teacher preparation programs but as in everything there is always room for improvement
2. From principals perspective most think that preservice teachers are not prepared in critical areas of: math, reading, classroom management, and the use of data to drive instruction and identify support
3. Public schools think they can do it better alone, how to teach to diverse students, classroom management
4. I am not sure. My perception is that they are well prepared?
5. Good

**P-12 Teacher**

1. Not as rigorous as content programs-university level, p-12 systems- need greater

connection to realty of schools, some observed positive perceptions; that ed grads were initially prepared to teach- district schools are pleased with new hires

1. I think in our area the perception is that MSU teacher preparation is done well.

**MSU Faculty/Staff**

1. Not enough focus on counseling or special ed in discussions and planning
2. None
3. Not enough time in the classroom
4. Respected high-quality programs it seems many districts appreciate according to research/data reflected from MU administration- routine “thing” might be collaboration but this weakness exists for all institutions grads
5. Varies excellent to fair
6. We are perceived well in special ed
7. Out of touch with today’s children
8. Strong program and best in the area, the flagship programs in quality and numbers of students
9. Patronizing, lots of paperwork, lots of busy work for little pay, working with kids is easy but content is hard, risky
10. None
11. Those who can, do; those whose can’t teach.
12. And interventions
13. Lacking vigor, but overall doing adequate given the circumstances(financial constraints) lack of use of data to support intervention and practice
14. It depends on the area.
15. ELE and Mid school have strong clinical experiences secondary students need more practical experience.
16. I think our local colleges/universities (msu, drury, evangel) all do an adequate job. There is always the perception that higher education faculty have lost touch with what the k-12 setting is like.
17. We consistently have school partners welcoming our students into their classrooms and a high percentage of our graduates are hired in their area of certification or go onto grad. work in their field, so I would assume it is an overall positive perception.
18. Good programs.
19. Teachers enter our schools (urban setting) ill-equipped to effectively educate impoverished children of color.
20. It is the universities responsibility to prepare well rounded teachers.
21. Mid to low perception, teachers(classroom) not always seen as professional or highly knowledgeable in content online program not rigorous
22. Needs work as it relates to cultural differences and being exposed to different populations different than one’s own.
23. That our program/teacher prep is rigorous and well developed. Our candidates are sought after to be hired after completion of the degree (based on good partnerships) with schools.
24. Teacher prep.- notes: strengthen the relationship between k-12 and university – more field experience –time and effectiveness
25. Many “hoops” to jump through that don’t prepare for application/ translation in “real world”
26. High quality program- successful
27. Very positive in my field in regard to our program but not necessary overall teacher prep.
28. Very good.

**Question 3: What student outcomes should be reviewed to guide teacher preparation?**

**P-12 Administration**

1. Understanding of high quality teaching, an educator who is student centered, “DAY ONE READINESS”
2. Student academic performance, student behavior and social/mental challenges, student attendance
3. Familiar with pedagogy and best practice, understand interventions and how to access RTI
4. Professionalism, role model, communication skills, viewed community person,

interpret standards- can they?

1. Culturally relevant pedagogy, what it takes to be a successful teacher in the urban setting both in/out of the classroom, subconscious biases and cultural disconnects that lead to the continued low performance of impoverished and students of color

**P-12 Teacher**

1. Understanding of CCSS standards
2. Are new teachers finding success in the first- 3rd years?

**MSU Faculty and Staff**

1. Student teacher relationships, student perceptions of teacher skills, retention for

the new teachers

1. Nothing
2. Teacher evaluations, reflective journals during student teaching but also how experience change over time
3. DISPOSITIONS, DISPOSITIONS, DISPOSITIONS!
4. Ethical standards, classroom management skills, technology
5. Behavior management?
6. Ability to relate well to target school population social skills, student teaching growth models-MEES
7. GPA from non-education required courses, feedback about the student from classroom teachers who have supervised student teachers, evaluations of student teacher that align with required evaluations of classroom teacher
8. Ability to teach in Title 1 predominant schools and for schools with diverse student population, seen as highly capable entry teacher, seen as well prepared with excellence seen in grades
9. Student growth/dispositions, flexibility
10. Student growth in reflections, performance teaching, planning performance
11. Knowledge and skills, cultural competence, dispositions with flexibility and adaptions
12. Getting teaching jobs and retention in field, successful practicum and student teaching evals., evidence of research to practice/knowledge, skills and dispositions
13. Effectiveness during practicum, scores on licensure exams and content exams, focus on content areas where scores are weaker
14. IHE student should know and demonstrate: research to practice strategies, make data based decisions, always focus on the child and what is best for him/her
15. Nothing
16. Are students being placed in high need areas? Are they capable of developing and leading a lesson plan from beginning to end?
17. Grade on content-ability to learn new material, performance stainability to deliver and teach and manage, ability to communicate with students and colleagues
18. Teacher candidates have experience, ability to learn and fine tune teaching skills

More service learning directly tied to education experiences, more cultural and diverse experiences, more direct assessment, more knowledge and application of English learned

1. Length of career, perceptions of teacher responsibilities by respective admin and staff, frequency of change across schools/school systems
2. Content knowledge rigor especially in math and science, increase enrollment in grad programs, professional dispositions
3. Classroom observations and performance, knowledge and skills and dispositions
4. Resiliency and retention in needs/goals, academic ability, openness to change and commitment to growth (lifelong teaching and learning)
5. Relationship capacity
6. Supervisory evals of skills demonstrated by candidates, documentation that they can develop appropriate assessments for those skills/lessons, evals by school admin at student teaching site build in a component of having a school leader on site to provide evals and feedback in addition to our supervisors
7. Content knowledge, ability to be a reflective and professional teacher, ability to deliver a lesson plan

**Question 4: What recommendations do you have for educator preparation programs to prepare more effective educators?**

**P-12 Administrators**

1. LOVE LOVE LOVE the partnership we have with MSU for the yearlong

internship and I hope it continues!

1. Provide shorter routes using existing experiences and assessment of skills to allow

reductions to become educators, especially in areas requiring grad degrees, start learning and recruitment earlier to allow motivation and implicit learning, increase or support mentors efforts for potential educators in HS through new teacher

1. Are you asking your grads about their preparation after they get a teaching job?,

are you asking cooperation teachers in their k-12 arena about what they see as pos/neg of the teacher ed program?

1. Need more time with kids to get to pinpoint their level of intellectual and social

development, get okay with an ever changing profession, secondary needs MORE experience with students, longer internships to practice more of what they are learning in relevance to schools and university content, get college students into practicums first year

1. Offering an urban education credential in all content areas, design courses that

address the impact of race on the urban school experience, actively recruit

undecided students by applying to their desire to serve and impact social issue

**P-12 Teachers**

1. Classroom management, professionalism-social norms in a work setting
2. Yearlong program with the methods embedded as Georgia has done for student

teaching, build red partnerships with professors getting into schools and working closely with real teachers and kids to support preservice teachers

**MSU Faculty and Staff**

1. Access the local needs and involve stakeholders, review other programs(national/international) with similar needs and challenges, work on implantation involving school district, staff and faculty, collaboration seems key for buy in to find the right partners
2. More time in the classroom, earlier in program
3. Promote rigor and set and maintain HIGH standards across the board, support reform designed to promote student growth of personal impact for individual faculty, avoid and deny grade inflation
4. Start getting college students into k-12, focus on dual credit for education courses for 11th and 12th grade HS students
5. Teach them ABA (applied behavior analysis)
6. Reduce gen ed course demands so that preservice teachers can focus on content and professional education more (European model), Add practicum experiences to initial ed courses prior to ELE/SEC 302 for “real life” experiences early on
7. Use data to evaluate your programs, make changes, review data, etc., is our practice in higher ed based on data?
8. Recruit the best with the program, focus on experiences from 1st course onward out in the schools, consistently ask teachers and principals what needs to be one to do better to meet their needs
9. Expand teaching styles, differentiate in college, giving research credit for time spent supervising/teaching in schools
10. Early and continuous field experiences, collaborate with schools but have university faculty in school, require continue meaningful ed. not I shot methods advanced degree but rigorous
11. Nothing
12. More applications in cultural content-understanding in math and reading, how to build positive productive relationships with students, parents and school community, data collection discussion and report with evidence of student growth and meeting SMART goals
13. More experience in classroom teaching, state of act interactive role play with stimulation of classroom experiences, better communication and coordination between COE faculty and program coordinators, research to practice, focusing on what is best for each child
14. Emphasis on classroom learning out in schools, emphasis on classroom management techniques
15. Research to practice, focusing on what is best for each child, make data-based decisions
16. Increase communication and collaboration with our p-12 partners
17. More course work, yearlong internship
18. Get students into teaching environments ASAP, monitor and mentor carefully, make sure tools that are given are audience based
19. More time in public school classrooms with faculty, faculty/master teachers collaborate in the public school setting
20. More time in schools(clinical/practical), more face to face care program courses and not online esp. methods type courses, more writing intensive courses, research courses for grads need more gratitude focus, diversity training for ALL faculty, more direct mentoring with university faculty and supervisors
21. Exposure to cultural differences, practice and participation of teaching from a non-traditional, non-western framework, find out why they decided to become teachers in the first place
22. Understanding formative assessment and how to implement and collect data, the link/connections from preservice to in-service teaching
23. Nothing
24. Get into school earlier, same mentor for duration, partner with local schools
25. Realistic hands on experiences for our students in the field to apply theory in practice
26. More focus applied course work in which candidates design lessons and assessments to demonstrate and impact a learner, focus on data-based decision making and research based intervention/ practices
27. Math skills for ECE.ELED,SPE need to be more fine-tuned?

**Meeting State-wide Needs by Ensuring Graduates are Positively Impacting Children, Families, Communities and Schools**

*Committee Members: Nate Quinn, Chair, Gina Wood, Cyndi Freeman, Taryne Minto, Eric Sheffield, Jim Meyer, Cindy McMeley*

**Positively Affecting Children**

1. Support learning environment
2. Test scores should come from DESE because they have access
3. Student growth
4. Student Learning
5. Job!!!
6. Early preparation in schools
7. Increase exposure of great positive things our students are doing
8. Examples in course work
9. Service Learning
10. Partnerships – accepting, understanding, flexibility, structure, appropriate expectations
11. Classroom Management
12. Principal Observations
13. Growth of children
14. Focus on child as an individual
15. Keep your passion for making a difference
16. Build meaningful relationships
17. Sincere interest in growth of child
18. Know how to interact with students different from themselves
19. Create a positive perspective towards education and specifically math
20. Create environment of understanding
21. Relevance of learning today affects future lives
22. Making things currently relevant
23. To children – Do you feel comfortable in this class? Why?
24. Learning outcomes based on data
25. Analyze data
26. Do teachers indicate their teacher prep program on data that goes to DESE?
27. How to track MSU teachers?
28. Develop empathy and self-awareness

**Positively Affecting Families**

1. Is this their job to positively affect families? They can and should connect families with community agencies but I don’t know how to measure that.
2. Improved attitudes about school
3. Partnerships – Co-teaching, supporting student development
4. Reasonable expectations for meeting needs of family
5. Foster family support for child success
6. Positive relationships/Positive behavior
7. Educating families on building love of learning
8. Modeling behavior
9. Somehow tap into the parent perception, “Who is your favorite teacher? Why?
10. Fostering intergenerational education
11. Supporting early literacy within families
12. Promoting parent involvement in schools
13. Encouraging Dads to come to schools
14. How to track or study?

**Positively Affecting Communities**

1. Title I partnerships offer lots of opportunities
2. Is this their job? This seems like a valid expectation for a seasoned teacher but not a novice one.
3. Be involved and avoid criticism
4. Identify strengths of community
5. Involvement in the community organizations, etc…
6. Making impact on parents will affect community
7. Teachers go to businesses and find out what skills are needed for that occupation
8. If we conduct achievement tests, we should consider “Happiness” test to determine how teachers and schools are impacting communities.
9. Create a survey to ask teachers about how they impact community or what they are even doing in the community
10. Partnerships with the university, public schools and parents

**Positively Affecting Schools**

1. Create effective classroom environment and using time effectively
2. More creative ideas
3. Flexibility
4. After becoming a good teacher, they mentor other novice teachers
5. Be visible, be involved
6. Be a friendly role-model not a know it all
7. Identify strengths
8. Involve schools and reinforce positive behaviors
9. Teach behavioral skills
10. PBIS – research based intervention
11. Did they become actively involved in the school community? How? Sponsoring clubs, sharing PD with other faculty, tutor, etc…

**Survey/Data Information**

1. Administer survey to 1 -2 year teachers and include graduating students
2. Identify assessments
3. Ask students and parents how first year teachers are doing
4. Graduate survey, 1-5 years, simple/short and electronic
5. BTAP must be completed by new teacher and could offer chance to find focus groups, etc…
6. Are their students achieving on average on grade level of learning in a year
7. Observation by professional teacher of the new teacher
8. Principals evaluation via DESE of 1st and 2nd year teachers
9. Realistic feedback to practicum students from CT’s - tell the truth but gently
10. Disposition checks all across the 4 years
11. For 1st – 3rd year teachers - assess growth of P-12 students more than academic scores
12. Follow up with principals on all new hires
13. Elementary program has a course related to the competencies
14. Survey by content area to evaluate program
15. Identify areas in need of revision
16. Survey mentors
17. Survey principals
18. Student surveys for upper grades 7-12
19. Know the questions you need to ask (What is good for the child)
20. How to analyze data for student growth
21. Focus groups, phone surveys, or incentives to complete online surveys

**Other Information**

1. Pair college students with students in high school for peer mentoring
2. Use Taskstream for tracking – What keeps them motivated to fill out information?
3. How do we pull out just MSU grads
4. Research
5. Work together on the college level
6. Get out of silos by programs
7. How does Georgia follow up on their graduates?
8. Classroom environmental setting
9. Building relationships

**Obama Budget Would Push Alternative Teacher Training Programs**

The [Hechinger Report](http://mailview.bulletinmedia.com/mailview.aspx?m=2016021801nassp&r=6609664-fe59&l=00e-1fb&t=c) (2/17, Mader) highlights how President Obama’s proposed budget urges school districts to create “innovative strategies for recruiting, developing, evaluating, and retaining excellent educators,” noting its coincidence with the Every Student Succeeds Act. The Report speculates the budget, if enacted, would mean “sped-up training programs like Teach For America and residency programs where teachers work as apprentices under master teachers while also completing coursework.” According to the Education Department, the number of alternative programs nationwide has grown rapidly, increasing “from 70 programs in the 2000-2001 school year to 658 in 2011.”