

Spring 2023 CIPE Minutes

I. Breakout discussion regarding the following topics discussed at the winter 2023 consortium meeting.

1. Instructional Framework
2. Social Emotional Learning Standards Implementation
3. COE Ed Prep Program and Teacher Pathways
4. Support Needs for Prof Educators
 - a. During first 5 years of teaching
 - b. SELS
 - c. Trauma informed PD
 - d. Crisis Prevention and response /de-escalation training

Breakout discussion feedback

Group 2: #4 support for Prof Educators

- lack of training but high desire for helping people
- Add a course with usable tools
- Need mentorship and coaching specific to classroom management issues. This is different from University Supervisors whose focus is standards, structure, and licensure. A way to ask why this happened and how to move forward, but not coming from CT/Supervisor.
- There seemed to be a lot of in theory data but a lack of training, could they add some useable tools

In-person Group: #3

Discussed how course sequencing, for a variety of issues, does not always fit the candidate's field experience. For example: the Classroom and Climate course not offered until winter.

Ideas:

- If programs could end coursework spring term, then candidates could be hired spring term and gain additional practical experience while being supported by a mentor.
- Districts have new teacher orientation and first, second, and third year (Probationary teachers) instructional coaching programs. They are interested in partnering with COE around new teacher training programs.

Group 5 math team: prompt #3

- Provided an example of how the licensure programs help bring new learning and ideas to the classroom (creating great mathematical experiences for students).
- Shared how important it is for licensure programs to have a flexible structure during student teaching to allow student teachers to focus on the classroom experience and partnering with their cooperating teachers.
- Would it be possible to have the early education preparation last longer than just one year, districts partner early with College of Education as a mentor program.

In-person Group: #4

- Talked about districts mentorship programs.
- Discussed how mentors are chosen. How to support mentors. Are districts doing enough to ensure that the experiences that candidates are getting are consistent, effective, and meet learning needs.
- OR districts had COVID funding to hire additional instructional coaching teams to support probationary teachers, however as that funding goes away, how will we maintain current support levels for new teachers.
- How can we partner to create future efforts with ODE and other partners. Are we aligning with what candidates are getting from their preparation programs with our work in the school districts.

- Big Dream: create district schedule that provides extra prep time for probationary teachers so that they have the opportunity to plan with mentor coaches.

Zoom Group: #3

- Talked about how districts have different processes for identifying cooperating professionals for educator candidates.
- Interested in having a more informed, purposeful placement process. Would like it to align with student interest, cultural backgrounds. This would help result in a better experience within the program.
- CT Training: this training is TSPC requirement. The group thinks that because this is mandated, it should come from the College level and not the department level. This training should happen before the placement takes place.
- Districts placement process differ across the state. Some districts take in our requests and then email the candidate directly with their cooperating teacher information. This is problematic and causes confusion. Can we ask that districts not email candidates directly but provide the COE or programs with this information.
 - Would like the communication to student teachers to be more constant, some from the college and other times comes from the district. Eliminate confusion

In person Group: #4

- Talked about the need for more trauma informed practices across COE programs.
- Talked about how SpEd and SPSY students are often hired/ working in districts during their program yet a critical course on Advance Behavioral Management does not happen the second year.
- District building orientations consistently happen at the beginning of the school year but not during off term / cycle placements. (COE is working on a [On-Boarding Site Orientation Check List](#) to help students with this as they go into the building).
 - Point out important people to know when entering a building.

Zoom Group: #3 Future Teacher Pathway

- Talked about teacher candidate's workload. How overwhelming their last term is in the program when they are fulltime student teaching, tending to the licensure assessments requirements, and looking for jobs.

Zoom Group: #3

- Talked about different practicum experiences across programs and how different they are.
- Talked about the benefit of having observation and practice terms prior to starting the fulltime student teaching.
- Talked about how different each COE program is in terms of their practicum and student teaching requirements.

II. Recruitment, Hiring, and Retention of Underrepresented Candidates

State commitment to equality with the goal of having the percentage of diverse workforce employed be representative of our district and school students.

Discussion around being culturally responsive and equitable and collaborate on our recruitment, hiring of teachers and candidates from underrepresented communities.

- Reviewed the 2020 report and how there is little change from 2010 reporting. While diversity of workforce has increased slightly (3.8% over 10 years).
- Reviewed UO candidate comparison with local districts across demographics. The 21-22 AY enrollment showed a particular area of disconnect, with higher numbers of Hispanic / Latino populations in our local schools, compared to our licensure programs.

Recruitment Trends: ODE Minority Teacher Report

Demographics are leaving before 3-years

- Asked groups to discussion shared practices so that we can better understand how our programs and districts are alignment around placements, hiring, and retention of diverse and all candidates. How do we improve the experience of underrepresented people in schools? How do we make schools less hostile to people of color?

Note: There was reference to an invitation in which people who were interested in a larger conversation regarding this discussion to be able to get together over the summer. Although this did not happen, it is an intention of this group to further this discussion.

II. District / Program Updates:

A. State Dept of Education Initiatives Aligning for Student Success -

- High priority in all 16 school districts to hire counselors and instructor assistance to help students
- 12 of 16 SD planning to hire equity based MTTs (multi-tiered systems)
- Districts creating affinity groups for students and staff
- Two-way community engagement between students and
- Project based learning to be implemented by school districts
- Career technical education (CTE) funding for 16 of 16 school districts to implement
- will be funded for the next 4 years

B. Migrant education program is aligned with the state initiatives. Challenged the group to collaborate and partner around courses, practicum, early childhood education, and music ed to create stronger programs and ultimately bring joy to students?

C. UO adding PE Endorsement to UOTeach.

D. UO re-adding Admin and Principal Licensure programs (DED and Ed Specialist degree). These programs will be completely online.

E. UO ESOL online added endorsement program for in-service teachers