

WACTE
Field Director Meeting
Meeting Notes
January 27, 2021

- Welcome & Introduction

- Hello to new people
- Recording of meeting will be available

- Topics

- School Re-openings: sharing challenges & impacts on student teachers, supervisors, and programs

Q1: Candidates were okay with remote student teaching, but as districts open back up, how do we adjust for candidates that do not want to return to in-person? PESB has some flexibility for reducing hours of field experience. What are others doing?

All students are hybrid or in person. Switch mentors for those who wish to remain remote. Work through district plans with students to alleviate stress. Review science of COVID transmission.

Collect evidence, use what you have to show candidates are meeting certification requirements. Alternate ways: peer review, teach to each other.

You need to let us know if you don't want to go back, so we can postpone your student teaching.

Advocates for individual decision making, reservations even with vaccine, look at district options for remote learning, is summer school a possibility in your districts?

We have told candidates from the start of the year that if their classroom comes back to campus they need to be ready to come in. Students have options to interrupt/delay their student teaching if needed.

Emily (SPU) shared a document full of ideas for **alternate plans for student teaching**:

<https://drive.google.com/file/d/1kjiNlinU4GNIG548vu1ueVHYCLiUSN/view?usp=sharing>

Other Co-Teaching Resources:

<https://www.stcloudstate.edu/oce/co-teaching.aspx>

<https://www.stcloudstate.edu/soe/coteaching/default.aspx>

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Q2: Seeking advice for students with mentor teachers who have different ideas about safety protocols. How to navigate this issue with candidates?

PEAB weighed in and recommended that students should review district safety protocols. Ask the questions: Who do I talk to when I have a question about safety? Professionals in the district and the principal. It can cause conflict, but safety seems more important.

Field Placement Director may need to talk with principal on behalf of student teacher to avoid conflict.

Q3: Reminder: Remote instruction isn't the same for everyone. Students have taken day jobs because they assumed teaching would be asynchronous. They presumed they could do it all, but ultimately couldn't and have delayed graduation.

Q4: What happens if districts strike over return to school MOUs?

If a district strikes, we have prepared a statement that candidates are excused from field until the district returns. Candidates cannot represent UWT in any way during this delicate situation, but what they choose to do as a private citizen is their right.

Statement shared by SU, from their handbook:

Teacher strikes are sensitive issues and often can have long-lasting effects in a school district. Generally, a Seattle University teacher candidate assigned to a school district in which a teacher strike occurs should not report to the clinical internship setting until the strike is concluded. In most cases, you should not engage in any activity that could be interpreted as support for either the school district or the teacher association. However, if circumstances are such that you believe it is important to take a position, please contact the appropriate EDLS faculty member to discuss the implications. If, as the result of strike activity, the internship is substantially shortened, the College of Education will make a reasonable effort to enable you to meet established course requirements for credit. Under these circumstances, it may be necessary to reduce the number of credits for the teaching internship or to extend the internship.

Really like language "the College of Education will make a reasonable effort to enable you to meet established course requirements for credit," instead of saying "we will find you another placement."

Yes, we have been careful to not promise alternative placements if students' schools/districts go back to in person instruction. Our app indicates that we will attempt to find them a placement that fits their instruction modality preferences, but that changes will possibly occur, and they may need to defer. Add preferred teaching modalities to application. The more specific you are the more difficult it is to find you a placement.

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Q5: How can we support those students who are teaching asynchronously?

Seems like a last resort, and not a popular choice.

Think creatively! Health and Fitness and Music are impacted. Collaborate with other teachers outside of their endorsement. They are using their time to develop lessons that incorporate literacy into PE lessons.

Q6: Questions from teachers about evaluation. If students have no classroom management experience, when they are assessed, how will their success be impacted?

Choose emergency cert and delay edTPA until fall once they are employed.

Q7: Data admin: If you are using alternative settings for student teaching, how do you deal with the data reporting as far as school codes, university mentor certificate information, etc.? or are the alternative settings just for practicum experiences?

Every district code and school has a code, mentor code, cert is tied to the codes. If you are in a setting that is not coded, geographic boundaries can be coded as district and school. For alternative settings or for mentors without cert numbers (they need not hold a wa cert) just need 3+ years teaching, leave it blank.

Q8: Comment/concern: It's really hard to have uniform policies, districts are all so different safety policies, guidelines, and timelines. We must be adaptable and level of readiness of TC, as students advance through program without practica, concerns about levels of readiness, case by case: are students ready? Where are their gaps? Evaluation tools are key. Because supes cannot get into schools, TCs are asked to advocate for themselves, practicing classroom management and little things that come with experience, concerns about hiring, getting creative how we evaluate and recommend for cert is key.

Q9: Question about strategies for a student for whom remote teaching is particularly difficult. Relationship with mentor teacher is deteriorating. Exacerbated by modality. He saw all of his free time and took outside jobs, but his student teaching has suffered. Pushing him off another year impacts candidate significantly. Can we pull him from the field and fulfill requirements in another way?

Exploration of co-teaching in the chat that I've cut and pasted here:

We have had this happen with a couple of students, we have facilitated conversations between the mentor and student as well as promoting the co-teaching plan. Shifting mentoring practices/mentoring environment instead of candidate

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I think in general when there is a disconnect between mentor and candidate, I make a push for “actionable feedback” from the mentor....sometimes the suggestions or concerns in these cases are vague and value-laden.

In this scenario, I would suggest going back to your evaluation tool to identify a few key areas of growth for the TC to work on moving forward to demonstrate proficiency. Based on those identified areas, you can get creative about the "alternative scenarios" that can provide an opportunity for the TC to demonstrate their proficiency. We would typically have the field coach leading this additional support

I'm putting these types of co-teaching in my mentor newsletter and asking field supervisors to ask them which one they want to try in February

- WACTE stance on re-openings / vaccinations
 - From Keith Lambert , WACTE: Lobbied at state level for vaccination chairs of house and senate have written to gov.
 - WACTE has lobbied that field supervisors be included.
 - No movement in change in categories seen yet
- edTPA:
 - WACTE letter to Governor's office
 - Asking to suspend use of the edTPA for spring 2020
- Video permissions during remote teaching – challenges & strategies
 - Long term goal: Working video permissions into MOUs
 - Small groups to share challenges and strategies, ask practical questions
 - How have people recommended or practically advised TCs for students that are caught on video who have not signed a release:
 - Blurring faces, overlay an emoji
 - Transcripts for districts that do not allow recording
 - Pearson/PESB have said you can take attendance in the chat box and that counts as showing students are synchronous with the teacher. So if they type

"Hi" or "present" that counts to show at least 4 are there in the chat box.

- House Bill 1028: WEA sponsored bill to eliminate the edTPA
 - <https://legiscan.com/WA/text/HB1028/2021>

Aims to remove statewide assessment and calls on individual programs to create their own assessment for student teaching

- WACTE Survey:

- WACTE survey asked programs to estimate cost of creating their own assessment

- WACTE is leaning against the bill. Multiple measures mitigates many issues.

- As a role-alike group, do we want to stake out a position to bring to larger WACTE group? We have a wide range of responses:

- 38 Total Voting:

- Yes: 26% (approve HB 1028 to eliminate the edTPA as a statewide assessment in Washington)
- Unsure: 50% (Wondering: What would replace it? What are we saying yes or no to?)
- No: 24% (oppose HB 1028 to eliminate the edTPA as a statewide assessment in Washington)

Comments: edTPA being a state requirement was a problem highlighted by covid, look at how we HAVE to do it in the most unreasonable of times. It can be a standing option, but to require it by law is tying our hands on offering alternatives to meet certification.

We want to be held to the same standards, but edTPA doesn't necessarily do that. It mitigates equity issues in some ways, but we can do more.

Aligning assessments and instructions with INTASC Standards has been good for many programs. How can we build on that success/momentum?

The cost of the edTPA is prohibitive and feels punitive to students.

A great deal of time was devoted to working with PESB to carefully implement the edTPA -- given the RCW for a teacher assessment. It seems problematic to pull the rug on that now.

Adjourn