

Teacher Preparation Advisory Council Meeting

Teaching and Learning for the Common Good: Navigating a Changing World April 23, 2025

In Attendance:

Guest Speaker: Michael Hernandez

Broward (BCPS): Tracy-Ann Turner

Collier (CCPS): Laura Perry

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

Miami-Dade (MDCPS): Miladys Cepero-Perez; Kimberly Davis; Raul Garcia; Isela Rodriguez; Regina Wimberly

Seminole: Kristie Seitz; Randy Shuler

Osceola (SDOC): Gregory White

Volusia (VCS): Tiffany Fuller

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

University School (USchl): Robyn Kaiyal

NSU: Julie Alemany; Elizabeth Aguila; Jennifer Berne; Jia Borrer; Susie Cohen; Ivian Destro

Boruchowski; Dana Fredebaugh; Lillian Greico; David Griffin; Audrey Henry; Jodi Miller; Rashid

Moore; Janet Rivera Rodriguez; Wilma Robles-Melendez; Kenneth Rockensies; Elaine Saef; Zandra Stino; Sandra Trotman; Michelle Tolentino-Davidson; Lucas Williams; Teri Williams; Angela Yehl

Welcome: Dr. Teri Williams, Assistant Professor

From Artificial to Authentic: Teaching and Learning in the Age of AI: Mr. Michael Hernandez, Author/Speaker/Educator, Apple Distinguished Educator, PBS Digital Innovator, Adobe Education Leader, and Lindblad/National Geographic Grosvenor Teacher Fellow

- <https://www.michael-hernandez.net/>
- <https://www.storytelling-with-purpose.com/>
- <https://education.nationalgeographic.org/resource/video-storytelling-classroom-michael-hernandez/>
- Student engagement is at all-time lows, consider measuring values not systems, encourage originality.
- Create human centered experiences versus data driven; projects are the new resume.
- Separate grades for content and style, utilize four pillars of assessment (1) teacher, (2) self, (3) peer, and (4) audience.
- While standardized tests like ACT, SAT, and FTCEs, are still in place, incorporate new methods to enhance learning without sacrificing test preparedness.

Additional articles:

Assessing Students' Minds: Developing Critical Thinking or Fitting into Procrustean Bed

<https://files.eric.ed.gov/fulltext/EJ1337454.pdf>

Critical Thinking: More Than Test Scores <https://files.eric.ed.gov/fulltext/EJ1016160.pdf>

Recruiting ESE Teachers in Florida: A Brainstorming Session: Dr. Elizabeth Aguila, Assistant Professor; Dr. Luke Williams, Director, Fischler Academy

- FCE/SCJ's Exceptional Student recruiting efforts include visits to local high schools, District partnerships that offer guaranteed job opportunities, Scholarships, Study Abroad, and expanding club connections with programs like Future Educators of America and Best Buddies.
- What strategies can be implemented to attract and retain more qualified ESE teachers? How are you addressing the shortage? How can we collaborate with local school districts and other universities to strengthen our ESE teacher preparation programs? What are your needs at the school/district level for your students in ESE?
 - Para to ESE teacher program, incentives to complete BS from AA
 - Teaching Academy supports ESE population
 - Content area teachers pulled to work with ESE population, many test for additional certification
 - ESE offers multiple unique situations – self-contained, co-teach, support; match the teacher with the correct setting
 - Seasoned ESE teachers are dropping their certification, unmatched physical and emotional toll
 - Consider extra support for ESE Cooperating Teachers, orient interns prior to their first day, including policies, procedures, and technology so the CT does not have to

Updates: 2024-25 NSU Teacher Preparation Program & Continuous Improvement Plan: Dr. Angela Yehl, Assistant Dean, Academic Affairs

- Assessment and Accreditation
 - CAEP Site Visit in Fall 2025; self-study submitted 4/7/2025
 - 23/24 Teacher Education Data Report completed
 - Focus on Exceptional Student Education Recruitment
 - 24/25 Continuous Improvement Goals
 - New activities to practice utilizing data to guide instructional decisions.
 - Literacy coursework revisions to ensure a cohesive, systematic and sequential continuum of language and literacy instruction.
 - Strengthen Classroom Management courses with explicit guidance and modeling and include additional opportunities to practice strategies.
 - Cooperating Teacher Selection and Support
 - Training videos
 - 1:1 onsite and zoom support
 - Co-observation initiated in winter 2025 to improve inter-rater reliability and quality of feedback
 - Potential reduction of CT submitted forms, FTEM has aligned to FEAPs

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

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/>