

Teacher Education Consortium Meeting

December 2nd, 2019

4:45 p.m. – 7:00 p.m.

Joyce Collin Furman Hall, Room 405

A. Welcome and Introductions

In Attendance: Rynda Gregory, Tracey Fischer, Amanda Filloy-Sharp, Suzanne McFarland Price, Don Tucker, Nell O'Malley, Randy Bell, Nick Cabot, Rachael Schuetz (Zoom), Heidi Wegis, Tiffany Pallaniuk, Missy Kloos

Guest Speakers: Sabrina Alexander and Joe Leykam

B. Approve Draft of April 2019 Minutes

Suzanne motion to approve the April minutes. Nick seconded the motion.

C. Updates from Nell

1. Dean's search being run by the provost. New dean in place by July 1, 2020. Opportunities to meet candidates in spring.
2. Nell is retiring. We will send out the Assistant Dean for Licensure and Accreditation position in early winter, please share.

D. Presentation by Sabrina Alexander and Joe Leykam from Corvallis School District

1. ***Rynda Gregory:*** introduces Sabrina and Joe
2. ***Sabrina*** – Has a long history of being an administrator and teacher, emphasizes mental health and social emotional skills, holistic approaches, bias comes from personal experience, knowing your own experience with mental health helps to address this bias
3. ***Joe*** - personal experiences created his pathway of mental health, brings years of clinical mental health experience, has experience assisting school districts to develop in-house behavior resources, addressing serious mental health diagnoses, private clinical practice experience, upon starting with CSD partnered with mental health programs and provided consultation
4. Small group discussion: *How was mental health addressed when you were in school?*
5. ***Sabrina & Joe*** - All schools for all kids. Whatever your story is, your school should prepare you. Let's get away from the idea of a specialist providing specialist supports - how do we build the capacity of schools, new teachers, all staff to be able to respond to student's mental health concerns. We must look at our understanding of mental health and the role in schools.
6. ***Activity:*** *Shout out words you think of when you hear mental health.* Joe organized them in challenges/strengths/treatments

- a. Examples of words: Resiliency, medication, trauma informed, therapy, brain breaks, brain breaks, ADHD, diet, recess, sports, relationships, regulation, empathy, biology, self care, mindfulness
7. **How can we prepare teacher candidates? (group conversation)**
- Restorative justice (how to facilitate RJ vs. believe in it)
 - Empathy building
 - Techniques- what does patience look like?
 - How do I regulate myself? Be clear on self: mental health preventative care
 - Working through bias
 - Discourse/Role play is a very powerful tool, showing and demonstrating skills builds capacity, gets you much more equipped to respond to difficult situations
 - Cognition: The Brain. Include this in the teacher prep curriculum. 80% of the outcome of mental health treatment is based on the relationship between the provider and the person.
 - ACES/trauma and how does this impact how you might teach
 - Nell:
 - You don't want to scare teacher candidates out of a profession before they come in
 - EPPs are under a lot of pressure to respond to mandates from the state
 - Kids do well if they can. Collaborative problem solving.
8. **Sabrina and Joe: What is CSD doing?**
- Mental Health Support Staff in all of the elementary schools
 - Work around systems and buildings with mental health supports in mind
 - Collaborative student support trainings
 - Dosing. Small doses of a common language in order to make that shift.
 - Kids have always struggled with mental health and in the past we've kicked them out, now we're trying to wrap supports around them. How do we ensure the right supports?

E. Data Summit Highlights

Nick: reviewed CAEP Standard 3 & the Key Assessment Measures

CAEP Standard 3: Candidate quality, recruitment, and selectivity

1. 3.3 Additional Selectivity Factors
 - a. Key assessment: Dispositions survey
2. 3.4 Selectivity During Preparation
 - a. Key assessment: Formal classroom observation form
 - b. Monitoring the progression of students
 - c. Key assessment: Team evaluation - danielson framework
 - d. Each program has different standards and schedules for the observations
3. 3.5 selection at completion
 - a. Key assessment: edTPA

- b. Key assessment: pre/post assessment
 - c. Key assessment: Tripod 7C survey, students evaluate the teacher candidate
 - d. Key assessment: Summative team evaluation (Danielson framework again)
4. 3.6 Key language
- a. Key assessments dispositions survey
5. **Nell:** We used to have three key assessments with NCATE and now we have 8. (more complicated)
6. **Nick:** This was our first year with these assessments. Presented data from 3 summative evaluations to show growth, 2018-2019 data, presented edTPA data.
7. **Rynda:** Youth Truth survey is used with CSD - High School students reported that they know their teachers care about them but the rigor isn't there. How can students demonstrate growth who are not showing positive growth on the surveys? What do we do about it?

F. By-laws subcommittee

1. **Nell:** The Consortium is now a CAEP-driven initiative as opposed to the TSPC-required version. Less prescribed.
2. **Nell:** We need to revise the by-laws. Does anyone want to take this on? Nick and Heidi volunteered. Rynda suggested that we have a draft for the group to review. Rynda and Amanda Filloy-Sharp will review the draft.

G. Adjourned 6:50 PM