

**University of Central Missouri
College of Education
Advisory Board**

Meeting Minutes for November 13, 2024, 4:00 pm

Attendance

- Bias, Kenneth - Chair, Early, Elementary, Middle, & Physical Education (EEMP), UCM
- Burress, René - Chair, Educational Technology & Library Science (ETLS), UCM
- Dieckman, Andrea - Director, Clinical Services & Certification, UCM
- Forth, Nancy - Chair, Counseling & Educational Leadership (CEL), UCM
- Thomas, Matt - Interim Dean, College of Education; Chair, Educational Foundations & Literacy (EFL), UCM
- Atkins, Charlene - Elementary Graduate Ed, UCM
- Brewer, Amanda - English Education, UCM
- McDonald, Bryan - Educational Leadership, UCM
- Snider, Karrie - Early Child & Elementary Ed, UCM

- Bonnesen, Jeremy - Director, Summit Technology Academy at MIC, Lee's Summit
- Corson, Jennifer - Principal, Clinton High School, Clinton
- Finnane, John - Assistant Superintendent, Warrensburg
- Frank, James - High School Principal, Crest Ridge
- Grant, Cynthia - Assistant Superintendent, Elementary, Independence
- Himes, Bryan - High School Principal, Sherwood Cass
- Ritter, Steve - Superintendent, Warrensburg
- Sumy, Andrea - Library Media Director, Liberty
- Taylor, Melissa - Education Internship Program Coordinator, Liberty
- Purinton, Tiffany - Human Resources, Independence Schools

Welcome

- Thomas provided an overview of the agenda for the meeting ([Slide Deck Link](#))

CoE Updates and Priorities

- Fall 2024 Transitions
 - Leadership Transitions
 - Multiple Hats/Shared Leadership Responsibilities
 - Two Goals During Transitions
 - Keep positive Momentum and Focus on the Strategic Plan
 - Transition well from interim to non-interim leadership in the Dean's Office with whatever process the Provost's Office develops
 - One Principle of Practice
 - Five-Part Lens:
 - 1) Faculty Flourishing; 2) Program Quality; 3) Retention; 4) Recruitment; and 5) Aspirational Accomplishments
 - In a solid place to take on the challenges of this next stretch
- General Updates
 - CAEP Accreditation- staying focused, ongoing process
 - Educator Ecosystem - how to work together
 - Future Teacher Academy
 - Rural Schools Summit
 - Spring - Teach It Forward

Recruitment & Retention Survey Results

- Junior and Senior Education Majors by Area of Certification ([Slide Deck, page 7](#))
- Who Are We and Why Are We Here? Remembering the Fundamentals in Student Learning Outcomes ([Slide Deck, page 8](#))
- [Summary of the Spring 2024 Administrator Survey on Recruitment and Retention](#)
Atkins provided an overview of the 74 participants and discussed the results.
- Snider reviewed the reflection questions to be discussed in the breakout rooms.
 - Reflection Questions:
 - What ideas do you have for how UCM could assist with recruiting new teachers into the profession?
 - What initiatives/ideas are you currently working on to address these issues in your district?
 - What other ideas should we consider in our work with school districts regarding retention in the profession?
 - Have you noticed anything different in your districts from what the data suggests?
 - What other information could/should we gather to learn more about recruitment and retention survey data?

Virtual and Online Experiences

- Burress discussed the seven-year cycle and items that need to be documented.
- CAEP Guidelines
 - EPPs must show:
 - How candidates are supported in designing and delivering instruction in various modalities (e.g., remote/virtual, hybrid, face-to-face).
 - How candidates are supported in applying technology to enhance instruction for P12 learners.
 - How candidates are supported in using technology as a tool to support P12 student learning moving beyond technology for consumption or completion of low-level tasks (e.g., lower levels of SAMR model).
 - How candidates are supported in using technology with students to support collaboration and creation and for the completion of high-level engagement (e.g., upper levels of the SAMR model).
 - ISTE is not fully sufficient for meeting this competency
 - EPPs do not have to have a separate, stand-alone clinical experience.
- Candidates' virtual/online teaching experiences
 - Reflection Questions
 - What online/virtual learning experiences do your students engage in?
 - Are students in your district able to attend as online students? If so, how many teachers are engaged in online-only teaching?
 - What virtual/online skills would be important for students to have when they leave UCM?
 - Reflection Responses (categorized and summarized)
 - **Opportunities for students to experience teaching a lesson online:** Students have limited exposure to teaching online, primarily through learning to use LMS platforms like Blackboard, Google Classroom, and Brightspace. Opportunities to practice building and delivering content within an LMS are essential before student teaching.

- **Explicit courses on how to teach online:** A graduate course providing foundational knowledge of online course development and LMS usage is available but underutilized. Courses should be supplemented by short ISTE-based modules and virtual conference practice.
- **Field experiences should include teaching online:** Field experience in teaching online is currently minimal, with preparation coming from the CoE through short technology-focused modules and exposure to various district communication tools.
- **Advisory group advocacy for online teaching skills:** Advisory input highlights the importance of preparing students for AMI (Alternative Methods of Instruction) and equipping them with a broad skill set to navigate varied district technologies.
- **Support students' application of the SAMR model's upper levels:** There is a call for more robust SAMR model training, emphasizing advanced technology use for transformative teaching, with a focus on tools and strategies beyond iPads, including hybrid teaching approaches.
- **Support students using AI for teaching in various modalities:** AI integration in teacher preparation is becoming a priority, focusing on its use for planning and efficiency while addressing ethical concerns. Faculty professional development on AI and preparing students for its use and evolving role in education are essential.

Breakouts

- Breakout groupings:
 - [Brewer - Bias, Frank, Grant, Mathes](#)
 - [Burress - Carlson, Finnane, Forth, Purinton](#)
 - [McDonald/Atkins - Dieckman, Ritter, Sumy](#)
 - [Snider - Bonnesen, Corson, Himes, Taylor](#)
- Topic: Data Analysis
- **Breakout Room Notes**
 - *Responses have been condensed into the lists below.*
 - **What ideas do you have for how UCM could assist with recruiting new teachers into the profession?**
 - Scholarships and Financial Incentives:
 - Cohorts with small scholarships as a recruitment tool.
 - Explore reduced tuition for teacher education students, particularly during student teaching or internships.
 - Promote existing scholarships (e.g., Dewey awards, recruitment scholarships).
 - Targeted financial support for dual credit enrollment and student teaching costs.
 - Marketing and Outreach:
 - Develop a stronger social media and community campaign to reach untapped audiences.
 - Use marketing students to help spread the word.
 - Highlight success stories of career changers entering teaching.
 - Encourage educators to positively promote the profession and mentor students.
 - Targeted Recruitment Efforts:

- Focus on high school and middle school students through personal connections and encouragement.
- Engage adults considering teaching as a second career.
- Build relationships with community colleges and streamline transfers into 4-year programs.
- Identify and reach out to underrepresented groups in the teaching profession.
- Changing Perceptions:
 - Shift the narrative to emphasize the value of teaching as a recession-proof, service-oriented profession.
 - Address work-life balance and trade-offs to appeal to the current generation.
 - Foster public recognition of teaching's societal impact.
- ***What initiatives/ideas are you currently working on to address these issues in your district?***
 - Compensation Improvements: Increasing salaries and reducing insurance costs to attract and retain educators.
 - GYO Programs: Offering scholarships to encourage local talent to pursue teaching careers.
 - Streamlined Communication: Merging committees to create a more comprehensive approach and deliver consistent, unified messaging from a single source.
- ***What other ideas should we consider in our work with school districts regarding retention in the profession?***
 - Pipeline Development:
 - Use aptitude and interest surveys to identify high school students interested in teaching.
 - Integrate career exploration into curricular experiences and clubs in high school.
 - Connect students to senior capstone programs.
 - Early College and Dual Credit Opportunities:
 - Promote early college programs to earn credits while in high school.
 - Address affordability and reduce tuition costs for teacher preparation pathways.
 - GYO Initiatives:
 - Grants to support high school students, paraprofessionals, and uncertified teachers.
 - Financial assistance for onboarding costs like background checks and certification paperwork.
 - Pathways for paraprofessionals to transition into teaching roles.
 - Professional Development and Partnerships:
 - Partner students with current teachers for mentorship and real-world exposure.
 - Address disparities in professional development opportunities between rural and urban districts.
 - Financial Support:

- Reduce student debt through front-end and back-end financial assistance.
- Highlight long-term financial gains of teaching, particularly for paraprofessionals transitioning to certified roles.
- ***Have you noticed anything different in your districts from what the data suggests?***
 - Alignment with Expectations: Districts report that the data aligns with their expectations and observations.
- ***What other information could/should we gather to learn more about recruitment and retention survey data?***
 - Retention Data:
 - Track the CoE's retention rates for teacher education students.
 - Actively investigate reasons students leave the education major.
 - Engage undecided students or those who switch majors, promoting teaching as an option.
 - Virtual Teaching and Technology:
 - Gather insights on experiences with virtual and online teaching.
 - Assess the role of tools like Google Classroom, Schoology, and AI in teaching.
 - Explore the impact of virtual instruction on student learning during the pandemic.
 - Teacher Recruitment:
 - Identify how far teachers commute and their reasons for relocating.
 - Survey high school students about their interest in teaching and family influences.
 - Encourage family members in teaching to advocate for the profession.
 - Participate in district career and majors fairs, as well as UCM's own majors fairs.
 - Field Opportunities:
 - Bring students to campus and provide immersive educator experiences.
 - Conduct regional roadshows to make recruitment more accessible.
 - Pair teachers with pre-service teachers for events while ensuring adequate classroom coverage.
 - Improving the Narrative:
 - Highlight the rewards and joy of teaching to counter negative perceptions.
 - Focus on successes and the broader impact of educators in shaping lives.
 - Behavioral Challenges:
 - Investigate increased behavioral issues and their causes in specific grades or populations.
 - Strengthen targeted interventions to address these challenges.
 - Dual Enrollment and Alternative Pathways:

- Expand dual enrollment opportunities through online courses.
- Promote alternative certification pathways for career changers and undecided students.

Respectfully submitted,
Ronda Weinmann,
Administrative Assistant to the Dean,
College of Education