College of Education-Stakeholder Involvement Table 2022-2023

Meeting/Event	Stakeholder(s)	Agenda Items	Insights
Advisory Council Winter 2023	Local School Districts (n=2) Community Partner Organizations (n=3) Instructors (n=3)	Three Questions: 1. What challenges do you see in your context/organization/work that the COE can address through educator preparation? 2. What are your goals for your organization's relationship with the COE? 3. What potential partnership opportunities are coming up for you and the COE this year and beyond?	**NCFL**- 54 students in the community who need tutoring (for stipend/pay).SU sent out a message to ALL CoE students to recruit individuals in the program in addition to all undergraduates university wide. Potentially recruit candidates from program graduates. **Archdiocese of Louisville**- In order to build a program that engages younger students who want more opportunities. How can CoE meet the needs of learners who want "different" experiences (virtual/hybrid). Concern: Pipeline is dry across state/nation. *How do we ensure quality educator training in a flexible model?* Without quality programming, may place individuals in programs who are not not adequately prepared. *KH*: Research regarding online programming. Key is University Supervisors in classrooms. RClaypool: Essential foundational drive to create cohorts. Do not underestimate the value of cohorts. Relationships that are built are outstanding. *GB*: Success with Advanced Program students has been successful, as SU combined online, synchronous virtual, and face-to-face content. *FStroud*: Cohorts are also a retention strategy. Even if online, in-person touch points are needed. Hard to gauge body language/interactions/ etc. in an online environment. Seriousness sometimes lags in online courses as well. New wave of conflicting parents (more aggressive). Work on conversation skills. Anything that can be done to improve communication skills and crucial conversations. Critical need for well-qualified mentors. **TeachKY**- Pipe Dream. Could SU sponsor two-week summer "school" environments where candidates can learn skills? FStroud: Backpack League, Lincoln Foundation **2Revolutions**- Begin work with OVEC (micro credentialing). May include summer work. GB: As we work with OVEC regarding summer programming, could possibly link MAT students with classrooms. **Saundra Hamon- NCFL**- Partnership with CoE, undergraduate tutoring in program. NCFL provides tutoring training for Spalding students **2Revolutions**- Work with school districts across the country. Successes include expanding mindsets to meet needs of local contexts. Flexibility is important and an

			emphasis. LCS and LCP have been generating interest. Specifically charter schools. Challenges are education pathways (ex: alternative certification) **JCPS**- Building access to school administrators. Making connections between administrators and university supervisors. Provide contacts between university supervisors and school admins. Work to make SU fibrous within the JCPS ecosystem. Connecting new teachers (new teacher orientation) to university programs and pathways (New Teacher > Master TL/School Counseling/School Principal/EdD). RClaypool: Stairstep progress graphic. **2Revolutions**- Potentially connecting Advanced Program students with undergraduate/initial cert students.

Spring Advisory Council Winter 2022	Local School Districts (n=2)
	Community Partner Organizations (n=3)
	Instructors (n=4)
		1. COE Updates
		2. Stakeholder Perspectives
		   a. Guiding Questions
		   b. How do you see your group/role in terms of educator preparation?
		   c. What trends or questions to you notice around educator preparation?
		   d. What do you want the CoE to know about you/your group?
			Enrollment Up-Initial Cert- 85 Candidates (Undergrad, Graduate MAT); Advanced Programs- 155 Candidates (Principal, Counselor, Teacher Leadership, CBL); EdD- 28 Candidates (Fully Online in Fall of 2022)
			Program Updates-
			• Initial Cert (Dr. Hooper/Professor Lattimore)- University coordinators provide mentors to MAT students to support work through feedback, goals, growth planning. Goal is to improve practice.
			• Advanced Programs (Dr. Baete)-
			  • School Principal- For past 2 years, SU and JCPS have partnered to develop Aspiring Leaders model that provides candidates a training program aligned to the individual needs of a school district. Have entered discussions with neighboring districts and Archdiocese of Louisville to expand program Also partner with JCPS in Wallace Equity Centered Pipeline Initiative. Collaboration to ensure that candidates who complete program demonstrate equity-centered leadership skills and dispositions.
			  • School Counselor- For past two (2) years, School Counseling program has been fully online. Adjunct faculty are current JCPS practitioners. We enroll approximately 5 candidates at the beginning of each term (Fall-Spring-Summer) and support approximately 10 candidates through their Practicum courses to complete the program
			  • Teacher Leadership- During the 2021-22 School Year, we were approached by JCPS to provide CBE programming. Developed CBE Certificate (15 hours) and MEd- CBL Specialization (non-endorsement). Advanced Programs received clean accreditation visit
			• Doctoral Program (Dr. Harris)
			  • Multidimensional doctorate program for members in all facets of leadership

- Online in Fall of 2022
- CoE Priorities (Dr. Harris)
  - Spring Course Enrollment
  - Review of December 2021 Completer Data
  - Wallace Grant with JCPS
  - KDE Grant for New Teacher Induction and Support

Stakeholder Perspectives (All)

1. New Teacher Supports (Claypool)- Consider programming thoughts about "the first job." How can university supervisors provide supports to individuals who are working in their first "professional" position?
2. Year 2 Teacher Supports (Hooper)- Addressing needs of teachers in 2nd year who had their first in COVID/NTI. 2 Years of first-year cohorts.
3. Hardest Year Ever (Harris)- This is "everyone's hardest year ever." How does CoE support transitioning teachers in both Years 1 and 2 to teaching. What are student perspectives regarding these areas?
4. School District Vacancies (Claypool)- Currently 140 vacancies in JCPS. Same trend of 648 needs before school starts. Have to cast net much larger to attract alternative certificate candidates. Have to recruit 25% more in order to meet needs.
5. Mentoring (Hooper)- Age and experience of teacher mentors are getting younger, could possibly be an issue.
6. How to Keep Pipelines Strong (Nall)- Recruitment. Figure out how to fill pipelines. Less entering than exiting. Starting younger with programming in schools (ex: future teachers). Work to be done with younger students to promote teaching as a career. Numbers of candidates were diminishing pre-COVID- increased since then.
7. Communication Modalities (Nall)- How do we communicate with learners in modalities that they understand.
8. Interdependence (Claypool)- Impact that a teacher's decisions has on entire school ecosystem.
9. Learner-Centered Profession (Alan)- Macrotrend of we are not in the business of primarily delivering content, rather than developing thinkers and learners. Less than methods, more about teaching students to be co-constructors of meaning and developing learner dispositions. Opportunity exists for us develop teachers as professionals who create better citizens and human beings versus students who test better.
10. Professionalism (Dunnagan)- Fortunate to have opportunities to attend learning opportunities to develop professional identification. Develop a clearinghouse to develop learning opportunities.

Regular Faculty Meetings at each level	1. Initial Certification Faculty meet biweekly 2. Advanced Programs meet monthly 3. All programs schedule emergent check ins as needed	1. Programmatic Updates 2. University Updates 3. EPSB/CAEP/Regulatory Updates 4. Faculty Updates	Various: See Program Level Faculty Meeting Agendas
Co-constructed EPP and School District Recruitment Events	1. TKY/JCPS/Initial Certification Interview Weekends 2. JCPS/Principal Prep Advanced Program Recruitment Zoom and Interviews 3. 2Revs/Teacher Leadership Advanced Program Recruitment Zooms and application review	1. Vetting of applicants for various programs 2. Trend analysis of candidate ratings 3. Trend analysis of addressing high need areas	Various: See Program Level Recruitment Plans and Schedules