**CEAC Minutes & Notes 3/10/21**

Attendees: Eva Cercell, Kim Sethna, Beth Shoemaker, Ben Ribelin, Teresa Cianchetti, Michael Kostyack, Paula Rogerson, Laurie Milano, Catharina Stallard, Bethany Hudson, Lisa O’Rourke, Karen Gegick, Ellen McClure, Jamilyn Hoehn, Katie Knapp, Jen Walton-Fisette, Mike Englert, Alicia Crowe, Erica Eckert.

*Ben Ribelin – Director of Teaching and Learning K-5, Ravenna*

Reported they started the year 3 weeks late; 70% of students are attending in person, and the rest are learning online. Use of Google Classroom (at the high school level, the classes are split between online and in person) is occurring. Attendance has been a problem for some students. The district has gotten step 1 of the vaccine. The vaccines are happening on Friday evenings to give recovery time to those who need it. The teachers and administrators are tired. There are concerns that the district will lose students to online purveyors (Education Choice options for other settings can cause this, as well). They are concerned about retention *and* how to make a sustainable model for online education. The school has been operating in person 5 days a week except when they have to close because they can’t staff the school (due to self-isolation, illness needs). The district feels like they have been largely successful with the students who log in online… those who are not logging in are a concern. There are different models for attendance depending on grade level.

*Mike Kostyack – Stow*

Reported they opened late; 25% of families chose full remote, then the district created a hybrid plan for the remaining 75% where half of the group attended for 2 days a week (each). The model worked for the fall semester until right before winter break when they went fully remote due to the increase in cases. Stow had allocated subs to certain buildings, and that they would ONLY work there (no other districts or buildings) to try to limit the spread—and this really helped. After winter break, they were doing more in-person instruction. When students opt into a model they have to stick with that model for the semester. The experience has changed over the semester; initially it was more asynchronous through Google Classroom but as the year progressed, they’ve moved to more synchronous instruction. The question of *requiring* vaccines is still an open one. They’ve had two rounds of vaccines at the school for staff and will be able to start holding face to face meetings soon.

*Bethany Hudson – Field Local*

Started late and the early part of the semester was a struggle; teachers have gotten Google Classroom training. They’ve made things work with closures of schools here and there; instruction has been in person and online. Students struggling in the online environment has been a concern. They hope to be back in person fully with remote option (stand-alone, single track like Stow’s Bulldog Academy) this fall. Step 2 of the vaccine will happen this week. Families were asked to select one model and stick with it for the entire semester (in the fall). 35% of families chose fully online… and it seemed that many regretted it. Students were allowed to go remote anytime they wanted, based on the color of the county, and could stay there for the rest of the semester. The school did not go hybrid when the county was at the purple (high) level. Students were asked to make their choice for the 3rd 9 weeks and will be choosing soon how they will handle the 4th 9 week. Some classrooms have no remote students. The vast majority of at-home students are in 9th and 10th grades (potentially because there is no transportation for those grades and they can’t drive yet). It seems like relatively few people are staying home for health reasons, but they are exploring that.

*Karen Gegick – Akron Public Schools*

Students can opt in, as of March 15, to 5-day-a-week school. 39% of families chose to remain remote for these last 8 weeks of school. Live remote elementary (K-5) is being offered, with limited screen time for reading, math, and science (5th grade). Asynchronous model is prevailing for middle grades (except ELA and Math). Asynchronous model for high school, with some live-stream instruction. APS also offers some hybrid model, some concurrent model, with 5-days-a-week. All home with direct instruction virtually or all in on site. APS is a one-to-one district. The district had to deliver hot spots, headsets with microphone to families. They used CARES act to get access to these critical technologies, food bundles, math manipulatives, all of this was packaged and distributed (sometimes through Uber). APS feels like they’re never going back to how things were before; this pandemic has shown the true range and capabilities in the face of all the challenges and what is possible as a result. It is likely that APS will accept student teachers, but field placement programs are of a ‘known’ quantity right now. It will likely be influenced by vaccination (if the KSU candidates are vaccinated, if the APS students are vaccinated).

*Ellen McClure – Cuyahoga Falls*

CFSD is about to do step 2 of the vaccine; they’ve done all the models (100% F2F, 100% online, hybrid, etc.). The online students were getting the same content/materials as the on-ground students. The teachers worked out ways to cover the different venues. The teachers all came TO the school to do their teaching (didn’t teach from home). They didn’t have student teachers in the fall and are looking forward to hosting in the future. The remote learning option will continue next year, but the students will be taught by teachers teaching FROM the school building. They *may* ask student teachers, supervisors for proof of vaccination… it’s not clear yet.

*Subbing*

Chardon had to close on Monday because they couldn’t staff the school in the wake of the vaccination of their teachers. The CEAC group noted that they’ve had their own principals serving as substitute teachers. Student teachers from KSU can be an asset in a district that needs substitute teachers. A university supervisor shared that the two districts she is supervising candidates in have been very happy to have KSU student teachers. They have reported that the student teachers have been quite flexible during this semester. Cuyahoga Falls opted *not* to take student teaching or field placements this year… they couldn’t deal with that on top of everything else. However, they were really missed and plan to welcome them again. Stow felt the same and have accepted student teachers for Fall 2021.

*What do we need to prepare our students for teaching?*

Concerns about assessments: A supervisor noted students are not creating their own assessments; they seem to be relying too much on the districts’ assessments. A participant asked if we had courses on assessment and stated that students need to be better prepared. A teacher echoed this comment, and noted that it could be a confidence issue, but they noticed as they prepare for the Resident Educator, teachers are not prepared to infuse assessment into the lesson they are building. They want to rely too much on preexisting assessments.

Discussion on classroom management: an administrator noted challenges with student teachers maintaining appropriate boundaries and being afraid to upset the students (by holding them accountable, being stern). Student teachers need to know they can stand up to students and tell them when behaviors are inappropriate—and that’s not just at the high school level.

Discussion of professional conduct: yes, oftentimes districts have their own guidelines and student teachers should ask to read them. Tip sheets provided by ODE Professional Conduct on conduct are also great.

One administrator noted that they are hoping to help their teachers have conversations about political and social justice issues without revealing their personal politics; this is something we struggle with as well and potentially something we could offer professional development on.

An administrator noted covering Google Classroom and Live Stream teaching is going to be important. The group was asked if there are any other things they want our students to be prepared to do/work with. An administrator noted that they count on their younger staff members to teach the rest of their staff. The administrator is encouraged by the lack of fear they have of technology. Any additional experience we can provide to our students on managing a classroom online (or partially online, partially face to face). It’s not just the mechanics, but *how* they are deployed. OTES 2.0 will address more of what the teacher did *with* the test results to change instruction (rather than how the students themselves did). Another administrator cautioned that we don’t want student teachers to center the lesson on technology but instead on good instruction and make the technology work *for it*. Teachers should not think about technology-based lessons, but instead how to make the technology a part of it. Another administrator suggested Google Certification (across products).

The group was asked for ideas on what we can do to strengthen our relationship and provide a benefit to the districts:

“Facing history, facing ourselves – social justice” helping teachers be ready to talk about George Floyd and future examples racial iniquity. Helping staff be ready to recognize issues of and talk about social justice. APS noted that we offered a great session they couldn’t attend and would like to see it be offered again.

Titles provided in the chat (need titles for all attendees):

Bethany Hudson, Director of Curriculum, Field Local Schools

Beth Shoemaker- University Supervisor of Student Teachers (Early Childhood/ SPED/ Middle Childhood)

Mike Kostyack, Director of Human Resources, Stow-Munroe Falls City Schools

Alicia Crowe, Associate Dean, KSU

Teresa Cianchetti, 1st Grade Teacher, Field Local Schools

Jamilyn Hoehn, Tallmadge Elementary Assistant Principal

Ben Ribelin, Director of Teaching and Learning, Ravenna School District

Lisa O'Rourke, LPDC Consultant for Akron Public Schools

Katie Knapp, Associate Professor of Early Childhood and Social Studies Education, Block V Coordinator, KSU

Laurie Milano, KSU student teaching supervisor

Kim Sethna, University Supervisor

Eva Cercell, University Supervisor

Catharina Stallard, University Supervisor

Mike Englert, Director of Clinical Experiences, KSU

Jen Walton-Fisette, Director of Educator Preparation, KSU

Erica Eckert, Assistant Dean of Assessment & Accreditation, KSU

Paula Rogerson, University Supervisor

Karen Gegick, Akron Public Schools, Executive Director of Teaching and Learning

Ellen McClure, Cuyahoga Falls, Human Resource Director