



Clinical Convening: Collaborative Processing and Planning Time

Day 1 The Site Coordinator Role

Logistics	1. Find your university team. If you have a small group, you can decide to join another university group. 2. Assign a timekeeper to ensure your team talks through each section. 3. Assign a notes taker to document your conversations and next steps.
Share Out	What are three key learnings from your day? The three keys of collaboration is intentional including all stakeholders, mentoring training provides foundation for implementation with consistency, planning, planing and more planning. What essential questions do you have? How will this effect schedules? What are the details for full implementation? What are the funding implications? What is required for sustainability? What are you most excited about?

	Opening the teacher pipeline to reduce teacher shortage. What are you potentially apprehensive about? Being sure we have diverse representation. What skills and experience do you feel have most prepared you for the Site Coordinator role? Being a campus principal is very similar to being a Site Coordinator.
Processing	What are the implications for our current program? • Consider: - Is this a big shift in practice? Yes a complete change of practice and program. - What might connect to practices or systems that already exist in your university? The university currently has field courses, student teaching classes, and mentoring already embedded. Who from our university needs to know what essential information? All stakeholders need to be actively involved and apart of the planning process. Full disclosure and collaboration.
Closing and Next Steps	Given your unique contexts, what are your next steps as a Site Coordinator (team)? Planning and guidance from USPrep to implement the process with integrity. What questions might you have for your RTS or Clinical Coach? What is our timeline for implementation with US Prep? Or what support might you want? Guidance and planning assistance.

Day 2

The POP Cycle: Pre-Conference and Observation

High-leverage topics explored during today's sessions:

Student Achievement Chart · Pre-Work Documents (i.e. Knowledge of Standards) · Pre-conference rehearsal · Observation + Data

Share Out

What are three key learnings from your day? Student Achievement Chart, PoP Cycle, Running Notes

What essential questions do you have?

How would Site Coordinator teacher TC to use and employ the SAC? How would Mentor Teachers use or employ the SAC to inform planning? The training for CS and MT provides guidance but must align for consistent feedback.

What are you most excited about? The planning tool builds competence for implementing the process with content knowledge.

What are you potentially apprehensive about? Internal processing at the university level provides autonomy for educators.

What skills and experience do you feel have most prepared you for the Site Coordinator role? K-12 experience and observation video and template, and discussions during the training.

Processing

What are the implications for our current program?

- Consider:
 - Is this a big shift in practice? Yes. Evidence planning for the observation process.
 - What might connect to practices or systems that already exist in your university?

	- Methods and field experiences course at Lamar University. Who from our university needs to know what essential information? POP cycle training for all the stakeholders at the university. (Faculty, staff, TC and partners)
Closing and Next Steps	Given your unique contexts, what are your next steps as a Site Coordinator (team)? Employ USPREP support team and begin the process at the university. What questions might you have for your RTS or Clinical Coach? Or what support might you want? Planning to implement USPrep with baby steps overtime including all stakeholders.(faculty, staff, TC and partners.

Day 3

The POP Cycle: Post-Conference and Nuts and Bolts

High-leverage topics explored during today's sessions:

Evidence-Based Reflection · Student Achievement Chart · Model and Practice · Organizing the POP Cycle Process

Share Out

What are three key learnings from your day? Our key learnings for today are: specification in modeling and practicing of the area of refinement. Allowing time for TC to practice. Various options and systems for scheduling the POP cycle.

What essential questions do you have? How does one truly manage their time? How is funded assigned?

What are you most excited about? Refining our understanding of how to prepare our TC to be effective teachers.

What are you potentially apprehensive about? There is apprehensive for stakeholder buy-in as well as transitioning from a traditional model of student teaching.

What skills and experience do you feel have most prepared you for the Site Coordinator role? Being a building principal as well as working in the field.

Processing

What are the implications for our current program?

- Consider:
 - Is this a big shift in practice? Academic vocabulary will need to be consistent between the university and school district. We will also be taking on the coaching role of every TC with the POP cycle.

	- What might connect to practices or systems that already exist in your university? The current system has strong elements already in place. We will need to tweak the system to incorporate certain elements of US Prep. Adding a detailed POP cycle will need to be refined. Who from our university needs to know what essential information? All stakeholders will need to be involved.
Closing and Next Steps	Given your unique contexts, what are your next steps as a Site Coordinator (team)? Our team will be looking at any needed curriculum changes, any changes in academic vocabulary, as well as how to team with all stakeholders at the PK-12 school district level. What questions might you have for your RTS or Clinical Coach? Or what support might you want? Our RTS has given great insight on how the university can structure the residency program.

Day 4

The Site Coordinator Role

Share Out

What are three key learnings from your day? Governance meetings should have all stakeholders at the table with data included. When using data, ask stakeholders what type of data do they want to see from the program. Finally having a shared vision to bring the data from compliance to action.

What essential questions do you have? How can we better plan to match TC with mentor teachers?

What are you most excited about? We are excited about the mindshift of using the US Prep model.

What are you potentially apprehensive about? Being sure university faculty are aware of the importance of culture relevant needs.

What skills and experience do you feel have most prepared you for the Site Coordinator role? We will need the US Prep coordinator to support us with live model representations of the different components of the program.

Processing

What are the implications for our current program?

- Consider:
 - Is this a big shift in practice? The LU program has a great foundation. We will continue to work on implementation.
 - What might connect to practices or systems that already exist in your university?

Who from our university needs to know what essential information?
All stakeholders.

**Closing
and
Next Steps**

Given your unique contexts, what are your next steps as a Site Coordinator (team)? Continue to plan with US prep.

What questions might you have for your RTS or Clinical Coach? Or what support might you want? Continued guidance on implementation.