

Teacher Preparation Advisory Committee Meeting

Charting New Waters in a Time of Challenge and Promise: Renewing Our Shared Commitments and Aspirations - June 23, 2021

In Attendance:

ADOM: Marcey Ayers

Broward: Pam Voss, Linda Whitehead

Collier: Amy Bullock, Oliver Phipps

FLVS: Heather Berry, Elizabeth Porter

Hillsborough: Sara Kay Bonti

Miami-Dade: Lisette Alves, Carmen Concepcion, Milagros Gonzalez, Isela Rodriguez

Orange: Corey Johns

Osceola: Greg White

Pinellas: Debra Cucchiara

University School: Robyn Kaiyal

NSU: Julie Alemany, Georgina Arguello, Jorge Blanco, Mel Coleman, Judith Coughlin, Dana Fredebaugh, Lillian Greico, Maria Grethel Mendez, Audrey Henry, Tara Jungerson, Maria Levi-Minzi, Jamie Manburg, Tatjana Martinez, Jodi Miller, Rashid Moore, Troy Robinson, Kenneth Rockensies, Zandra Stino, Hui Fang (Angie) Su, Eric Thompson, Sandra Trotman, Lucas Williams, Teri Williams, Angela Yehl

Welcome - Dr. Jamie Manburg

- Moving forward NSU would like to not only be considered a partner but also a friend.
- Florida's critical teacher shortage:
<https://www.fldoe.org/core/fileparse.php/7749/urlt/CriticalTeacherShortageAreas19.pdf>
- NSU is actively engaged in 35 districts between FL & GA; seeking to solidify new and reconnect with prior relationships, our most recent conversations have been with Osceola, Volusia, & Lee counties, as well as private institutions such as Archdiocese of Miami (ADOM) and Exceed Preparatory Academy.
- Fischler Academy, Fischler College of Education and School of Criminal Justice's flagship program:
 - boosted undergrad enrollment to 300 – 320
 - new cohorts averaging 100 students
 - the fall 2018 initial cohort graduated their 3 & 1 candidates last month
 - currently showing a 90% retention rate
 - Broward & Palm Beach school districts are the first local partners who support the guaranteed job offer agreement
- NSU Teaching Academy of Tampa Bay – with the support of Pinellas school district, NSU is expanding on the Fischler Academy concept to offer a program tailored to the needs of central/southwest Florida. Pinellas school district will collaborate with us to promote this new Academy, which will include the guaranteed job offer agreement. Launch target: Fall 2022
- Fischler College of Education and School of Criminal Justice's alumni includes 30-seated College Presidents and over 100 Superintendents.

NSU and the Fischler Academy: Who We Are (The Key to our Success) - Luke Williams

- Our sense of **community** is accomplished through ongoing social events bringing students together outside of the classroom supporting social & emotional health; this includes a free international travel study experience.
- We have increased the areas of study **options** from two in 2017 to nine majors currently offered.
- A variety of organized service projects, such as Shark Speak and America Counts/Reads, provide **unique opportunities** for our candidates to get involved beyond an assignment related activity.
- The **curriculum** includes a high emphasis of collaborative learning, interdisciplinary projects, and modules from Inspire Teaching & Learning. <https://www.inspireteaching.org/>

Fischler Academy Students: Feedback and Data - Luke Williams, Dr. Angela Yehl

- In support of the candidate feedback, we will be pursuing ways to augment procedures or develop policies in the following areas:
 - Additional supervised field experiences
 - Enhance general field experiences
 - Increase technology experiences
 - Guidance with requesting the Professional Teaching Certificate
 - Guidance with the job application process
 - Create a formal mentoring model

Starting the Conversation - Dr. Teri Williams, Lillian Greico

- **Breakout Rooms – Discussion and Debriefing** (Summary of all):

#1 = Greatest challenges for teachers this past year

- Mental health – teachers: PD seminars modified to include these conversations; k-12 students: Counselors surprised by the level of pain and stress they expressed
- Overall higher demand on teachers – no breaks
- Assessments, Cheating, Attendance
- Meeting all students’ needs, adjusting for learning loss - greater differentiation
- Technology - students: many with no access to technology/devices, teachers: variety of platforms, e.g., Teams, Web-X, Zoom, Canvas
- Pedagogy in online instruction – Online teaching is not part of a TPP
- Unique to FLVS – enrollment growth of almost double
- Unique to Miami-Dade – no in-place learning management system
- Physical aspects with return to in-person – managing masks, social distancing, transitioning, touching

#2 = Dispositions/skills practiced by successful teachers

- Grace, Empathy
- Resiliency, Flexibility, Growth mindset, Ability to learn from mistakes
- Communication skills – ability to engage and hold attention
- Collaboration – especially with parents, assist with device distribution, drive-by student homes
- Open to new ideas, Thinking outside the box - FB pages created by teachers to support teachers

#3 = How can NSU better prepare our candidates

- Classroom Management
 - Social / Emotional Learning (SEL) – identifying warning signs and the steps to follow once identified, address in all areas including elementary, dealing with personal loss, preparing for “back to normal”
 - Prepare candidates for Urban environment, Bias training – culturally responsive teaching and learning, prior experience through field placements
 - Deep understanding of literacy - how it develops and sets the basis for continued school success
 - Assessment
 - Communication skills – eye to eye contact, language
 - Professionalism – punctuality, attire, preparedness, be present, behavior on and off campus
 - Increased Supervised Field Experiences – critical independent feedback
 - Increased Technology Experience
 - Adaptability, Flexibility, Collaboration - how do you teach flexibility?
 - Exposure to and an awareness of a variety of observation tools
 - Professional Development, Student Seminars
 - New Teacher Support Group – network & engagement with Alumni
 - Meet & Greet with faculty, interns, and supervising/host teachers, greater communication between NSU and officials regarding placement tasks especially lesson presentations
 - Interview prep and resume writing
- **Action Plan Notes:**
 - Consider role playing
 - Utilizing Immersion avatar tool
 - Providing visual examples of proper and improper dress, behavior, etc.
 - Further explore alumni connections
 - Investigate virtual PD webinars
 - **Thank you to our Facilitators:**
 - Room 1.** Facilitator: Dr. Judy Coughlin
 - Room 2.** Facilitator: Dr. Rashid Moore
 - Room 3.** Facilitator: Dr. Julie Alemany
 - Room 4.** Facilitator: Dr. Sandra Trotman and Dr. Maria Mendez
 - Room 5.** Facilitator: Dr. Dana Fredebaugh

Partner Recognitions and Shout-outs - Lillian Greico

- Thank you for hosting an NSU Intern(s) in AY 20/21!
Archdiocese of Miami, Broward, Brevard, NSU’s University School, Pinellas, and Volusia

Closing - Dr. Ken Rockensies

Breakout Room Assignments

Room 1: Dr. Judith Coughlin

Elizabeth Porter (FLVS)
Isela Rodriguez (Miami)
Robyn Kaiyal (University School)
Troy Robinson (FCE)
Tara Jungerson (Psychology)

Room 2: Dr. Rashid Moore

Linda Whitehead (Broward)
Sara Kay Bonti (Hillsborough)
Marcey Ayers (ADOM)
Gregory White (Osceola)
Angie Sue (FCE)
Georgina Arguello (FCE)

Room 3: Dr. Julie Alemany

Amy Bullock (Collier)
Lisette Alva (Miami)
Laura Davis (Palm Beach) - absent
Zandra Stino (FCE)
Eric Thompson (Psychology)

Room 4: Dr. Sandra Trotman and Dr. Maria Mendez

Pamela Voss (Broward)
Corey Johns (Orange)
Carmen Concepcion (Miami)
Audrey Henry (FCE)
Mel Coleman (FCE)

Room 5: Dr. Dana Fredebaugh

Heather Berry (FLVS)
Debra Cucchiara (Pinellas)
Milagros Gonzalez (Miami)
Oliver Phipps (Collier)
Tatjana Martinez (FCE)
Maria Levi-Minzi (FCE)

**Fischler College of Education and School of Criminal Justice
Teacher Preparation Advisory Council Meeting
(November 3, 2021)**

Enhancing Quality Assurance Through Collaborative Partnerships

Meeting Summary

Attendees

Broward

Linda Whitehead

Collier

Oliver Phipps

Florida Virtual School

Heather Berry

Elizabeth Porter

Miami-Dade

Lissette Alves

Orange

Kimberly Wood

Palm Beach

Laura Davis

Pinellas

Debra Cucchiara

Volusia

Christine Mahaney

Imagine Charter Schools

Susan Onori

Rod Sasse

University School

Robyn Kaiyal

NSU Fischler College of Education & School of Criminal Justice: Berta Capo, Dana Fredebaugh, David Griffin, Maria Levi-Minzi, Tatjana Martinez, Maria Grethel Mendez, Janet Rivera, Troy Robinson, Mike Simonson, Angie Su, Sandra Trotman

NSU College of Psychology: Melanie Iarussi, Eric Thompson, Angela Waguespack

TPAC Planning Committee: Jorge Blanco, Jia Borrer, Judy Coughlin, Lillian Greico, Rashid Moore, Ken Rockensies, Luke Williams, Teri Williams, Angela Yehl

I. Opening Session

Dr. Blanco provided the morning welcome and all participants introduced themselves.

II. Continuing the Conversation Part II: Breakout Rooms for Small Group Discussions

Participants were assigned to the following four breakout rooms where they responded to a question reflecting their group's topic: Room 1-General Topics; Room 2-Curriculum and Assessment; Room 3- Internships and Field Experiences; and Room 4-New Teacher Recruitment: Partnering with Fischler Academy. The following is a summary of the respective discussions:

Room 1: General Topics

Facilitators: Dr. Jia Borrer, Dr. Rashid Moore

Discussion Question: This “carte blanche” session will focus on discussing topics that are outside the areas of coverage in Breakout Rooms 2 – 4. Be prepared to share your perspectives, opinions and recommendations!

Summary of Discussion

Hiring Traits and Characteristics

Desirable candidates have empathy, knowledge of content areas, integrity, classroom management acumen, positive nonverbal communication, and passion for the profession. They also are team players and dress for success.

Mental Health Support

Teachers not only need to be conversant with social-emotional learning, (SEL), they need to be aware of mental health resources that are available for themselves and their students. Many teachers and students have lost family members due to COVID-19 as well as the year lost in the normal socialization at school. Partners in the group noted how important SEL training is in teacher education programs.

Partnership With Local Universities

Collier County has partnered with the University of South Florida to provide undergraduates with high proficiency in math and math-intensive sciences (like math, engineering and physics majors) as tutors for students struggling with math proficiency.

Areas of Deficit

1. New teachers are struggling with ESE paperwork and familiarity with documentation of Response to Intervention (RTI). Teacher education programs should introduce this type of paperwork to teacher candidates.
2. Teacher education programs should ensure experiences in urban settings, so teacher candidates are familiar their schools. Some districts are struggling to fill urban school teaching positions.

Teacher Shortages

School districts and charter schools are noting retention and recruitment challenges. They are paying special attention to interns to keep them motivated during their internships and to consider staying in their schools as a full-time teacher. Partners noted that many teachers are taking care of elderly parents or have young children and are concerned about the uneven application of mask use across different counties and schools. Some teachers have left teaching to continue working remotely as a result, exacerbating the teacher shortage situation.

Bus Driver Shortages

Having a shortage of bus drivers has led to students arriving late for early classes in the day. This implies students missing critical content and instruction. Schools have forced to adapt by staggering start times. One partner noted start times as late as 10:10 in the morning as a result.

Reading Endorsement and Switch to B.E.S.T. Standards

Partners noted that there have been challenges getting teachers to get their reading endorsement even with reimbursement of expenses for the classes they have to take. Having graduates with a reading endorsement would be a plus in searching for an initial teaching position. It was also noted the schools were transitioning to the B.E.S.T. standards and teacher candidates should be aware of them.

Political Climate

Some partners have noted a political climate in which parents mistakenly believe certain content is being taught which does not align with their worldview. For example, some parents are under the impression that Critical Race Theory (CRT) is being taught in the K-12 school system. (It is not.) In one example cited by a partner, some parents see the word “critical” in an assignment, such as “critical vocabulary” for a reading passage or unit, and then vociferously complain that their child is being exposed to CRT. Therefore, some education of parents by teachers may be required. Teacher education programs may want to consider inclusion of a simulation scenario in dealing with a parent who, due to a misunderstanding, reacts negatively to an assignment or content their child is working on.

Room 2: Curriculum and Assessment

Facilitators: Dr. Dana Fredebaugh, Dr. Teri Williams, Dr. Angela Yehl

The facilitators will share and discuss with participants assessment data related to NSU’s teacher preparation programs. Included, too, will be a review of recent FLDOE legislation requiring the addition of a reading endorsement in selected programs, changes in the GKT requirement, and strategies for identifying students in crisis.

Summary of Discussion

1. **Mental health crisis** was the first topic of interest. We talked about teachers desperately needing an understanding regarding **identification** and **protocol**. While we tend to focus greatly on SEL in our schools, are we tackling the mental health crisis at a practical level?

While our teachers are not counselors, should they understand the "signs" of mental illness? What is our responsibility to our students, community?

Also, as we are incorporating additional content related to identifying students in crisis and addressing mental health issues in the classroom, the following items regarding our curriculum and guiding students should be considered:

- a. This is separate from/beyond SEL.
- b. Provide professional dev. on identifying students in need.
- c. All students are required to have 5-6 hours related to mental health
- d. Teachers need to understand the difference between SEL & mental health.
- e. Everyone at each school needs to be involved in this process, to know how to identify students in need and to understand the protocol to get them help.

- f. Need to teach our FCESJ students how to identify their needs.
 - g. Help FCESJ students build coping mechanisms and know who to reach out to when they need help.
 - h. Remove the stigma of mental health and help teachers see this needs to be addressed.
 - i. Incorporate role-playing scenarios related to mental health issues (e.g., using the school counselor) (e.g., diversity & ethics course)
 - j. Teachers all need information/training on identifying and helping students in crisis.
 - k. Districts can provide content-area related strategies (e.g., Castle competencies).
 - l. School counselors can play a key role in this area. Help teachers address these needs, including how to deescalate situations.
 - m. FCESJ faculty need to share scenarios and protocols with our students.
2. The topic of **digital literacy** also came up as a primary topic of interest. However, a participant brought up an often-overlooked point regarding how educators present themselves to their students. How are we helping our students be better presenters? This speaks to more than a level of professionalism. It speaks more to the character, enthusiasm, connection making skills, and ingenuity of a teacher.

With so much of an emphasis on digital literacy, we need to continue to remember the teacher's role in the classroom. As such, the following strategies should be considered in relation to the use of technology in education and distance learning:

- a. Digital literacy; encouraging creative presentations (not just PowerPoint).
- b. SAMR (substitution, etc.) Model---beyond PPT; technology used to create tests, materials, etc. How to use the interactive board and how to teach their students how to use technology.
- c. Have our teacher candidates role play virtual teaching
- d. Ensure that our teacher candidates experience the full school day, not just a segment of the day. Experience all of the teacher's responsibilities and experiences.
- e. Incorporate best practices.
- f. Help our teachers release the learning to the students. What do the students already know? Experiential learning/move from "sage on the stage to guide from the side." Empower their students; assist children at all different levels.
- g. How to integrate the arts.
- h. Use centers/stations.
- i. Incorporate the B.E.S.T. ELA & Math standards

3. We talked about the length of the **internships**, and the viability of strengthening our student teachers with more robust opportunities. Angela shared the possibility of an additional course focused on observational opportunity. Additionally, we discussed the benefits of lengthening smaller chunks of time in schools for our students. Currently, students experience "sound bites" in the day of their supervising teacher, and identifying the benefit of a student spending a full working day with a teacher, or a full working week, to see what a teacher does in addition to teaching was recommended. The idea of a parallel full-term course for a longer time-period in a classroom was supported.
4. We also discussed the need to be continually updating information regarding **changing state and district policies**. Making sure our teachers are well aware of this ever-changing field.
5. There was commentary on the need to teach our students the vast **benefits of being "learner" centered**. Do we have a tendency to be the "sage on the stage" as opposed to "guides from the side?" This guiding philosophy is one that is a challenge for most educators, as it is a risk. Often, we are not willing to give up control.

It is, however, a fundamental component of the EL model. Do we highlight this in our work? Should our students be more aware?

Room 3: Internships & Field Experiences

Facilitators: Dr. Judy Coughlin, Lillian Greico

For this session, participants will discuss and share their opinions and "best practices" recommendations for NSU's restructuring of its teacher candidate field experiences. Included, too, will be a review of the recent legislation requiring Cooperating Teachers (CTs) to hold a Reading Endorsement for internship placements in their classrooms. Guidelines for the January 2022 Field Experience and Internship Placements will also be covered.

Summary of Discussion

Internships in 2022: This has been a very difficult year for all of us. NSU has 30-32 interns to place. What things do the districts need? How are you doing with CTs?

Miami Dade: Hard time securing CTs. The number of interns is not huge, but if the numbers of interns increase [Miami Dade] will have difficulty, particularly with the reading endorsement. Providing PD for CTs and for reading in the district are needed—in particular, extensive PD for reading endorsement (blended and face-to-face) is meeting with teacher resistance. There is a program through UF to take the course work and teachers are provided a \$1,000 incentive and reimbursed for the test option for add-on certification.

Palm Beach and Imagine Charter School: Difficult time getting the endorsement. Imagine Charter School has more flexibility.

Question: Beginning in August NSU can only place interns with CTs who have the reading endorsement. Will there be sufficient teachers to host interns?

Florida Virtual School: For the Florida Virtual School, the resistance is due to 5 heavy courses and there is not enough time to invest in them. The principals are being very proactive and it is

announced constantly. It does not count if the teacher is in the process of obtaining the endorsement. They must have finished the course. Some teachers are signing up to take the test, without the course work. This year this is a huge decrease in interns (30), last year they placed 100 interns.

Teachers are meeting academic gaps after the pandemic. Teachers are exhausted and now the state has added something more, i.e. reading endorsement. The teachers feel penalized, now add 5 courses.

Broward County: The need for CT reduced as they only accept practicum and interns, no field experience students.

Question: What best practices have you seen and what do you like from other Universities that works well when placing field students as NSU restructures field experiences?

When undergraduates have the opportunity to spend an entire day in the classroom it works out better.

Report when the teachers report and leave at the end of the day. The opportunity for less hours, but for a whole day (quality). They miss the arrivals, dismissals, transitions.

Florida Virtual School: Have 25 partners—each unique. From some of the big universities, juniors come 2 days a week and spend the entire day (16 hours a week).

If it's hours i.e., 50 hours (four or five college classes, each has 10 hours, and by combining them students can do all 50 hours in the one placement). More time and consistency foster a better experience, and 40-50 hours is the minimum amount. Also, spend 10 hours of training in the platform.

Miami-Dade: Assign a district mentor to each college student who has a minimum of 45 college credits to persuade them to pursue teaching. Substitute teaching could count as field experience.

Comment: NSU was told it cannot place schools that are not A or B schools. The students need diverse opportunities to determine their fit.

Observation: He/she/they gender neutral pronouns, etc. Use of Mx.

Broward: This has not come up; there would be respect for how anyone would want to be addressed. No district wide policy.

If a signature states they/them, how do we address them?

Facilitator: One student was a female, but the preferred name was teacher, but when it comes time for internship, it is not appropriate to be called teacher. Mx is the appropriate title.

Florida Virtual School: An intern asked What if a person does not want to be identified as one gender or another? There is a need for identification.

Facilitator: The conversation is about valuing the person's dignity.

Observation Practices: What do the districts want?

Florida Virtual School: Face to face PD...all PD is taking place face to face.

Question: Moving back to face to face, are there some advantages to blended or video?

Broward: Local in person, for practicum and internships.

Question: What are the districts' needs? Dispositions, curriculum etc.

Florida Virtual School: Lack of professionalism during virtual classes: Teachers sitting in bed, didn't brush their hair, this is a job, be available, if they are asked to grade, do it. They come up with excuses. Developing trust between the intern and the teacher. Do as they are expected. Soft skills, collaborate with others, be responsible and accountable and practice time management. We cover that at the beginning of the internship and at the end.

FVS sends to schools (a) a video of what teacher candidates need to know and (b) a word document that bullets the characteristics.

On camera, one needs a dynamic personality. Can't be shy; must have good presentation skills! The interns tend to think they can work on their school assignments (this is not the case), and they need to be present when working.

Broward: Put the devices down, put it away. You have to dress professionally. Curriculum-wise know the standards and benchmarks. Lesson planning. Social emotional/mental health of our teachers and students, evaluation system. Effective teaching practices. Danielson/Marzano, cooperative learning and student engagement.

Miami-Dade: Standard classroom management, not getting in a confrontation with students. "Withitness"! Seeing less and less of...withitness comes from consistency.

Room 4: New Teacher Recruitment: Partnering with Fischler Academy

Facilitator: Luke Williams

During this session, participants will share their strategies for teacher recruitment and retention. Additionally, participants will brainstorm ways that their districts can collaborate with one another and with NSU to build sustainable educator pipelines.

Summary of Discussion

Describe the cultural landscape of your district: Note – ¼ million new residents to Florida in the last 2 years.

Palm Beach: Moving toward racial equity at all levels. Strong focus on professional development. Continuing virtual attendance options.

Orange CPS: Focus on SEL, stress levels are high, e.g. a first grade teacher has an entire class of students who did not experience Kindergarten. Needs to meet first grade requirements and transition students.

Volusia: 16 diverse communities, medium to large district, population clusters east/west, extreme diversity migrant to affluent to retirement. Goal for leaders is to mirror district's population diversity. Last year offered mixed attendance with a small on-campus presence, all in-person this year, students seem to have low tolerance to crowds. Family dynamics changed, multiple generations under 1 roof.

MDCPS: Urban/suburban/rural: Representing population diversity within all district levels is top priority. SEL/mental health students and teachers: Recognizing trauma in new groups who have no idea how to navigate resources. Resiliency has dropped and there is general fatigue.

NSU School Guidance Program: Works with districts throughout the state: SEL, stress levels high everywhere/everyone. Homelessness is more prevalent. NSU SG offering workshops in Broward County to manage stress.

What are some challenges you face in recruiting new teachers?

PBC: Normal venues not available. Rather than list requirements, "Let's talk about how you can help." Critical shortages in ALL areas including supporting areas like bus drivers.

OCPS: Same as PB. District is "exploding": it built 2 new high schools last year and created a new program Tier 1 Interventionist, which added 400 new positions. There is an influx of alternate certification applicants too.

Volusia: Virtual recruiting is too challenging and it's too hard to connect with candidates. Good teachers know their value and are "shopping" districts. New recruits are experimenting and are "in it for the moment" not "lifers." They come to education influenced by movies that glorify the profession (e.g., *Dangerous Minds*). They could move on as early as 2 weeks in, but district has already heavily invested in them.

MDCPS: Transition substitutes to fulltime, but this taking from one area creates a new deficit. Pulling from other resources requires the district to assist with FTCEs. Encouraging education students to enter the substitute pipeline. Costco offers better pay to be a greeter.

What are some successful strategies you have implemented to attract new teachers?

Palm Beach: In-person weekend event to expedite paperwork, hands on help.

Orange Co.: Support local University partners by attending on-campus events and assist with hosting expenses.

Volusia: Engage the community, e.g. Chamber of Commerce. Reach out to community leaders to support the public school system – "live and work in Volusia." Increase social media connections as potential conversation starters, e.g. Twitter and LinkedIn.

MDCPS: Increase University relationships. Encourage all majors to become substitutes. Stay connected with our graduates, especially those who enter a Teacher Preparation Program. Identify families with generational teaching.

FLVS: Statewide recruiting and targeted out of state for hard to fill subject areas like Hebrew &

American Sign Language. Interns top resource, grow our own. No boundaries make recruiting easier.

Luke: Grow HS Early Childcare and Future Teacher programs.

How can NSU partner with you to increase the quantity and quality of new teachers in your district?

OCPS: Promote alternate certification; reach out to subject specific majors to become educators.

MDCPS: Offer experiences for any undergrad to get them in front of kids, e.g. extracurricular activities, tutoring, collaborating with park events.