

Teacher Preparation Advisory Council Meeting

Teaching Academies and AI: The New Horizons in Florida - December 4, 2024

In Attendance:

Archdiocese of Miami (ADOM): Shannon Isek

Broward (BCPS): Tracy-Ann Turner

Florida Virtual School (FLVS): Heather Berry; Jennifer Ellmyer; Lisa Hill

Miami-Dade (MDCPS): Miladys Cepero-Perez; Kimberly Davis; Kadesha Dean; Marie Orth-Sanchez; Roxy Sanchez; Regina Wimberly

Pinellas (PCPS): Debra Cucchiara

Seminole (SCPS): Dumarie Rodriguez-Dillard

Volusia (VCS): Tiffany Fuller; Shawn Troutman

Imagine Charter School (ICS): Susan Onori

University School (USchl): Robyn Kaiyal

NSU: Georgina Arguello; Elizabeth Aguila; Jennifer Berne; Jia Borrer; Laura Cohen; Dana Fredebaugh; Lillian Greico; Jodi Miller; Rashid Moore; Kenneth Rockensies; Elaine Saef; Carmen Session; Lucas Williams; Teri Williams; Angela Yehl

Welcome: Dr. Teri Williams, Assistant Professor

Updates: 2024-25 NSU Teacher Preparation Program & Continuous Improvement Plan

Dr. Angela Yehl, Assistant Dean, Academic Affairs

- DOE/TPI 10/28/24 – 11/1/24
 - Strengths – coursework to clinical connection; quality of candidate; program performance management
 - Improvement – CT training brought to the same level as University Supervisors, we are developing a training model. Literacy courses revised to emphasize spiraling.
- CAEP site visit Fall 2025, preparations have begun
- 2023-2024 Teacher Education Data Report – improved GKT performance including first attempt
- FEAPs Rubric has been revised, would like feedback
- Intern Focus Group Fall 2024
 - Interns felt prepared noting diversity in prior placements and actionable feedback from cooperating teachers and supervisors as instrumental.
 - Suggest increased opportunities to practice classroom management prior to internship.
 - With 23/24 revisions, opportunities for application of classroom management were integrated into practicum courses, as well as Mursion simulation classroom experiences embedded into EDUC 3535 and EDUC 4322
 - Specific and separate check in with transfer students to ensure they are on schedule
 - A required Teacher Candidate Success meeting has been incorporated which results in earlier contact and identifying transfer students sooner
- Continuous Improvement Plan
 - Completed Fall 2024: Technology awareness
 - Technology project EDUC 4010
 - Technology modules in all three practicums
 - Create a digital assessment for differentiated learning EDUC 3535

- Completed Fall 2024: Earlier support with lesson plans was addressed by revising EDUC 3525 to ensure focus on each lesson plan element.
- Completed Fall 2024: Integrated Family Engagement Project in EDUC 4010. IEP and Parent/Teacher conference in Practicum II (3505).
- Goal Fall 2025: Incorporate data analysis
- Goal Fall 2025: Revise Literacy courses to emphasize spiraling
- Goal Fall 2025: Enhance Cooperating Teacher training

Teaching Academies: An Emerging Presence in Florida

Dr. Elizabeth Aguila, Assistant Professor; Dr. Jia Borrer, Professor; Dr. Luke Williams, Director, Fischler Academy

- High Schools with a Florida Future Educators of America (FFEA) club have an established population to support the program
- Teaching Academies foster teacher identity with daily, systematic guided teaching, written reflective, collaborative community, work-based learning opportunities, content knowledge and professional development.
- Three key elements to creating a successful and sustainable program
 - The right teacher – excellent teaching pedagogical skills, strong professional identity, commitment to professional growth, flexibility, ability to provide actionable feedback
 - The right model – ECE: DCF regulated space; POT: student teachers paired with a CT; Off site: requires a source of trained CTs
 - The right instructional framework – CTE framework standards, teacher dispositions, teaching pedagogy, outside stakeholders
 - Higher Ed perspective: These academies are a perfect resource to recruit teacher candidates. They are committed, motivated and come with a realistic vision of the classroom. Candidate may enter with transfer credits.
 - K-6 Principal perspective: Host internships in Kindergarten and First grade, excellent support to the in-service teachers, most interns attended the school they intern at, which fosters a sense of giving back
 - District perspective – BCPS 15 to 20% of high schools offer; Pinellas offers dual enrollment for teaching courses; FLVS students must arrange their own host site; Seminole has a teaching academy but would like to expand; Volusia has a teaching academy also looking to expand

Technologies that Districts and Schools Are Using: A Snapshot of Academic and Non-academic Applications

Dr. Jennifer Berne, Assistant Professor; Dr. Rashid Moore, Associate Professor

- <https://forms.office.com/r/Ysha0tCXz8> Survey to determine general AI awareness
 - Concerns: teacher training; ethical; data privacy and security; plagiarism; loss of critical thinking and creativity; increased teacher workload; access to AI tools
 - Support from higher education: professional development; teacher training resources
 - Comfort level using AI: split between very comfortable and somewhat uncomfortable
 - AI policy in place: split between established policy in use and in the process of developing
- [EPP Partnership with ISTE/USDOE](#) NSU/FCESJ commits to Digital Equity

- **Training for teachers and students** to ensure effective and ethical use of AI.
 - USDOE Office of Educational Technology AI Overview Site <https://tech.ed.gov/ai/>
 - UNESCO - [AI and Education: Guidance for Policy-makers](#)
 - [FDOE AI Foundations with UF](#)
- **Student data privacy** and safeguarding sensitive information.
- The concept of a **Human-to-AI Ratio** in assessments, pre-establish acceptable percentages
 - Completely AI-Generated
 - AI-Assisted
 - Completely Human-Generated
- Transitioning to **process-based assessment** over product-focused evaluation.
- The potential of selected **generative AI tools**.
 - Text, Image, Audio, and Video are the four main areas of creation
 - Uses include lesson plans, educational materials, differentiated learning, assessing literacy
 - Simulation - create an avatar for a mock parent conference
 - Dub videos for English language Learners
 - <https://aieducator.tools/>
 - <https://ditchthattextbook.com/ai-tools/>

The Mutually Beneficial Purpose of TPAC: Preparing Students for Future Teaching Positions in Florida

Ms. Lillian Greico, Assistant Director-Program Operations and Placement Services;

Dr. Angela Yehl, Assistant Dean, Academic Affairs

- NSU changes from TPAC feedback include restructured field experiences, revised lesson plans, and curriculum revisions to include expansion on classroom management.
- District requests
 - Continue to share latest trends
 - Opportunities to teach hybrid or fully virtual
 - Job interview preparation
 - Address professional self-advocacy, do not lose your voice, comfort in bringing awareness
 - Incorporate intentional administrator meeting(s) as part of internship

Closing: Dr. Ken Rockensies, Associate Dean, Academic Affairs

NSU Teachers of Tomorrow Conference Dr. Jennifer Berne

Date: Saturday, January 11, 8:00 am – 4:00pm

Location: NSU Main Campus & Zoom

<https://teachersfortomorrow.my.canva.site/>

Teacher Preparation Advisory Council Meeting
Continuous Improvement for Mutual Benefit: Optimizing Internships and the Curriculum - May 15, 2024

In Attendance:

Broward (BCPS): Tracy-Ann Turner

Teachers: Jordanna Egan; Diane Harrison; Peta-Gaye McCarthy; Kristi Saunig

Collier (CPS): Amy Bullock; Oliver Phipps

Florida Virtual School (FLVS): Heather Berry

Teachers: Lauren Dennis

Miami-Dade (MDCPS): Kimberly Davis; Ana Lara; Isela Rodriguez,

Orange (OCPS): Jennifer McSparran; Deana Talbert

Osceola (OPS): Gregory White

Pinellas (PCPS): Debra Cucchiara

Volusia (VCS): Amanda Gallagher; Tiffany Fuller

Imagine Charter School (ICS): Susan Onori; Rod Sasse

Teachers: Caryna Santos

University School (USchl): Robyn Kaiyal

NSU: Jia Borrer; Dana Fredebaugh; Lillian Greico; Jodi Miller; Rashid Moore; Kenneth Rockensies; Elaine Saef; Carmen Session; Lucas Williams; Angela Yehl

Welcome: Mrs. Lillian Greico, Director: Placement Services and Program Operations, Internship Instructor and Clinical Supervisor

- Twenty-four candidates interned in January 2024 and graduated from our approved programs.
- Note made to consider moving this meeting to mid-April next year with respect to the K-12 calendar

Updates: 2023-24 NSU Teacher Preparation Program & Continuous Improvement Plan

Dr. Angela Yehl, Assistant Dean, Academic Affairs

- 2023-24 Review
 - Reading Endorsement Matrices approved by Florida DOE
 - Florida DOE site visit set for the week of 10/28/2024
 - CAEP site visit expected in Fall 2025
- Completer Survey responses from 8 Elementary and 1 Secondary Mathematics
 - Generally Well to Very Well prepared; including diversified instruction
 - Two-thirds felt the program was effective
 - One responder felt less prepared to evaluate curriculum resources, as well as integrate a variety of resources to support curriculum
 - Program weaknesses were classroom management and family engagement

- Continuous improvement plan for undergraduate programs
 - 2022-23
 - Classroom Management – Best Practices in Practicum I; Mursion scenarios and in field assignment in Practicum II; Mursion scenarios expanded to Practices of Instruction (EDUC 3525) and Classroom Management (EDUC 4322/SECE 4320)
 - Assessment – Educational Assessment course (EDUC 3535) revised; Behavior and Impact added to Practicum II; Mock Parent Conference and Case Study of two struggling readers in Methods of Teaching Reading (ELEM/SECE 4560)
 - 2023-24
 - Enhance Technology – Foundations of Curriculum Development (EDUC 4010) will include a Project Proposal, Professional Planning, and Technology Reflection assignment aligned with ISTE Standards
 - Lesson Planning – Review/revise early courses to incorporate intentional focus on lesson plan elements
 - Family and Community Engagement – Introduce engagement opportunities in Practicum I; Create an engagement plan in Foundations of Curriculum Development (EDUC 4010); Engagement Project in Practicum II aligned with NAFSCE Core Competencies

Roundtable Discussion I: Cooperating Teacher Experiences

Dr. Luke Williams, Director, NSU Fischler Academy

- Cooperating Teacher survey responses
 - Overall Intern readiness was Good to Exceptional, strengthening needed in Lesson Planning, Classroom Management, and Assessment
 - Elementary and Exceptional Student Interns were rated to be competent to accomplished in the four basic content areas.
 - Secondary Biology and Social Science interns were accomplished in their content knowledge, English and Mathematics were competent to accomplished
 - University Supervisors and the Office of Placement Services provided acceptable to excellent support
- Introducing your Intern
 - Traditional classroom – team teach
 - Virtual classroom – daily zoom check-ins and mutual observations
 - ESE Center – Complete orientation to all responsibilities of student care beyond teaching, NSU interns not prepared but adapt quickly
- Glows of Internship
 - Initial – Invested, Continuous Growth, Positivity
 - End point – Differentiated Learning, Flexible, Bonded, Confident
 - Elaine Saef, OPS liaison, provided excellent support
 - Ms. Egan & Ms. McCarthy both note they accept “only NSU Interns”

- Challenges of Internship
 - Traditional classroom – Long lesson plans do not fit today's classroom, more focus on assessments, work/life balance with rigorous assignments and seminar check-ins
 - Virtual classroom – NSU curriculum does not translate to virtual teaching, lesson planning is not done by individual teachers, evaluation forms, daily schedule and responsibilities, one to one check ins with K-12 students, no co-teaching
 - ESE Center – Lesson plans do not translate, ESE plans incorporate pre-recording, individualized use of devices, k-12 student interaction is limited and very different
**Luke Williams noted plans to address ESE curriculum to include severe ESE
- Ability to provide Valuable Resources
 - Traditional classroom – School's curriculum, Human resources, provide temporary/limited access to district tools such as Canvas **BCPS is vetting a new program and will ask about an intern/non-district employee account
 - Virtual classroom – utilized training book for new hires
- Providing your Intern Family and Community Engagement opportunities
 - Traditional classroom – access to Class Dojo
 - Virtual classroom – Teachers are required to check in once per month with parents, the first few intern/parent meetings are monitored, then interns meet directly with parents of their assigned students
- Final Thoughts / Suggestions
 - Earlier interaction; August placements to include classroom set-up, introductions, parent's night meet and greet, and establishing classroom policies and procedures.
 - Increase familiarity with non-traditional placements
 - Increase focus on K-12 student interaction during internship, decrease or delay rigorous assignments

Roundtable Discussion II: District Curriculum Specialists

Dr. Jia Borrer, Associate Professor; Dr. Rashid Moore, Associate Professor

Curriculum Specialists:

Jennifer McSparran, M.Ed., Senior Administrator, K-12 MTSS & Interventions, OCPS

Deana Tolbert, M.Ed., Senior Administrator, Secondary Science & Social Studies, OCPS

Tracy-Ann Turner, Ed.D., District Field Experience Coordinator, BCPS

- Classroom Culture, what to consider from day one
 - Promote consistency, establish routines that invoke positive behavior
 - Engagement – think ratio and participation ratio
 - Classroom Management big picture, factor layout, culture, positivity, interaction, establishing your presence
 - Establish policies and enforce, Kindergarten rules can also apply to secondary
 - Make Parent/Guardian a stakeholder

- Family Engagement – how do you interact
 - TalkingPoints text system <https://talkingpts.org/>
 - Canvas gives parents access to see real time student involvement <https://www.instructure.com/canvas>
 - Intervention when student is not meeting benchmarks, create goals and collaborate on a plan to support student
- Family Engagement gaps
 - General accessibility, parents ability to check-in, availability during normal “office hours”, care-giver responsibilities
 - Language, ability to provide document translation in all necessary languages
 - Ways to increase Parent/Guardian awareness of available support tools
 - PDP for Teachers to have Courageous Conversations, address positives in every conversation, and how to build rapport
 - Math support, new program Savvas <https://www.savvas.com/solutions/mathematics>
- Is AI being incorporated and how or where?
 - BCPS only as a plagiarism tool
 - OCPS currently for plagiarism but researching options to integrate. Blatant student use in Social Studies, department is struggling to control/guide, considering live discussions based on submitted assignments.
 - USchl – AI student use is out of control, teachers are not comfortable. Leadership is incorporating AI as a tool to aid teachers first, edit documents, plans, etc. Before embedding into curriculum, need to establish if students have parental permission to use the technology. The key is to approach the technology with positivity. Recommended by Dr. Kaiyal:
 - Book: *The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education* by Daniel Fitzpatrick
 - FB: *chatGPT for Teachers* <https://www.facebook.com/groups/703007927897194/>
 - FB: *AI and ChatGPT in Education* <https://www.facebook.com/groups/530533990630012>
 - FB: *AI for Teachers Community* <https://www.facebook.com/groups/aiforteacherscommunity>

Closing: Dr. Ken Rockensies, Associate Dean, Academic Affairs

Teacher Preparation Advisory Council Meeting

Recruitment, Retention, and Quality Placements - November 1, 2023

In Attendance:

Broward (BCPS): Angela Brown, Evensky Joseph, Pamela Voss; Jacqueline Smith
Collier (CPS): Amy Bullock
Florida Virtual School (FLVS): Jennifer Ellmyer
Hillsborough (HCPS): Althea Walker
Miami-Dade (MDCPS): Jackie Fals-Chew, Milly Cepero Perez, Maribel Dotres, Isela Rodriguez, Roxanne Sanchez, Kristen Trompeter, Regina Wimberly, Rouben Yaghdjian
Orange (OCPS): Kim Wood
Osceola (OPS): Gregory White
Pinellas (PCPS): Debra Cucchiara
St. Lucie (SLPS): Suki Saget
Imagine Charter School (ICS): Susan Onori, Rod Sasse
University School (USchI): Robyn Kaiyal
NSU: Jia Borrer; Dana Fredebaugh; Lillian Greico; Rashid Moore; Kenneth Rockensies; Carmen Session; Lucas Williams; Teri Williams; Angela Yehl

Welcome: Dr. Teri Williams, Assistant Professor

Updates: 2023-24 NSU Teacher Preparation Program & Continuous Improvement Plan

Dr. Angela Yehl, Assistant Dean, Academic Affairs

- 2023-24 teacher preparation program activities, including initiatives related to CAEP accreditation and FDOE program approval:
 - ⊖ Annual Teacher Education data report completed.
 - ⊖ Update alignment to standards including FEAPs, InTASC, SPA/CAEP, ISTE.
 - ⊖ 22/23 program data utilized for 23/24 improvement goals.
 - ⊖ 22/23 Improvement goals:
 - Practicum courses completed and implemented with Fall 2022 cohort
 - Strengthen Classroom Management – activities in Practicums I and II include research, Observe/Collaborate/Assess, Mursion.
 - Assessment focused activity – Practicum II includes classroom behaviors assessment and impact on student learning; Methods of Reading (all programs) includes a case study on struggling readers and a Mock Parent Conference.
 - Improve FTCE performance – Integrated external test preparation in Practicum II; 1:1 faculty support; advising and 1:1 consult in Practicum I.
 - Revise Lesson Plan template – task force developed new long and abbreviated format; final adopted templates included feedback from TPAC and Curriculum Committee.
- 2023-24 continuous improvement plan for undergraduate programs.
 - ⊖ Per Completer and Employer surveys – By Fall 2024, curriculum will include a specific focus on integrating advanced technology (AI) in preparation and delivery of classroom instruction.

- ⊖ Per Faculty feedback – By Fall 2024, incorporate early assignments with a focus on individual and unit lesson plans.
- ⊖ Per Curriculum Mapping – By Fall 2024, include opportunities for family and community engagement.

Discussion Topics:

***Recruitment/Retention**

Susan Onori, Regional Director Imagine Schools;

Luke Williams, Director NSU Fischler Academy

Opening question - What are some incentives used to attract new teachers?

Imagine Charter School:

- Incentive pay, bonus pay.
- Recruit using Indeed, job fairs, out of state job fairs, LinkedIn; receiving applicants from out-of-country, not certified.

Hillsborough:

- Also using Handshake, posting flyers for upcoming events.
- After COVID found a need to get to know candidates, be proactive.
- Working on early hiring agreements.
- For high need schools, offering additional supplemental pay/stipend.

Miami-Dade:

- Apprenticeships, developing relationships with colleges in the area – have been successful (50 teachers in classes now and more in the program).
- Paid internships.

Collier:

- Pay and cost of living (housing costs) a challenge for recruitment – currently negotiating pay.
- Mentoring long-term guest teachers.

Broward:

- Paid internships in partnership with Broward College – helpful to recruit and retain new teachers.
- Keeping them is a challenge due to increased cost of living.

Miami-Dade:

- Florida Future Educators of Tomorrow.
- Opened one Teaching Academy in every high school, starting in 9th grade; partnering with universities to provide them with experiences of the teaching profession.

Broward:

- Teacher School Leader program – pay for paraprofessionals (committing to BCPS) to obtain a Bachelor's degree.

Orange:

- Focus on what we can offer them:
 - Benefits package.
 - Life-work balance.
 - Professional learning department – do not need to pay for in-service.
 - Curriculum department offers great resources for teachers.
 - Growing your career.

Miami-Dade:

- Focus on developing a career:
 - Helping them see goals and that they have the support to accomplish goals.

Pinellas:

- Looking at providing housing (developing 200-unit apartment complex for teachers).
- Paying for interns' finger printing.
- Developing teacher leaders.

Question – What are the advantages and disadvantages of alternative certification pathways?

Hillsborough:

- Advantage is the ability to staff classrooms.
- Disadvantage: at times, military and first responders experience challenges in making the transition to the classroom (understanding the realities of the classroom, pay, etc.).

Broward:

- Advantage: get people here who are second career.
- Disadvantage: may be overwhelmed with not understanding the realities of the classroom; preparing for testing is a challenge.

NSU – need for support for alternative certification teachers in making them a part of the school community, mentoring.

Imagine Charter:

- Advantage: great to get them in the door.
- Disadvantage: sometimes they are not prepared, don't have the educational background:
 - They need mentoring, support, meet them where they are; if they decide to stay, need to cultivate.

Miami-Dade

- Offer tutorial for alt-certification.
- Find a need to establish conditions to validate and work with their area(s) of expertise – transitioning that expertise into a teaching role can be a challenge.
- Passing FTCEs is a challenge.
- Touching base with them more frequently to see where they are at in their process:
 - Need to feel they are a vital part of that school and that community from the point they walk in the door.

- Need to have social moments not tied to the students (socialization and support).

Volusia:

- Had conversations with stakeholders – what’s working, what’s not.
- Changed how trainings/onboarding are done – different points of contact so they have that connection. Focus on mentorship.

Pinellas:

- Same challenges as other districts.
- Current paraprofessionals moving them into teaching positions and provide alt cert with paraprofessional positions to provide them with classroom experience.

NSU – working with Palm Beach on a non-instructional to teacher pathway; high interest

Miami-Dade:

- Two tracks (non-cert major and career-changer) – helps to identify the needed supports. For example, the non-cert major may need help with school culture and becoming a professional. The career-changer may need help with how to impart their knowledge and experience in the classroom.

Question – How can schools and districts work with Colleges and Universities to foster a pipeline of teachers?

Broward:

- Operate with a “borderless” mindset – going out of state to recruit, being proactive in reaching out to Colleges and schools.

Collier:

- Colleges have become “borderless” too – agreements allow candidates to intern in Florida.
- Trying to address housing challenge; partnership with Florida Southwestern and Florida Gulf Coast.
- Trying Apprenticeship approach.

Miami-Dade:

- Working to market our own opportunities to high school students.
- As soon as they’re entering middle school and high school, expose them to the profession (Future Educators of America) – partnering with colleges to visit:
 - If financial hardship – what tools or resources are available?
 - Even if just teaching 3 to 5 years, will have big impact on employment.

***Internships/Field Experiences**

Dr. Robyn Kaiyal, Associate Head, Academic Affairs NSU University School;

Lillian Greico, Assistant Director FCESJ Office of Placement Services

- **Why are teachers reluctant to host?**
 - Teachers are overwhelmed/overextended.

- No compensation for general field assignments.
- Inconsistent compensation among colleges for intern mentoring, typically no monetary compensation.
- Not willing to pursue DOE host teacher Reading Endorsement requirement due to “what else will be asked of me with this endorsement.”
- Intimidated to accept as the College requirements are unclear; excessive paperwork; will they be supported.
- College required lesson plans versus district approved lesson plans.
- Concerns regarding a weak Intern having a negative influence on class performance.
- Florida Virtual notes ESE teachers specifically reluctant due to an already challenging environment, introducing a change mid-year can throw off classroom dynamics for the rest of the year.

- **How can we encourage participation?**
 - Stipend – grants secured by some colleges to allow for stipend.
 - Approach as a *Leadership Opportunity* or *Micro-Credentialing*.
 - *Executive Coaching* versus Mentoring.
 - Florida Virtual relies on Principal’s input to match CTs with interns, better distributes participation.
 - Broward noted preliminary talks for a district provided stipend.
 - Florida Virtual creates separate cohorts for CTs and Interns encouraging bonding and opportunities to share common experiences/challenges of the virtual classroom.
 - University School offers incentives, small overload and recognizes CT as being on the *Leadership Track*.
 - University School provides in-house coaching to CTs, guidance with College required forms and a schedule to keep everyone on track.

- **What are best practices for the college to communicate and offer support to the CT?**
 - Initiate contact through district representative allowing for the host site Principal to be looped in.
 - District awareness is important should a reassignment be needed, not all schools are a good fit.
 - Collaboration at all levels, CT should know their district supports them as well as the college.
 - Include designated administrator at host site so CT may be supported from within.

- **Policies regarding early release to fill a need, aka *Paid Internship*?**
 - Recommended checklist which includes college requirements
 - minimum weeks in internship
 - Professor’s recommendation
 - Review completed observations/evaluations
 - Hard to impose a blanket policy as each situation is unique.
 - Orange - If released, intern is hired as a substitute not a *paid intern*.
 - Miami-Dade – If released, intern is now a new teacher, original CT has dual role to finish CT evaluations and is the assigned *mentor teacher*, receiving a district stipend.
 - Osceola – If released and moved to a classroom, the loss of the assigned CT is offset with support such as Literacy coach.

- How to meet needs of the Intern and District with new *Apprenticeship*?
 - Collier – current focus is on Paraprofessionals for apprenticeship.
 - Orange – currently researching how to implement.
 - Broward – no partnership commitments in place.
 - Not enough information provided to move forward.

Expansion of TPAC to Include District Curriculum Specialists: Open Discussion

Dr. Jia Borrer, Associate Professor

Dr. Rashid Moore, Associate Professor

- Overall support from the partners to meet with specialists.
- Miami-Dade already includes some of their academic specialists.
- Consider opportunities to host other departments as well such as certification.
- Recommend a future meeting to address AI influence.

Closing: Dr. Ken Rockensies, Associate Dean, Academic Affairs

Teacher Preparation Advisory Council Meeting

A Conversation with Educators - May 17, 2023

In Attendance:

Broward: Linda Barnes, Fabian Cone, Tia Gale, Evensky Joseph

Collier: Oliver Phipps

Florida Virtual School: Heather Berry, Jennifer Elimyer

Hillsborough: Althea Walker

Miami-Dade: Miladys Cepero Perez, Isela Rodriguez, Roxanne Sanchez, Regina Wimberly

Orange: Kimberly Wood

Osceola: Greg White

Pinellas: Debra Cucchiara

Seminole: Dumarie Rodriguez-Dillard

Archdiocese of Miami: Gabriel Cambert

Imagine Charter Schools: Susan Onori

University School: Robyn Kaiyal

NSU: Jia Borrer, Dana Fredebaugh, Lillian Greico, Alexandre Lopes, Jodi Miller, Rashid Moore, Kaela Perez, Kenneth Rockensies, Carmen Session, Eric Thompson, Lucas Williams, Angela Yehl

Welcome - Dr. Rashid Moore, Associate Professor, TESOL

Updates: 2022-23 NSU Teacher Preparation Program & Continuous Improvement Plan

Dr. Angela Yehl & Ms. Lillian Greico

- Goal #1:
 - Finalize curriculum changes by the end of summer.
 - Launch new field experience practicums – Practicum 1 available August 2023, will have group instruction across all majors; Practicum 2 available January 2024, will be offered in three separate sections of elementary, ESE, and secondary majors
- Goal #2: Provide increased opportunities to explore and practice effective classroom management skills through the use of Mursion virtual classrooms. The new field experience model extends the candidate's time with one host teacher, providing greater opportunity to observe effective classroom management skills.
- Goal #3: Improving GKT passing rates
 - Potential integration of GKT Reading and ELS diagnostic tests in first/second year.
 - Examine the benefit of an annual candidate test preparation workshop with a focus on reading and/or ELS
 - Consider a mock Elementary K-6 exam in the BS in Elementary Education program
- Goal #4: Additional assessment focused activities / assignments
 - Review / revise courses to ensure adequate coverage of the topic and bolster candidate's ability to identify, develop, utilize, and interpret assessments in the classroom
 - Increase real world application within the curriculum
- Goal #5: The lesson plan template was reviewed and revised by a taskforce of fulltime faculty and adjuncts; the corresponding curriculum revisions will be completed by the end of summer. Modifications include:
 - Connection to grade level context, connection between standards, activities & assessments
 - Incorporated Universal Design for Learning elements
 - Added guiding questions to sections within the lesson plan
 - Expanded guidance on differentiation and accommodations *MDCPS noted importance of strong ELL accommodations
 - Requires description of technology integration
 - Incorporated questioning techniques

Reflections: Presentation and Discussion on the FCESCJ Student Internship & First / Second-Year Teacher Experiences

Dr. Jia Borrer, Ms. Lillian Greico, & Luke Williams

The team consulted with four separate focus groups to gather insight on their experience, preparedness, and recommendations for more support. The groups were recent interns, alumni finishing first year of teaching, alumni finishing their second year of teaching, and alumni who opted not to teach.

- Undergraduate interns noted the Cooperating Teacher had the most impact and provided the most support throughout the internship. How do districts/schools support their Cooperating Teachers?
 - Meet & Greet / Meet & Stay coordinated prior to start of internship
 - Refresh Clinical Educator Training – optional
 - District sends follow up survey to interns, responses sent directly to district
 - Coordinate teams or clusters of CT/Intern pairs to collaborate
 - Appointed Liaison at each school
 - District hosted virtual meetings offered in multiple timeslots
 - Encourage summer contact and collaboration
 - Imagine Schools – Professional Development for mentoring and Regional Director serves as University Supervisor
 - University School – Review and explain evaluation tools in PD session, provide examples of actionable feedback, weekly reminders, serves as University Supervisor
- Undergraduate interns appreciated being part of the family, how do districts/schools promote unity within their schools?
 - New teacher department representatives are part of the intern's introduction to the school providing them an insider to help navigate contacts and a connection with the district
 - Interns are included in collaborative meetings prior to and throughout internship
 - Encourage administrators to do an informal observation of the intern, or intern encouraged to request an administrator to observe
 - Interns are encouraged to substitute with the district to experience the different cultures at different schools, helps to find the right fit
- Undergraduate interns noted an area of improvement would be better communication between teachers and between teachers and administration. What are some best practices implemented by districts/schools to ensure effective communication?
 - Professional Learning Support team, five members from each school who meet with the district twice per year to provide updates
 - District news letters
 - Imagine Schools – Principals are expected to greet the interns, tour the school, and schedule a weekly check-in
- First Year Teachers reported collaboration was the main key to success. How are districts/schools promoting collaboration?
 - Collaboration is implemented by both a grassroots initiative and innovative leaders
 - Collaboration is part of annual review
 - Archdioceses – Schools are part of a Professional Learning Community that highlights strengths within each school, collaboration is reviewed and evaluated at all levels
 - Imagine Schools – Team meetings, events, policies are driven by bottom up recommendations
- First Year Teachers expressed concerns regarding lack of support specific to new teachers, or the lack of awareness on where to go for support. What support systems are in place specifically for a first year teacher?
 - Identified Lead Mentor at each school and the new teacher is connected with a personal mentor, this is a three year relationship

- Orientation Lab available to new teachers, especially for those who start after the beginning of the year
- Required to attend a minimum of two Professional development seminars per year their first two years
- Learning Walks, informal check ins
- Seasoned teacher observation
- Differentiated Teaching Academy support to match new teacher's path, i.e. traditionally prepared by initial certification program, alternate certification, or foreign trained teacher
- Second Year Teachers felt better prepared to start the year with an understanding of what worked and what didn't, their first year. Are their Professional development opportunities better suited to a second year teacher?
 - Guidance on ways to build a community
 - No one seems truly prepared to teach post-pandemic, this is a huge consideration when preparing professional development
 - Reducing discipline by promoting inclusion; distractive and disruptive behavior has risen post-pandemic, more planned movement is a must to reign in reduced attention spans
 - The post-pandemic K-12 student wants to express more, creating opportunities to allow contributions while still teaching the curriculum
 - New teachers are more keenly aware of self and "burn-out" limits, offer resources and recognize the daily challenge faced in the classroom
- Administrative support was an overarching factor in whether a new teacher felt successful. Those who felt most accomplished noted an administrator who was approachable, respectful, and supportive. Those who struggled noted a lack of communication and an overemphasis on assessments rather than a human connection.

Closing - Dr. Ken Rockensies

Teacher Preparation Advisory Council Meeting

Enhancing Teacher Success and Retention – November 30, 2022

In Attendance:

Broward: Linda Barnes (BCPS)

Palm Beach: Laura Davis (PBC)

Miami-Dade: Isela Rodriguez, Thomas Fisher, Milly Gonzalez, Kristin Trompeter,
Maribel Dotres (MDPS)

Orange: Kimberly Wood

Pinellas: Debra Cucchiara

Imagine Charter Schools: Rod Sasse

American Heritage: Sari Weltmann

University School: Robyn Kaiyal

NSU: Marcelo Castro, Dana Fredebaugh, Lillian Greico, Zaria Montanez, Rashid
Moore, Kenneth Rockensies, Carmen Session, Hui Fang (Angie) Su, Sandra
Trotman, Luke Williams, Teri Williams, Angela Yehl

Welcome – Dr. Ken Rockensies, Associate Dean, FCE & SCJ Office of Academic Affairs

Update on 2022-2023 Teacher Preparation Program Continuous Improvement – Dr. Angela Yehl, Assistant Dean, FCE & SCJ Office of Academic Affairs

- NSU's 2021-2022 Annual Teacher Education Data Report will be distributed to TPAC members – Includes FTCE scores, employer and completer survey results, teacher evaluations and other APPR data.
- CAEP Accreditation Timeline – Next site visit scheduled for Fall 2025
- Next Florida DOE site visit will take place in either Fall 2023 or Winter 2024
- The Florida DOE has updated the competencies for Reading Endorsement. The BS in Elementary Education w/ESOL and Reading Endorsements, and BS in Secondary English Education w/ESOL and Reading Endorsements are currently undergoing review to update to the new competencies.
- An update was provided on continuous improvement plan goals (including data utilized to identify goals) for the 2022-2023 academic year, including the following:
 - Finalize curriculum changes associated with new field experience structure by Summer 2023
 - Finalize updates to lesson plan template and associated curriculum changes by Summer 2023
 - By Fall 2023 additional classroom management activities/assignments will be integrated into the curriculum and competencies assessed at multiple (key) points in the program.
 - By Fall 2023 additional supports/resources will be provided to teacher candidates to improve performance on the Reading and ELS sections of the GKT

- By Fall 2023 additional assessment-focused activities/assignments will be integrated into the curriculum and competencies assessed at multiple (key) points in the program.

Glows and Grows to Teacher Recruitment and Retention

Facilitators: Dr. Linda Barnes, Professional Development Specialist, Teacher Professional Learning and Growth, BCPS; Dr. Jia Borrer, Associate Professor, FCESCJ; Ms. Lillian Greico, Assistant Director, FCESCJ Placement Services and Program Operations

The purpose of this session was to engage attendees in a conversation on the factors that (a) encourage post-graduate students to select a teaching position within a school district and (b) influence teacher retention once hired.

- Shared results of informal survey (9 BCPS Principals; 30 NSU Graduates) on factors related to recruitment and retention of teachers
- “Glowing” themes – school culture, flexibility, respect, autonomy, recognition
- “Growing” themes – lack of plan time, lack of support, student behaviors
- Graduates and Principals shared that culture of the school was a big factor – positive, supportive, transparent, celebrate successes, opportunities for flexibility, allow for independence and innovation
- Respondents indicated that the internship helped them decide whether that was the type of school they wanted to be in. Teachers had a big influence on interns and new teachers. Graduates reported that they perceived it to be hurtful and unsupportive when more senior teachers discouraged them from continuing in the profession
- MDPS – will have 2 interns in the Spring. Would like to further collaborate to improve recruitment of interns, and also recruitment of high school students into teaching programs.
- Question posed – Has anything been helpful in your districts, especially in creating a positive culture?
 - Suggestion to drill down to specific characteristics and behaviors that make up the “positive” school culture – perhaps conduct a follow-up focus group with program graduates.
 - Additional benefits or perks for interns in your districts?
 - PBC pays for fingerprinting for all pre-service teachers (field experience and interns)
 - BCPS has started with paid internships for a few interns. Placed as Teacher of Record with a mentor.
 - One district gives signing bonus and higher pay level for new teachers coming back to their home districts (if they attended school in the district)
 - MDPS has a reduction in cost for fingerprinting; does not have paid internships
 - Pay is important but really important to point out good things they are doing, validate their choice of profession, etc.
 - Little things may make a big difference (i.e., providing coffee, healthy snacks, stopping by the classroom to see how the teacher is doing, etc.)
 - Need opportunities to build relationships and trust between new teacher and other teachers, school personnel

- Districts would like to participate in coordinating follow-up focus group with program graduates.

Designing Simulation Scenarios for Improving First-year Teacher Effectiveness and Retention

Facilitators: Dr. Robyn Kaiyal, Associate Head of Academic Affairs, NSU University School; Dr. Rashid Moore, Associate Professor, FCESCJ; Mr. Luke Williams, Director, NSU Fischler Academy

- Since newly-hired public, charter and private school teachers face many challenges in their first-year teaching positions, FCESCJ sought to expand its repertoire of scenarios for enhancing classroom success and retention. For this session attendees were asked to identify real-life situations in Florida schools that could be incorporated into Mursion as scenarios.
 - Mursion creates a safe space for candidates to practice and receive feedback on how they manage difficult situations
 - Scenario-based learning does not need to be confined to Mursion – can also use in-person 1:1 role play, work with the Sociodrama club or drama students to facilitate classroom experiences, case studies, etc.
 - Potential topics/scenarios:
 - Social media – one lesson and scenario are already included in EDUC 4510
 - New teachers sometimes lack child development education. They don't know the best way to interact, specifically with High School students (tend to treat them like adults, for example, use of sarcasm). Require shadowing and reflection to improve this. Could use simulations to better understand boundaries and appropriate professional behavior.
 - Reacting to an administrator evaluating or questioning them
 - Putting them in settings where they could experience confrontation
 - Teacher's Lounge scenarios – handling negative comments or confrontation
 - How to receive feedback. If it's not the feedback you were looking for, what questions do you ask to improve your performance and get the evaluation you are seeking?
 - How to work through making mistakes
 - Meetings with administrators – many new teachers do not know how to state their needs in an assertive way to administrators. Using good communication skills in saying “no” (using a positive frame and relevant information when providing the justification)
 - Parent-teacher conferences
 - Need planning, need structure – should have them plan the agenda prior to conference simulation
 - Staying on track – staying away from topics that are inappropriate and off topic
 - Setting the tone - preparing for parents challenging or blaming the teacher

Teacher Preparation Advisory Committee Meeting

The Power of Collaboration - June 23, 2022

In Attendance:

Broward: Linda Barnes (BCPS)

Florida Virtual School: Heather Berry, Elizabeth Porter (FLVS)

Orange: Kimberly Wood (OCPS)

Osceola: Greg White (OS)

Palm Beach: Laura Davis (PBS)

Pinellas: Debra Cucchiara (PCSB)

University School: Robyn Kaiyal (US)

NSU: Julie Alemany, Marcelo Castro, Dana Fredebaugh, Lillian Greico, Jamie Manburg, Jodi Miller, Rashid Moore, Troy Robinson, Wilma Robles-Melendez, Kenneth Rockensies, Tim Scala, Zandra Stino, Hui Fang (Angie) Su, Lucas Williams, Angela Yehl

Welcome - Dr. Marcelo Castro, Associate Dean Fischler School of Criminal Justice

Update on 21/22 NSU Teacher Preparation Program Continuous Improvement Activities and Initiatives

Dr. Angela Yehl, Assistant Dean, FCESCJ Office of Academic Affairs

- Reading Endorsement approved for BS in Secondary English
- CAEP accreditation – Interim review resulted in no areas for improvement
- Program assessment
 - 20/21 scores decreased in line with statewide scores, likely Covid related
 - Fall 2021 scores showed improvement across all tests except ESE and Elementary Science Subtest
 - Launched Teacher Candidate Resource page to centralize vital information for program success and FTCE timelines
- Field experiences revisions – as a result of TPAC and graduate feedback, beginning with the Fall 2022 cohort, field experiences will be grouped into three practicum placements instead of multiple 10-hour placements, increasing the overall pre-internship experiences to 135 in-person hours.
 - Year 1 – simulated experiences through Mursion
 - Year 2 – Practicum I = 35 hours, baseline understanding of the importance of field experience, including classroom management and “how-tos”
 - Year 3 – Practicum II = 45 hours, responsibilities increase to include small group teaching and continue developing classroom management skills
 - Year 4 – Practicum III = 55 hours, the semester prior to internship, to include the supervised field experience

Update on NSU Regional Teaching Academy

Dr. Jamie Manburg, Associate Dean, External Affairs and Partnerships, FCESCJ

- With the support of Dr. Kimberly Durham and Dr. Bradley Williams, we are exploring an expansion and modified version of the Fischler Academy Flagship program to extend to our seven regional campuses. The Florida Statewide Teaching Academies will collaborate with their respective local school district(s).

- We will continue to build on the Academy's success with (1) Real World Curriculum, (2) Accelerated Experiential Learning, and (3) Engagement Beyond the Classroom.

Teacher Recruitment: Working Collaboratively in Responding to District and School Challenges

Breakout Facilitators:

Lillian Greico, Assistant Director, FCESJ Placement Services & Program Operations

Luke Williams, Director, NSU Fischler Academy

- How would you describe your school district or organization?
 - FLVS – Free online public school with three enrollment options, (1) Fulltime, (2) Flex schedule, (3) Global
 - OCPS – 210 schools and adding 5 this year, 200,000 students, not as diverse as previous years
 - PBS – 11th largest district in the country, geographically spread out very diverse from migrant communities to affluent
 - NSU University School – private College Preparatory institution on NSU's main campus, serving 2,000 students Pre-K through 12, utilizes progressive experiential learning
 - PCPS – Public district on West Coast/new superintendent this coming school year
- What are some trends you are seeing in your district related to the recruitment of new teachers?
 - FLVS – Demographics of teachers does not match population
 - FLVS – Sufficient applicants/no shortage/increase in applicants
 - OCPS – Applicants ask for relocation assistance; utilizing District new teacher support as a selling tool
 - OCPS – Decrease in applicants/not meeting district needs/increase in alternate certification hires (hire with a degree – all grade level and content areas - and then send to seek alternate certification)
 - PBS – Mentor Gap – more early retirements due to the current uncertainties in addition to expected retirements, mentors needed for new hires and beginning teachers who on-boarded during the height of Covid with only virtual experience
 - PCPS – Affordability is a significant issue/salary versus living/rent expenses
 - NSU University School – Housing for new teachers graduating May/June and not hired until August, if they can find affordable housing, they still have no immediate income
 - BPS – Need for more teachers/exploring international hires/affordability and availability of housing
- What do you believe is the greatest challenge your district faces in recruiting new teachers?
 - FLVS – Attendance at recruiting events
 - OCPS – Virtual events limit spontaneous encounters
 - PBS and PCPS – Housing, providing enough support for Second Career hires
 - NSU University School – Qualifications, Housing, Compensation

*Note: Began a conversation about "out of the box" ideas for education students to be able to earn Temporary Certification if they complete coursework but not all the required exams. Districts not in a

position to lose out on individuals trained as teachers but non-hirable because they need exams/have no bachelor's degree. Sometimes that disenchant individuals, and they enter the profession disgruntled or they move onto other careers.

Open Conversation on Lesson Planning

Breakout Facilitators:

Lillian Greico, Assistant Director, FCESCJ Placement Services & Program Operations

Luke Williams, Director, NSU Fischler Academy

Dr. Rashid Moore, Associate Professor, FCESCJ

- Overall
 - FLVS – Course content is written by Curriculum department, teachers offer virtual lessons but attendance is optional. Prior CT for NSU Intern reviewed and lesson plan is very much in line with virtual lessons
 - OCPS – provides senior interns access to the programs utilized by teachers to write lesson plans, NSU template aligns with district forms
 - PBS – provides interns access to lesson writing programs, NSU template aligns, include a section to note placement district and their specific tools.
 - PCPS – plans should include standard/target from standard/I do, We do, You do/technology connection/accommodations or modifications needed for ESE/ELL/Gifted - assessment - and reflection
 - NSU University School – objectives should be broken out – interns created excellent activities but could not link back to the objective
- Weaknesses
 - FLVS – evidence of learning, encourage pre and posttests, use tools like Kahoot!, Google forms, live in-class polls
 - OCPS – Assessments are only as good as what you do with the information afterward; use the data to drive your instruction
 - NSU University School – Script the lesson and rehearse, plan for “what ifs,” think beyond the ideal presentation
 - Overall from all districts – formal plan is long and not practical for day to day teaching. Good for learning how to plan, good for formal observations, but perhaps a need for a formal template and an informal template
 - Overall from all districts – lessons are often provided or developed in team meetings (i.e.: support), data needs to drive instruction, understanding of both formative and summative assessment important, and executing lesson most important (not just writing a beautiful plan that isn’t executed).
- Social-Emotional Learning
 - OCPS – support students and teachers
 - PBS – continue to infuse

NSU Center for Academic and Professional Success (CAPS). Guest Presenter: Niemah Butler, Associate Director of Employer Relations, NSU

- The NSU Center for Academic and Professional Services (CAPS) is committed to building collaborative relationships that lead to students' career success.
- Fischler Academy candidates will be required to attend recruitment events and provide evidence of speaking with representatives

Open Conversation on Lesson Planning: Discussion Questions

1. After reviewing the current NSU lesson plan for interns, what specific changes would you recommend based on the needs of your schools?
2. Considering the experiences of new teachers or struggling interns, what elements of their lesson planning generally need the most work? What do you recommend?
3. How will the B.E.S.T Standards impact lesson planning?
4. What implications for lesson planning are there from the move from the yearly high-stakes FSA standardized test to the progress-monitoring system centering on the F.A.S.T. (Florida's Assessment of Student Thinking)?
5. Is social-emotional learning addressed in lesson planning in your schools, particularly for students in crisis? What recommendations would you make?
6. Any other recommendations that you have for improving the lesson planning process of interns and new teachers?