

Teacher Education Advisory Council Sub-Committee**April 26, 2021****1:00 p.m. - 2:00 p.m.****Zoom****Welcome and Check-in (Dean Hill-Clarke/Dr. Hall)**

- Dean Hill-Clarke extended gratitude to EPPs and the Office of TECP for partnership and support throughout this year.

Updates:

- **Office of Teacher Ed & Clinical Placements (Robinson)**
- **Purpose:**
 - The purpose of the meeting today is
 - to share survey data about our mentor teachers and surveys that were completed by our teacher candidates.
 - To receive feedback from our partners on how we can work collaboratively to provide mentor teacher/supervisor professional development that will engage both in effective coaching/mentoring.
 - to receive feedback on our updated mentor teacher/supervisor surveys to ensure that we are capturing all information that we'd like to know about our teacher candidates experiences with them.
- **Presentation of Data**
 - Please refer to slides 4-19 for data: [PowerPoint](#)
- **Suggestions for professional development for our mentor teachers and supervisors based on the survey data provided.**
 - Dr. Irwin- Did the mentor teachers have access to the survey questionnaire ahead of time?
 - **Answer:** Dr. Robinson and Dr. Ransdell were not sure if the questionnaire was shared with mentor teachers in Spring 2019.
 - Dr. Irwin suggested that mentor teachers are provided a rating scale as basis for professional development.
 - Dean Hill-Clarke agrees.
 - **Recommendation:** Dr. Robinson will share the survey with mentor teachers during professional development.
 - Elissa Stratton thanked Dr. Robinson for including the EPPs.
 - Are the areas of refinement on the content or on the relationship?
 - **Answer:** Dr. Robinson noticed a trend positive response with content, but lower scores for mentoring a coaching; however, students would rate the mentor teachers high overall.
 - As a result, we will review the survey and the aspects of the

questions with students at the End of Semester meeting to ensure that students understand the survey.

- Elissa explained that a teacher can be effective in the classroom but may not have the skillset to be a coach yet.
- She recommended providing authentic feedback and strategies for having courageous conversations to help mentor teachers.
- Dr. Combs via chat: “Do the teacher candidates know what mentoring/coaching SHOULD look like? Every teacher candidate may define those roles differently.”
 - Dean Hill-Clarke agreed and suggested further professional development earlier in the clinical placement experience.
 - **Recommendation:** Dr. Robinson suggested a workshop with mentors and students, co-presenting with district partners, to ensure that mentors and supervisors all understand; the workshop will take place prior to co-teaching workshop.
- **Dr. Seraphin-** How can our assignments be incorporated into the classroom experience rather than additional work?
 - **Answer:** Dr. Robinson suggested that we add a survey question to the survey completed by Mentor Teachers on their experience. The question will be around the alignment of student assignments with the classroom experience.
- **Jennifer Bubrig** suggested the involvement of pre-residency in professional development activities as well.
- **Dr. Ransdell** suggested that we consider conducting supervisor professional developments.
 - **Dr. Irwin** suggested also providing points for mentor teachers and supervisors for recertification points.
 - Dr. Robinson explained that we currently provide certificates with the number of hours on them so that mentor teachers can use the experience for professional development points. We will continue to provide the certificate as an additional benefit to the mentor teachers.
- Mentor Teacher and Supervisor Survey Data
 - **Dr. Combs** via chat “Are there descriptions for what "Proficient", "Acceptable" and "Developing" looks like in each of these areas? What is the difference between each score?”
 - **Dr. Combs** suggested that the quality markers clearly describe so that teacher candidates can correctly evaluate the mentor teachers.
 - Ex. Proficient- No need for growth
 - **Recommendation:** Dr. Robinson and Ayanna will add additional language to proficient, acceptable and developing to further describe the indicators.
 - **Jennifer Bubrig** suggested for students in Clinical and pre-residency who have not experienced or observed certain indicators to have an option added for them as well.
 - **Recommendation:** Dr. Robinson will add “not observed” as a survey indicator.
 - **Dr. Klossner** asked if both placements can be indicated on the survey.
 - **Jennifer Bubrig** suggested that the multiple placement option is also shared for ELED and pre-residency candidates, who have multiple placements.

- **Recommendation:** Ayanna will add a question that displays only to Music, ELED and pre-residency candidates so that multiple placements can show; students will still need to complete the survey for each placement, but the data can be disaggregated based on the various placements.
- **Dr. Ransdell** also suggested that we add additional language to the proficient, acceptable and developing indicators.
- **CAEP – (Ransdell & Nichols)**
 - **Dr. Ransdell provided a CAEP update**
 - Extended gratitude to EPPs for the completion of survey data
 - CAEP team is continuing to complete CAEP narratives and to explore evidence to support the narratives.
- **Open Discussion/Additional topics**