

Shepherd University Educator Preparation Program Advisory Council

February 21, 2017



Attendance: Margaret Kursey, Berkeley County Assistant Superintendent of Schools; Paula Hoffman, Berkeley County Student Teaching Coordinator; Page Moore, Blue Ridge CTC Education Coordinator; Molly Edelen, Eastern WV CTC Education Coordinator; Jerri Swogger, Frederick County VA, Director of Elementary Instructional Services; Sherry Hetzel, Jefferson County Elementary PK-2 Coordinator; Tara Mahoney, Jefferson County Coordinator of Elementary Schools 3-5; Nan Bryant, Winchester City Curriculum Specialist; Garrett O'Connell, Shepherd University Secondary Education Teacher Candidate Representative; Mackenzie Kern, Shepherd University Elementary Education Teacher Candidate Representative; Madeline Witte, Shepherd University Early Education Teacher Candidate Representative; Linda Sell, Shepherd University Director of Assessment and Accountability; Chris Ames, Shepherd University Provost and Acting Dean of the School of Education and Professional Studies; LeAnn Johnson, Shepherd University Director of Teacher Education

Information from WV BOE handout was reviewed as follows (Full document is attached at conclusion of minutes)

- Policy regarding timing of PRAXIS content tests (before student teaching) will open for comment in April or May.
- WV now requiring Praxis 5162 Algebra 1 for General Math through Algebra 1 endorsement.
- Strong encouragement to have teacher in residence agreements in place with every county
- WV special education certification will no longer require a core subject area but has added reading requirements
- Recent State ETS PRAXIS Workshop addressed various procedural concerns about PRAXIS testing
- More guidance was provided by WVBOE to EPPs on the Specialty Professional Association (SPA) reports required for filing especially as it relates to programs with low enrollment.

School Systems were encouraged to register and recruit at the upcoming Career Fest, Wellness Center, Shepherd University, March 1, 11 a.m. to 3 p.m.,

School systems can register at the following link. We should have 45 student teachers there.

Center <https://www.collegecentral.com/CCNEngine/LiveEvents/LiveEvents.cfm?EventID=2341>

The Schedule and Registration form for the Education Fair: Department of Education High School Recruiting Event March 2 7:30-5:00 was handed out. LeAnn indicated that she met with guidance counselors at all high schools in Jefferson and Berkeley County and the Guidance Counselors in the south end of Washington County Maryland to explain the event and drop off a packet of information and forms for potential participants. In this meeting guidance counselors were encouraged to seek out strong students in math and science as potential secondary teachers rather than limiting announcements to a general "people who want to be teachers" statement in an effort to build a pool of potential future STEM teacher candidates. We currently have 18 students registered in SS, PE, ELA, Elementary, and Early Ed. Registration will close on March 2 or when we reach 40 participants, whichever comes first.

The new model focusing on Preparing Candidates who can Impact Student Learning was briefly reviewed and then the West Virginia Teacher Evaluation System with 80% = Standards-Based Performance, 15% = 2 Student Learning Goals and 5% on School-wide Growth was introduced and a short video clip prepared by WV BOE explaining the system was viewed (<http://wvde.state.wv.us/evalwv/>) which highlighted the five step process (self-reflection, goal-setting,

observation, evidence, summative conference and rating) and showed the two reports generated by the system. It also highlighted the possibility of an improvement plan being put in place for low performing teachers.

Follow up discussion indicated that the 5% school growth was being waived for the present time and that principals were being evaluated in a similar fashion. It was stressed that teacher's self-evaluate and then the principal compares the administrative evaluation to the self-evaluation reconciling any differences and that teachers are responsible for providing evidence to support ratings. It was stressed that this is all carried out in a nonthreatening manner. However, if concerns exist at any time a focused support plan can be put in place. Such plans do not become part of the teacher's permanent record but are designed to help them improve notable areas of weakness. If significant problems exist an Improvement Plan which does become part of the teacher's permanent record will be put in place.

In setting student learning goals, many teachers use the STAR assessments which are a regularly administered periodic assessment in many classrooms.

In rating teacher skills against the WVTPS standards, the state has provided explicit descriptors of the behaviors that must be observed as evidence of the rating. For teachers, this provides a framework for understanding what is expected of them.

It was mentioned that while there is a lot of anecdotal and testimonial responses to this system, it would be a good research project for the state to see if using this evaluation system has actually impacted academic achievement in PK-12 students.

Virginia has a similar teacher evaluation system but 40% rather than 15% is focused on student growth. Virginia has 7 standards which make up the remaining 60% of the rating. While WV has a state-wide evaluation system, each school system in Virginia is allowed to adapt the state system to meet their individual needs. Consequently Frederick County and Winchester City have similar but not identical teacher evaluation systems. Goal setting takes place at the beginning of the year with mid year evaluations with data and reflection and identification of steps needed to elicit more growth.

New teachers are observed multiple times per year (2 scheduled and 2 unscheduled) in addition to regular 'walk-throughs' Whereas in WV all teachers are evaluated, in VA teachers are evaluated the first 3 to 5 years . Both states use an online management system for maintaining written records of observations and evaluations.

In Virginia the teacher is required to provide evidence of professional competencies and student learning. In WV the teacher only has to provide evidence to achieve the highest ratings, Distinguished. It was mentioned that some teachers will accept nothing less than distinguished and work very hard to gather this evidence, but many are satisfied with accomplished which does not require gathering of evidence and so don't.

In Virginia there is no self-rating for teachers which is different than WV where self-reflection and validation of that reflection by the principal is central. Margaret Kursey indicated that watching the self-rating process is fascinating.

The Shepherd University ST-11 Performance Assessment used by Supervisors, Cooperating teachers, and teacher candidates which involves ratings of planning, implementation (teaching and classroom environment) and assessment and additional documentation for WVPTS 4a, 4b, 4c, and 5 and the West Virginia Teacher Performance Assessment which involves generating artifacts and commentary on a contextual analysis, standards-based unit plan, an assessment plan with 'success' defined, video clips and evidence of student learning, data analysis of impact of teaching on student learning, and reflection and goal-setting were provided to everyone.

Shepherd teacher candidate representatives were asked to share their experiences with these assessments. Madeline Witte who is currently student teaching contributed a great deal indicating that now she had seen what teacher evaluations involve, she feels confident because there are so many similarities between how she is evaluated by Shepherd and how she will be evaluated as a teacher.

Participants were broken into small groups to examine the following three questions in relationship to teacher candidate evaluation and teacher evaluation.

What do all the performance evaluations have in common?

How do they differ?

How can Shepherd University better prepare teacher candidates for successful evaluation as new teachers?

Points shared following small group discussion:

Shepherd is already doing a lot. Everything is laid out as to what each standard means

There is a lot of stress on preparedness

Advice: Stress to candidates the importance of working closely with mentor teachers, to go beyond the required mentoring to reach out and ask for help within the school.

The reflective piece is very important—you need to know when you are struggling and how to ask for help.

Tell students they need to be open to coaching. No matter how well prepared you think you are, when you first walk into your own classroom, you don't know anything. Lots of learning has to happen. Let others help you.

Candidate representatives were asked: What aspects of field placement procedures helped you be successful in the field? Madeline indicated that the gradual build up with a different piece or expectation embedded in each class was really important. She also emphasized the importance of the embedded self-reflection in every class and the strong emphasis on the importance of detailed lesson plans in the Pedagogy courses.

School system personnel were asked: What supports do you provide to help new teachers succeed? Information (attached below) that was shared from Loudoun County was reviewed. The role of instructional coaches assigned to teachers in their first 3 years was discussed. They indicated that these coaches would come in and co-teach or model teaching in the new teacher's class. They meet at least one time each month.

After school workshops for support have not proven to be successful because of family responsibilities, however through linking grant funds to cover the cost of substitute teachers, they have been able to do a series of half day inservice training that have been useful to new teachers. Title 2 funds are often used to cover the cost of mentor positions. A literacy grant from PK-3 has also been used to hire literacy coaches that are assigned to teachers based on need.

There is also a lot of structure to develop professional development communities in which teachers provide peer to peer support. There is a formal structure in each school with data teams set up by programmatic area or grade.

It was stressed that Shepherd needs to make sure that teacher candidates have an expectation for continued on-going professional development and support.

Shepherd University is being expected to track New Teacher Success in Impacting graduate's effectiveness in promoting Prek-12 learning. The current plan includes

NeXT Surveys that are embedded in the teacher's and principal's on-line annual evaluation (just discussed)

Action Research Project that will do the following:

Identify Student Teachers Willing to Participate in 3 Year Follow-Up

Setting up On-line Professional Learning Community where they can continue to share successes and challenges
Have New Teachers share their student learning goals, evidence of success in achieving them, and final evaluations
Collecting evidence of advancing competencies (leadership assignments, continuing education...)

The goal is to have graduates continue to share what they already have to do as part of their annual evaluation to create a seamless path from university to work with information being returned to the university that will help us continue to improve our educator preparation.

County people indicated that this seemed doable and student representatives were challenged to become part of this follow up (voluntary). The shepherd teacher candidate representatives were praised for their contributions in this meeting.

There were no additional Stakeholder Reports/Comments/Questions

The meeting was adjourned at 8:30

Next EPPAC Meeting: Thursday, November 30, 6:30 Byrd Center for Legislative Studies Multi-Purpose Room

Information shared by Loudoun County, Virginia

Mentor and Coaching Program: <https://www.lcps.org/domain/12063> You will find all of our mentor resources on this webpage. Our mentors are paid a stipend and receive PD to assist beginning teachers and teachers who are new to Loudoun. Our mentors also provide PD for our new teachers at our formal induction events as well as throughout the year.

The mission of the instructional coaching program is to guide and support teachers in the implementation of exemplary teaching practices by providing an individualized plan of embedded, professional development that directly impacts student success and promotes the efficacy and the retention of highly qualified teachers.

As outlined in the Evaluation Standards, the coaches provide individualized, embedded professional development to identified teachers in areas of classroom management, instruction, collaborative and positive relationships, data analysis, district, state and federal policies, and standards, content and curriculum, technology, assessment, individual, personal, and professional development. Areas in which to focus are prioritized through a collaborative process among the principal, coach, and teacher.

Instructional Coaches: LCPS employs 4 full time (two elementary and two secondary) instructional coaches to support first and second year teachers. We also have a few retired instructional coaches that we use for additional support on an as needed basis. Instructional coaches are non-evaluative and schedule a minimum of 3 visits/classroom observations at the beginning of the year and 1 visit at the end of the year for all new to LCPS teachers. They also provide direct modeling and instructional support for identified struggling teachers (new and veteran) through our mid-year support process.

Spring 2017 WVDE Updates & Guidance Office of Educator Effectiveness & Licensure

Policies 5100 & 5202—

- **REMINDER:** Effective July 11, 2016, the following sections were placed into policy providing definitive timelines for passing the WVBE- required Praxis exams for content:

10.4. f. Content test requirement as a requirement of program completion: Effective January 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the WV Licensure Testing Directory on the WVDE website as a requirement of program completion.

10.4. g. Content test requirement as a requirement for clinical experience: Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory of this policy in order to complete the student teaching/clinical experience component of the WVBE-approved program.

- **Both policies are expected to open in April or May.** If you have suggestions pertaining to a particular section of policy 5100, please email the section to me in the format/language you are suggesting (not just the idea), preferably in strike-through/underline format so that misinterpretations and misunderstandings can be eliminated.

Teacher in Residence (TIR) –

- The West Virginia Board of Education (WVBE) is encouraging every EPP to obtain TIR agreements with each school district in West Virginia.
- Regarding the TIR credential issued by the Office of Educator Effectiveness & Licensure:
 - TIR Credential Must be Issued by the WVDE before Placement: The Office of Educator Effectiveness & Licensure must issue the TIR a credential **before** placement in the public school classroom as a TIR.
 - A background check is required with the TIR application. The background check completed for the Clinical Placement Permit **cannot be used** for the TIR permit; however, the TIR background check can be used for the Initial Professional Teaching License.
 - The OEEL requires a job posting with each TIR application.
 - Suggestion: Because some counties end up submitting the TIR applications, perhaps a checklist could be attached to help assure that all components are submitted and the expectations for moving the application forward. Doing so would help eliminate delays in the OEEL's issuing the TIR permit.

Special Education Programs—

- Policy 5100 no longer required candidates enrolled in an approved special education program to hold qualify for or simultaneously complete a core/subject area content (such as math, English, general science, elementary education, etc.). Instead, policy 5100 has added reading requirements. Therefore, EPPs with the core content requirement still in the curriculum may recommend their candidates for licensure “at which time they have met to the satisfaction of institutional officials all content requirements of the WVBE-approved program. *“Candidates do not have to complete core/subject area coursework as a requirement of policy anymore. It is now at the discretion of the EPP. However, candidates must complete content preparation coursework for the specific special education endorsement being sought according to the approved program of study.*
- GUIDANCE REGARDING REVISING AND REILING PROGRAMS TO MEET THE NEW POLICY REQUIREMENTS: The WVDE will provide guidance soon about how to refile the special education programs to reflect the new reading requirements and to obtain the decision of each EPP about whether to continue to address core/subject area content along with preparation for the special education endorsement.

Educational Testing Service (ETS) Updates—

- The WVBE has adopted Praxis 5162 Algebra I for the General Mathematics through Algebra I endorsement.

- **ETS Praxis Information**

About Scoring/Score Reporting Time

One overarching reason it takes several weeks to score Praxis tests is the large volume of different tests administered during a computer-delivered testing window and the careful, complex process.

The Scoring Process and Quality Control

The scoring process begins when upon receipt of the test file, and then the multiple-choice scores are verified independently. A test must undergo equating if a new test form was introduced. (Equating is a statistical process used to ensure that scores for new forms of the test are comparable with scores from previously used forms). Some tests require a reading to score constructed response questions. Preparation tasks and conducting a reading takes time (tasks such as sorting responses, hiring readers, and training them).

Availability of Test Scores

As noted on the ETS website, test scores from a particular window are available 10 – 16 business days after the testing window closes, regardless of the specific testing date within that window. This is because before reporting official test scores, the ETS stat analysis team must be able to gather enough data to conduct the analyses necessary to equate and report the test results. Full analyses cannot be done until the window closes and all test-taker data for each test title have been received.

About the 21-day Waiting Period before a Test May Be Retaken

The 21-day waiting period is a way of ensuring the security of the test and minimizing the possibility of a test-taker earning a score on the test due to having had prior experience with that same test version during a previous administration. By taking the test back-to-back, it is likely that a test taker would receive the same version of the test and might know what specific questions to expect. Knowing what questions to expect could give a test-taker an unfair advantage over all other test takers, who have not had prior experience with that version of the test and therefore, were not privy to the same information.

The Praxis tests are intended to help state agencies and professional organizations ensure that beginning teachers have an adequate level of knowledge, and these organizations rely on ETS to report valid test scores. To ensure the validity of test scores (and fairness to all test-takers), Praxis cannot report scores, unless they are absolutely certain that those scores accurately reflect the knowledge and abilities of the test-taker. Any testing condition (such as overexposure to the test questions) that might either positively or negatively affect the performance of any test-taker to the extent that it would contribute to either inflated or lowered test scores, invalidates those test scores.

Information about Testing Windows

Below is a link to the dates for the 2016-2017 testing year. This link provides dates to next August. Link:

https://www.ets.org/praxis/register/centers_dates

The upcoming dates are:

- 2/13/17-3/25/17
- 3/13/17-3/25/17
- 5/8/17-5/20/17
- 6/12/17-6/24/17
- 7/10/17-7/22/17
- 8/14/17-8/26/17

Sharon Shrum, Elementary
Supervisor Frederick County
Virginia Schools;

Margaret Kursey, Assistant
Superintendent Berkeley County
Schools;

Page Moore, Education
Program Coordinator Blue Ridge
Community and Technical College;

Tara Mahoney,
Coordinator of Elementary
Schools, 3-5, Jefferson County
Schools;

Patrick Blanc, Assistant
Superintendent of Curriculum and
Instruction Jefferson County
Schools;

Claire Houseknect, Human
Resources Coordinator
Washington County Schools;

Lindsey Darr, Certification
Specialist Washington County
Schools,



Asia Jones, Director of
Secondary, Loudon County
Schools;

**Shepherd University Educator
Preparation Program Advisory
Council**

December 1, 2016

Attending:

Garrett O'Connell,
Secondary Student Shepherd
University;

Theresa Lang, Early
Education Student Shepherd
University;

Madeline Witte,
Elementary Education Student
Shepherd University;

Jordyn Marion, Student
Teacher, Shepherd University;

Elivra Allison, Department
of Education Chair Shepherd
University;

Scott Beard, Dean of
Graduate Studies and Associate
Provost Shepherd University

Chris Ames, Acting Dean
School of Education and
Professional Studies and
Provost Shepherd
University

LeAnn Johnson, Director
of Teacher Education Shepherd
University

The meeting commenced with
dinner at 6:30

LeAnn welcomed everyone, had
each person introduce themselves
and then introduced the new
Shepherd Educator Preparation
Leadership

Acting Dean and Provost:
Chris Ames

comes@shepherd.edu
Associate Provost: Scott

Beard

sbeard@shepherd.edu
Department of Education

Chair: Elvira Sanatullova-Allison
eallison@shepherd.edu
Director of Assessment &

Accountability: Linda Sell
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Director of Teacher

Education: LeAnn Johnson

ljohnson@shepherd.edu

A handout prepared by Linda
Bragg from WVBOE with updates
from Policy 5100 highlighted.
Everyone was encouraged to
review the full document, but
LeAnn pointed out the importance
of commenting on suggested
policy during open comment
periods and potential implications
of the following information found
on the first page:

Change in language about
top 50 Percent
distribution on a
Nationally normed
assessment (Shepherd is
currently meeting this, but
change in language allows
potentially strong
candidates to be
considered even if they
have a less than stellar
high school test
performance score)

The state's unexpected
decision to let us pick or
develop our own teacher
performance assessment
(reviewed involvement in
pilot of the edTPA/PPAT)
and Shepherd's decision
to avoid the high stakes
expense of the
commercial assessment to
work, at least for the time
being, with other
universities in developing
the WVTPA.

Choice in development of
a disposition assessment

The potential impact of
requiring content PRAXIS
cores BEFORE student
teaching. (Some
discussion ensued
regarding importance of
demonstrating content
knowledge, test anxiety,
expense, and impact on

number of completers due
to change in policy.

LeAnn provided a handout of the 5
CAEP standards and used the
attached Powerpoint to review
the following key highlights
related to new CAEP accreditation

Validity and Reliability of
Assessments – Stakeholder
Involvement

Clinical Partner "Co-
Selection" for Program Entry

Each individual was provided a
stack of sticky notes and asked to
identify personal and professional
characteristics independent of
content and pedagogical
knowledge, writing 1 per page.
They then rated each
characteristic as Critical,
Important, or Optional. In small
groups, the identified
characteristics from group
members were then ranked from
most important to least
important. This work will form the
first step in the development of a
new disposition assessment that
meets CAEP standards.

Recruitment of Diverse
Highly Qualified
Candidates

LeAnn questioned the counties as
to whether they are doing
anything to identify highly
academically able students who
are interested in becoming
teachers.

Washington County has a teacher
academy at North and South High
that gives students experience
working with elementary age
groups. Two of their recently
hired teachers went through this
program. This is different than the
child care completer program
done for students interested in
working in day care settings. It

was clarified that Maryland elementary certification is for 1-6 grade and WV students from Shepherd who do not have the early education endorsement lose certification for kindergarten when they get a MD teaching license.

The question was asked as to why we as a society are not pushing our best students to be teachers.

Washington County is working on a program called Middle College in collaboration with HCC and they are sponsoring a diversity recruitment day with an emphasis on trying to get not just ethnic diversity but gender diversity in among teachers.

Jefferson County has a Teacher Cadet program at Washington High that includes an apprenticeship in elementary classrooms.

Loudoun County also has a Teacher Cadet program at the middle and high school level. There are a large number of students in this program and historically many of them graduate from high school get teaching certification from area institutions and return to the county to teach. They also have an Educators Rising Club for students not in the cadet program—again they are trying to encourage both gender and ethnic diversity.

Frederick County Virginia has links on their webpage to news clips featuring their teacher programs for high schoolers through their FACS program.

Berkeley County also has a teacher cadet program. In addition they are getting ready to kick off a jump start program called Grow Your Own that is being done at

Blue Ridge. This program will allow qualified students in high school to spend part of their school day at Blue Ridge. These students can complete 21 credits by the end of high school including EDUC 150 and 200.

LeAnn noted that the Blue Ridge collaborative is in the process of adding early education and physical education to the collaborative agreement which should help pull additional students from high school into this program. She noted that because of the age of the students, most of these programs focused on recruiting students for elementary and early education rather than secondary education and asked how we could encourage high schoolers to consider teaching secondary subjects.

It was noted that recruitment towards secondary education specializations had to start with teachers who loved their content area and shared that love with students more so than starting with students who love children and encouraging them to teach. LeAnn shared an example of this happening in science at Boonsboro high school and Lindsey Darr noted that her love of mathematics is what led her to teaching.

It was noted that recruitment for teachers must start in the middle schools, that by the time a student is a freshman in high school it is too late. Chris noted that Virginia Hicks from Shepherd University was going to be setting up programs for middle school student involvement on campus and that we might tie into this opportunity.

LeAnn also noted that an Education Fair was going to be

planned for March 2 and that more information would be forthcoming about an opportunity for high school students who were interested in education would be able to come to campus, be paired with a host student and take part in classes and special events for the day.

It was noted that there is an ongoing need for math, science, Spanish, ELL, and special education teachers. Berkeley County noted that for the first time they had had difficulty filling elementary positions and Frederick, Loudoun and Washington Counties all indicated that they currently had new positions being posted mid year in a variety of content areas that needed to be filled. LeAnn indicated that data on hiring in the local counties for the past two years substantiated these needs and that RESA 8 still had 2 positions for PreK that they had been unable to fill for more than a year.

Program Success
Measured by Impact on P-12 Student Learning –
New Paradigm

Elvira commented on the challenges of this standard. Margaret indicated that they roster achievement information by teacher and that they can share this information. Lindsey said that in Maryland teachers set achievement goals using the Danielson framework and

that data was kept to see if those goals were accomplished. Elvira thanked them for this information as she is leading the standards group working on a plan for meeting this standard.

Evidence-Based Quality Assurance Systems

Scott briefly reviewed the systems that Shepherd has in place for monitoring quality of both university faculty and teacher candidates as they move through the educator preparation program.

No additional Stakeholder Reports/Comments/Questions were added.

The next EPPAC meeting was announced for Tuesday, February 21, 6:30 Byrd Center for Legislative Studies Multi-Purpose Room

The meeting adjourned at 9:00 p.m.

Educator Program Provider Advisory Council Spring Semester 2016 Meeting

- ❖ Introductions – BB Mitchell
- ❖ Dinner
- ❖ West Virginia Department of Education Updates – BB Mitchell
- ❖ Teacher In Residence Program – BB Mitchell
- ❖ EDUC 341 Math Methods – Dori Hargrove
- ❖ Teacher Performance Assessment – LeAnn Johnson
- ❖ Blue Ridge CTC Update – Page Moore

Educator Program Provider Advisory Council Fall Semester 2015 Meeting

- ❖ Introductions
- ❖ Purpose of EPPAC
- ❖ Strengths/Areas of Excellence
- ❖ Areas of Improvement
- ❖ What can Shepherd do to help our local schools?

Notes:

Fall 2015 EPPAC Meeting Notes:

Attendance:

Michelle Sandy- Frederick County VA
Peggy Pugh- Washington County MD
Margaret Kursey- Berkeley County WV
Jason Pauley- Berkeley County WV
Charles Hampton- WVDE
Bonnie Zampino- Community Member Parent
Ashley Derito- Student
George Shaw- Jefferson County Teacher
Peg Swisher- Shepherd
Georgiann Toole- Shepherd
Belinda Mitchell-Shepherd

The meeting opened with introductions. Dr. Mitchell described the purpose of EPPAC and asked if any questions. Dinner was served. After dinner, the group discussed the following.

Shepherd's Teacher Education Strengths

- Several county representatives shared that they sought out Shepherd graduates because they were so well prepared
- Shepherd teacher candidates are current on issues in education
- Shepherd teacher candidates are reflective and thoughtful
- Shepherd teacher candidates spend lots of time in the field and this gives them the ability to hone their craft.
- Shepherd students in general tend to be lifelong learners and engage in all types of professional development

What would you like to see Shepherd do more of to help our local schools?

- Send out faculty information with each expertise to see if they could help with teacher professional development
- More SPED inclusion/integration, They are ALL OUR KIDS philosophy
- ABA certified teachers
- More Math/Science/SPED teachers
- Candidates that pass math praxis
- Candidates that can integrate subjects and lessons
- Candidates that understand reading and all components of reading
- Candidates that understand mental health and trauma informed care and education
- County representatives stressed how they would like to see more mentoring programs to help grow their pool of future teachers
- Counties stressed that they needed teachers who know digital learning and how to use certain devices like, iPad, Chromebook, Smartboards and then know how to use them to enhance their lessons and extend learning

Meeting adjourned at 7:25pm

