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| <p style="text-align: center;">College of Education & Human Sciences Department of Secondary Education Advisory Board Minutes February 6, 2018 6-8:00 PM Ricatoni's</p> |
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Attendees:

UNA Faculty/Staff - Dr. Jessica Mitchell, Dr. Beth Sewell, Dr. Lamont Maddox, Dr. Gary Padgett, Dr. Felecia Harris, Dr. Leah Whitten, Dr. Jeff Cornelius, Ms. Christy Water, Ms. Alicia Brooks

16 Advisory Board Members/Teacher Mentors - Grace Ann Bonds, Christina Crunk, Amanda King, Jonathan Oakley, Jason Hubbard, Andrew Frank, Shelia Holland, Brad Chaney, Tina Simmons, Matt Jones, Rebecca Pickle, Lorraine Perez, Laura James, Kevin Graham, Sara Moore, Ryan Roberson

Points of Discussion:

- Dr. Mitchell discussed departmental trends in relation to clinical experiences.
- Dr. Beth Sewell extended opening remarks about Secondary Education programs and the role of cooperating teachers.
- Ms. Christy Waters discussed current internship placements and future goals.
- Dr. Lamont Maddox discussed selection criteria of teacher mentors and extended opportunities for future mentorship activities.
- Dr. Gary Padgett recognized honorees and shared student letters of appreciation.
- Teacher mentors provided additional program feedback in the form of a survey (see attached reports).

Tasks/Due Dates Assigned:

- Recognition of teacher mentors on College of Education webpage
- Recruitment of honorees to Fall 2018 Advisory Board
- Exploration of future clinical partnerships

Upcoming Advisory Board Meetings:

TBD – Fall 2018

Secondary Education Advisory Board Feedback

Spring 2018

1. *What benefits have you or your school gained from the clinical experiences completed by candidates in our program?*
 - For me, the clinical experiences have enabled me to see the teaching strategies that are being taught at the university level.
 - I feel that it keeps me and fellow teachers up with current trends and policies as things in the education world are ever changing.
 - Understanding of the evaluation programs that interns have to complete
 - -Help with small group instruction in class
-New lesson idea when candidates teach in my class
-New point of view
 - >Fresh ideas
>New uses for technology (thanks to J Burnet)
> Hearing from a different voice
 - I have benefited from learning about the most recent teacher certification requirements. I like to stay updated. Our school has benefited by working closely with UNA to produce good graduates.
 - It gives us a great advantage to help show teachers the real experience of being in a classroom. But it also helps us – I learned many new things from the intern.
 - We have had some very deserving teacher candidates. Students are exposed to new methods and teaching strategies. New technology is always impressive.
 - Our teachers benefit by learning new ideas and strategies from teachers coming from the program at UNA.
 - The students provide meaningful instructional activities that create a fun and exciting classroom experience. Student are challenged using technologies that making learning relevant.
 - They bring fresh ideas into my classroom. It's also nice for instruction to be continued when I have to be absent.
 - New ideas and suggestions on technology available for the classroom.
 - Our school (named) has been able to experience a fresh/uplifting presence from UNA's clinical candidates. My students enjoyed the added/extra attention they received as I asked the candidates to assist in many small group activities.

- Working with the students has been exciting to share information that will help prepare students once they have their own classroom.
- I have really enjoyed the energy and enthusiasm that has been brought to the classroom. It allows high school students to see successful young adults.
- We have had the opportunity to connect to new teachers and learn about new methods. Our students enjoy the experience, and we have ended up hiring many of these candidates to join our faculty.

2. *How can our pre-service teachers better assist you or your school during their clinical experiences?*

- The pre-service teachers that have been in my classroom are always prepared.
- I think they do a great job and get right in and work once they arrive.
- Be there the 1st day of our classes –helps the intern better learn “first of year procedures”
- Being more prepared to help with remedial work or lower-level learner small group instruction
- >It would be great if they could know their placement a semester early so they can begin partnering with that teacher
- The clinical experience has been great. I honestly think that UNA has the best teachers and I can’t think of a specific improvement.
- As I’ve currently seen, it seems to be working well.
- It is always a struggle to make pre-service teachers understand the flexibility needed to teach in the average school setting.
- Pre-service teachers could work with our more advanced students while we work with our at-risk students.
- I have enjoyed the opportunity learning new teaching strategies my interns have demonstrated. The ability of interns to continue to push the design of lessons assists my ability to keep with current trends.
- After the videoing segment and two-week unit, it would be easier if they could use my lesson plan format.
- Visit the teacher’s class they are going to be with the semester prior. Spend partial days in that classroom before actually teaching the next semester.
- I believe giving the students a better opportunity to get more hands-on. They were relatively shy to get involved when asked.
- I feel the students may gain valuable experience by creating individual lessons to give them a taste of what it is like when they get their own classroom.

- The pre-service teachers that I have seen have been very willing to help in any role.
- I would love to have the opportunity to work with candidate in long-term placements before internships. I think forming that connection well in advance of interning would prepare the candidate in a more cohesive way.

3. *What areas of improvement would you like to suggest for our clinical experiences?*

- Tremendous improvement has been made since my first pre-service teacher. I am very pleased with course work and amount of time the teachers are in the classroom. Also the communication between UNA and myself is very beneficial.
- Since I have only hosted immersion labs, I think it would be helpful to maybe do two lessons instead of one. This is due to the fact that each class presents unique differences that would be helpful to the pre-service teachers.
- Secondary teachers should also have a dual placement – middle school and high school.
- Multiple placements for secondary candidates
- >Clinical partners for different grades in secondary for different classes. So often they find one teacher for all of their observation hours that they don't go outside of that box
- More emphasis on classroom culture and real life experiences before they start student teaching.
- Schedule their meetings for later in the afternoon. Having them leave sometimes in the middle of class instruction interrupts the flow of class. Also, many times they have never been in the school they are assigned. Let them come in to visit before they are assigned to start.
- The clinical experiences have changed a great deal over the past twenty years with more observations and experiences before student internship. This helps applicants determine if teaching is for them.
- The more involved pre-service teachers can be with students in any classroom, the better prepared they will be.
- I realize deadlines within edTPA are important, however I feel that edTPA results would seem to be higher and more productive if this was a culminating activity at the conclusion of the semester after teacher and student have worked with each other.
- Try not to pull them out of the classroom quite as much.
- More in class experiences before student interning (ex. Teach a lesson in multiple periods/blocks)
- I firmly believe more focus and emphasis should be placed on classroom management. Preparing the students for their first days is a must. If the students could be present with us on first days to observe that would greatly serve to their education.

- Instead of improvement, my suggestion is to try to include in the experiences, some one-on-one or small group work for the students with the kids instead of just sitting and watching in the classroom.
- (blank)
- Some interns seem more prepared for the internship experience than others. I think it would be helpful for to be a clearer pathway of responsibilities from beginning to end.

**Please identify any areas of expertise related to education that you would like to share with our candidates.*

- Technology
- One of my strengths is bringing history to the classroom besides just using lecture.
- Classroom management, obstacles during 1st year of teaching, handling extracurricular duties.
- Interview tips, general classroom management
- Classroom management

SED Teacher Mentor Activity Survey SP18

| Teacher | School | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|--------------------------------------------------------------------------------------|-----------------|-----|----|----|----|----|-----------------|----|----|
| Bonds, Grace Ann | MSMS | x | x | x | x | x | student council | x | x |
| Butler, Laura | Brooks | n/a | | | | | | | |
| Chaney, Brad | Wilson | x | x | | x | x | | | |
| Crunk, Christina | MSMS | x | x | x | x | x | x | | x |
| Franck, Andrew | Sheffield JHS | x | x | x | x | x | x | x | x |
| Graham, Kevin | Deshler MS | x | x | | x | | | | x |
| Haskew, Nathan | MSMS/HS | n/a | | | | | | | |
| Holland, Sheila | Colbert Co HS | x | x | x | x | | x | | |
| Hubbard, Jason | Central | x | x | x | x | x | x | x | x |
| James, Laura | Colbert Heights | x | x | x | x | | | | |
| Jones, Matt | Sheffield HS | x | | x | x | | | | |
| King, Amanda | MSMS | x | x | x | x | | | | |
| Moore, Sara | Deshler MS | x | x | x | | x | | | |
| Oakley, Jonathan | Central | | | x | x | | | | x |
| Perez, Lorraine | Russellville | x | x | x | x | x | x | | |
| Pickle, Rebecca | Flo Freshman | x | x | x | x | x | x | x | x |
| Roberson, Ryan | Brooks | x | x | x | x | x | x | x | x |
| Simmons, Tina | Wilson | | | x | x | x | | x | x |
| Waters, David | MSMS/HS | n/a | | | | | | | |
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| Questions 1 - 8 | | | | | | | | | |
| Q1 = Host emerging level clinical observation experiences | | | | | | | | | |
| Q2 = Host intermediate level clinical observation experiences | | | | | | | | | |
| Q3 = Host immersion lab or "hands on" clinical experiences | | | | | | | | | |
| Q4 = Host a student teacher during the internship experience | | | | | | | | | |
| Q5 = Model a demonstration lesson or instructional strategy for pre-service teachers | | | | | | | | | |
| Q6 = Mentor a pre-service teacher during extra-curricular activities | | | | | | | | | |
| Q7 = Speak or provide a workshop for Kappa Delta Pi Education Honor Society members | | | | | | | | | |
| Q8 = Speak to pre-service teachers as a guest mentor during coursework | | | | | | | | | |