

General Introduction of Partners in attendance

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Review/Refresh Results of “Focus Group” meeting April 2018

- Short explanation of the discussion from the April 2018 and the importance of working with partners in new and innovative ways. The former model of CEAC became “stale” and the focus group discussed recommendations for areas of focus and development for CEAC.
- Issues discussed in focus group (important candidate attributes and knowledge):
 - Classroom ready teachers
 - Reflectiveness and flexibility
 - Growth mindset
 - Professional learning communities
 - Rigor and classroom management
 - Understanding differentiation and IEPs
 - Expectations for mentor teachers
 - Discussion ensued about processes districts use for identifying mentor teachers as requests come in to place student teachers
- Mission, Vision, Values for CEAC introduced to group

Small Group Discussion: Scenarios (Appendix A)

1. Controlling Mentor Teacher who does not allow the student teacher much autonomy or creativity:
 - a. Advice to KSU Student Teacher – Ask student teacher to still create lesson plans (but not teach them) to discuss with the cooperating teacher to get feedback. Try to take away what you can from the experience (good and bad).
 - b. Advice to KSU Supervisor – Tell the student teacher to try to do one original activity once a week and reflect on that; discuss the lesson plans given by the cooperating teacher and reflect.

- c. Advice to Cooperating Teacher – Ask the cooperating teacher to reflect on how they became the teacher they are based on their experiences with the intent of having them reflect on the student’s experience in *this* student teaching.
2. KSU Student is avoidant a majority of his students in his special education classroom; district is considering terminating the placement as a result
 - a. General feedback – Group believes student, mentor teacher, supervisor, district personnel needs to communicate what is going on, and should have an opportunity to discuss.
 - b. Options for university and district – Create a plan of small, structured goals so the student can demonstrate they can work with *all* the students in the classroom.
 - c. Responsibilities of KSU Supervisor – Moderate and facilitate; help to structure the plan for the student teacher to improve their practice.
 - d. Expectations for KSU Student Teacher – Improve, listen, ask questions, and follow the plan.
3. School District receives reports of unprofessional posts on social media about the student teacher having relationships with the elder siblings of current students, but the student teacher is doing an excellent job in the classroom and district:
 - a. Options for Principal – Talk with student teacher and try to understand what is happening and doing the posting; possibly change the placement because that may truly be best for both the district and the student.
 - b. Responsibilities of Supervisor – Coach the student on social media (even though the student did not do the posting), continue to be a constructive liaison with the school district as the situation develops.
 - c. Expectations for Student Teacher – Keep doing good work in the placement, maintain professional behavior.

Small Group Work: KSU Effectiveness/Ineffectiveness/Benefits of Hosting Student Teachers (Appendix B)

Why take a student teacher into your District?

- New ideas
- Makes you reflect
- Learn new strategies
- Bring excitement and hope
- New teaching strategies
- Teacher candidates for jobs
- Well-prepared with strategies
- Love collaboration
- My staff (K-3) loves the block four program
- Like the extended interview
- More comfortable b/c of pre-student teaching experiences
- Help other to learn from experience- my responsibility
- Learn/try new things
- Stay up to date
- Giving back
- Students come with great content—well prepared

Why would a teacher or District NOT want to host a student teacher? (Responses quoted directly)

- A lot of time and work
- Afraid of test scores
- Immature
- Application errors – we won’t take them

- Communication not always timely
- KSU has to navigate different district expectations
- Different colleges may have different process (ex: communication)
- Not enough time (esp. when split subjects)
- Had bad experience
- Afraid of impact of value added with student teacher
- Challenges with content (advanced, CCP, AP)

What is KSU doing right; what do you admire, respect, support about our programs?

- Supervisors great to work with

What are things that KSU can work to improve upon, change, update or delete?

- IEP Writing and meeting experiences
- More mental health education
- Struggle to come up with new ideas
- Adapt lesson plans to individual students
- Fly by seat of pants
- Co-teaching, PBL, cross-curricular activities, service learning
- Would love to encourage reading for EC endorsement

Updates and Issues on selected topics from KSU, Fall OCTEO meeting (Appendix C)

Next meeting “tentatively” WEDNESDAY, April 17th

Appendix A: Scenarios

Mentor Teacher Scenario ONE

Mrs. Jones is veteran teacher and has been working in her current district for 29 years, and nowhere else. Mrs. Jones runs a “tight ship” and has full command of her classes. Mrs. Jones has hosted student teachers in her room before, but it has been about 13 years since her last student teacher. Mrs. Jones has interviewed the Kent State Student Teacher, and has agreed to accept the placement, but she shares with the Student Teacher that she has certain ‘conditions’ for allowing the student into her classroom, including following HER lesson plans. Mrs. Jones has communicated to the Student Teacher that she must keep the students “on track” in order to complete the expected curriculum timeline.

- Moving forward with the placement, what are the specific benchmarks and suggestions for success in this situation?
- What advice would you give to the Student Teacher?
- What advice would you give to the KSU Supervisor?
- What advice would you give to the Cooperating Teacher?

School District Scenario TWO

Susan Harris is a KSU student teacher, working on a 7-12 Secondary License, with a major in Integrated Social Studies, who was recently confirmed for placement at your district High School. Susan was placed with your veteran teacher, Mrs. Canterbury, who teaches Juniors and Seniors in American History and Senior Government. Susan is doing a great job in her teaching placement, and is under consideration for a possible teaching opening at your school after graduation. Susan is even involved as an Assistant Coach on your JV Volleyball team and is well liked by the players and the parents. THEN, reports begin coming into the Principal regarding ‘unprofessional posts’ about Susan on social media regarding her past romantic relationships and previous dating experiences with

older siblings of her current students. Unflattering photos are appearing in student lockers, in bathrooms & locker rooms, while rumors and gossip whisper through the classrooms, hallways, and the teacher's lounge.

- Moving forward with the placement, what are the specific benchmarks and suggestions for success in this situation?
- What are ALL the 'options' available to the building Principal? Which one would you choose first?
- What are the responsibilities of the KSU Supervisor in this situation? (** Susan had great evaluations!)
- What are the expectations for the Student Teacher? Who should be involved in the decision-making?

Kent State University Scenario ONE

KSU student, Sam Johnson, is a SPED major with a concentration in 'Moderate/Intensive' studies. Sam was recently placed in area school district in a CD unit with multiple age levels and multiple disabilities. On any given day, there are 20-25 students in the room, 2 Teachers and 2 Aides. After several weeks in his placement, it becomes clear that Sam enjoys working with the two quiet, non-verbal autistic students, but tends to avoid engaging with the older, more physical and assertive ED students in the room. Despite the support and encouragement of his KSU Supervisor, the Cooperating Teachers in the room are concerned that Sam is not demonstrating the full ability to work with varying disabilities. If Sam does not demonstrate sufficient progress in his performance, the District administration has indicated that they will ask to terminate the placement before the 10th week of the semester.

- Moving forward with the placement, what are the specific benchmarks and suggestions for success in this situation?
- What are ALL the 'options' available to the University and the District? Which one would you recommend first?
- What are the responsibilities of the KSU Supervisor and KSU Faculty in this situation? What are specific intervention strategies for improvement?
- What are the expectations for the Student Teacher? Who should be involved in the decision-making? (NOTE the timeline for midterm evaluations, a PDP, possible withdrawal, and edTPA).

Appendix B: Feedback Session

Why take a student teacher into your District?

- What benefits are there to your teacher(s)
- What benefits are there to the Building climate
- What benefits are there to the District as a whole
- What are short term and long term benefits
- What impact does hosting a student teacher have on the KSU partnership

Why would a teacher or District NOT want to host a student teacher?

- What fears or reservations do teachers have about hosting a student teacher
- What are the negative impacts of having a student teacher in the classroom
- What uncertainties exist regarding a "challenging or problematic" placement
- What is the importance of stipend pay, tuition waivers, or other incentives

What is KSU doing right; what do you admire, respect, support about our programs?

What are things that KSU can work to improve upon, change, update or delete?

- Do you support our ECDE, MCED, ADED, SPED programs
- Do you feel that our students are actually "classroom ready" as we claim
- Do you feel our Supervisors are competent, reliable, and trustworthy in their work
- Do you feel that the Clinical Experience Office is responsive, organized, professional

- Do you feel that the Clinical Experience Office has an effective placement process
- Do you feel that the KSU Faculty and KSU Administrators are accessible & involved
- Do you feel the 'University/School District' partnership is mutually beneficial; why/not?

Appendix C: Resources Shared

What we THINK we know from Fall OCTEO Conference

Coming out of SB 216 and HB 318

- 1) Conversion of current P-3 licensure to new P-5 licensure
 - University program/course transitions begin as early as Fall 2019 and no later than Fall 2020
 - Fall 2020 'first year' entering Freshmen into new P-5 program
 - June 30, 2024 ODE will stop issuing P-3 licenses
 - Those teachers with P-3 licenses can continue to 'renew' at P-3
 - Teachers can still pursue the Gr. 4-5 "Generalist" UFN
 - Include transition to new P-5 Early Childhood Intervention Specialist (ECIS); follow the same time line as regular ed P-5 certification.
- 2) Teacher evaluation changes to OTES
 - No changes for 2018-2019, 2019-2020
 - "Prototype" pilot being run in select districts Spring 2019; staff training pilot Summer 2019; full implementation for 2020-2021.
 - Current "Student Growth Measures" to be removed; will look at using alternative data instead (?).
 - **Will this help Teachers feel more comfortable taking a Student Teacher in their classroom?
- 3) Substitute Teaching Licenses
 - Plans include elimination of current 'long term' and 'short term' licenses for Subs.
 - Plans to allow someone with a valid "Teaching License" and degree to have "unlimited days" for subbing, in any area.
 - Plans to allow someone with a "content degree" to be allowed to work as a Sub in their specific content for 'unlimited days'.
 - Plans to allow someone with a degree to Sub in an un-related content area for one semester at a time.