

Big Ideas from Reconceptualizing Teacher Education Town Hall

Original data:

https://docs.google.com/document/d/1mYTWP82h0Kt2y6_DfUS4rpjTlf2Ar8yX-AxPpDsilXI/edit?usp=sharing

First round of collapsed data by question (done by Stacey and Denise):

<https://docs.google.com/document/d/1QD5siX68DIkqcfIFkso-1LYOfEv3Il-drzRZdMQg2zQ/edit?usp=sharing>

Topic	Members
Induction	Erica Gilbertson Sara Kajder Sonia Janis Kathy Thompson Lou Tolosa-Casadont
Experiential Learning	Sally Zepeda Gayle Andrews
Curriculum–foundations (e.g., cultural, psychological–SEL, trauma, assessment)	Laine Bradshaw
Curriculum-special populations , (e.g., SPED, TESOL)	Meg Hines
Curriculum-DEI	Stephanie Jones Bettie St.Pierre Sycarah Fisher Amy Murphy Ruth Harman (related to TESOL and other curriculum special populations) David Chiesa Participants in CCSD equity ally

	academy?
Recruitment	

Induction

- When graduates meet realities of those diverse contexts (e.g., low SES students), there is a lack of support to keep them there.
- How do we ensure we have well-started beginners?
- More sustained opportunities for induction years.
- Induction and continued support for our students with sustainable contracts. Induction and continued support beyond the 5th year. Collaborate with other institutions to support the induction.
 - Working with diverse learners
 - Working with students who have experienced trauma
 - Classroom guidance/management
 - Teaching students with different backgrounds and needs
 - Support with co-teaching
 - Connecting teachers that are teaching in similar settings/similar content for collaboration and just to check-in and make sure they're doing what they're supposed to.
 - Ask our teachers in the 1st year - what do you need?
 - Someone to talk to about what you're experiencing even if this is just for validation.
 - Communicating and collaborating with parents.
 - Responsiveness to specific needs.
 - Regional support (potentially retired teachers in the area?)
- How do you do induction work more systematically through districts?
- Induction year programs that are multi-disciplinary (in ways that mirror what students are actually doing/seeing)
- Structured-release into the field. First year in the field is reduced time and students are still enrolled (district-based: hiring, for example, two people to teach one job)--Residency/5th year.

Work happening in Georgia:

<http://cedar.education.ufl.edu/ta-map/georgia-intensive-ta/>

Experiential Learning

Mentor Teacher Professional Learning

- Placements need additional support. No MT training that doesn't come from faculty additional effort. Should happen at many levels.
- We give students a lot of field experiences but don't communicate well with mentor teachers about expectations and program's philosophy.
- We make too many assumptions that people understand what we expect our students to do, what the MT's role is, what our role is. We need to be more clear.
- We need to attend to the varied needs of Mentor Teachers while also considering ways that they help to shape US and our programs. (And to recognize faculty who are doing that work with no recognition or support. Concern - we don't want this to only come from staff/Directors either.)

University-Field Incongruence

- Tensions between field experience and university experience.
- We make too many assumptions that people understand what we expect our students to do, what the MT's role is, what our role is. We need to be more clear.
- We sidestep a reform-orientation on university-side from a reality-orientation on the MT's side.
- Difference between teacher prep and administrator role. When they go into the field they might not be prepared for what admin expects of them, and we aren't having conversations with the Ed leadership about their preparation versus our preparation.
- More teachers-in-residence; we need to figure out how to stay current about the realities of schools and how to prepare TCs to thrive in those realities

Field Placements

- Making placements more beneficial for our students and the schools
 - Could be through partnerships with certain schools, students returning to classes afterwards to recap,
- Finding ways to provide preservice teachers opportunities for practicum in rural, urban, and suburban settings.
- Collaboration with placements - placing in same schools to facilitate TC on-site collaboration; providing PD for MTs and TCs on-site - allowing us to be strategic within COE - provide graduate credit for participation?

Models for Experiential Learning and Supervision

- We are looking eagerly to our dean to help us imagine teacher residency programs into possibility here - and to help us reignite Professor in Residency models. (We REALLY need the work of the Office of Student Engagement task force to be enacted and moved forward.)
- We need to consider Teacher Residency models for PSTs.
- Incorporate technology such as virtual reality or hiring actors to provide students with additional experiences such as participating in IEP and other parent meetings, classroom guidance, assessment, and additional classroom observations.
- Open supervision methods to including technologies that we are BEHIND in adapting (and creating).
- More support for supervision and professional learning for part-time faculty and doctoral students

Incentives for Mentors

- Access to GAILLEO
- For every X number of students we provide X number of professional development across departments
- Taking classes at UGA as compensation for serving students. Is this a definite no? (This may be a win-win to increase the number of teachers with master's degrees).
- Partial scholarships offered to classroom teachers. With each other
- Free graduate class every time a student supervised?
- Perhaps the inclusion of professional development would give principals and supervising teachers an incentive for taking on supervisees. If you allow us to place students in your school system we will provide staff development.
- Mentor teacher supports - including incentives - at the College level.
- TSS endorsement so that we can pay mentors who have training

Curriculum Enhancement/Revision

Educational Psychology/Counseling/Foundations//Leadership constructs:

- Classroom guidance
- Having faculty with experience in classroom guidance/management support other departments. (e.g., New PBIS SPED course taught online by Tina Anderson, culturally responsive classroom management ETAP course taught by Amy Murphy)
- Assessment literacy
- Data based decision making
- Creating assessments
- Social and emotional learning
- <https://www.see-ks.com> Social Emotional Engagement-Knowledge and Skills
- Managing and making effective use of technology for teaching and learning, both broadly and content-area specific
- Interdisciplinary approaches to teaching and learning (e.g., STEM/STEAM, working with media specialist, place-based learning)
- <https://www.resilientga.org> Resilient Georgia

Support for special populations of learners:

- Preparing students to work with diverse populations and students with diverse needs.
- Undergraduate teacher preparation needs students with the desire to work with low SES students.
- Prepare students to work with gifted students.
- SpEd with all teacher education units
- Providing content-specific work within SPED 2000 / 4030 / 6030 with content-area expertise
- Increase ESOL infusion into classes
- LLED collaboration - literacies matter throughout everyone's practices and work. Languages matter.
- Why can't UGA add a course or a certification for deaf-ed? They have one at Georgia State and UGA might benefit from adding a deaf education program.
- All teachers will serve kids with disabilities and there has to be a better system for getting special education content into the content areas. This is the same issue for TESOL. Dual certification, for example, in early childhood or middle

grades--This hasn't happened because it's a structural change for both departments. (Something like a double dawg with a 5th year)

- Position SpEd collaborations and other disciplinary specific pedagogy courses later in the experience so students have more content expertise.
- Special ed / elem ed dual degree
- ESOL / elem ed dual degree
- Double Dawg in two areas - content area and special field (gifted, ESOL, special education) (BSEd and MEd)

Policy

- Policy piece is missing from what we're doing in teacher education.
- Transparency as well in how UGA is influencing policy.
- Need a Center for Policy (see CO model).
- We need our policy experts to include collaboration with teacher educators - in order to have a "Center" here. (Emulate the Vinson Institute?)
- Content and engagement around teacher activism (teacher politics)
- Educational policy

DEI

- Does our college actually have a shared, actionable mission (esp. in relation to social justice)? How is it enacted throughout all of our programs?
- Consider if the college has a mission as a whole related to equity and social justice orientations. If so - how does that reshape and inform our programs? How can we prepare our teacher educators (us) to be prepared to teach students with these commitments? We need continual PL on this as well.
- More DEI work within teacher ed programs including PD for faculty.
- How does the work of CREDE fit with our goals?
<https://manoa.hawaii.edu/coe/credenational/>
- More DEI work within teacher ed programs including PD for faculty.
- Betsy Bockman, alumna and principal of Grady HS in ATL could be a resource:
<https://thesoutherneronline.com/74683/news/principal-proves-successful-with-high-scores-equitable-schools/>
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Mental Health/Trauma (in both teachers and students)

- Teacher mental health is a big issue and we should be collaborating about how to help / address / support our students and the students they support.
- Course that incorporates criminal justice, social work, sociology to prepare TCs to collaborate with similar groups in the schools - to address bullying, trauma,

social/emotional, etc. - could that be put into the core? Could it be cross-listed?
Recruitment tool for students not in education who take the course

- I would suggest we begin cluster courses that relate to issues of trauma, immigration policies, learning dis/abilities and education policy
- I see a need for an online course designed for educators and coaches to address this very real issue that, in my opinion, is also having an affect on their mental health. I would love to design a course to help equip coaches with the skill set they'll need to navigate mental health problems, i.e. explicitly teaching signs and symptoms of major mental illness; dig into what mental health IS; and explore evidence-based strategies to help on both sides - protective measures and early intervention. (Samantha Arsenault Livingston, science education alumna and Olympic gold medalist)

Other

- To cope with what is happening in an unstable world, we need to be educating people to think well, to be citizens -- to influence education.
- Where is our rural education programming? Idea to have courses or PhD focus on rural ed (as land grant institution).
- How can we integrate CS and Tech and Eng. Ed across grade levels and disciplines as it fits?
- Having dual degree programs across fields - cross training for students and satisfy needs of school districts, allow career changes later without leaving education (reduced attrition)

Student Recruitment

- Finding high talent transfers and recruiting them into programs
- A pipeline for paraprofessionals into certificate and graduate programs
- We need a SERIOUS PR campaign within the state to restore what teaching/learning/schooling is and can become. Our incoming students need to know that this is where you come to do more than a test. (Remember, more of our incoming students are experiencing school as assessment/testing - so we are working harder to help them see what's possible and different.)
- "Grow Your Own" programs. How can COE bypass/have more voice in initial admissions to UGA? How can we build on the work of Dr. Morgan Faison who is working on this through her role as professor-in-residence?
- Strategic placement of our 'advertising' (so what departments should we be in conversation with for recruitment--women's studies, STEM, Political Science, Institute of Education Policy, Ed. Leadership, FYOS as recruiting space(?) etc.):
- We have a STEM certificate, but do we know about it? How do we increase knowledge of it and more faculty/ students? (seconded!)
- What are the ways in which we should be talking to TAPP?
 - Could we offer our own TAPP sort of program
- We need to think more about recruitment. In the sciences, we found many students are interested in education but just don't know how to contact educators. TFA seems to be presenting in our classes, and they have a table in central locations. Why are we not in these locations?
- Dual certifications using the double degree programs (or a specialization). These should be broadcast widely - as they would capture more students.
- Programs at different spots – Masters program to different parts of the state. We need to think about how we can expand our reach.
- Looking for people who could be teachers. Paraprofessionals are an untapped source of teachers for rural schools. They are focused in their community -- and will stay. How can we help them attain licensure?
- Financial incentives - we need to find ways to improve our financial incentives for teachers.
- No-cost recruitment - Some universities have a no-cost recruitment course for teachers. These one-three credit courses are opportunities for students to consider teaching, without impacting their scholarships/fellowships.

Innovation in teaching/learning

- Look more at virtual opportunities
- Virtual reality
- Virtual classrooms, parent-teacher conferences, ... practice-based experiences
- Co-teaching (this may be done in special ed or math ed, but not consistently)
- Online teaching - we have strong pockets but needs expanded.
- Online classes aren't as good as f2f. Movements toward accessibility and structures are good, but are we compromising quality?
- Having faculty collaborate with online education faculty who are comfortable making it happen.
- Opportunity for innovation – propose new programs and take a test drive for a short period. It is labor intensive to have programs approved before we can enact them.
- How can we increase the use of technology in our program? Other programs are using remote supervision, online course work, and synchronous meetings
- More flexible scheduling of course offerings to be responsive to working teachers' needs and desires for face-to-face learning experiences: intensive summer weeks, spring break, courses as 'institutes' that extend across a year, series of Saturdays or weekends, winter break, etc.
- Rethink cohort models of preservice programs that cater to a relatively privileged student population available during daytime hours and who don't have to work their way through school. These courses could be offered in the evenings and summers in addition to the daytime hours, opening up access to older students, more working-class students, working students, and students who tend to feel marginalized in cohort models.

Collaboration

<https://cedar.education.ufl.edu> Collaboration for Effective Educator Development, Accountability and Reform

Within COE

- Cluster meetings for early childhood and middle grades cohort
- The structure we function in is isolated. We can't come together and talk.
- More in-program and across program co-teaching.
- We REALLY need a structure/group that allows teacher education faculty to come together and create/imagine/enact. We do not have that space. And there are no resources behind that kind of work.
- Collaboration across departments to support pre-service teachers more effectively.
- We feel isolated - want to have working groups/opportunities across programs to discuss these issues. When those of us who were involved in PDS work used to meet monthly, it was a powerful space to share ideas and dilemmas. Something similar for teacher ed - and with resources behind it.
- More collaboration between all departments.
- Work with departments who are uncomfortable offering online programs
- More co-teaching across programs (preparing students to co-teach *as well as doing this in our classes*)
- Elementary education needs stronger partnership with special education.
- Get out of our programmatic silos
- Return to co-teaching model as a sustained element across programs
- Does collaboration mean having faculty in SPED (for example) who work with others or are we talking about a genuine collaboration?
- Don't see any kind of larger collaboration happening without monetary support. And acknowledgement of the time it takes to create thoughtful programs and curriculum.
- Time needed for collaboration. Must be democratic. Run by faculty governance.
- Integrated curriculum--the ways in which people are trained to teach across fields (deep understanding of disciplinary connections i.e. I'm trained in Biology but I also teach Chemistry, etc.)
- Ways to integrate endorsements / certificates - earn - within the content areas - design truly collaborative programs
- Starting point: UGA faculty to meet to talk about (separately) elementary education, middle grades, secondary programs / expectations / classes / cohorts

- Professional development for each other - e.g., teaching language and course content that can be used consistently
- Are departments doing enough searching in relation to their own methods for initial certification programs? So, for instance, are departments providing instruction that's actually relevant to pre and in service teachers? Is strong teaching actually incentivized?
- Big grants as way to build collaboration...there's something about more opportunities to get people together to think together, but this has to be tied in some way to incentives.
- We need to understand the language used in each discipline so that we can relate across (ideas from sped, etc. so that we can relate in our content classes)
- We need to talk to each other and know what is offered in other departments
- Sharing of what is truly happening in the different classes so that we can integrate the language of the general required courses (e.g., special education, multicultural education, etc.) into the content courses
- Syllabi workshop to discuss -- geared toward the cohort models (elem ed) -- integrate course plans to be more cohesive, could meet periodically (every few years) to check in, gives faculty the opportunity to stay up-to-date on current practices for teaching outside of their disciplinary focus

Within UGA

- Collaborate across campus; north campus; maybe co-teach courses with professors in history, English, etc
- Computer science and technology and engineering education - need - new push by legislation
- Partner with CS and Engineering programs across campus for disciplinary expertise in teacher preparation
- Reinforce interdisciplinary collaboration around STEM education
- Interdisciplinary outside of our college – we should work with other programs and build them into our curriculum in specific programs - women's studies, African American studies, Latin American and Caribbean studies, STEM studies, etc. This could result with our collaboration with other groups – English etc.

With P-12 partners

- PDS needs new energy/direction
- Consider the merits of other kinds of partnerships - public health, industry. All of our eggs are in one basket when it comes to thinking about partnerships. Needs to be a bi-directional channel.

- We are curious what happened with the Office of School Engagement Task Force report. Having someone in a leadership position to build partnerships in CCSD and other counties is critical and supports the university's service mission.
- Strengthen our partnerships with CCSD and surrounding counties. How can the Office of School Engagement be structured to maximize partnerships?
- Bringing mentor teachers to campus to provide workshops for faculty and pre-service teachers. If we are putting novice teachers in their classrooms, then we must have some level of trust in their ability to mentor/train pre-service teachers. We, as faculty, can learn from their expertise about the CURRENT realities of classrooms, especially since many faculty have not been teachers of record in many years. If we take this work on, then we must also provide financial compensation for teachers for their time and efforts.
- Co-taught courses - UGA faculty collaborating with teachers in the field. Asking faculty to take over units in the public schools to re-experience the realities of what our teachers are facing when they go out into the field.
- Public school teacher / university faculty job swaps (for a week, month, etc.)
- Go out to the teachers and schools - get involved to learn the realities
- Support for teacher education programs who are bringing practicing teachers into their classrooms as co-teachers. There are no pipes for supporting that work.
- A town hall for supervising teachers - what do our supervisees need more help with before they enter into the classroom?
- Also have mentors help us develop curriculum for our TCs.
- Must work with schools, principals and mentor teachers in sustained and intentional ways (that include faculty - not just staff)
- Teachers in residence in the university- How do we bring teachers to the university to be 'renewed' and to help faculty learn more about the struggles of teaching.
- Could mentor teachers/teachers-in-residence become instructors of record?
- Convene advisory board panels of teachers
- School initiated research projects - what needs do the schools/teachers have?

Other

- With other institutions
 - Where are opportunities for us to collaborate with other Colleges who have same interests? (thinking policy here)
 - Collaborate with other institutions to discuss the vision/mission and the issues and assist each other in solving common problems. Perhaps, developing a consortium.
- With community organizations
 - Intentional community organization partnerships

- What incentives exist for collaboration particularly in relation to instruction?
- Current incentives work against our collaboration. Collaboration comes out of our workload. Is it research, teaching, or service?

Structures

- Courses
 - Change the way we conceptualize time for classes. For example, teach a course in one or two weeks, all day. Have students read before and then during.
 - Offer courses that take place for two weeks intensive, then a few Saturdays, and some online. The university shouldn't dictate our pedagogy based on classroom scheduling.
 - Similarly, offer some courses as 1 credit hour (ex: education law/policy); offer others as modules (half semester)
 - Offer hybrid, virtual, online for those who can't get to campus for face to face.
- Faculty
 - Change the way that we think about faculty time - so that co-taught courses are not a problem in terms of load and CHP "crediting."
 - Are we leveraging the expertise of our clinical faculty (as teachers) or are we burying them in admin tasks?
 - Faculty time for planning and *sustaining* these interdisciplinary programs
 - Value clinical faculty as constructors and creators who have teaching leadership. Where is the sabbatical for them?
 - More flexibility with contracts to allow for more opportunities to support teachers, preservice teachers, and students.
- Structure of college
 - Permanent structure of a teacher education working group. We need to not just be thinking in departments/programs. (Different from the program coordinator group?)
 - Reorganize the college? Restructure?
 - We need different structures in order to make this feasible (rather than worrying about how faculty could collaborate and still both get "credit" for teaching a course).
 - Restructuring the structure of the college. Divisions and programs.
 - Teacher ed programs together or smaller interdisciplinary groups (Community-based programs; CCSD cohort program; links outside of the college)
 - We need to know one another in order to authentically collaborate. We need to see one another's expertise.
 - Designated assigned time for faculty to meet together, plan, develop courses - should get instructional credit for our time

- If we could rethink architectural structures/bringing the entire college together in some way, but also building a more collaborative space in general. Where would we even gather if we could? How can you build a space for incidental as well as purposeful collaboration?
 - Restructuring the college – could we have different groups over time, or in a short-term (e.g., groups). Our current department structure is limited. Could we have divisions and programs, or sub-groups that are more fluid.
- Curricular
 - A competency based program instead of a standards-based program?
 - Combined classes with differentiation by subject-area
 - Modules to push-in to content-classes
 - Modular follow-up on content specific integrations between pedagogies and content (e.g., special ed follow-up modules for science education after the initial courses)
 - Leverage Double Dawg differently
 - 5 Year programs have students in schools year 5, possibly certifications here such as EL endorsement
 - Teaching in your 5th year – full or part-time (e.g., districts hire two people for one position) - we need to look at new models of the 5th year. Some programs hire two part-time teachers -- so they can continue their education/induction; other programs hire a teacher full-time, but release them to take their course work.
 - Could we break the courses into one-credit courses? The 3 credit -structure is out-dated.
 - Some of the ed. Psych material is covered in other courses (e.g., language development, family/school/community)- how can we reduce the duplication
 - Adding a positive support seminar to the student teaching seminar. This would be additional - but would enhance the current seminar structure
 - Competency model - is there a way that we can get away from seat time? How can teachers be monitored on their learning, and our programming adjusted accordingly?
 - Offering courses online for self-paced programs may also be an option -- especially if we are not held to completion rates
 - We are missing many opportunities by not integrating. Silos work against innovation and the needs of our schools. For instance, there is a rise in STEM schools. How are teachers prepared for these schools?

- Joint double dawg programs – with different colleges should be expanded. These are great opportunities. For instance, an English teacher could get an Exnglish master's degree.
- Stackable certificates/endorsements to form a master's degree.
- An alternative structure to the cohort model - this is not the best model for all disciplines. It works against a variation in participation.

Other

- Teachers would like more support with developing classroom assessments.
- eRate elimination.
- Get rid of e-rate and all the fees.
- Special permission or removal of some fees.
- Providing more access is critical.
- Scholarships for masters and educational specialist programs.
- Have more conversations with administrators about what we do in teacher education.
- Check in with students to make sure they can afford things we are asking them to do online--RE: using various apps and technology. Need to be more sensitive to social class issues among our PSTs.
- Continue to invest resources in clinical faculty who innovate our programs and work in school settings.
- Do they need all the courses we're telling them to take?
- Seeking funding from RWJF for culture of health stuff regarding community health as leveraged through teacher retention
- Master teacher sabbatical program
- We need to know what is happening in our local schools (WHY is CCSD working with the University of Virginia Business School instead of UGA COE?)
- EdTPA
- Program of School Engagement positions. What is going to happen?

1. What do we do well?

Faculty

- Supervision of TCs
- Expertise in our faculty
- Pay close attention to the needs of our students; set our students up for success

Students

- Attract high-quality students

Structures

- Relationships in schools.
- Professional development school partnership.
- Some programs are having success inside CCSD.
- Building relationships outside Athens-Clarke County.
- One thing we do that sets UGA apart is devote a lot of instructional resources to our preservice students. For example, SS ed, elementary ed, middle grades ed have a 3 and 4 sequence block for PSTs where a lot of instructional resources are provided throughout the block
- We do a good job getting students into the field early.

Outcomes

- Standardized assessments
 - Prepare for GACE and edTPA
 - Preparing people for the GACE well.
- Prepare thoughtful and reflective teachers
- Other states seek out our graduates
- Some programs--lifelong learners
- Graduates believe in importance of student-teacher relationships
- Retention in the field is high
- DEI
 - Successful in challenging our students' views that they bring with them to the program and help them think more critically and deeply
 - Foster critical thinking/inquiry on issues of race, class, gender as they relate to teaching contexts.
- Strong content knowledge.
- Content is really strong.
- Our students go into PL and already know/have that content.

- Developing teacher leaders who go into leadership roles early in.
- We graduate good colleagues (that's why they get Teacher of the Year).
- We do a great job overall preparing teachers.

5. What unique components of teacher preparation are needed in an undergraduate or MAT degree (initial preparation) and what unique components are needed in an advanced degree?

Undergraduate/MAT/Initial Prep

- Leadership, motivational tools for teacher educators and students. Teaching self-advocacy and agency so future teachers can engage in difficult conversations in their school communities.
- Initial preparation - Design of assessments, crafting a professional learning community, kid-sense, experience teaching within different teaching contexts, inquiry process, more field hours
- Considering the SPED, ESOL, and EPSY as surface level in initial certification (and make it clear that this is the expectation) and make this a bigger focus in the induction years

Advanced

- Cultivate activism in advanced students. Transferable skills. How to talk to different community stakeholders. How to negotiate. How to bring about change.
- Advanced degree - Crafting a professional learning community, Induction supports, development of teacher identity, reflective practice (focused on intentionality and support for multiple needs that are context-specific), assessment/data (and resistance to that), how to receive curriculum and still permeate with joy, theory, research and authenticity, purposeful teaching, authentic assessment
- Make SPED, ESOL, and EPSY bigger focus in the induction years
- Advanced degree - more understanding of evidence-based practice and how to apply (conducting their own research and reading research)
- Advanced degree - leadership, data analysis (class, school, district), systematic change in the dept, lead PD, lead collaboration (answer the question of what principals want from advanced degree holders)

Logistics

- What does building a continuum of practice look like?