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Hello. Good afternoon on this Friday thanks so those who are committed to this Friday afternoon slash evening session we've got going on for our most recent edition, our October edition here of the NCPEID APE collaborative. That will also be broadcast on the What's New APE podcast. Plus it will be on the NCPEID Facebook group where we're live right now on the NCPEID feed Facebook page and also will be posted to the NCPEID feed on YouTube. So thank you all for joining us. I am sharing my screen. So greetings all I am Melissa Bittner, and I am an associate professor at CSU Long Beach. And I am also the Nick paid memberships subcommittee chair. Welcome you all today. We have a great session though I am bias we have a great session to discuss some lessons learned in the first few years of teaching. We're going to have LC and Ivan who are both at Los Angeles Unified School District. And they're going to chat about 20 minutes or so from the perspective of APE practitioners and what they've learned and their first few years out in the field. And then we will have Laney and Samantha Who are both in higher ed and will chat about things and lessons that they've learned in their first few years in higher education. After that, we will open it up for the audience for any questioning. So thanks so much for joining us. Big thanks as always to our membership subcommittee. Daniel Musser, the Colorado AP conference director James Young from University of Wisconsin Whitewater. Heidi ambrosus, from Moreno Valley Unified School Districts. I'm Melissa Bittner, and Laney is on double duty. She's from CSU Chico, but also will be serving on this panel today. So to begin, I would like to I have the pleasure of introducing LC Gutierrez. She did her undergrad her credential and is currently working on her Master's at CSU Long Beach. So I know her very well. And she is also one of our master scholars on our OSEP grant project. Kate, so very excited to hear what LC will share with you. She's been an AP specialist now in Los Angeles Unified School District. And LC you're entering your you've just started your third year. Yeah, I just started my third year with the same five schools same caseload, which has been great. All right. So LC I'll let you go ahead and share. Okay, sure. So, yeah, like Dr. Bittner, said it's my third year with LA Unified and just going back to my first year,

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I guess, one out of the four book points. The first one I'm gonna start off with his tackle one task at a time. There were so many things I wanted to do so many creative lessons, so many individualized behavior management plan, like I did back in undergrad, and, you know, I was still, you know, learning how the IEP process so I had to just tackle one task at a time sometimes you want to do so many things, but there's only so many hours in the day and I would catch myself at home like oh my

goodness, I'm still working on assessment plans or, you know, whatever it may be. So just tackle one task at a time. And then be patient with yourself.

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I felt like I was thriving at one school, but then I was drowning at another school or, you know, I was doing really well on Mondays but then on Fridays, I was calculating, catch it. So

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just be patient with yourself and understand what more years to come. I mean, it's my third year, but I feel like I'm becoming a little more established and understanding myself as a teacher. So just be patient and you'll be able to take on a little more each year. And stay true to what you've learned. I remember not even

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The first year, the first maybe three months, I felt like, do I know what I'm doing even doing that I learned anything because I just felt overwhelmed with, you know, everything that we have to do as an AP teacher, if we teach, collaborate, get to know everyone at each school, all of the other kids needs. It was a lot coming at me at once. But I had to take a step back, I'm like, Okay, you're prepared for this, you know what to do? Like, you know what, just go back to those classes where, you know, you're asking all the right questions, you, you know what you're doing, I think it was a little hurting yourself at times,

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you're the specialist over, just be prepared to take on any task, people trust you. So just trust yourself, and then build connections with other professionals in the field. So I'm lucky enough that I work in LA Unified, where most I want to say a lot of the teachers in that district come from Long Beach. So I think that's super, super cool that we have, you know, I have at least 10 people in my phone that I can text and say, Hey, this is going on with me can help me or have you ever been in this situation. So it's really nice to still be connected. I mean, I see Ivan all the time at, you know, on

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our group meetings, so just be connected and not even just at your district meetings with others on the IEP team, so just don't connections, oh, people are always willing to help. And

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lastly, each year, you'll learn more about yourself as an AP specialist, sometimes when I remember when I was observing other AP teachers, I want to be like them or I want to teach how they're teaching. But everyone's so different. And you just your your you have your own style of teaching and

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being just your genuine self, really, the kids, the kids can see that. So you just become more competent with with each year.

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And yeah, that was my my big piece of advice as a first well, not third year, but as a first year teacher that I can go back and say these are the things that I've learned. Yeah, LC share a little bit about your caseload, how many students and I know you do a lot of pre school want to chat a little about that. So I work at five schools, I have one middle school, three preschools and one elementary school.

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I do have a large case of

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Well, I wouldn't say large case of preschool, but adoptive peas embedded into the PALS preschool for all learners program. So at each school, there's about three, three classes of preschoolers with about 10 kids. And I'm at three schools. So that's close to 100 kids that I that I see. And that can become overwhelming, because not all of them have a PE, but I'm still providing those services. So that's something that I had to learn like, I'm serving seen students that don't have AP, that was kind of different for me. And I have

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from I have a mod severe class. So that's, that was pretty interesting. Sometimes, I've never observed amounts of your class, and I had never observed a preschool class. So that was very, very different for me the first year going in. And I want to say I have about now 440 42 On my caseload that ends up being so much more at the end, because I have so many incoming preschoolers, and now my kids that are in middle school, I believe the majority of them I've had since sixth grade. So they've been with me since the start. And it's just crazy to think back. Wow, I You're, you're getting taller than me, your voice is changing. But I love it, I get to see them grow. And

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I really like the the district that, um, I got so much support there. And it was an easy transition from, you know, finishing the credentials into now being a specialist.

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And I'll see maybe what's something that you didn't learn at university that you had to like pick up in that first year on the job? Getting to know well, it just,

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I think, well Giemsa will learning management system and LAUSD. So like some people might have safes or other Societa learning management system. I mean, now it's pretty easy, but I would I just didn't know like, exactly what I was doing. I had to learn very quick and then session notes. I don't know. I honestly I was like, did I even I didn't even go over session notes. But if you become so behind with your session notes and staying organized, what what did I teach this day or, you know, that first year it was session notes IEPs assessment report.

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where it's catching up on students minutes, but I'm definitely a Wellington and session notes and inputting minutes and notes for all 40 of your kids each month that that was that was very time

consuming. Okay, yeah, so maybe the paperwork, that was maybe something that surprised you a little bit about the job, because I understand, like, undergrads typically think, Oh, I'm gonna do 100% of my time direct service, but in reality, it's not so much.

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And then when I thought about paperwork, I thought I was gonna just write TLPs and my goals and that was it. I didn't really, I didn't, I didn't expect everything else that came up after that.

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But you know, you just you learn how to maximize your time when you're at work, and it becomes easier and easier, but definitely.

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Well, Jim

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Wright, thank you so much for sharing. I'll see you next I have the pleasure of introducing Ivan Reyes Acosta. He is another Long Beach State grad. He did his undergrad with us his credential and now he's back pursuing his master's in a PE as well. And I've been also works at LAUSD. Ivan, remind me Are you in your second year, their third year? Also your third year? Okay, great. So, you will go ahead and have the floor. And please share, what are some things that you've learned in your first few years working as an AP practitioner? Yeah. So um, again, I've been there for about three years. It's been an awesome, great, great time there. LAUSD. Like also you mentioned, there's a lot of support and everything. So

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going in there, as much as you kind of are, you know, it's your first teaching job and everything, you do kind of feel a little bit overwhelmed, you're kind of there, you know, out of school, finally, by yourself, you have this caseload, and you're kind of like, oh, I have to do this all by myself now. And, you know, luckily, you have support, and you have help, and those people that you know, you're able to stay in contact with,

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to help you kind of establish, establish yourself and, you know, get things going.

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So one of the main things that I kind of thought from the very beginning was pretty much establishing a routine,

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I feel like that was maybe one of the most important parts for the classes. It provides, like, some sort of sense of stability,

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not only for the kids, but even for yourself.

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So for example, every, every single day, we have sometimes the same warmup songs, the same closure, and it's something that the students are familiar with.

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It kind of jumpstart them, they get engaged from the very getgo.

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They know that what it is that they have to do, and

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along with the routine, also being able to, you know, set the schedule that we do at the beginning of class, and it kind of provides comfort for some of the students to be able to know, you know, what it is that we're going to be doing

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throughout the class. And it's but when it's when it's 17,

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the class kind of flows a little a little more easily.

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And especially with the behavioral expectations, when you're consistent, and you follow a routine with that, you know, a checkout cart at the very end of class.

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Students eventually buy into it, sometimes the most chaotic classes, you can kind of see the difference, a couple of weeks in, they started realizing, hey, if I want to get my sticker at the end of class, I'm gonna have to participate, you know, during the parts that maybe I don't want really want to

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do. And you know, overtime they they buy into it.

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Another thing is be prepared for any, anything can happen. Whether it be that you know, your space that you're going to be in, is gets taken up, there's recess going on outside, the multipurpose room is being used for a book fair or for lunch or whatever.

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You know, you always kind of have to have a plan B.

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Fortunately, for me, what I what I love to have with me is my iPad.

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When I started offering COVID That's when I did my student teaching and I the first semester was was kind of during COVID. So I had a lot of like different slides, different videos for kids to follow along. So it's kind of one of those things of like, okay, we don't have equipment today or we can't use equipment, we can't go outside. We have very small space. This is what we can do. And you know, you can have to be prepared to, you know, pivot very, very, very fast sometimes.

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And sometimes you don't want behaviors.

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I know there's times where you might have this great lesson, you might have a whole obstacle course. And sometimes the students are there to do it. And, you know, sometimes again, you're gonna have to change your lesson a little bit. Whether it be changing the lesson completely stopping the kids and, you know, really explaining what it is that we have to do. Reiterating expectations, that's, that's one of the big things.

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The next one is I would definitely say is take, take time to get to know people at your schools, it's definitely great to be able to collaborate with a lot of the other professionals, you know, involved in the IEP. In the team, it's very easy to be able to collaborate with them, sometimes we'll work on goals that are similar, get different feedback from other professionals, ot PT, even speech to see different

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maybe behavior startups and behavioral strategies that they might use with a class that you haven't tried. And, you know, it might work for you. And I think sometimes also, the other people to get to know is just the other stuff at the school, you know, the the front desk, people, the gender team,

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they're always there to open doors for you, literally in case you know, you get locked out of somewhere in case you need an extra room, they're always paid to, you know, have on your side. And so just so you know, some smiling faces when you're especially when you're an itinerant, I'm currently at six different schools right now. And it's, it's really nice that, you know, sometimes you're kind of the lone person, you're the only AP teacher there. So it's, you're not really established, you're bouncing around. So sometimes to just see a friendly face, it's nice to, you know, when you check into a school, you know, you have somebody to say hi to and check in with. And lastly, it sounds kind of corny, but you know, have fun.

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I think one of the biggest things I noticed is, you know, when you're having fun, the kids 1,000% pick up on it, and they totally buy into it. Especially with preschool. I also have a lot of preschool classes. And if you're, you know, they're like, Okay, we're gonna do this, while you're listening, the way I do my

obstacle course today. It's so different than, you know, when you're animated. And you're like, Okay, we're gonna go and we're gonna go across the river, and we're gonna climb on the rocks, and this and that, and they just buy into it. And it's, it's fun. It makes your job a lot more fun seeing all the smiles on kids faces when, when you're engaged when they're engaged. And it just, it makes a huge difference. Being able to have fun with with teaching.

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Yeah. Thanks, Ivan. Tell us a little about your caseload. You said you're at six schools. And what's your caseload look like? Yes. So right now, I'm also I'm affiliated schools, also currently doing a lot of preschool classes for a lot of early intervention.

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Most of my, all my classes are autism classes. And then I do teach a middle school PE class. So I think for me, the biggest change was the middle school class, I didn't get to observe too many. So

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right now with around block schedule. So sometimes we get, we get about a little like an hour and a half for a period. So that was probably one of the biggest shocks for me was, okay, we have this so much time. And sometimes it's, you know,

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it's difficult to fill in that time, but, you know, establishing those routines, you're able to get things going. The students not know what to do.

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But, yeah, so far,

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a lot of the practices that we've learned, you know, being able to have,

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especially for students, the classes for autism classes, you know, having routines having visuals

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are our big helps in class to for to have success in the class.

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Ivan and Elsie, you can chime in on this one, too. How was it getting your schedule set your first year?

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That was, it was hard. It was definitely

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a bit of a challenge.

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I think especially that first week, you know, you're trying to reach out to all the teachers.

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You know, it's we have I have about 43 students on my caseload. And you have to kind of get a response from all of those teachers and you know, try to make it all fit. We have, for example, I have a second period at a middle school so I you know, I am not I'm not able to be flexible with that time. And then there's teachers that might have lunch at a certain point other classes might have lunch at a certain point. So it was a bit of a challenge.

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I think after a while, you know, you can get a little bit of a strategy of, maybe I can, you know, one day I'm going to be at the school, trying to get all of them there another day of school, but then also still maintaining time to be able to do

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have makeup classes have assessments? That was a big challenge at first. Yeah, I always feel the best strategies. The early bird gets the worm when it comes to scheduling you want to be first reach out ASAP. First week, I tell them I'm like right now my flex my my schedule is super flexible. It's open. If you want to have a certain time, you'd have to let me know now. But yeah, yeah. I just had a little different experience. I kind of I, I did get lucky because I was taking over a team and other teachers caseload. And so the first day of school, he took me to all the schools he had, because he was moving to I think he was moving to the east East region, or I'm not too sure. But basically, I was taking over his caseload. And I just inherited the schedule he had, which was kind of nice, because that was one less thing I really had to worry about.

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He introduced me to all the teachers where he had PE

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and introduced me to all the plant managers was, which was really nice, because anytime I needed something, I would go to the plant managers, and they helped me out just like Ivan was saying, opening doors and just letting you know, hey, we're gonna have a meeting in the MPR room, the multi purpose room. But then when they got to the second year, I was like, Okay, this schedule doesn't fit what I want. I come to realize, like, towards the end, I'm like, there's some changes I can make. So I'm in my second year. I do remember. I mean, I know Dr. Levey and entrepreneur probably said this so many times, you want to be the first one at the teachers door before ot PT speech. So that first day I showed up at their door, because emails, I'm pretty sure they're getting so many of them. And I said, Hey, this year, this is the only time I have I didn't give them two options. Because I gave him maybe two options. But I didn't show them my schedule, because then they say, Hey, why see you're available at this time? Like, No, I only have these two times available. Kind of have to just pick one. Right? You don't want to be driving back and forth to all your schools ping pong in all the time. So I just gave him two possible times. And

then that was it. I scheduled all of my preschool one day, if I have a kid that has twice a week, Tuesday, Thursday, but I tried to not have anything past

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one o'clock 12 o'clock and have that afternoon to do paperwork or makeup sessions, or assessments, or district meetings. So

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yeah, that second year was a little a little more difficult. But then this year, I showed up again at the store at their door, and I said, Hey, same time, same place. And I had the I remember one of the speech SLPs emailing me about a month and I happen to school. Hi, can I see your schedule? I'm still trying to figure out mine. Like, well, that was nice that I had done. Yes, there were mine and I have to work around his

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LLC. I've been talking a little bit about the mentoring program. You all have a LAUSD that's really important to that when you're in your first year, you want to find a mentor have a mentor?

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Yeah, so my mentor was the same person that I was that I took over their caseload. So that was a really a nice start, because I got I got to meet him the very first day and he helped me he really did give me a kickstart for maybe like, the first two months, he was my point of contact, any help that I needed through? Well, Adyen. You know, every district has a certain way they write their goals and present levels. So I had to just adapt to what, Elliot I'm sorry, it's really adapted to LAUSD does. But I really appreciate it that I had that buddy system. Because I know in smaller districts they don't they don't have not read anything. Maybe you're coming into a district where you're the only person. I don't know exactly what I would do, but he was always one call away. And then I believe I've been we all all of the first year teachers met every was it like every month? Yeah, well, can we believe we all met once a month where it kind of just felt like it was a support group for first year AP, AP teachers and we all talked about, you know, so what do you need help with? Or, you know, what happened at this IEP meeting? Or how are you doing? How are you doing in general? So, I really, I really liked the buddy that I actually went to, which was really nice. It was a smooth transition, and I felt like I didn't I

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didn't need to feel like I was drowning, because there was always someone there to give me a hand.

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Yeah, I think kind of similarly to LC it was it was nice to you know, have somebody there kind of holding your hand of like, okay, this is this is a sport I also started in, in the middle of the school year. So there was kind of a set schedule that first semester that I was there. So somebody to kind of go through and be like, okay,

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you know, this is the school, this is how it's going to kind of work. Even for my first IEP meeting, I had a lot of help from my mentor, channel, he even offered to be there at the IEP meeting key, you know, my PRP is my goals and everything is like, okay, you know, you're good.

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So, it was nice to, you know, have that support and know that you weren't alone. And like Elsie mentioned, we had that, at least at LAUSD, you know, every month, we would meet up, and they would have kind of like a professional development, still kind of teaching us how to use you know, well, a gym, how to use ideas for different lessons, we would all kind of share bounced off ideas. And it was it was nice to know that, you know, we weren't alone as first year teachers, there was a lot of other teachers there, that maybe we're also feeling the same way as as, as you were. I know, sometimes, you know, I would see I'll see at some of the meetings and like, Oh, we're actually having some of the similar difficulties at the schools or,

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you know, just bouncing off ideas. And you realized, you know, you're not alone. And that was definitely a great support from LAUSD. Yeah. And it was nice to see familiar faces, because it was not just Ivan and I knew each other, there was probably a total of like, six of us that new teacher that we each other from undergrad, they're like, Wow, we're here now.

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We made it.

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Right, real quick. Regarding, you know, their situation is really unique in that they have over 200, AP teachers, they have a lot of support, they have monthly meetings, they have a mentor, their director is an AP teacher that taught there, that's very unique. One of the things that I think of when students are interviewing for jobs, and that they need to try to find out is what kind of support system do I have? And sometimes that's overlooked. And I can't stress that enough is that when our students are out there looking, and they're trying to choose between two schools, or districts or whatever, like, which one is going to provide support and are supportive, do you have a special ed direct, you don't always know that, but you can talk to other professionals in that district and find out. So I think that's an important point.

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That was

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a great addition. Thanks very

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much. All right. At this time now we're gonna transition to higher ed. And we have Laney case, who is at California State University, Chico Laney, I believe, are you in your second year now? Yep. All right. I'll give the floor to lady she's going to talk about her top lessons learned. Yeah, thank you. Right. So my

name is Dr. Landy case, I am in my second year at Chico State. And I'm in the Department of Kinesiology. And I'm teaching courses mostly within adapted physical activity, adapted physical education, and then in the program as well.

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And I was putting together all the lessons I've learned and kind of drafting it and there's so many to pick from, that I'm trying to just focus on the lessons that I've learned that like really helped me in my first year and are continuing to help me. So

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the first one is, is to be open minded. And I mean, that in the sense of there's going to be so many things that come your way that are new courses to teach new opportunities, new collaborations, things that you've never heard of before and never thought you would have interest in. And then it's going to be, you know, depending on what it is, it might be tempting to say, yes. It might be tempting to say no. But I encourage everyone in their first year to really be open minded what comes their way because you never know what that might turn into. Whether it's like a new skill, or a new relationship with someone that has a similar interest as you

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and I see that and I, at the same time. I also want to clarify that I don't mean say yes to everything. I think that you have to be very critical in what you're open minded to and say okay, maybe I'll do that in a couple years, or maybe I'll do that next month or next semester.

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Are, you still want to set your own limits?

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Something that I found really helpful was to kind of set my own limits of really only saying yes to things that really interested me, like, I saw it. And I was like, I know that I've been interested in this, this is going to be fun, it's gonna be great for me. Or maybe I don't have a clear interest in it. But I know that at some point, it's really going to benefit me.

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So some of the things that I said, Yes, you were, you know, there's a few different department committees that I'm serving on that I didn't know what they were doing. But when I was asked to serve on them, I said, Yes, and have learned so much about the department, the inner workings of it at this point that I never learned before. I said yes to a couple of certifications, that one being a mental health first aid certification that I just got invited to join from an email from the CSU system. And I ended up having to use skills that I learned in that within the first semester that I was here. So

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that those are just some examples. Um,

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the next lesson, that probably has been the most key for me, and I would really encourage it. This is actually something that I learned from my mentors at Oregon State when I got my PhD there. And this was to prepare ahead ahead of time, before you start your position, for your first couple years to be incredibly heavy with teaching.

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Or at least there, there's going to be a lot on your plate with teaching courses. And this might be different for what university you're at, like, Chico State is a teaching university research university, it might not be exactly the same, Samantha could probably speak to that a little bit more. But coming into teach here, I, you know, I got offered three different courses that I had only had experience teaching lectures within, in one of them. So you have to keep in mind that you're gonna, when you get offered those classes, or when you have courses that you have to teach, if you've never taught them before, which is most likely what's going to happen, you're gonna have to prep for the class. And you're also going to have to kind of teach yourself the content or reteach yourself the content, and then teach it to everyone else. So it can be really heavy. And when you're in higher education positions,

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you are evaluated on your teaching. But you're also evaluated in other areas like research and service, and you're expected to be productive in a lot of areas. So what I mean by prepare ahead is I actually kind of timed out some manuscripts and writing and projects and different service opportunities to set mice, I set myself up so that when I actually got here and started this position, I really could just focus on teaching, and productivity was still kind of naturally coming through without me having to really get nervous about not maintaining productivity in other areas. So that was something that that really has made this last year.

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And it's given me the kind of the flexibility to actually focus on teaching. And that's really been an awesome opportunity to focus on teaching in a in a university setting like this.

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Alright, so my third one, these last two are kind of, you know, it goes without saying, but they were very helpful for me to focus on. So the third one is to put in the extra time to support your students. I've I learned being in this position, and kind of being on the other side of being a student, that students need your support, and they want your support. And at the same time, they're not always that comfortable with asking you for it, or they don't know how to ask for it. So I had to be really comfortable with trying to observe which of those students needed that extra help and experimenting with, you know, how can I provide them a little bit of extra support.

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And sometimes it can be easy to, you noticed that one of your students is needing that support and you're like, I don't have time for this, I have to go do this project or this teaching. But I found that putting in that extra support and you know, sending them an email and asking how they're doing or, you know, making modifications to your own lecture so that they can understand that better. It ended up building a

rapport with students that has really set them up for success and also taught me a lot about the mentoring

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Wanna be? So I really encourage you to do that. And then this last one, create, create and maintain your life outside of work.

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There's always something to do with work. And that was always told to me by my professors, by my mentors, and I was just like, okay, yeah, there's all this stuff to do. But really, you finish one thing, and then you get 10, more emails about 10, more things you have to do. And it's just, there's always something that you can do. And if you focus only on doing that, that is all you're going to do, and it can affect your life. And so I really encourage you to find the things even, even if it's small, but I

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started coaching a couple gymnastics classes recently, because that's something that I find really fun and allows me to get away from work. And

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I started doing agility classes with my dog. But I've noticed that when I tried to actually purposely do things outside of work, my work actually becomes better. So I really encourage you to be proactive about that.

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So yeah,

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thank you so much, lady, I resonate with a lot of the lessons you learned, I'm also at a teaching institution, here at long beach state. And you're absolutely right, the first few years, it's very, very heavy teaching prep. And one unique thing about Adapted PE, we have a lot of different classes, you know, we're not like maybe exercise science, who teaches the one class and has a variety of, you know, sections, but it's the same class like we're teaching three, if, eventually, maybe even four different classes. And so that's a lot of prep. And also, you brought a good point, that a lot of people who go and get their PhD and APA and they're like, Oh, I'm going to teach a PE, but you don't recognize you're probably going to be teaching like general PE classes or intro to kinesiology classes, that there are kind of very few institutions where your caseload is going to be like a PE only. Yep.

37:11

So yeah, great points. I also see berries here and Berry gave me great advice. He was my mentor when I first started, and he told me the phrase, like what's worth doing. And you mentioned that a lot, you know, like, what's going to make an impact what what's worth your time, because that's sort of your most valuable resource.

37:31

Um, another good tip that you kind of brought up as well, would one thing I like to do with regards to because you mentioned, we have to juggle service and teaching and research. One good tip that, again, Barry kind of helped me realize is doing the double dip, meaning maybe we're putting on a service learning program, like our after school program, but I'm gonna collect the data there. It's a service program, maybe the triple def even is a service learning program for the community. I am teaching a class, but also I am collecting some data for research. So that's one way that I found at least an Adapted PE, we can kind of check all those boxes. In I like to do a lot of data collection. Typically my data collection happens over the summer at or summer camp, it just, you know, I'm not teaching any other classes. And so I have, you know, the time you know, the resources are right here at our summer camp. And that tends to be a I guess, a trick, if you will, how I found to collect some data and attended to be tends to be the the best time.

38:41

So thank you so much Lanie. Our our next higher ed speaker is Samantha, and you are at an r1 institution. So a research intensive institution. And so this is maybe a little different perspective than what Laney brought us. So Samantha, thank you for joining us. I'll give you the floor. Yeah, surprisingly, we're all in different places, but many of the same lessons are standing throughout all of them and are resonating from what everyone shared. So yes, I am at an r1 research institution at West Virginia University. I have a 40% research load 40% teaching and 20% service. So I teach a two to load two classes in the fall two in the spring. And I'm starting, I'm in my fourth year.

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And so I'm going to echo what a lot of others have said but maybe in the context of a research heavy position. My first kind of point to make is to really know who to ask questions to and don't be afraid to ask them. So I felt annoying in my first year about like, oh my gosh, do I have to send one more

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minor email because I don't know where to find this form or if I'm allowed to do this thing. And I just kind of had to get over that, and ask the questions. And a year later or two years later, it's like, I now know which point people to go to. I've got my resources. But I almost felt like people were grateful that I was willing to ask the question upfront, and not let things trickle or get out of hand, or like, forget something because I was too afraid to ask the question. So ask the question, and then know who to ask the question to, and build up your network of resources and mentors. So I have on the screen, it's a really cool tool from the faculty and diversity website. And I can share that, but it's essentially like a mind map on there of different types of mentors. So some people you're gonna really go to as your emotional support, like, I'm burnt out, I don't know what I'm doing. I'm having impostor syndrome, I like someone to vent to, and really have a bad day with. But then you're gonna have others where I need to know, I don't know what my next step is, as a professional and I feel like I'm falling behind. How are you going to like, who can I ask to help map that out. Or I really want to get this project started, who's going to be my substantive, like collaborator or willing to be a co author on these papers. So I found it helpful to recognize that not one mentor is going to serve every purpose. But that when I do need someone, I know who's in my corner for that support. So kind of a good exercise and a resource to share there.

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My second tip is that, like many have said, you are going to be very overwhelmed in the first year. And it is oh, Kay to be an active observer. So I felt like I had to go in and like change my classes or start something new or take on all of these projects. But really, what was most beneficial to me was to sit and observe and take in information.

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And some advice that I got was like, maybe over the next five years, you change the course 10% Every year, and that 10% is trying a new activity, a new textbook, a new

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teaching strategy within the classroom, a new way that you split your time.

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And really invest in that 10% change, and see where that builds and grows rather than trying to change everything at once.

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But I was not prepared to make that 10% change in the first year, I needed to first get a hold of what the core structure was, what my research plan was going to be. Before I thought it was even starting any of those initiatives intentionally.

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And so with that comes also say no, which Laney really highlighted on. So another kind of image on my slide is that like, funny graphic of Do you really have time to try this new, shiny new thing, or get on this committee or jump on this project? And you think you do. And the reality is, is like you might need someone to tell you, you actually don't have that time. And that's okay.

43:16

And again, in that first year, you feel like you're not doing anything but actively observing and collecting information is doing something. So it's okay to feel like that's kind of where your time is invested and not feel like you're just sitting around because you are being active in that first year.

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And then my last point, was a challenge that I really underwent personally was,

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especially as a PhD student pushing all the way through academics like you kind of are told what that measure is for success of this benchmark is this paper, the next benchmark is your degree, you need to get the job, you're aiming for this accomplishment. Once you're in the faculty role, it feels very nebulous as to what my like stepping stones are. And everyone's orbiting in their own, like independent paths, and you don't really know who you're measuring up against or what that metric is. And there's a lot of pressure,

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whether you've perceived it, or it's been told to you

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that, like there's these very lofty goals to be working towards. And so I had a really good team of supporters and other students and, and friends were really to kind of wrestle with that a little bit and say, like, is it important to me to be a top publisher in the top journals? Is it important to me to be awaiting awards? Is it important to me that I have name recognition in the field and people know who I am?

44:59

That I'm getting big

45:00

grants.

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And if those things are not important, there are markers that are still successful, and I will still progress in this career. And I'm still being rated in my annual reviews as good or excellent.

45:19

But I'm now feeling a lot better about what I'm working towards is something that's making me happy and I feel accomplished with and that they're not external markers for me. So, there's some other great resources on that website. And I think really taking time to talk to your mentors and friends about what are my goals? And what am I going to use to say, Today I was successful. And this year, I've really made progress that you can be proud of, and that you can feel successful with without feeling like that's all coming externally or you're never living up to whatever these

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external expectations are.

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Thank you so much, Samantha, for sharing a

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lot of great points there.

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loved them, the you know, your first year, kind of just take it all in that is so very true. Don't come in and feel like you have to like, you know, completely overhaul anything, just that first year, take it all in and be patient and other. Absolutely right. One other thing about our profession, is I think a lot of people are really open to sharing. So like sharing PowerPoint sharing, resources, collaborating, like don't hesitate to make that cold call that if you know someone in the field is researching something that you have an interest in, like, Hey, you want to collaborate and do that a lot of people in our field are very open and willing. So

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yeah.

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rewards to like their people want to co author. And so okay, you're going to take the heavy lift on this project. And I'm going to take the heavy lift over here, but we're both gonna share and having authorship on two publications.

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And I don't know if that's unique to our field, but it's something I'm I'm really grateful for is we do share.

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Right? And even like practitioners with lesson plans, etc. Like, just ask people usually will say yes, you know, you're never gonna get those resources if you are afraid to ask. All right, at this time, we'll open it up for some questions.

47:37

Yeah, Barry,

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this is a great session. And Melissa, these are the kind of issues the collaborative podcast should be doing like issues like this. And, and Samantha and Laney and Kelsey, Ivan great presentations and discussion. Just real quick with LC and, and Ivan, one of the things that I was working with was preparing teachers, and I learned very quickly is that every AP delivery service model in different districts is very different. And it's a lot of students don't understand that and that they, they only know what they see. And one thing that was great about ALC, and Ivan as students is they would go out there and try to gain as many experiences as they could, and they would volunteer for things. But you can't do everything and you can't, you know, prepare, because to be an adaptive PE teacher, you got to know K through

48:37

transition, and you got to know 13 different disabilities. And for us to prepare them for that it can be really challenging. And sometimes I would get students that would say, Well, I'm just interested in working with secondary students, because it doesn't work like that, you know, especially you're going to be an itinerant. So I think that that's a really,

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in what I was really strapped try to stress to people and really try to get my students to gain as many experiences and to say yes, to as many things as possible. And then on the other side of that with the university

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is can you say yes to everything. And Samantha brought up a good point is that what's worth, you know, I will tell Melissa, what's worth doing? And what do you feel strongly about? You can't be

everything. You can't be real strong and grants and strong in publications and teaching. And you'll have years where maybe you emphasize certain things, and maybe looking at the longevity of your career. And that's the thing that's hard to do when you're in the beginning stages of your career just looking at this as a journey, and that you're going to be into it for 20 to 30 years, you know, and so certain years I would, you know, I'd set goals every August these days.

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The next couple of years, I'm going to focus on this or I'm going to do this and

50:06

and Laney brought up a really good point about your first couple of years, saying yes or no, or we're working with people. And I remember this really interesting thing, it's my first year, this full professor at a major university asked me to develop an assessment tool with them. And my major professor said, one of the things that is really hard to do, and developing assessment tools can really take a long time, that's something you might want to really give some thought. And that wasn't really, I wanted to do it. And I remember talking to my wife about it. And she just looked at me and said, Here's a full professor that wants to work with you, how can you say no, you know, and some really good things, you know, came of that, I think that's a really good point. But sometimes I said yes to some things, and I got burned, like by some people. And so you got to know, once you get that team or that writing team, and I was very lucky, because, you know, if you can get with a team of people that you trust, that's the most important thing. And that, you know, the point that Samantha is sometimes one person's going to take the load and other person is, but sometimes you end up taking the load all the time. So those are all great points. Last thing is the point you made about multiple mentors.

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That's a really good point. Because I would come to listen, there's some things I don't know as much about it as, as you think I do. The other thing I think that a mentor could really do in your first year, because I got really aggravated, I really have a mentor, and it will take me maybe five or six phone calls to find out something. And one thing that I'd said some elicits contact me I can probably tell you, in one phone call who you should talk to rather than going through, we don't do you know the problem with your generations, you don't do phone calls and like email, but back when I was. Anyway, that's a whole nother topic. But so it's a great point. These are the kinds of issues that we should be talking about more like, these collaborative, and

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it was great.

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Thanks very great. Yeah, great, insightful reflection. One additional thing that I don't think we have brought up yet is don't forget, y'all are in the honeymoon phase scene in your first few years, ask for things apply for those like internal grants, I'm telling you that usually those first few years, you know, they want to keep you happy, keep you around at all, you know, all they can do is say no. And oftentimes, those first few years, they're gonna say yes, because you are in that, you know, sweet

honeymoon phase. So, apply for those internal grants asked for that piece of equipment or a particular assessment that maybe your district doesn't have

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a couple times I tell them to listen to that, I think you got a better chance of getting it than I do. They're like, they're tired of the African.

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Audience any other questions you have for our panelists.

53:18

Like, let's talk a little bit about the lady brought up the research versus teaching and the point that Oregon State made about

53:26

juggling, like your scholarship, you know, because I always try to have a few things going, you know, like I'm collecting data here, I'm working on an article here, like to date is going to take a while. And then like a year or two, I'm going to do that I really tried to sit down with Melissa and say, Let's plan out your next five years or three years, and she'd have this whiteboard up on the thing. And, and that can be haunting, you know, like saying that, hey, let's plan out your next five years, when you're saying, I'm still trying to find, you know, my office, you know, but I think that's a really good point. And that's if you could get some, somebody that's, that's been in high red for a while, I'd like to talk with you about that, and how you go about doing that. But that, again, that gets into like, it's a journey, you know, and you don't have to do everything the first three years. You know, and so, add that I, I also at one point had to sit down and be like, sometimes my teaching prep is good enough. Right, like when it comes to balance, like if teaching is 40% of my time and I am responsible for these other outcomes, then I probably need to learn when to stop working.

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And when and know that like I am prepared. I know this material. I have 10 years of training on above and beyond what my students walking in the door have, so I can easily meet them where they're at. With an hour of prep. I don't need five hours of prep. And now

55:00

has helped, too with saying, Here's my time over here. And here's my time over here. Great points. Samantha, a lesson plan. Yeah, is never done. Let's be real. And we can totally paralysis through analysis. And you're right now all of a sudden, it's a time suck. And we've spent five hours on a lesson prep. When? Yeah, you're right. It's great. Great point there. Sorry, Barry. It's something else. Yeah. I think initially, my first year, I was fresh out a Ph. D. program. And I was going to in my intro to adaptive PE class, I was going to teach them everything that a PhD students should know. And I started, like, around Thanksgiving, I looked at my syllabus, and I said, Oh, my God, you know, like, I've got to figure out that they don't need to know some of these things. And, and so I think a lot of our second year, professors really struggle with that. It's like, to me, it takes you you need to teach a class at least three times, before you find that right pace. And the right number of of, you know, the 16 weeks, or whatever

it is, of what should be in that area. Yeah, I started my class starts at nine, I came into the class to the office at seven. And I talked with whatever prep I got done before that, because up the day before, if I prep, I'd stay late after work, and invest the time and so I had to, like physically constrained my time. And then say, I'm doing a good job. If I am two weeks ahead of my class in prep, I do not do it. Are you serious that for the first year? No, no, the first year that you teach, like if I have a

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day, and

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that's reality, the first year, maybe

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after you've taught it two or three years, absolutely be in a few weeks ahead. But that first year, no.

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Like Elsie, and Ivan, like talked about putting their schedule together. So one of the other things that's really interesting is, if you guys remember, we had an assignment of like, one of the assignments, I had to do put a schedule together, but nobody gets, like, a lot of these assignments I have you do? You kind of look at that. No. Okay, you know, but you don't realize like, how important that is, and how different and how those things are really challenging. And no matter how many times, you know, your professor tells you that the majority of teaching in the public schools is paperwork, that's another thing. It's like some special ed directors don't even care if you can teach as long as you're in compliance with your paperwork. And and and I know that my students would just look at me like, Oh, he's just making that up, you know, or that's not true. You have to experience that stuff I really struggled with, you know, how do I get my students to realize and understand this is something they have to go through? Or not factored? Yeah, time travel between classes or not factor in enough time to set up your equipment as you're traveling to the new school? Yeah, I definitely was thinking about you, Dr. Levey, and I was creating my schedules. I remember doing that assignment. I said, Oh, well, you know, there was a hypothetical schools. And in the ideal world, my schedule would be like this. And it wasn't until I sat down and had my case, literally looked at the service page. And, as okay, I didn't know I had to work around the third period that I have. And I didn't know that I have to, you know, this is how far this school would be. But

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I definitely thought about you, and that assignment did help me out. But sometimes, you know, that was a long time, until I got to that point, when I take your class that a lot of the things just go over your head. And it's not until you're in that, and that situation that you try to think back to that assignment. And you're like, Well, I don't know. Let's figure this out right now. Because that's, I need him.

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It's funny, I go to my students teaching schedule, and I go, yeah, good luck with this teaching schedule. Like where's that utopia? School District, you know?

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Yeah.

59:09

Right. In the chat, I put a URL if you have a nick paid AP collaborative idea. We'd love to hear about future topics that we can host a huge thank you again to Samantha Laney Elsie and Ivan much appreciated you all sharing the insights that you've learned from your first few years of teaching. We'll Yeah, we'll be back in November. The tentative plan is to do a session on assistive technology and so some low tech visuals, some high tech switches. So we'll be learning more about that in November, date and time to be determined. So Thanks all for joining us. Until next time, bye all