



Partnership Convening Meeting

November 6, 2020

1:30-3:00 pm

Virtual (Zoom)

Agenda

1. Welcome
2. Accreditation Update and Quality Assurance System
3. Partnerships & Impact
4. Data Updates
5. Employer Survey Feedback
6. Conversations with Faculty

Meeting Minutes

Attendees: Names were removed for public posting, attendee summary follows:

EPP: Dean, Assistant Dean, Department Chair, all faculty program leads, Data Manager, other faculty members

P12 Partners: School-based and central-office based partners from our 3 primary P12 partner school districts and a local public-private partnership school group

Accreditation update and Quality Assurance System

The Dean shared that our Education Preparation Program (EPP) submitted the CAEP self-study report, addendum and South Carolina Department of Education report. Feedback was very positive! The next step is a virtual visit in December.

Partnerships & Impact

The Dean thanked partners for working with us to develop data sharing agreements and for providing input and feedback on assessments.

The Dean shared how we are considering new cohorts for ESOL, paraprofessionals, etc.

Data updates

The Data Manager shared how we collect, review and analyze data year-round; there is a formal monitoring timeline that we follow as part of our Quality Assurance System.

The Data Manager reminded partners they can review impact data on our CAEP Annual Reporting Measures [website](#).

The Assistant Deal shared data trends from the three-cycles of our self-study report as well as 2019-20. Strengths and growth areas were identified.

Employer survey feedback

The Assistant Dean asked for feedback regarding our Employer Survey as it is time to review it along with the alumni and exit survey that are all aligned for triangulation.

Conversations with faculty

Everyone split into break-out rooms to review the Employer Survey as well as address various topics, including reinforcement & refinement areas, how we can grow as an EPP, needs of veteran teachers, and needs of schools and districts. Notes from each group were taken in Google documents.

Group 1

Grow - questioning and higher order thinking

- Induction teachers - Areas of need include questioning, problem solving and rigor; similar results for veteran teachers.
- SCTS Planning Domain - assessment and student work; Issues with questioning go back to planning, Thinking indicator. All became areas of focus during induction seminars, observations and coaching sessions.
- Issue involves “canned programs” and how to modify/adapt. Teachers don’t plan their questions ahead of time.
- Teachers may need discipline-specific support with questioning.
- Flexibility and seeing bigger picture of district. Sometimes you don’t get what you signed up for. Stick it out. Changing class size, mode of instruction. You’re hired to work for a district not a specific school.
- Teachers lock into a plan and have trouble adapting mid-observation. Reflects a teacher-centered approach to teaching versus student centered. This is a definite issue for new teachers but also for veterans.
- Teachers seem to anticipate what opportunities for growth might be identified. Reflection is strong in post-observation conferences.
- School district needs are secondary, ESOL, Special Education, Languages, Math
- Paraprofessionals need PD specific to their roles.
- Graduate certificate programs - cohort pricing may be available.
- Special Education, ESOL

Group 2

Guest Series-

- Assessment, questioning, technology (she thought students came in strong in this area)- hitting cooperating teachers in schools, also have CT’s have experience, assessment- work with CTs and interns together as CT's need support in these areas as well
- Setting up grade books- standard

- Interview/recruitment fair- Trident Tech College- candidates are given a list of who has openings, overwhelming, short time to make an impression- try to prepare them for that
- Higher order thinking, engineering design process, problem solving, getting students to see what it looks like when teachers are presenting to students- getting them to emulate, engineering thinking- Cane Bay Middle School, improv thinking- yes/and, be engaged and observe more of that type of setting, opportunities to see teachers engage student, spend more time observing Career and Technical Education, integrate more- already exists there
- Backwards planning- if my assessments aren't asking higher order then I'm not going to end up there; Did they have an opportunity to practice what was going to be on the test?
- Assessments driving instruction

Group 3

Tech - how do they employ tech? How to engage with tech?

- Higher-order questioning
- Assessment - on task vs. on topic; backwards design; formative assessment

Group 4

Employer Survey

The Learner & Learning: E-learning and various models with the shift due to COVID- focused on learning engagement

Instructional Practice, Engage students actively in self-assessment processes: hard to quantify these processes--what does this look like formally? Maybe provide examples at different levels (journaling, questioning, investing in data, etc). Maybe put 'self-assessment/reflection'

Modify and adjust- our graduates do really well. Do well with receiving feedback.

- Districts are working with teachers to do identity work- finding confidence
- Connecting with family and parents
- Regarding technology, Melissa Payne said teachers need to understand not just how to use technology tools, but how to "leverage" the tools to meet the needs of students.

Group 5

Employer Survey

Instructional Practice, Engage students actively in self-assessment processes: Perhaps this needs to be narrowed down a bit more. Is this self-reflection? Reflective stance? What does this mean? Can a student identify room for growth and act on it?

First year teachers from Institutions seem prepared. As an example, use of Promethean Board...as opposed to just a projector and a screen.

- Higher order thinking is always a problem. Knowing what questions to ask is always a problem.
- Students most times enter school and focus on details and opposed to larger “out of school contexts.” Making text to text, text to self, and text to world connections.
- What needs do veteran teachers have?
 - Need support in so many ways
 - Needs in terms of COVID
 - Needs for tech and virtual/hybrid
 - How do you teach half the class online and half virtually?
 - Need emotional support
 - Need mentoring
 - What supports can we provide?

Outcomes & Actions

- * Feedback from partners was shared with EPP faculty and staff in spring semester 2021 for discussion and action.
- * Employer survey suggestions were implemented.
- * A technology ad hoc working group of EPP faculty and P12 educators was launched in summer 2021 to explore improving our technology approach



MAT Elementary Feedback Session

May 24, 2021

3:00-4:00 pm

Virtual (Zoom)

Attendance: Names were removed for confidentiality reasons. Summary of attendance:

EPP: Program director, Department Chair, Assistant Dean

P12 Partners: Cooperating teachers, teacher coaches, and administrators from all field/clinical placement elementary schools

Agenda

Thank you!

- For being partners, many of you for second year with our accelerated MAT program
- For welcoming our candidates into your schools/classrooms, year-long, in a pandemic

Cohort Update from first two years and Looking Ahead

- 22 candidates
 - 21 are teaching or have signed contracts, 1 deciding between ESOL/teaching
 - 20 in public schools, 1 in private school
 - 15 are in Charleston area, 5 in other parts of SC, 1 in NC
- Cohort #3 starts in July 2021 - between 17 to 20 candidates!

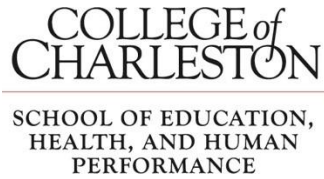
2020-21 Cohort & Program Feedback

- **5 days versus 4 days in schools in spring**
 - Great improvement over first year with only 4 days in classrooms

- Allowed for candidates to see full units, assessments, replanning
- Allowed for two MAP administrations and regrouping of students
- Should keep 5 day a week in spring for realistic prep for teaching
- **Feedback about cohort, fall field course, spring internship**
 - Avoid core classes during internship, especially that meet at 4pm
 - Link coursework with in-class work (like SLO, lesson planning, writing)
 - Keep the SLO, very important to prepare teachers for first year
 - “Communication was so amazing” from EPP
 - Appreciate the thoughtful process of schools/classrooms where teachers are placed
 - Many interns were strong with technology and taught CTs things
- **Ideas for the future**
 - Consider *Tough Kid* and trauma-informed training for interns
 - Use real-life scenarios from referrals for classroom management preparation
 - Prepare interns regarding cultural competency prior to internship (e.g., what is “disrespectful”)
 - Consider district technology training for interns for specific platforms
 - Try to have interns in schools earlier in fall semester
 - Partners want to work with us again!

Outcomes & Actions

- Program will continue to have interns in schools for 5 days a week (no Fridays classes)
- Program will work with scheduling to remove barrier of 4pm classes during internship semester
- Program will keep the SLO assessment
- Program will work with partner schools and district to have students in schools earlier in the fall 2021 semester (COVID restrictions prevented earlier attendance in schools for fall 2020)



DORCHESTER SCHOOL DISTRICT TWO
AND
COLLEGE OF CHARLESTON - SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE

CLINICAL PRACTICE EXPERIENCE AGREEMENT
JULY 1, 2020 – JUNE 30, 2021

PLACEMENT:

The Dorchester School District Two and the College of Charleston School of Education, Health, and Human Performance will work cooperatively to provide a clinical practice experience that is of benefit to the intern and the school to which he/she is assigned through the use of the following College of Charleston procedures:

1. College of Charleston must provide a Certificate of Insurance which provides professional liability coverage for all participants sufficient to meet the requirements of the District.
2. The Director of the Office of Student Services and Credentialing at the College of Charleston is authorized to contact school principals to arrange for placement of College of Charleston interns for their clinical practice experience. The principal, cooperating teacher, and Executive Director of Human Resources must approve all placements.
3. All interns (or placed students) agree to read and abide by Dorchester School District Two's Board Policies.
4. Cooperating teachers, principals and the Executive Director of Human Resources will receive notice of the clinical practice interns' assignments at least two weeks prior to the first day of the program, except under very unusual circumstances.
5. The clinical practice experience will be a full-day program extending the period of time designated by the intern's program of study. The full-day program will mirror responsibilities and routines of cooperating teachers as directed by district and school administrators, including, but not limited to, face-to-face instruction and virtual learning experiences.
6. The Dorchester School District Two Clinical Practice Experience Agreement forms will be used to validate all clinical experience assignments. The College of Charleston will submit forms,

including the signature of the Director of Student Services and Credentialing, prior to the intern reporting to the school for his/her clinical experience.

7. The Director of Student Services and Credentialing is available to speak with any group/principal to discuss the procedures for determining and assigning clinical practice placements.
8. The College of Charleston School of Education, Health, and Human Performance's Office of Student Services and Credentialing will provide documentation verifying the teacher's service and supervision of the clinical practice intern.

SUPERVISION:

The Dorchester School District Two and the College of Charleston will work cooperatively to ensure that the interns participating in the clinical practice experience receive proper supervision using the following procedures:

1. The Office of Student Services and Credentialing and College of Charleston college supervisors will provide instruction to clinical practice interns on their roles and responsibilities during the internship.
2. The College of Charleston will provide all measures for evaluating interns who are participating in the clinical practice experience. The College Supervisors will be in regular contact with the Cooperating Teachers in order to receive information from the cooperating teacher regarding the performance of the interns. The College Supervisor will consider all observations and evaluations submitted by the Cooperating Teacher when determining an intern's final grade for the clinical experience.
3. The College of Charleston assumes responsibility for the Expanded ADEPT/SCTS 4.0 standards training of cooperating teachers. The Dorchester School District Two will assist with developing and implementing this training, when possible.
4. The cooperating teacher assumes responsibility for the daily supervision of the intern's clinical practice experience. The College Supervisor will be in regular contact with the Cooperating Teacher regarding the intern's performance.
5. Any change in assignment will be the responsibility of the College's Director of Student Services and Credentialing in consultation with the College of Charleston Teacher Education department chairperson, the college supervisor, the principal and the cooperating teacher. If the original placement has been in effect beyond three weeks, full remuneration will be provided to the cooperating teacher and principal.
6. The College of Charleston's Director of Student Services and Credentialing, in consultation with the College of Charleston Teacher Education department chairperson, the college supervisor, the principal and the cooperating teacher, will terminate any intern's placement in the clinical

practice experience who is deemed unqualified to continue the program. If the placement has been in effect beyond three weeks, full remuneration will be provided to the cooperating teacher and principal.

7. Dorchester School District Two reserves the right to remove any intern (or placed student) at any time if their actions pose a risk to the health and safety of the students or staff of the District or are a significant disruption to the education of our students.
8. Dorchester School District Two teachers will be limited to one intern each year except under unusual circumstances. In these cases, approval must be obtained from the Principal and the Executive Director of Human Resources.
9. Cooperating teachers, clinical practice interns, and college supervisors are required to attend all orientation sessions as deemed necessary by the College of Charleston Office of Student Services and Credentialing.

REMUNERATION:

Each Dorchester School District Two cooperating teacher will have the option of receiving a \$200 honorarium or two College of Charleston tuition vouchers, in their name, for completing the clinical practice supervision program. The vouchers may be presented for tuition for catalog courses only. The cooperating teachers' vouchers are not transferable. A voucher will be presented to the host school that provides a setting for clinical practice internships. The principal of the host school may use this course voucher or transfer it to another employee of the school.

DISTRICT EMPLOYMENT STATUS:

Interns shall not be considered to be employees of Dorchester School District Two and as such, shall not be entitled to the benefits of employment, including but not limited to workers' compensation, retirement, and insurance.

Interns participating in the clinical practice experience may not be utilized as substitute teachers. If a cooperating teacher is absent for more than one-half of the school day, a substitute teacher must be assigned to the classroom.

DURATION OF AGREEMENT:

This agreement will be reviewed and agreed to on a yearly basis. The undersigned agree to the procedures as outlined in this clinical practice experience agreement.

Director, Staff Development & Teacher Evaluation
Dorchester School District Two

Date

Director, Office of Student Services and Credentialing
College of Charleston

Date

Assistant Dean, School of Education, Health, and Human Performance
College of Charleston

Date

COLLEGE of
CHARLESTON

SCHOOL OF EDUCATION,
HEALTH, AND HUMAN
PERFORMANCE

CHARLESTON COUNTY SCHOOL DISTRICT

AND

COLLEGE OF CHARLESTON - SCHOOL OF EDUCATION, HEALTH, AND HUMAN PERFORMANCE

FIELD EXPERIENCE AGREEMENT

JULY 1, 2021– JUNE 30, 2022

PLACEMENT:

Charleston County School District and the College of Charleston School of Education, Health, and Human Performance will work cooperatively to provide field experiences for teacher education candidates, through the use of the following procedures:

1. The Director or Assistant Director of the Office of Student Services and Credentialing at the College of Charleston is authorized to contact school principals to arrange for placement of College of Charleston candidates for their field experience.
2. The principal and host teachers will receive notice of candidate assignments for field experiences at least two weeks prior to the first day of the program, except under very unusual circumstances.
3. The field experience will be a part-time program extending the period of time designated by the candidate's course syllabus which will be provided to the principal and host teachers. The part-time program will mirror responsibilities and routines of cooperating teachers as directed by the field instructor, including, but not limited to, face-to-face instruction and virtual learning experiences.
4. The Director or Assistant Director of the Office of Student Services and Credentialing is available to speak with any group/principal to discuss the procedures for determining and assigning field experience placements.

SUPERVISION:

Charleston County School District and the College of Charleston will work cooperatively to ensure that teacher education candidates participating in the field experience receive proper supervision using the following procedures:

1. The college instructor will explain expectations of the teacher education candidates to the host teachers and principal as well as the role and responsibilities of the candidates during the field experience.
2. The College of Charleston will provide all measures for evaluating candidates who are participating in the field experience.
3. The college instructor will be in regular contact with the host teachers in order to receive information from the host teacher regarding the performance of the candidates.
4. The college instructor will consider all observations and evaluations submitted by the host teacher when determining the grade for field experience.
5. The host teacher assumes responsibility for the supervision of the student's field experience. The college instructor will help guide and support the host teacher regarding the candidate's experience.
6. Any change in assignment will be the responsibility of the College's Director of Student Services and Credentialing in consultation with the College of Charleston Teacher Education department chairperson, the college instructor, the principal and the host teacher.
7. The College of Charleston's Director of the Office of Student Services and Credentialing, in consultation with the College of Charleston Teacher Education department chairperson, the college instructor, the principal and the host teacher, will terminate any student's placement in the field experience who is deemed unqualified to continue in the program.

SUBSTITUTE TEACHING:

Students participating in the field experience program may not be utilized as substitute teachers.

DURATION OF AGREEMENT:

This agreement will be reviewed and agreed to on a yearly basis.

The undersigned agree to the procedures as outlined in this field experience agreement.

Chief Human Resources Officer

Charleston County School District

Date

Director, Office of Student Services and Credentialing

College of Charleston

Date

Assistant Dean, School of Education, Health, and Human Performance

College of Charleston

Date