

## 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 FCESJ 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 – 11<sup>th</sup> 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

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### **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?