



COLLEGE OF EDUCATION & HUMAN SERVICES

# CENTER FOR CLINICAL EXPERIENCES

CENTRAL MICHIGAN UNIVERSITY

## Clinical Partnerships and Practices Advisory Board

Tuesday, October 19, 2021

4:00-5:30

<https://cmich.webex.com/meet/david1jf>

### Minutes

#### 1. Introductions (via Chat box)

#### 2. Center for Clinical Experiences

##### A. Staff Updates

- Dr. Davidson: MarKeta Jackson joined the Center for Clinical Experiences (CCE) in July as an Executive Office Specialist. MarKeta is the chief liaison for host teachers, University Coordinators, and CCE.
- Dr. Davidson: Christy Siler joined CCE in October as Senior office Specialist. Christy handles legal work, bloodborne pathogens, assists with pre- student teaching and early field experiences.

##### B. Clinical Updates

- Buzard: Regarding early field experiences, we expanded an existing partnership with an after-school program called PEAK. The program is run by Mt. Pleasant Parks & Recreation Department in partnership with the Mount Pleasant Public Schools. Historically students in ART 345 participated but that has expanded to Music, Health, and PE. The program is designed to make early field experiences in after school programs both educational and fun. Amanda will be doing site visits to PEAK.
- Keck: We are back face to face with the pre-student teaching experiences. We have just under 200 teacher candidates out in the field for pre-student teaching this fall. Keck discussed some challenges we faced in the past with teacher candidates being fully virtual last year due to the pandemic but looking forward to things getting back to normal with face-to-face field experiences.
- Dr. Davidson: For student teaching, teacher candidates in the field are required to follow all district policies and procedures. This includes Covid-19 procedures put in place by districts. Our number of student teachers for the fall were slightly lower than last fall with about 160 teacher candidates in the field. Our number

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of teacher candidates that we are preparing for Spring is higher than we were expecting to place with about 180 teacher candidates this spring mostly because we have an increase of candidates in the Northwest region, with about 30 candidates (some of whom participated in the Traverse City cohort program).

### **3. COVID-19 Safety Procedures**

- Dr. Davidson: CMU policy states that on campus students are to either submit a vaccination card to our CMU Health portal or submit a weekly covid test to the CMU Health portal. Since student teachers are considered off campus students, they are instructed to follow the policy and procedures of the district they are placed in. We have also increased our number of permissible absences from two to four in an effort to encourage candidates to take their health and safety serious and make it a priority to protect the health and safety of those around them when they are out in the field. We want students to be over-reporting any health concerns and not under-reporting due to fear of missing days in the field.

### **4. Educator Preparation Program & MDE Update**

#### **A. Professional Dispositions Process**

- Dr. Davidson: We have been working as an Ed Prep Program for about 18-24 months on redesigning the professional dispositions. Previously our dispositions were tied to the professional skills interview but when everything shut down in 2020 due to Covid-19, we re-evaluated the interviews. There had already been many conversations about the way we collected that data on our candidates and how the data was not showing us any correlation between what we saw in the professional skills interview and in the field. We noticed students would score high on the professional skills interview, but the skills did not reflect what we would want and expect from a novice educator when they were out in the field or vice versa. We noticed the professional skills interview was skewed towards extroverts and candidates that performed well in team activity and if you weren't one of those candidates then you may not score well on the interview.
- Buzard: I took the lead on writing and designing a new handbook that has been reviewed by our Ed Prep Program committees and has been officially adopted. This semester the committee is working through the disposition process for referring candidates. They will be coming up with language that describes what happens when we have a candidate that is not meeting the standards or

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requirements when moving through the different stages of the program. Expectations are different throughout the three stages of our program; however, they are expected to grow throughout the process.

- Buzard: We are putting a system in place for reporting issues or concerns with candidates that includes documentation and presenting issues before a committee of faculty members who represent the program the candidate is in. This committee will discuss how to best support the candidate moving forward and create action plans if necessary. The committees will use this as an opportunity to coach candidates through whatever troubles they are having and resolve it before they get to their final student teaching experience. This process will allow for more participation across programs in supporting candidates.
- A teacher: I think this is a good process. I always encourage teacher candidates to put themselves out there and be as engaging as possible in the schools. The more you do this the more comfortable you will be, and it will become natural. Professors should work on this with students as well so that this can be addressed before students are in the field.
- Buzard: I added the link to the handbook in the chat for everyone to view if they would like to look it over. The handbook is based on the idea that CMU teacher candidates are leaders and within their leadership there are five different skills we expect them to have. When re-writing the handbook, I thought about what skill sets CMU candidates can adapt that will set them apart from other institutions and how do we find and measure those skills.

### **B. Education Preparation Program Updates**

- Dr. Davidson: We are still in the process of redoing our secondary program and the secondary taskforce continues to meet. The goal is that secondary will start in fall 2023 but we have a lot of work to do to get everything finalized.
- Dr. Davidson: The elementary program has been approved by MDE and the students starting this fall have already started those courses. We will be starting to come out with the new grade bands within the next 4 years and right now we are working to get secondary to the same place.

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- A teacher: A breakdown of curriculum and instruction for elementary should be taught to candidates in K-12 programs so they can be experienced in instruction at both levels before they enter student teaching.
- A teacher: I agree with that. Due to covid there are teacher shortages in my area and teacher candidates are filling in for teachers and have the same struggles with teaching curriculum for elementary students (if they're from K-12 programs). Candidates should be prepared to teach at every level because districts can move teachers at any time.
- Dr. Davidson: I will certainly share this feedback. Both of our elementary programs and secondary programs are being designed in a way that candidates will get multiple grade bands and multiple content areas which will be helpful for staffing, but it would not necessarily cover all of K12.

### **5. Partner Share Out**

- A Teacher: Other school members questioned seminar being on Fridays for special education candidates.
- Dr. Davidson: This is similar feedback that we have received in the past which is why Gen Ed changed their seminar days. We will bring this up to our Special Education department.
- A teacher: I am happy that we are back face-to-face and have noticed the struggle of teacher candidates who are transitioning from a fully online experience to a face-to-face experience due to Covid-19. With this being their first in-person field experience and missing out last year, there has been a noticeable impact on teacher candidates' preparedness. It took away from the teacher candidates' experience of working with various groups of students.
- Dr. Davidson: Do you all have any feedback on what we can do at CMU to better prepare our teacher candidates for the world of education?
- A teacher: We should focus more on how our students are doing academically so that they are better prepared to teach curriculum out in the field, which can be a struggle for candidates if they don't understand the curriculum themselves.

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- A teacher: Having these experiences with Student Teachers helped me grow as a host teacher and made me a better mentor for candidates in the future.
- Dr. Davidson: This is important information and will be shared with faculty members and other EPP members to figure out where the disconnect is between coursework and clinical. This is something we must identify much sooner before candidates make it into the field.

### **6. Other Issues/Questions on the Horizon**

- Dr. Davidson: I will open the floor for anyone who wants to share any additional comments, concerns or ask any questions.
- No additional comments/concerns were added.

### **7. Next Meeting**

- Dr. Davidson: Our next meeting will November 16<sup>th</sup>. Details on the next meeting will be sent out in advance by the CCE staff.
- Dr. Davidson: Thank you everyone for making it to this meeting.

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## Clinical Partnerships and Practices Advisory Board – Administrators

Tuesday, October 26, 2021

4:00-5:30

<https://cmich.webex.com/meet/david1jf>

## Minutes

### 1. Introductions (via Chat box)

### 2. Center for Clinical Experiences

#### A. Staff Updates

- Dr. Davidson: MarKeta Jackson joined the Center for Clinical Experiences (CCE) in July as the Executive Office Specialist. MarKeta is the chief liaison for host teachers, University Coordinators, and CCE
- Dr. Davidson: Christy Siler joined CCE in October as Senior office Specialist. Christy handles legal work, Blood Borne Pathogens, Assists with Pre- student Teaching and Early Field experiences

#### B. Clinical Updates

- Buzard: Recently early field experiences expanded an existing partnership with an after-school program called PEAK. The program is run by Mt. Pleasant Parks & Recreation Department in partnership with the Mount Pleasant Public Schools. Historically students in ART 345 participated but that has expanded to Music, Health, and PE. The program is designed to make early field experiences in after school programs both educational and fun. I will be doing site visits to Peak very soon to check in on how things are going with the candidates.
- Dr. Davidson: I have a few updates on Pre-Student Teaching (PST). Currently we have about 200 pre-student teaching candidates out in the field for fall semester. Mindy Keck worked extremely hard to make sure all our PST candidates had face-to-face experiences this semester since they were 100% virtual last semester due to COVID. We have noticed a lack of preparedness from our candidates this semester compared to previous cohorts since being virtual. We believe that face-to-face experiences are what is best for our candidates. Mindy Keck has gone above and beyond to

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facilitate partnerships and communicate with many host teachers, principals, and superintendents to make sure our candidates were all placed in face-to-face experiences. Placing candidates this fall did take a little longer than usual and was a bit more challenging as we are still dealing with a pandemic. We are excited and looking forward to getting back to normal with face-to-face field experiences across the board.

- Dr. Davidson: With Student Teaching, we currently have about 160 teacher candidates in the field this fall. This number is a bit lower than usual due to some students taking this semester off due to the pandemic. Our numbers for spring are much higher than usual. We are expecting to have about 185 teacher candidates in the field for Spring semester. This is due to a cohort of students from the Traverse City center and other students who took off last semester returning to student teach. We are doing everything we can to make sure our candidates are as ready and prepared for certification as they can be.

### **3. COVID-19 Safety Procedures**

- Dr. Davidson: CMU policy states that on-campus students are to either submit a vaccination card to our CMU Health portal or submit a weekly covid test to the CMU Health portal. This is the process that our early field and pre-student teaching candidates are instructed to follow. There are no exceptions to these mandates and CMU has been issuing fines to student who do not follow the procedures. Since student teachers are considered off-campus students, they are instructed to follow the health policy and reporting procedures of the district they are placed in.
- Dr. Davidson: I will open the floor for questions/comments
- An administrator: It is exciting to hear that our student teaching numbers are increasing as there has been and will continue to be an increase in the number of teachers retiring. I do fear that we will not be able to keep up with the demand because the number of educators retiring is going to be so high after this year. Districts are going to be very short staffed especially in the northern Michigan Area and the Upper Peninsula.

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- Dr. Davidson: Yes, this is true, and we are aware that we cannot keep up with the demand. We are experiencing an increase in the number of districts reaching out asking for teacher candidates to fill vacancies during their student teaching internship. We have been pushing against these requests because we do not believe this is in the best interest of the candidates when thinking long term, especially with the current cohort of candidates who have not received as many face-to-face experiences as those before them. As a program, we truly believe these candidates need their mentors and their full student teaching experience. There may be some candidates who would be prepared to fill vacancies but, in most cases, this is not something that is ideal for our candidates. We do still have our early release policy which comes into effect after 12 weeks. We have considered other avenues for candidates who are prepared to be released earlier than 12 weeks and will continue to brainstorm ideas for helping PK-12 partners.

#### **4. Educator Preparation Program & MDE Update**

##### **A.EPP/Secondary Program**

- Dr. Klemm: The science teacher prep standards have just been released for public comment. Links were shared in the comments. Based on the new design, any candidate that is secondary science will have to do integrated science and then can add on other specialty areas.
- Dr. Klemm: The EPP is working on the secondary certification redesigns. Currently, only the math and ELA standards have been approved so we are not able to fully design the program for science and social studies. We received a lot of feedback from stakeholders in the field on the best way to organize the secondary options leading to certification. Most respondents preferred candidates graduate with two content areas. We are doing our best to design it that way, however, it may not be possible for all content and grade combinations. We have not made it to curriculum yet. We are still on the discussion of structure.
- Dr. Klemm: Can any of you think of anything that we should consider when looking at the secondary program?
- There were no comments.

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- Dr. Klemm: Elementary candidates are moving into the new grade bands now. The next couple years the candidates will still be on the old certification system, but after that you will start seeing the new certification grade bands graduating. The birth to K grade band will have candidates graduating in that certification area a lot sooner than we thought. However, the MTTC is not ready for them yet so Dr. Klemm will be working with MDE to figure out how these candidates can get certified without waiting two years for the test.

### **B. Professional Dispositions Process**

- Buzard: I took the lead on writing and designing a new handbook that has been reviewed by our Ed Prep Program committees and has been officially adopted. We noticed students would score high on the professional skills interview, but the skills did not reflect what we would want and expect from a novice educator when they were out in the field or vice versa. We noticed the professional skills interview was skewed towards extroverts and candidates that performed well in team activity and if you weren't one of those candidates then you may not score well on the interview. Our New Dispositions focus on the role of teachers as leaders and the behaviors they should exhibit.
- Dr. Klemm: We are developing a system so dispositions will be addressed earlier in the program (prior to them being out in the field during student teaching).

### **5. Partner Share Out**

- An administrator: We have had a lot of emergency certifications issued to fill vacancies due to a lack of applicants. While I understand CMU's rationale for not permitting students to fill vacancies during student teaching, I believe the CMU students will be more prepared than those who have received emergency certifications
- Dr. Davidson: We are receiving requests for long term subs starting in January and we do share those offers with our candidates, however, candidates can get full time jobs after graduation. Internally we need to have a different structure or different mentorship setup if we are going to allow candidates to be long term subs during their student teaching. We would also need to rethink

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what we will be expecting of them during our student teaching seminar because this can become too much for candidates. We will have to completely redesign the student teaching experience if we go down this path. This would take much thought and time before moving forward, but it could be a possibility. We also must think about what makes students prepared in order to take on long term subbing while student teaching. Dr. Davidson stated she personally felt candidates should have to pass the MTTC beforehand to be sure they are prepared to run a classroom on their own.

- An administrator: We should start thinking of ways to make it easier to get a degree.
- Dr. Davidson: Dr. Klemm could speak to this statement as we are exploring alternative routes both for special education and general education candidates.
- An Administrator: Does CMU offer a graduate teacher certificate program?
- Dr. Klemm: We do not have a graduate certification program yet, but we are working on developing one. We do have an M.A. Special Ed endorsement where you can do your initial or additional endorsement at CMU. We also have a waiver from MDE to offer an online program for candidates with a bachelor's degree to become certified in Special Education.

### **6. Other Issues/Questions on the Horizon**

- An administrator: Shortages in staff is a daily struggle. Other than that, we would be open to receive more offers for hosting teacher candidates. We do know that it has been harder to get teachers to take on student teachers because of the struggles they are facing as teachers. Teacher aids are more ideal since they can take off some of the workload whereas teacher candidates will add to their workload, but we are still working on getting teachers to be more open to accepting teacher candidates.
- Dr. Davidson: Your request will be shared with coordinators for student teachers in that area of Michigan. For Pre-student teachers (teacher aids as referenced above) we place candidates within a 60-mile radius of Mt. Pleasant, but most candidates prefer to be very close to campus because they are on-campus

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students with other classes and commitments. If other satellite centers develop, the need for mentors for earlier experiences across the state could change.

- An administrator: We should discuss with our candidates the question “How will you address the learning loss gap due to the pandemic?”
- Dr. Davidson: I will make note of this questions and share it with seminar faculty because this is a great question.
- An administrator: The learning loss is obvious and the social and emotional wellbeing of our children has not been the same due to the climate of education being very low. A lot of teachers are overwhelmed.
- Keck: I have been noticing candidates are experiencing burnout at a higher rate than previous cohorts. We need to think about ways to shift the climate in the profession on a more global scale. I have been receiving a lot of questions regarding self-care and work life balance with the pre-student teaching and student teaching cohorts this fall than ever before. Candidates are very overwhelmed and so are veteran teachers. I constantly reassure candidates that this will not last and is not the norm and we will overcome this.

### **7. Next Meeting**

- Dr. Davidson: The next meeting will be November 30<sup>th</sup>. Please reach out if you have any questions or concerns. Thank you all for joining.

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Tuesday, November 30, 2021

4:00-5:30

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### Minutes

#### 1. Introductions (via Chat box)

#### 2. Center for Clinical Experiences

##### A. Clinical Updates

- Buzard: For early field experience updates, we expanded an existing partnership with an after-school program called PEAK. The program is run by Mt. Pleasant Parks & Recreation Department in partnership with the Mount Pleasant Public Schools. Historically students in ART 345 participated but that has expanded to Music, Health, and PE. The program is designed to make early field experiences in after school programs both educational and fun. We are trying to sort through some policies and procedures with our PEAK program. Currently there are about 270 candidates in the early field experiences.
- Keck: In Pre-Student Teaching we are currently wrapping up the fall 2021 semester. Right now we have about 190 pre-student teaching candidates out in the field for this fall semester. Host teacher requests have gone out via email seeking host teachers for the spring semester. Pre-Student Teaching applications were due today, at 4:30pm. We'll be asking pre-student teacher candidates where they'd like to be placed within our partnership schools within a sixty-mile radius of CMU. The only areas that we have candidates for the spring are music, art, history, science and elementary. Kind of a limited semester as far as where we're looking for placements, but there are a lot of candidates to be placed. Keck advised that we're wrapping up one semester and looking ahead to the next.
- An administrator: Can you provide some clarification on what science and history content CMU was looking for?

Keck: I have not looked at the specific subjects yet or the candidate's majors but some candidates take history when they may be a political science major.

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- An administrator: What type of music is being offered.? Is it general, instrumental, or vocal?
- Keck: I believe it's general, but I will check on that. There are thirty music and thirty-one history next semester.
- An administrator: How many science candidates are there for the spring.
- Keck: There are four science candidates. Music and history are huge. For elementary art and secondary art, we have around nine candidates.
- Dr. Klemm: Are we getting to the end of art?
- Keck: Yes, we are at the end of art. This semester will be the last semester it's offered.
- Dr. Davidson: For Student Teaching, in general education we have 152 candidates and in special education we have 31 candidates. Our candidate numbers were higher for spring of 2022. Part of the reason is we have a cohort of 16 candidates in Traverse City, which contributes to the increase in spring numbers. Candidates who are early released were included in the illustration provided. Based on the data from spring of 2021 to spring of 2022 our numbers are pretty much the same if you take out the Traverse City cohort numbers. In spring of 2018, CMU started allowing students to transition to fill a vacancy if they successfully completed 12 weeks of student teaching and they were hired by a district to do that work. Numbers have been consistent in the early release category.
- Dr. Davidson: Does anyone have any comments/questions?
- No questions/comments currently.

### **3. COVID-19 Safety Procedures for Spring 2022**

- Dr. Davidson: The early field and pre-student teachers are required to abide by the vaccinate or weekly test mandate that is established on campus for staff and students. Student teachers who have no on campus responsibilities are required to follow their district's policies. Last week we had our first student

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teaching academy meeting, which is the launching meeting for student teachers. There will be another on Friday of this week. Candidates have been advised that they need to reach out to their central office for their COVID-19 protocols and they need to follow them. I was informed today by our department chair for Human Development and Family Studies that oversees the early childhood program that Head Start is now mandating all staff and volunteers to be vaccinated by January 31st. Any space with Head Start funds being utilized will need to have staff and volunteers fully vaccinated. This will be something we'll be working through regarding placement for candidates. The CMU Learning Lab falls within the Head Start umbrella, therefore anyone working/volunteering in there will need to be vaccinated as well. I will be working with the systems in place to make sure all are compliant.

#### **4. Partner Share Out**

##### **A. Concerns about reducing program offerings**

- An administrator: So, CMU is getting rid of the art program?
- Dr. Davidson: Our art program is going on hiatus.
- An administrator: I am a little bit concerned about this.
- Dr. Davidson: Art, along with world languages, are programs that fall outside of the College of Education and Human Services. Other Deans and leaders are at play with these decisions and program sizes were small when the decision was made.
- Dr. Klemm: Additionally, the faculty who had the education background at the university left or retired in both previously mentioned situations.
- An administrator: What are candidates are going to do who are in those programs?
- Dr. Klemm: We will allow them to finish here. Adjunct professors have been hired to finish them up. When faculty left, the program lost its leadership. Programs unfortunately do not survive when new leadership isn't hired to fill that void.

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- An administrator: We lost our Spanish teacher and haven't been able to fill it. We might not be able to offer Spanish anymore.
- An administrator: I'm concerned about our inability to fill two open positions in special education for the past several years. An art posting was posted last year as well and struggling to fill. Schools are required to fulfill graduation requirements for diploma by the State of Michigan, yet the educational quality that our students are getting through online and substitute teachers is impacting their overall education, our assessment scores, our rankings, our grading, and our culture...etc. This is a big issue across the state.
- Dr. Klemm: This needs to be addressed in our DARTEP meeting on Friday. Money has been cut, programs have been cut, enrollment is down so we're being told we cannot keep running these programs, but districts are reporting they need Spanish and art teachers.

### **B. Concerns regarding the teaching shortage**

- An administrator: We had an art teacher that retired last year come back to teach two hours at the high school due to the critical shortage and the state advised them that if she came back to teach she'd lose her pension because they pulled the waiver.
- An administrator: We have a retired choir teacher that retired nine years ago that they enticed to come back and that's the only reason they have a choir teacher now.

### **C. Admission Numbers**

- Dr. Davidson: Dr. Klemm will you share admission numbers?
- Dr. Klemm shared a graph charting teacher candidate admission cycle from 2019 to present. The graph captured trends from three cycles of admission every year: fall, spring, and summer.
- Dr. Klemm: The fall numbers looked good from the new elementary numbers gained. Part of that is the Birth to K major that was added. Overall, we're still holding about 900 active candidates that are active and in the program.

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- An administrator: Are the 900 candidates are just basic start off?
- Dr. Klemm: They are admitted into the teacher ed program. They're usually sophomores or juniors and pretty far into the program.
- An administrator: We have concerns for the lack of applicants and the number of teachers retiring. The state of Michigan will not be prepared for the decrease in teachers in the next five years.
- Dr. Davidson: Many districts have been asking if students can fill long-term subbing openings and have this experience fill their student teaching requirements after the MDE announcement in Fall 2020 which reinforced this was permissible. Our current preference is for students to complete a traditional student teaching internship to gain full benefits of the mentorship experience, however, CMU does have an early release policy which is possible after 12 weeks.
- Dr. Davidson: In the fall of 2020, CMU had four students fill long term subbing roles. CMU had a panel of leaders review their materials and made the decision to allow them to do so. Out of the four students, two of them ended up taking incompletes and withdrawing from the semester because it was too much. The lack of support from a mentor, coming from a pandemic, lack of pre-student teaching experience, etc. made it tough. The other two candidates did just fine. In spring of 2021, a decision was made to pull back and not allow long-term subbing roles to occur until after the 12th week (early release).
- Dr. Davidson: In Fall 2021, we received many more requests for long-term subs, so we started rethinking the idea. The panel of leaders reconvened and determined certain candidates would be allowed to apply for subbing roles after 8 weeks with their mentor in a traditional student teaching placement. In these certain situations, after 8 weeks they could move to a long-term subbing job if it was their final term and they had previously passed their MTTC test(s). This term we had two students that were approved to take a subbing position under those criteria.
- Dr. Davidson: CMU is working with special education majors who have completed the 16 weeks in the field with a mentor to allow them in the second

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semester to sub in a classroom with specific guidelines in place to secure mentorship. Davidson expressed CMUs concern for protecting candidates from burn out or placing a candidate in a classroom that isn't ready for the kids' sake.

- An administrator: We brought back a retired teacher to mentor a student teacher in the classroom to fill a long-term subbing position. Our goal is to hire the student teacher in the end if all goes well.
- An administrator: It is important that teacher candidates are getting in the classroom and getting live experience.
- An Administrator: I like the idea of having principals and retired teachers sit in the room and mentor the student teachers as they long-term sub to provide mentorship.
- Dr. Davidson: A local church developed a program called "Sub In." They're offering to pay costs for community members who are willing to sign up as subs. They are open to working with teacher candidates as well.
- An administrator: We have lost teachers to districts that have deeper pockets in the middle of the school year. I wish there was something in place where teachers couldn't leave in the middle of the school year. The amount of turnover is unprecedented due to teachers going to other school districts that are offering more money.
- An administrator: Teachers are leaving for different reasons, and the turnover/shortage is taking a toll on districts. Some reasons being; distress of how many teachers leave the profession, teachers jumping ships in the middle of the school year, and they are leaving when spouses take a higher paying job, and they relocate.
- An Administrator: There are higher numbers of teachers transitioning between districts since loyalty isn't the same as it used to be in the profession, the different leadership types; for example, if the respect isn't there people will leave.

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- Dr. Davidson: We need to start thinking long-term about how we can get back to retaining teachers to help the profession. As well as alleviate burnout due to the increased responsibilities added to teachers' plates.
- Dr. Davidson: This feedback will remain anonymous but is very valuable to us internally to help prepare our candidates for what it really is like leading a classroom in the future.

### **5. Educator Preparation Program**

- Dr. Davidson: Dr. Klemm, will share with the advisory board about DARTEP, which she is chairing this year.
- Dr. Klemm: DARTEP is a place where MDE pulls together all the teacher prep laws/policies/procedures. The next meeting has a panel of K-12 teachers, principals, superintendents that will come together to talk and troubleshoot with MDE.
- Dr. Klemm: Is there anything that you all would like me to share in the meeting?
- An administrator: They need to get teachers in the door to give them hands-on support and experience. Methods and criteria need to be streamlined more to get teachers in the door.
- An administrator: We also need to do something to make the profession enticing again. Our government needs to step in to keep programs alive. We need experienced teachers to come back from retirement and help us through. Retired teachers need to be able to work and collect their pension still.
- An administrator: How many professions have paid internships? Teachers need to put in so many hours in student teaching that are unpaid and keep them from working a job that pays. There needs to be a balance in the costs of educating student teachers and placing them in their placements to the struggle's student teachers face not being able to afford their schooling and expenses trying to student teach.

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- An administrator: I believe to potentially entice and maintain these hard to fill teaching positions our district is going to do a non-precedent letter of agreement stating that once they're certified as a teacher in the teaching contract, they'll start out with those years of experience credited to them. The letter will also state that they will provide the district so much time and the district will provide so much tuition money. If they stay for the established contracted timeframe, then they don't have to pay the district back.
- An administrator: We need to gain the respect back for the profession. We need to find ways to entice students to go into the teaching profession. We also need to look at reframing education, so the teaching profession attracts students.

### **6. Other Issues/Questions on the Horizon**

- Dr. Davidson: Does anyone have anything more they'd like to share with the group?
- Nothing more was contributed.

### **7. Next Meeting**

Dr. Davidson: Our next meeting will be next semester in 2022. I will email everyone to let them know what the dates are next semester. Thank you all for joining us today!

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# CENTER FOR CLINICAL EXPERIENCES

CENTRAL MICHIGAN UNIVERSITY

## Clinical Partnerships and Practices Advisory Board

Tuesday, January 18, 2022

4:00-5:30

<https://cmich.webex.com/meet/david1jf>

### Minutes

#### 1. Introductions (via Chat box)

#### 2. Center for Clinical Experiences

##### A. Early Field

- Dr. Davidson: Numbers are steady for our early field experiences from Fall to Spring. Amanda Buzzard is working with over 100 students across the program. Linda Weiss who recently joined the CCE team will be working with early field experiences as well.

##### B. Pre-Student Teaching

- Keck: We have 58 students in the field for secondary and 45 students in the field for elementary this Spring. The number of students in the field for pre student teaching are a little lower than usual but Spring numbers are almost always lower than Fall numbers so this is to be expected. Keck is currently searching for more placements for art music and history majors.

##### C. Student Teaching

- Davidson: We currently have 187 student teachers in the field for Spring. This number is higher than usual due to our Traverse City cohort. We have 15 students graduating this semester w/ the Traverse City cohort. We have quite a few teacher candidates and cooperating teachers that have tested positive for COVID-19. We are working with our partners and teacher candidates to ensure we are keeping everyone safe while out in the field. We are preparing for the application process for Fall 2022. Application will open at the end of January, and we are accepting teacher candidate requests from districts so if anyone is interested in hosting a teacher candidate, they should reach out to our office directly to fill out a request form.

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### **D. Staff Changes**

- Davidson: Christy Siler our Senior Office Specialist has resigned. She submitted her resignation in December but stayed for the first two weeks of January to assist with training and the transition to Anna Flanders. Anna Flanders was a student worker who will be filling in as a temp for our Senior office Specialist position. Anna has been a student worker for over 3 years and is very familiar with the program and our department. We also hired Linda Weiss who is our new coordinator for Early Childhood field experiences. Linda will be working with B-K and B-3 teacher candidates. We have students locally and statewide joining this program which will have both an online and on campus option. We are excited to have Anna and Linda join us.
- Weiss: Hello everyone, just some background information on me, I was an elementary and middle school principal for a total of 4 years. My background is early childhood, I taught kindergarten then went to elementary and middle school administration. I then decided to go to law school and I have been practicing juvenile law. I was part of a prosecuting attorney's office and private practice for a while. I am now working on my dissertation in educational leadership and am very excited to be back in the early childhood field.

### **3. Mutually beneficial partnerships**

- Dr. Davidson: I would like to explore suggestions for mutually beneficial partnerships within the local area (60-mile radius) or beyond.
- An administrator: What do the partnerships consist of today?
- Dr. Davidson: Currently our partners statewide are mostly hosting student teaching placements, where they host our teacher candidates in their classrooms. In return we offer tuition reimbursement and SCECHs. We are curious about what other ideas or wants our partners have for other partnerships or supports.
- An administrator: Maybe CMU can provide stipends to the host teachers, offer more flexibility regarding teacher candidates subbing in schools and increasing off-campus (satellite) programs.

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- Dr. Davidson: I wonder if we could work towards having subbing become available to pre-student teachers and if that would be of interest to teacher candidates and partners.
- An administrator: The Center for Clinical Experiences' (CCE) substitute teaching policy is great, maybe we can consider taking some things off the plates of host teachers. Could we give less work to the host teachers? Some districts provide payments for anything additional para pros may have to do that was not initially agreed upon. CCE could also consider increasing the limit on the number of days a teacher candidate can substitute teach outside of their hist classroom.
- An administrator: CMU swag could be given to the host teachers ad their students such as shirts. Teacher candidate could bring in tickets to a CMU athletics game or bring in guest speakers from CMU's campus. Maybe an athlete can come in and speak or a scientist and speak to the students in the classroom. This could be mutually beneficial to CMU as far as recruiting and networking. This can also provide students in the host classrooms an opportunity to learn more about different careers.
- An administrator: We would like to continue to host CMU teacher candidates in our schools. Currently not enough teachers in the profession which is affecting the future of teaching. There is a teacher shortage that needs to be fixed and we will continue to welcome teacher candidates.

#### **4. Other Issues/Questions on the Horizon**

- Dr. Davidson: Thank you all for your suggestions and ideas. I think they are all great things to think about. We plan to share these ideas with other stakeholders and implement some of these suggestions.
- There were no questions or any other additional comments. Dr. Davidson thanked everyone for coming and closed out the meeting at 4:40pm.

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CENTRAL MICHIGAN UNIVERSITY

## Clinical Partnerships and Practices Advisory Board

Tuesday, March 8, 2022

4:00-5:30

<https://cmich.webex.com/meet/david1jf>

### Minutes

#### 1. Introductions (via Chat box)

#### 2. Center for Clinical Experiences

##### A. Fall numbers for Student Teaching

- Dr. Davidson: Our Fall 2022 teacher candidate numbers are quite low. We have just under 100 Gen Ed candidates and about 10 SPE candidates and 10 candidates in the early childhood special education settings. We have about 120 students in the field in total. We are starting to see some division between what would be elementary and what would be early childhood special education. Elementary consists of those who are majoring in Pk-3, 3-6 or both grade bands PK-6. They will go through the traditional/current student teaching. Candidates who are in the B-K or B-3 grade band take the early childhood, special education student teaching, which is a new class that has started this term which is called SPE 557. Secondary candidates have not had any changes and are still in the current model, but those candidates are still part of the gen ed student teaching.
- Dr. Davidson: We launched a pilot for the summer between Gratiot Isabella ISD and Genesee ISD offering SPE candidates, specifically cognitive impairment majors, an opportunity to do their special ed student teaching in a center-based program. They are currently doing Gen Ed now and will start their special ed student teaching in May and will finish/ graduate in August. We moved to this because we believe it will be beneficial for our partners who are in need of educators. It is also a new opportunity for candidates. We do believe our numbers for spring will be back up. Our admission and course registration numbers remain strong. We do believe this will be a short term, low for numbers in student teaching.

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### **B. Teacher Candidate Conference**

- Keck: We held the conference Feb 16<sup>th</sup> and 17<sup>th</sup> virtually. Each semester we take candidates feedback to fine tune the program. This semester we had an overwhelming amount of positive feedback. We believe the candidates are getting used to most things being virtual. The candidates had synchronous and then asynchronous time. They had time to talk with peers about how things are going, they had asynchronous choice sessions to do on their own, they also spoke with a recent CMU grad who teaches SPE. We then had a panel discussion where the teacher candidates submitted two questions to ask the regional teachers of the year. We did also have time with the Michigan teacher of the year. The candidates loved having time to talk with their peers and there was good feedback on that. They had breakout sessions to catch up with one another and share thoughts and ideas.
- Dr. Davidson: We hope to return to face to face for the TCC this fall.
- An administrator: Other than core and elementary what certifications does CMU currently have?
- Dr. Davidson: We have core areas in secondary, elementary, special education, early childhood special education, some candidates are finishing up visual arts and then that program is going on hiatus so we will not be taking any new students in that, Bachelor of Music Education which has some coral, general music, and instrumental or band, health and physical education which are combined and the ESL minor.

### **3. New Graduate Mentorship Opportunity**

- Dirkin: Over the summer I worked on some training materials that really focus on how to provide supportive feedback using the LARA Method. So, we focused on questions like, how do we listen, respond and problem solve. Gathered a group of people to rethink about how we can build into the lives of our candidates as they are. Originally the short-term purpose was to establish mentoring that compliments district provided initiatives with just in time supports. Once we get the project going, we can see that there might be some benefits to expanding it to both our teacher candidates and partner schools so that we

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can target a more diverse population, build the teaching profession, and create a more positive, collaborative, and supportive network around it.

- Dirkin: We are thinking to do something that is SCECH based, focusing on what we are now calling professional pods. This would be a group of 5-6 individuals with a more experienced lead facilitator. After talking to candidates, we found that they really enjoyed being able to connect with their peers and having an experienced peer that isn't so far ahead in the profession (more recent graduates of the program). We also wanted to know how interested in the pods the candidates are and what topics they might be interested in. The pods will operate like a PLC that comes to them like TEAMS or Facebook so when they have a question they can reach out and ask like any other informal connections.
- Dirkin: We sent a survey out to our recent grads because we wanted to know if they would sign up for something like this. We are intentionally building this program so that we are not putting more on their plates but are complimenting the more formal ways of mentoring that they are experiencing with their school districts. We had 10 responses and 60% said that they would be interested in this and 40% said maybe. We also asked what areas of practice that they would like to focus in on. Some of the biggest responses were classroom management and talking with parents. They also mentioned time and being able to talk to others that are having the same experience as them and having an experienced mentor to help facilitate and move the discussion toward solutions would be great.
- Dirkin: Some of the advice we took into consideration was when we had questions of how we will know when someone is an expert. So, we now have an application process to learn what their experience when considering who will serve as lead facilitators.
- Dirkin: We are planning to announce this project to seminar at the end of the Spring 22 semester. The plan is that it is no cost to the candidates and if the application materials get through, it will allow for a SCECH based experience.
- Dr. Davidson: What are everyone's thoughts on this project?

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- A teacher: I think this is a great idea, having someone outside of your mentor to talk to because you can only ask your mentor teacher so many questions without feeling like you are asking too many things.
- A teacher: I also think this is a great idea, sometimes your mentor teacher might not be as sensitive to the candidate's situation since they are in the classroom with them. Classroom management is a huge issue for new teachers right now because last year when they went through student teaching students had masks on, social distancing, and sometimes virtual so there was no classroom management and now it is totally different this year.
- An administrator: I think this is a great idea and I feel that mentor teachers love opportunities where they can earn SCECHs
- Dirkin: Are there any other platforms that you suggest for the new project?
- A teacher: Google classroom
- Dr. Davidson: A issue we ran into with Google Classroom was because it was CMU affiliated account nobody could access it from their districts due to restrictions. We ran into a lot of barriers when trying to use this platform
- A teacher: We put everything into google documents and changed the permissions so that you can share with anyone who has the link.
- An administrator: Google Meets has been by far our best option, would not do any social media at all. Google Meets is capped to less than 100 people at a time which is the only downside. I would not recommend using social media at all and would stay away from all social media platforms.
- Dirkin: Google Meets might be a great platform to use to meet up. I also agree that social media may not be the best option and some student stated that they are uncomfortable in that setting. The idea is to pilot this program in Fall so that we can build a really strong foundation we want to start small and get it right so that we can get this program started.

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#### 4. Developing Grit/Resilience in Teacher Candidates

- A teacher: In the past 3 1/2 years we have hired 5 different teachers and 3 of them left, they only stayed for a couple months. New teachers are getting a lot of support. They are being coached daily per their requests from teachers and administrators. Some have been getting support before and after school. We notice that teachers do not have grit. They are leaving after a short period of time, leaving in the middle of the school year. We have gone so far as helping some teachers get counseling as well and none of it is working to keep educators around. We want to start finding the right people that will stay. Teachers are not just leaving to go to other schools but are leaving to go to other professions. What can we do to help candidates have more success?
- Buzard: How recent are these teachers? Are they recent graduate pandemic teachers? Or has this been building over the years.
- A teacher: It has been both new and veteran teachers that are bailing on the profession.
- A teacher: I am wondering are you talking to the teachers as they leave? What are they saying to be the reason they are leaving?
- A teacher: They are saying that education is not what they expected, they don't want to deal with managing behavior in students and the parents. They wanted to come in and build relationships with kids and teach. I think the pandemic has made some behaviors more prominent, but I don't think we can blame everything on the pandemic. The new teachers have not taught before the pandemic, so they don't have anything to compare this to.
- Buzard: I think getting candidates in the classrooms earlier and more often is going to be critical. I also think giving them very specific things to look for that show them the realities of teaching is critical as well. Maybe candidates need more experience across classrooms so they can see a variety of different students, classrooms, and behaviors. I would like for students to have an eye-opening experience of teaching prior to student teaching so that they can make an informed decision.

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- A teacher: Allowing candidates to visit different classrooms to observe prior to student teaching would be a great idea. It would be great if candidates could observe their mentors and then model the exact same lessons in their classroom.
- A teacher: I like the idea of giving them specific things to look for. Professionals make it look easy and we don't know how to make it look hard except for on the hard days. So, candidates think that it is easy, and they can do it to because their mentors are professionals. If candidates do not know what they are looking for when watching their mentors, then you can't see it.
- A teacher: You can't truly prepare candidates during student teaching because you are never truly in charge. The candidates always have their mentors there to protect them. I don't believe it's the kids that is making the educators leave I believe it's everything other than the kids that is burning people out. I don't have an answer to the problem, but we must prepare candidates for all things that come with teaching.
- Dr. Davidson: I hear from my University Coordinators that they are having some troubles with candidates who are having some struggles with teaching. They didn't have as many early experiences so once they get to student teaching, they are shocked at the full scope of what it means to be a teacher. Candidates see their mentors walking around the classroom and think they can do that without understanding what "that" is and what their mentors are looking for and how they are managing the classrooms because their mentors make it look easy.
- Dirkin: I agree that teaching is complicated and understand candidates are afraid. Environments are more hostile now. During their earlier experiences they were only testing the waters of responsibility and we must figure out ways to help candidates develop that grit. They need to see their mentors work through problems. They also need to see how to address issues when problems come up. They need to know why and how to address different situations.
- University Coordinator: I like the idea of getting candidates more experience before student teaching, I wonder if there is a way that we can bring in new student teachers early in the area or who are fresh and have just finished the experience that can inform current candidates on things that they wish they

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would have known or learned while they were student teaching. Can we bring in presentations or video clips of educators who are new in the field to help our current candidates?

- Dr. Davidson: we must teach candidates what things are and are not appropriate. Kids need a quality teacher in the classroom. There are times where you will just have to do the job which will hold true in any profession.
- A teacher: Teacher Candidates don't want to put in the time that it takes to be a good teacher. Candidates don't seem to understand that they should be coming in an hour before and staying late to keep up with their work. If the candidates don't want to spend the time planning, then they will suffer as teachers.

### **5. Professional Communications in PK-12 Schools & Admissions Ceremony**

- Buzard: How do we best support 2022 professional communications? How are schools communicating with students and parents?
- A teacher: With influx of covid, we decided to limit the number of platforms we use. We use google classroom and email. Parents are not allowed on google classroom. We communicate with parents via email and phone call. I use google meets to communicate with parents and kids. Everything is recorded.
- A teacher: We don't have any set platforms. I text all parents/guardians. Have a Facebook group that she posts daily in. We also use google classroom. I still use Zoom as well.
- Buzard: I Love the idea of picking a platform and sticking to it. At CMU we use email, and we need them to understand that and constantly hear that is what we use during their entire experience at CMU.
- A teacher: One of the reasons we stuck with 1 platform was because we found that parents were struggling to keep up with technology. We decided to pick 1 platform and stick with it, and we saw that it eliminated the stress and confusion parents had.

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- Buzard: I Like the idea of picking one platform and sticking with it across all parts of the program. In the future we are going to incorporate assignments that help students with professional communications.
- Buzard: Additionally, we are having a ceremony for new admits. 154 people will be attending, including guests of the candidates, we will be reading off their names and the program that they are going to. It is an opportunity for us to celebrate their success and get them excited again about going to the profession. Heath Nestle will be the keynote!

### **6. Secondary Taskforce Update**

#### **A. Curriculum Changes**

- Dr. Davidson: We have committed to 126 credits which would be a 4-year program that would allow candidates to either graduate with a 5-12 major or two 5-9 minors. They could pick 1 content area that would be 5-12 or they could pick two content areas that would be 5-9. Those content areas are the core areas; English language arts, integrated science, social studies, and math. We are trying to get to a point where they would do two 7-12 minors and that's where we are running into roadblocks because there is more content. We have heard from partners; Partners want candidates to have two contents.

#### **B. PST Changes**

- Keck: I have been pushing for more hours, more time in classroom and getting candidates out there to see what teaching is. Our drafted plan is to increase hours for secondary candidates from 30 to 100, which is what I proposed. We have not agreed to a number yet. We would also like candidates to take a PST seminar concurrently with their clinical experience so that we can have some consistency. We have heard from many of our host teachers, and I have seen it myself, candidates are having a lot of scheduling issues. We have had some barriers with candidates not having enough time in their day, and certain subject areas are harder than others to schedule. We would like to get them a block of time so that candidates have more time in the classrooms. I'm excited for the changes that I am seeing, and I think they will allow for us to have a more clinically rich experience. We would like to start earlier as well, not just for pre student teaching but for

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every content area. Some of our content areas have multiple times where candidates in the field while some candidates do not get into the field until they start pre student teaching. So having more consistency across our content areas is another charge of our taskforce.

- Dr. Davidson: We do feel positive about the things that our faculty have agreed to do for PST. The fact that they will have a content area methods class attached to an EDU methods seminar will be helpful because that will be a place where Mindy or Amanda can go and support the field. Clinical roles may be changing slightly as we continue to evaluate some of the ways we can be more efficient with our team. Essentially it will be a one stop place where we can talk about things like; lesson planning, classroom management, what candidates are seeing in the field, what they should be monitoring for, and the kinds of questions they should be asking their host teachers. These are all things that can be discussed across content areas in the seminar regardless of what content area candidates are in. Candidates are getting that support by their content area faculty but also getting the teacher ed side from the college. We think doing both at the same time as a co requisite will be very powerful and we are excited about it. We are excited that we will be getting them out of the program sooner, but we are making sure that we are being smart about it. Tentatively, they will have a classroom management class; an assessment course and they will also have an ESL course.

### **7. Other Issues/Questions on the Horizon**

- Dr. Davidson: Please let me know if there are any other questions or concerns. Overall, I think we had a robust conversation tonight. We will plan to meet again in May or late April. We try to plan these CPPC meetings after our DARTEP updates so that we have a lot more information to share. We do know that we will have our accreditation and DARTEP meeting in April so we will pull everybody back together then and hopefully have a finalized secondary program that we can share with you all and get feedback on. Thanks to everyone for coming, we value your time and contributions to this meeting!

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# Clinical Partnerships and Practices Advisory Board

Tuesday, April 19, 2022

4:00-5:00

<https://cmich.webex.com/meet/david1jf>

## Minutes

### 1. Introductions

- Dr. Davidson: We will have everyone introduce themselves with their name job title and district.
- All parties participated: 2 principals, 3 teachers, and the Center for Clinical Experiences staff.
- Dr. Davidson: We are very excited to have time together. The focus of today's meeting is to wrap up some of the conversations that we have had in previous meetings such as some of the initiatives that we are having on campus. I also want to provide some updates as well as ask for your input on next year's committee meetings.
  
- Dr. Davidson: I am going to share the agenda with you all to give you a road map of where we are heading this afternoon. First, we will have some updates from Amanda Buzard on a placement map that she has put together. We will quickly review the goals that our team set at the beginning of the year. Amanda will do a brief recap of the admissions ceremony and I will give you all an update on the secondary taskforce. And finally, towards the end I would like to have a brief discussion with you all about planning our committee meetings for next year. And as usual at the end we will have time to cover any other issues or concerns you may have or anything you would like to share with the group.

### 2. Center for Clinical Experiences

#### A. Placement Map

- Dr. Davidson: At this time, I will have Amanda take over to discuss the placement map, what it represents, and what we are hoping it might do for us as a center and a program.
  
- Buzard: This is a google map that we created this semester to really look at our Pre-Student Teachers and Student Teachers. I have not yet updated the map with Early Field placements. So, when looking at this map we see approximately where all our candidates are placed. The maroon markers represent our Pre-student Teaching candidates, and those placements are all within a 60-mile radius of Mt. Pleasant. The gold markers represent our Student Teachers which we place throughout the state of Michigan. We plan to share this information with stakeholders both internally and externally. Currently it only represents the spring semester, but we will update the map to reflect a full academic year.
  
- Buzard: Jillian is there anything you would like to add to this?

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- Dr. Davidson: The one thing I will share is that this map conversation came up because we often receive questions from our teacher candidates, partners, and cooperating teachers about placements and where they occur in the state. Having more information and more data to share with our stakeholder about placements across experiences is helpful. I also think this information is helpful to see and think about from a saturation standpoint. Specifically, when looking at our local schools which are relatively small compared to the size program we have.
- Dr. Davidson: We are putting out the second most candidates in the state even though we are not located in the most highly populated area when it comes to school size. When thinking about this dichotomy it does pose some challenges, especially in Pre-student Teaching. Realistically could we have them driving further? Sure, we could try but we know that poses some complications for our candidates we would like to avoid or limit such as transportation issues, cost of gas, and scheduling. This chart is helpful for us to consider what we are doing now and look at what we are going to move towards in the future so that we can continue to offer quality service to our candidates and partners.
- Dr. Davidson: Does anyone have any questions, concerns, or thoughts on this placement map?
- No responses or questions
- Dr. Davidson- Next I wanted to share our annual goals with you all. Typically, these goals are set at the end of May. In the fall we break them up into actionable steps. We wanted to quickly remind our stakeholders of our goals and give you all time to offer any suggestions or critiques. We are open to any suggestions on our goals from our stakeholders.

## **B. Annual Goals Review**

### **2021-2022 Annual Goals**

- 1. Provide broader stakeholder access and input by utilizing virtual and face-to-face modes of communication and electronic resource dissemination with CCE Stakeholders (including teacher candidates, clinical faculty, and partners).***
  - Dr. Davidson: So pre covid we relied primarily on face-to-face. During Covid we relied primarily on virtual options. So, the goal this year was to try and figure out a way to utilize both modalities to provide resource dissemination to our stakeholders.
- 2. Extend the knowledge around Core Practices with CCE resources designed specifically for CMU Cooperating Teachers and University Coordinators.***

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- Dr. Davidson: We wanted to build resources for clinical partners, specifically on the core teaching practices and share those with cooperating teachers and university coordinators.
- 3. Partner with PK-12 partners to offer experiential learning opportunities for teacher candidates across the span of the program to create a clinically rich model of educator preparation that meets the mission and vision of CMU's Educator Preparation Programs.**
    - Dr. Davidson: This was a specific goal for clinical that we would provide high quality experiential learning opportunities.
  - 4. Work collaboratively with EPP and PK-12 stakeholders to make program improvements and revise CCE processes and protocols to reflect best-practices to provide clarity and consistency to all clinical stakeholders across exploratory, apprenticeship, and internship clinical experiences.**
  - 5. Develop strength-based partnership models that define and enhance mutually beneficial relationships between CMU and P-12 schools.**
    - Dr. Davidson: Our team has been working on doing a deep dive into these five goals. I will be very honest about areas we have made growth in and areas we have not made much growth in. For example, goal number five, is one that we have not made much growth in as far as developing these explicit partnership models. We have done a lot of work with partners, but it has been non-defined, and we are working to better define what this looks like and how we can better support out PK-12 partners.
    - No questions or concerns from the committee
    - I really wanted to put these goals back on the agenda to share them with everyone again. I can email these goals to everyone that is here today again so you can provide individual feedback. I would love to get feedback on these goals, and we would like to hear your input on things that relate to communication, partnership, quality service and responsiveness. Those are some of the tenants that I would say are infused in these goals.

### **3. Admissions Ceremony Recap**

- Dr. Davidson: Amanda will you provide a summary of the admissions ceremony? I know it was such a wonderful night and you did a fantastic job with this event.

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- Buzard-: Thank you, a group of us within the centers wanted to think about a way we could professionalize our program. We came up with the idea of the admissions ceremony. The idea was that when our candidates are officially admitted into the teacher education program here at CMU, we provide them with an admissions ceremony. We have an admissions process filed with different requirements that candidates must complete. We kicked this off last semester and we did make some changes this semester. We provided a keynote speaker, a photo station, t-shirts, a pinning ceremony where the candidates received CMU pins, registered campus organizations came, and we allowed the candidates to bring guests. We did get some social media attention from the ceremony, and it was a really great experience. It was a great way to celebrate the candidates that are going into the profession. We received a lot of great feedback. The ceremony had pics posted on Facebook.
- Dr. Davidson and Buzard shared pics from the ceremony from the main CMU Facebook page.
- A teacher: What Facebook page were the pics shown on?
- Dr. Davidson: The main CMU Facebook page. We did get some feedback from alumni, and I did reach out to them as well.
- Dr. Davidson: Many of the alumni really loved the CMU educator pins and inquired about where they purchase one. It was a very exciting event, and we hope we can continue to do events like this. Another one of the things that is a big deal for us is the teacher candidate conference. We would really love to see that event return to a face-to-face event. It's a full-day of professional development aimed toward our teacher candidates. We are very excited to regain that sense of community we have been missing, which is important to everyone. I think it will be very helpful with recruitment so that we can continue to put out many teachers as well.

#### **4. Secondary Taskforce Update**

- Dr. Davidson- A quick update about the secondary taskforce. We met last Friday for an hour and a half. We have been meeting every other Friday. The meeting went very well. We are looking into increasing the amount of time teacher candidates will be out in the field for PST. We hope they can get 100 hours in the field during PST within two placements. Depending on which major they select. 5-12 candidates will do 50 hours at a middle school and 50 hours at the high school level. If they are a 5-9 or 7-12 candidate, they will have two contents in either of those grade bands. For example, they would do 50 hours in math and 50 hours in ELA at either of the grade bands. Regardless of the path they take, candidates coming in and selecting the secondary program will have increased clinical at that apprenticeship level and the faculty were in support of this.
- Dr. Davidson: We did make a recommendation based off the feedback from this committee in March that the time should be done in longer blocks. For example, a candidate would do a 5-hour block per week, per placement. So that would be either 1 five-hour block or two five-hour blocks depending on how many clinicals they

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have over the semester. We recommended it be done this way versus candidates doing two 2 ½ hour sections based on the conversation we had as a committee last month about stamina, resiliency, perseverance, and the lack of understanding about the scope of what a teacher does in a day. If candidates are only coming in for small chunks of time, they may get to know the students, but they are not getting to know their mentor teachers as well. They are not getting time to co-teach, co-plan and co-assist. We strongly recommended that as the secondary program launches the new model features 5-hour blocks of clinical time. Some departments pushed back on this idea but overall, most departments were in favor of this structure.

- Dr. Davidson: Another thing that the secondary taskforce did agree on is a common education class to be taken in conjunction with their final content methods class. This structure will support all teacher candidates in a common way across secondary majors. That class will be taught by a teacher ed faculty member. We are really pleased with the overall support that our recommendation had at the secondary taskforce meeting.
- Dr. Davidson: Are there any questions about this?
- A Teacher- This sounds good and It's nice to know that the input we are giving is resulting in positive progress.
- Dr. Davidson: I will also share that right now our candidates get about 30 hours per content area or a total of 60 hours in PST if they have two content areas and 30 hours if they have 1 content area. On the new program all our candidates should 100 hours. We are truly embedding clinicals and creating a clinically rich model for future teachers.
- A Teacher: As I stated to you all before, in the 3 years we hired 5 teachers in my department and 3 have a resigned. I think the more time candidates spend in the field it gives them a better understanding if teaching is truly the field for them and better understand what teaching is really like.

## 5. Planning for next year

- Dr. Davidson: Pre-pandemic this committee's meetings used to be face-to-face twice a semester and now they are all virtual due to the pandemic. There are some pros and cons to both. We do not get to see everyone face-to-face however we have been able to include more districts with the virtual model. I want to open the floor to see what everyone thinks about how we should continue with these meetings next year. What would you all like to see?
- An administrator: I am open to whatever works, but I think the opportunity to invite as many people as possible with the virtual options is nice. However, opening the opportunity to have face-to-face communication and collaboration seems to be a little richer in detail and discussion. Or perhaps we have both virtual and face-to-face as an option.

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- An administrator: I've only experienced meeting with this committee virtual and it is easier for me being that I am further away. It's much easier for me and allows me to participate.
- A teacher: I think it would be beneficial if we could offer both. In the event that I can't make it in person I like the fact that I am able to attend the meeting and not miss out. At the same time, I do really miss the face-to-face and the camaraderie that happens between us all.
- A teacher: I would agree, it is nice to have a virtual option, but it is better when we are face-to-face, and we can all meet each other. It allows for more social connection, interpersonal connection rather than being 100% business. It's not that 100% is bad in anyway but it just nicer to see each other in person.
- A teacher: having both is good, but it is a much better experience if we are meeting in person.
- Dr. Davidson: It sounds like having both options is what makes the most sense and is the most reflective of what our program needs. It does add flexibility. My goal is to have more voices at the table. If we do both options, do you think it's better to have two separate options for both meetings, one in person and the next day one virtual. Or hyflex where we have everyone there in person or virtual during one meeting?
- A teacher: I prefer having the hyflex so that I am not missing out on good conversations if we had the meetings on different days.
- A teacher: I agree
- An Administrator: I also agree.
- Dr. Davidson: It seems we have reached a consensus; we will return to twice a semester and make it hyflex.
- Dr. Davidson- Are there any questions or comments about next year?
- No questions, comments, or concerns from the committee.

## 6. Other Issues/Questions on the Horizon

- Dr. Davidson: At this time, I will open for the floor or any questions/concerns or issues. Anything that anyone may want to share with us
- No questions, comments, or concerns from the committee.
- Dr. Davidson: I will wait a few more minutes to see if there are any other questions or issues. I will follow up and send the information on the annual goals via email. Please look out for dates for next year from Marketa and I soon. Thank you everyone.

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