Spring 2023 District & Program Meeting

February 28th, 2023

9:00 – 11:00am

District Attendees:

- Erin Miguel, Upper Arlington City Schools
- Lynn Brannon, Educational Service Center of Central Ohio
- Lori Lofton, New Albany-Plain Local Schools
- Stacie Dieffenderfer, Columbus City Schools
- Jen Iceman, Educational Services Center of Central Ohio
- Matt Cygnor, Groveport Madison
- Carrie Ramsay, Diocese of Columbus
- Robb Gonda, Educational Services Center of Central Ohio

Ohio State Attendees:

- Heather Long, APL
- Lauren Salamone, APL
- Kathleen Lynch, APL
- Megan Schertel, APL
- Kim Swensen, Integrated Language Arts & Integrated Social Studies
- Shane Whitacre, STEM
- Dr. Deb Zurmehly, Primary P-5
- Caroline Clark, Integrated Language Arts
- Chris Dent, Music Education
- Melissa Wilson, Department of Teaching and Learning
- Debbie Morbitt, Pre-education Field Placement
- Steven Wisnor, TESOL and World Languages
- Jane Briggs, Business Education
- Michele Sanderson, Primary P-5
- Ketal Patel, Art Education
- Maggie Spangler, Primary P-5
- Bonnie Gamary, Family Consumer Sciences Education
- Jenell Igeleke Penn, Department of Teaching and Learning

EdPrep Snapshot:

2021-2022 snapshot now posted on website: https://ehe.osu.edu/2021-2022-educator-preparation

Highlights:

- Shows overview of impact that Ohio State has been able to make across the state.

- Shows number of student placements and inclusive and diverse placements: we pride ourselves in having our students work in diverse settings for the best experience and preparation.

Report at the end of the website:

- Lists Ohio State programs.
- Lists number of teacher candidates, breaks down by college/campus
- Trends across Ohio: looking at Covid years in this data.
- Shows cohort placements by diversity visual
- Highlights initiatives: getting teachers into classrooms and keeping them there.
- Discusses partnerships with districts
- Other partnerships that programs have created with districts and the community: ROOT program, Ag Ed, Summer Institute
    - APL: if anyone has any suggestions or has anything they would like to highlight, please let us know

Graduate Profiles:

This shows the expected graduation numbers across the entire state in each program for Spring and Autumn.

- Largest number of graduates in P-5
- Several programs in high need with low grad numbers
- We can get additional numbers for other programs if you need, please let us know

Ohio-wide Employer Survey:

- We like to gather your feedback on how well we prepare professionals. Please pass this link along, one submission per district: https://ohio.qualtrics.com/jfe/form/SV_8H4HcL7D940ObKm
- This is now a state-wide survey that OU is administering so we can compare to other institutions across the state. We really value this and send it out to programs each year.

Updates from Primary Ed:

- Largest program in the school, ongoing growth

Michelle Sanderson:

- Touching on increased enrollment. This year we admitted 5 cohorts, 25 students per cohort.
- Some cohorts are doing 2 day placement now, and will student teach in the Fall and Summer. Generally, they will continue to the Spring and finish up. We are looking for plenty of mentors for the Fall semester. Ideally, students would continue with the same mentor.
    - APL: Touching on how we place those students. Sometimes you will receive a Spring placement and a placement for the Autumn as well, at the same time.

We would like feedback on this. Please reach out with feedback so we can accommodate.

- We put a big emphasis on relationship building so it would be amazing to have 2 placement requests at the same time so students can stick with the same mentor.
    - UA: Happy to accommodate that, knowing that there are times when teacher assignments change from one year to the next

We had a request to speak on reading and literacy program offered here at Ohio State:

Primary Education Faculty Member:

- Students have a semester long literacy course. It's very much a content course so they understand phonics.
- They also have a reading foundations course. Gives more of a historic background to teaching literacy.
- They also have a literacy methods course. We want to give our teachers as much research-based learnings as they can put in their pocket. They continue to work with phonics as part of reading instruction and comprehension strategies.
- These are not programs but practices. We think it's important to provide as many tools as possible since all kids learn differently.
- Questions or clarifications? Feel free to email: Wilson.370@osu.edu

Discussion:

- We would love to hear about the biggest needs you all have for this upcoming hiring season.
- Application process, any changes?
- Resources to support students?
    - CCS: In CCS, our HR dept is hosting a meet and greet with students and mentors. We will be sure you have an invitation to distribute. This will be in April. We are offering this to network.
    - Groveport: We had 73 new teachers last year which is double what we're used to. We're expecting another year of the same. If there are supervisors who want to encourage their students to work in Grove Port, please send a direct email to me and I can give them a quick 25-minute screen interview.
    - New Albany: We've spent the last few years recovering from Covid and we've done a lot of hiring, more than we usually would. We are looking to even this out. In March we are doing meetings to see what enrollments look like. If someone is interested in our district, reaching out the earliest possible is better. We get very few applications. General areas of shortage are MM SpEd, French, Computer Science, Psychologist. We have a Chem teacher to replace, an ELA teacher, and Health and Wellness
    - UA: We recently had an opportunity to have students come in to meet mentors. I would suggest any students who are completing their program mid-year, reach

out. We had a hard time finding substitutes last year. This could be an opportunity for them.

- TESOL/WLE: thanks for this news about French. I'll pass this along to our faculty and this year's French candidate. Also, to our TESOL cohort as well.
- APL: OSU recently implemented a new Gen Ed curriculum. I'm hopeful that we will start to see a higher number of STEM-Integrated Sciences graduates
- STEM: I have a couple students graduating with their Chem Licensure, I'll reach out to New Albany
- APL: I know some districts will send out invites to current student teachers. We're happy to send invites to a broader audience, please let us know.

Requests to speak on teacher shortage:

Article on this:

- Highlights: https://inspire.ehe.osu.edu/features/getting-teachers-into-classrooms-and-keeping-them-there/
  - Transitioned to direct admit model recently. Provided students are meeting benchmarks, they are directly admitted into program. We hope this supports the teacher shortage

Project ROOT:

- Started last summer. An initiative with 8 districts. Purpose is to start "enroll your own" movement in Central Ohio. This is a response to teacher shortage. How do we diversify the field and increase teaching interest?
  - Very diverse representation: Students of color, LGBTQIA+, racial/ethnic group representation
- Biggest complaint was that it wasn't long enough. Students were hosted for 3 days. Campus tours, lunch, meeting with mentors, staff/faculty, meeting with graduates from our programs. They took courses and workshops.
- Accepting applications for SU23. Applications due March 26th. We've sent this to districts. If you would like me to send this to you, please let me know.

Request for additional student data:

- If any district reps have any data or resources regarding your students, we would love to see that data as well. If you are willing to share, please email Lauren or myself

Mentor Appreciation Event:

- April 25th 4-6pm, Fawcett Center
- Opportunity to show appreciation to our mentor educators.
- There will be awards. We've already received nominations.

Professional development:

PD educators fee waivers: https://ehe.osu.edu/accreditation-placement-licensure/exchange-services

- o I created shared fee waiver accounts. I will also send out an email on the utilization of your fee waivers on a semester-by-semester basis.
- o Webpage is here for your information and a great resource to send to your teachers who are looking to utilize fee waivers
- o Outlines what the MEOS regulates and how we see this exchange of services coming full circle.
- o We're looking to reduce the student teacher ratio. 70% of placements are in your districts.
- o Great time to talk about PD opportunities. Happy to discuss PD opportunities on your campus.
- o Research included in your allocation for fee waivers
- o Answers questions about fee waiver utilization. Step by step process on how they would register and utilize their fee waiver.
- o Fee waivers are submitted directly to Financial Services Office

Annual mentor trainings: https://ehe.osu.edu/accreditation-placement-and-licensure/mentor-educator-training

- o Website provides beneficial mentor training resources so you can e prepared for your student placement
- o Your Mentors will receive the trainings after they're confirmed by district. We will pinpoint which training is required and send a direct link.
    - ELA: I have a question: How difficult is it, currently, to get teachers to agree to be Mentors across your districts?
    - APL: District reps, I know a lot of you have different methods?
    - UA: For us, it's hit or miss. It really depends on how often we've gone back to that pool of teachers. It also depends on how many teachers we have to work with for each section
    - ELA: And how can we help?
    - UA: It would be helpful to outline what is expected up front. The time commitment and the requirements. We worked on this a couple years ago, this was helpful.
    - APL: We send this out to districts at time of request
    - ELA: I have been working on is having a mentor teacher kickoff. We struggle with knowing who our mentors are soon enough to bring them into the conversation of a co-teacher relationship. We would love to know who these mentors are sooner so we can partner with them and provide support. Any thoughts you have on how we can sooner get this cycle going is appreciated.

- APL: I can touch on some of the obstacles that we face when we start placement requests. As soon as we get requests, we send to district reps. Sometimes there a delay getting information because it's hard to get matches. Sometimes this is over Summer which can be challenging. We can reevaluate the timing of placements. We do not confirm the placement until the student meets compliance requirements, which can delay this information getting to us as well. One thing that could be tackled: how can we help districts to make that mentor pool more robust?
- UA: If there's any way to share introductory information about the student who will be with them, it would be helpful. If they know ahead of time what the student's feel their strengths and challenges are, the mentor teachers are better prepared to assist.
- ELA: Thank you. That is helpful! With our undergraduates, we have much more of this information at hand. With our M.Ed. students, we generally don't meet them until late spring of the year in which they will do their internships. But this is something we can work for in the future. Yes! We would love to have a really robust relationship with our Mentors - at least in English Education. We want this to be a mutually beneficial relationship, so I'm very interested in what would support your teachers.
- Groveport: I agree with everything everyone has said. While meeting with mentors early is great, sometimes we have so many requests that we're twisting arms to bring mentors in. We work with multiple universities, but we really try to pull from OSU. As far as getting teachers to make time to meet with supervisors; we've never seen this as a need. Mentors have never asked for this. It's always been a good relationship with OSU. Filling the mentor requests is hectic at times.
- UA: We are working on the same thing for our mentors - having them come up with an introduction/get to know me sort of resumé to share with others who work in their classrooms
- New Albany: Maybe it's a hybrid approach. Some things sent in advance or available on a website that mentors could review as soon as they are approved. Then a few things to highlight when you get them all together at a later date.
- ELA: Thank you. That's a helpful idea too!
- APL: If we could make mentor teacher expectations public, that's something that would be beneficial. They don't have to be a mentor to sign up for these trainings. We can create a section for "Mentor Expectations" that outlines responsibilities.
- ELA: Can we divide this information by programs/content areas? So certain mentors know what to expect by program. I.e.: time commitment, content requirements

- Lauren: I think that's a great idea. Would anyone be interested in a separate call or webinar to discuss mentor pools?
- ELA I would!
- Columbus Diocese: Yes, I would
- UA: Yes, please
- CCS: Yes, please.
- Art Education: I would appreciate that, art education really values our mentor relationships!
- STEM: That'd be great!
- ELA: I would.
- Primary: Sure
- Primary: Yes, that would be very helpful!
- ELA: I want all of the districts to want our students first and foremost.

Choose date for Autumn meeting:

- No preference