0:0:0.0 --> 0:0:7.710  
Walton-fisette, Jennifer  
And please know that that we don't have all of ciac here today. The responsibility is not lie all on you. But you are our key partners.

0:0:8.860 --> 0:0:32.840  
Walton-fisette, Jennifer  
And the people that we work with, the closest and so we wanna make sure that that we are doing that. So with that being said, I think I think most of you were at the spring meeting and I started talking about the case that this is the new uniwide assessment that's going to replace EDPA. And we did spend time taking a look at the assessment you provided, great feedback.

0:0:33.920 --> 0:1:4.850  
Walton-fisette, Jennifer  
And we're actually piloting with a 13 first 13 students this semester and we will pilot it with a minimum of 50% of our student teachers if but most likely way more in the spring. And then the plan is a full go starting next academic year, Ed, TPA will be no longer at Kent State University and we will be with this case step. So if you are OK with this, I would like to convene potentially a subcommittee or group or whatever when we have some data, we should have some data in April.

0:1:5.160 --> 0:1:36.310  
Walton-fisette, Jennifer  
After we have a larger group to take a look at, what is the state of telling us what's working for the rubrics? What do we have to change regarding the assessment? That would be really helpful for us because this is our first rodeo with this assessment and we're trying to do it across all teacher education programs. If you're familiar with TPA, there is a 50 page handbook for every content area we're trying to do something that is 1/2 of the pages and across all teacher aide programs so similar like the student teaching evaluation.

0:1:36.790 --> 0:1:50.50  
Walton-fisette, Jennifer  
And So what I'll do is I'll get the, you know, I have the e-mail addresses that go out that Mike sends out and I will see if we can start working on something preliminary so that we can hopefully meet maybe in May before everybody breaks out for the.

0:1:51.190 --> 0:1:55.430  
Walton-fisette, Jennifer  
The summer to get some feedback. Eva, I see that your hand is up.

0:1:55.640 --> 0:1:56.150  
Eva  
Hi.

0:1:57.270 --> 0:2:12.710  
Eva  
John is there one area of the TPA that you're particularly looking at? Is it the planning or is it the, I mean, I'm just looking at the three tasks and thinking of where our university wants to focus or is it all of it?

0:2:13.820 --> 0:2:14.990  
Walton-fisette, Jennifer  
What with the case that?

0:2:15.900 --> 0:2:16.170  
Eva  
Yeah.

0:2:16.600 --> 0:2:27.690  
Walton-fisette, Jennifer  
Ohh, absolutely all of it. And so just a reminder that the case that really focuses on 3IN task dandar ads on planning, assessment and instructional strategies.

0:2:28.800 --> 0:2:58.660  
Walton-fisette, Jennifer  
Across that we are also trying to infuse more technology, not just our students doing technology. We have heard from a lot of focus groups. When we met with you that our students are pretty well versed in technology. Of course, it depends on the program area, the context, the location, it's variable and we get that and we're using technology more broadly like I'm in physical education. So I know that we're that depending on the school district, the type of technology is quite variable. What we will use, but.

0:2:58.750 --> 0:3:9.170  
Walton-fisette, Jennifer  
We haven't really done a nice job of assessing how our students are utilizing technology and so we're trying to integrate that a little bit more. Sorry, my daughter just came home. So I'm saying quick, hi.

0:3:10.730 --> 0:3:40.620  
Walton-fisette, Jennifer  
On this, I'm the only parent at home right now and we're trying and particularly with assessment, a huge feedback that came from you in SIAC and from the focus groups was that our graduates were not doing very well when it came to assessment. And so we are trying to really enhance that well. We have heard from our focus groups is really on formative assessment that students were not doing formative assessment enough and then how that informed their next lesson the very next day. And so we're looking at formative assessment. We're looking at summative assessment.

0:3:40.700 --> 0:4:12.200  
Walton-fisette, Jennifer  
And we are having them all create their own assessment, even if like early childhood secondary, if they have to utilize a district wide assessment, one that's already part of the curriculum, they can utilize that and collect the data, but they still have to develop a summative assessment so that we can assess that their knowledge and ability to be able to do so. And same thing related to technology. And we're also infusing focus on equity and justice throughout. And so there's a lot more integration.

0:4:12.320 --> 0:4:44.630  
Walton-fisette, Jennifer  
Then separation of what Ed TPA does TPA has planning and there you 5 rubrics for planning instruction and here you 5 rubrics for instruction. The 21 elements that we have on our rubric and I will be happily to upload this into the chat with this group today is that we're trying to integrate them across because planning of course is important. That doesn't, it's not separated from assessment because you have to plan for assessment while you're planning and you're instruction is not separate from assessment because of course that's a component.

0:4:45.30 --> 0:4:49.780  
Walton-fisette, Jennifer  
You're doing that while you're teaching, and so we're trying to integrate them.

0:4:51.450 --> 0:5:20.340  
Walton-fisette, Jennifer  
I was one of the people that piloted this semester. I have learned a lot. I have a bunch of notes already, and I also met with our evaluators yesterday and went over that and I can already see some potential changes that we might have to make. But we have to have data, right? We need data to showcase how our students are doing on the elements of the rubric before we can make any changes. And so that's where, of course, myself and Andrew, who is our coordinator for assessment and accreditation.

0:5:44.340 --> 0:5:45.560  
Eva  
That sounds great.

0:5:20.460 --> 0:5:46.130  
Walton-fisette, Jennifer  
But where all of you can come in to say, OK, let's look at this data. What does this mean and what is the reality of this happening in K through 12? So we know we have standards that we need to make and hire, meet and higher education. But one of the things we talked about a lot in these meetings, right is the disconnect between higher end and K through 12. And we need to make sure that we're connecting these together. So that was a long winded response Eva tier rather simple question.

0:5:50.120 --> 0:5:50.570  
Walton-fisette, Jennifer  
Sure.

0:5:46.350 --> 0:5:52.530  
Eva  
Yeah, Jenna, I would love to see those 21 elements if whenever you get that across to us. Thank you.

0:5:56.290 --> 0:5:56.770  
Eva  
OK.

0:6:11.290 --> 0:6:11.910  
Eva  
OK.

0:5:51.860 --> 0:6:15.950  
Walton-fisette, Jennifer  
Yep, I after I'm done with my spiel, I will happily upload them here. Just know that they are in pilot version and they will not change until after data collection and spring. We can change it just based on 13 students. That's not enough numbers to be able to make that change, but I will happily share that with all of you because the more feedback that we can get and the insight the better.

0:6:16.650 --> 0:6:18.330  
Elizabeth Brooks (Guest)  
Thank you, Jen. That would be great.

0:6:19.710 --> 0:6:21.650  
Walton-fisette, Jennifer  
Good. Other questions related to that.

0:6:24.450 --> 0:6:54.660  
Walton-fisette, Jennifer  
One other thing, when it comes to case step, the part that makes me the most nervous, the assessment instrument. I mean, I think that it's overall will be really great for our students as streams, lines, a lot of what the ETA was. I think it'll be a good instrument. However, because we're not submitting to Pearson means that we don't have the system and now we have to recruit evaluators. And so we will be reaching out. I should say me, I will be reaching out with program coordinators.

0:6:55.30 --> 0:7:24.820  
Walton-fisette, Jennifer  
To try to already start recruiting before the end of 2022 for evaluators for next semester, it would be, of course in your content area. And so we're looking to have mentor teachers, supervisors, potential doctoral students, that would be evaluators were not looking for faculty. It cannot be somebody that you have supervised or you have had as a student teacher. So it would be somebody completely different, but it would be, of course in your content area and so.

0:7:24.970 --> 0:7:33.740  
Walton-fisette, Jennifer  
Do not be surprised or alarmed when I send out an e-mail in the next month or so asking for your potential interest because.

0:7:34.660 --> 0:7:58.20  
Walton-fisette, Jennifer  
The only way that we can make this happen is if we have enough evaluators that can can score them, and by the time we talk again in the spring semester, I'll at least have feedback from the current evaluators and I'm gonna do it for my students as well. So I have a sense of how the rubrics operates with this assessment, so please stay tuned, but that's another way that you could potentially help us with the case that.

0:8:0.560 --> 0:8:5.550  
Walton-fisette, Jennifer  
OK, one last thing and Andrew was gonna pop this in the chat.

0:8:7.230 --> 0:8:35.260  
Walton-fisette, Jennifer  
Sorry, Mike, I don't mean to double dip while you're talking or whatever, but every few years we ask for our school partners. So that is any administrators that's on this call as well as mentor teacher. So basically any way that's not Kent State faculty, staff, supervisors to complete a survey on our student teacher preparedness. And so Andrew's gonna put that in the chat for you to complete. If you could complete this by the end of today's meeting.

0:8:36.20 --> 0:8:46.530  
Walton-fisette, Jennifer  
That would be really fantastic. So that you're not taking more time out of your work family life to complete. It should only take a couple of minutes for you to do.

0:8:47.670 --> 0:8:54.600  
Walton-fisette, Jennifer  
But at this time I, that's all that I have right now, but I will pause for a moment just in case there are any other questions.

0:9:3.590 --> 0:9:5.620  
Walton-fisette, Jennifer  
Thank you all so much. I really appreciate it.

0:9:6.220 --> 0:9:6.970  
Elizabeth Brooks (Guest)  
Thank you, Jim.

0:9:6.620 --> 0:9:8.110  
Englert, Michael  
OK. Thank you.

0:9:7.600 --> 0:9:8.220  
Eva  
Thank you.

0:9:9.200 --> 0:9:42.810  
Englert, Michael  
Alright, very good. Well, thank you, Jen. And again a lot of exciting things happening, a lot of changes going on. Again moving away from Ed TPA to the K step general keep you posted on that as we go through the pilots next semester and gear up for next year with using that in full. Also multitasking working on the survey while you get to listen to me chat about some of these operational things. And if you look at that agenda that I'd sent out to the idea is we're trying to create an open-ended question that will allow responses from all of you.

0:9:43.370 --> 0:10:16.420  
Englert, Michael  
But through different lenses. So we've got supervisors here. We've got mentor teachers here, we've got administrators here and we've got some program faculty. So I'm gonna start off with some real quick operational things that I've been hearing. I get emails all day long from students, from supervisors, from mentors, and then I trained, bring them to this group so we can try and resolve any, any questions or concerns and build consensus and consistency on what we're doing. So the the first operation item, of course, is Subs.

0:10:16.740 --> 0:10:45.810  
Englert, Michael  
Uh, you know, a year ago, two years ago with the COVID. I know the districts were screaming for for bodies and Subs. And if you remember, the Ohio Legislature came out and said, well, we're gonna have this temporary legislation for a year that allows districts to reach out to non licensed, non degreed people to give them temporary sublicenses. That seemed to work well for a lot of districts around the state. So then with House Bill 583 they cannot said fine. We're gonna do this for the next two years.

0:10:46.530 --> 0:11:17.800  
Englert, Michael  
And allow districts to do that. I can honestly say at least I have not heard a lot of districts needing to reach out to the university to employ student teachers in any kind of subbing capacity. But I did wanna clear up and clarify a couple of questions that came along. First of all, with Subs, long term Subs and rotating Subs are are we having trouble finding people to cover classes and when the Subs come in?

0:11:18.60 --> 0:11:24.20  
Englert, Michael  
What are we doing with student teachers that are assigned to those classrooms?

0:11:24.800 --> 0:11:53.810  
Englert, Michael  
Because I get a lot of questions about, well, uh, Mrs. Jones is out. We're bringing in a sub and I know we've got a Kent State student teacher in there. We'll just let the student teacher do all the teaching and the subcontinent in the back of the room. So we we've gotta be kind of careful with how we're using that relationship with Subs. And one of the big questions is, first of all, long term Subs and what are we doing with long term Subs insofar as.

0:11:54.890 --> 0:12:27.820  
Englert, Michael  
Going for an extended amount of time, and are they properly credentialed to be with a student teacher? In other words, I might have a student teacher at a high school that is in the math content area, but the sub coming in is maybe science or language arts, and in a short term basis we we can work with that. But if it gets to be a protracted arrangement, that's that's not a good scenario for our student teacher. So I'm gonna reach out to my district administrators here a little bit first. I know I've got.

0:12:27.920 --> 0:12:39.450  
Englert, Michael  
Cuyahoga Falls and stalls and act Stow and Akron here, so talk to me a little bit about where you're at with finding Subs to cover your your classes and is that problematic in your district right now?

0:12:42.910 --> 0:12:43.760  
Mike Kostyack (Guest)  
Well, I'll say that.

0:12:43.840 --> 0:12:51.590  
Mike Kostyack (Guest)  
Umm, we have not put student teachers or or any college students in a position to work with Subs.

0:12:52.590 --> 0:13:1.700  
Mike Kostyack (Guest)  
And we would make an effort not to have that happen. It would only happen if, in an unexpected situation, certainly, then we would look for better options. But.

0:13:3.20 --> 0:13:10.110  
Mike Kostyack (Guest)  
We need long term Subs. I know I'm looking for one in special Ed right now. It's been posted a while. I haven't gotten any hits.

0:13:11.950 --> 0:13:13.710  
Mike Kostyack (Guest)  
So those are kind of two separate.

0:13:14.810 --> 0:13:15.480  
Mike Kostyack (Guest)  
Topics.

0:13:19.80 --> 0:13:19.330  
Ellen McClure  
Yeah.

0:13:16.810 --> 0:13:36.760  
Mike Kostyack (Guest)  
But yeah, we would try to avoid putting any of the college students. We try to really limit them to, you know, our very best teachers and that that's the goal all the time when we have the college students coming to our buildings. But we certainly would be open to using the college folks as Subs at this point because we're having a hard time.

0:13:37.810 --> 0:13:49.430  
Ellen McClure  
I I agree we don't. If I have a situation where I have a student teacher placed with someone who's going to be in a long term sub, I pull them and try and find him a different placement because that's not fair to anybody.

0:13:50.690 --> 0:13:54.480  
Ellen McClure  
Subs you know or it's not a secret that's an issue for everybody.

0:13:55.770 --> 0:14:24.630  
Ellen McClure  
What I have done is I have some strong, really strong student teachers right now. Thank you who I'm already actively recruiting for our sub pool. They've I've made them appointments with Rachel Wixey and associates. I have somebody who, I mean they've they're ready to go so that they'll get that temp license before they get their transcripts from Kent and can upload those to ODE. They'll get that temp license. They'll be ready to sub the day.

0:14:24.740 --> 0:14:28.970  
Ellen McClure  
That they graduate for me, so they'll get some subbing time in in December.

0:14:29.550 --> 0:14:32.720  
Ellen McClure  
Umm. So I've been, you know, I've been.

0:14:34.80 --> 0:14:45.650  
Ellen McClure  
Recruiting all over the place and like I said, I have a a several very strong ones that I have my eyes on for some long term elementary openings that I'm gonna have in the spring.

0:14:46.280 --> 0:15:0.370  
Ellen McClure  
Umm, I have reached out to the university for PE Subs this year so you guys have been helpful and we've got I'm gonna have two elementary PE jobs, so that would be good I have used.

0:15:1.70 --> 0:15:19.560  
Ellen McClure  
In those classrooms where I have a really strong sub, I have used that cooperating or a strong student teacher. I have used that cooperating teacher as a sub like next door to them so that they're there, but they're helping cover classes. So I've I've used them for that, probably not supposed to tell you that, but I have.

0:15:43.400 --> 0:15:43.780  
Ellen McClure  
Yeah.

0:15:45.60 --> 0:15:45.400  
Ellen McClure  
Yeah.

0:15:48.760 --> 0:15:49.170  
Ellen McClure  
Umm.

0:15:20.100 --> 0:15:52.860  
Englert, Michael  
Right, no, and actually I'm glad you brought that up, Ellen, because one of the other questions I get, especially from students and supervisors, is, well, Mrs. Jones had stepped out of the room or she was absent for a sick day one day and the the biggest thing is making sure that there's always a district designee for those student teachers and that the student teacher knows who that designee is to fill in for their mentor when they're absent, whether it's the teacher next door across the hall or down the hall or or.

0:16:0.80 --> 0:16:0.530  
Ellen McClure  
Umm.

0:16:3.420 --> 0:16:3.780  
Ellen McClure  
Right.

0:15:53.110 --> 0:16:5.760  
Englert, Michael  
A rotating sub or what have you, just as long as there is always someone available and accessible to our student teacher in the event of an emergency at the student teacher knows who that is.

0:16:5.850 --> 0:16:27.630  
Ellen McClure  
Yeah, yeah. And like I said, I've got it. It's been in situations where, you know, the cooperating teacher is in the building, usually just next door in this one particular situation. It's two second grade teachers and the the one has been out for some family issues. And so my cooperating teachers been covering in there and the student teachers next door handling her group, so.

0:16:28.230 --> 0:16:58.720  
Englert, Michael  
OK, no. And I appreciate that. And Mike and Ellen are exactly right. If it gets to be a protracted situation where there isn't someone with the proper credentials for the student teacher, certainly let us know in my supervisors that are here and men are teachers, communication is the key. Just let us know what's going on and we'll come together collaboratively and figure out arrangements for the student teacher. Maybe we just slide them down the hallway to another teacher or or into a different building. The district, if need be. But we want to make sure they have the best.

0:16:58.830 --> 0:17:13.860  
Englert, Michael  
Possible mentoring that we can get for them during that student teaching. So yeah, keep me posted on that, but so far I think things are going much better this year with the subbing than in the past. I don't know if they administrators would agree with that, but it appears to be going like better so.

0:17:15.200 --> 0:17:16.520  
Englert, Michael  
Alright, uh good.

0:17:15.830 --> 0:17:17.190  
Tom Larkin (Guest)  
You're crazy, Mike.

0:17:17.410 --> 0:17:20.320  
Englert, Michael  
Yeah, that's Tom Larkin at Kent. Hi, Tom.

0:17:21.200 --> 0:17:21.690  
Englert, Michael  
Yeah.

0:17:19.320 --> 0:17:22.10  
Ellen McClure  
Tom Larkin, is that you? I hear you.

0:17:22.210 --> 0:17:22.790  
Tom Larkin (Guest)  
Yes.

0:17:22.540 --> 0:17:52.160  
Englert, Michael  
Actually that's a good segue, Tom, cause the next question kind of relates to you a little bit. I'm gonna move into the next agenda item that was talking about the support and concerns and preparedness for our student teachers. In particular, I wanna focus on special Ed for a minute. And I was talking to Tom about this the other day because I was getting reports from some of our special Ed student teachers and regular Ed student teachers because of inclusion classrooms and that.

0:18:3.350 --> 0:18:3.690  
CIANCHETTI, TERESA  
This is.

0:17:52.410 --> 0:18:22.710  
Englert, Michael  
But there's there's some question about our students having access to student iep's to review. Being able to sit in on a intervention assistance teams to have access to evaluation team reports. So while we've got everybody here, again, I'm asking everybody, supervisors administers and such. Talk to me a little bit about your expectations for for special Ed. And are there any concerns or do you have any problems?

0:18:22.240 --> 0:18:22.870  
Ellen McClure  
Yeah.

0:18:24.760 --> 0:18:24.930  
Ellen McClure  
Yeah.

0:18:27.770 --> 0:18:28.60  
Ellen McClure  
Yeah.

0:18:22.910 --> 0:18:31.160  
Englert, Michael  
With the university telling our student teachers look go in and ask for access to these things, you can see these documents. Does that create any problems?

0:18:30.660 --> 0:18:46.230  
Ellen McClure  
Yeah. Now I think that from the hiring standpoint, I'm always amazed when I'm interviewing intervention specialists who are coming from college and honestly and they're not all coming from Kent. Some of them are, some of them aren't, but they have never.

0:18:46.930 --> 0:18:56.420  
Ellen McClure  
Been in on an IEP meeting, have never got, it's a question. I always ask them because I need to know, you know what they're learning curve is.

0:18:58.10 --> 0:19:14.900  
Ellen McClure  
And I know that when I have candidates who say, yeah, my cooperating teacher, let me present the IEP at a meeting or ask for my input on some goals or things like that. But there are at an advantage because these kids that are coming out have never.

0:19:15.660 --> 0:19:34.540  
Ellen McClure  
Done any? No, my cooperating teacher wouldn't let me do anything with an IEP and I understand you cooperating teacher in that ownership and it's a liability they feel and it's a legal document, but you know that's why that student teacher is there is to learn. I mean they're at a disadvantage when they come and don't know, don't know at all.

0:19:35.650 --> 0:19:36.400  
Angela Harper - Akron Public Schools (Guest)  
I think that.

0:19:35.980 --> 0:19:37.360  
Englert, Michael  
No, I yeah, go ahead, Angela.

0:19:49.60 --> 0:19:49.400  
Ellen McClure  
Umm.

0:19:37.900 --> 0:19:52.350  
Angela Harper - Akron Public Schools (Guest)  
Ohh, I was gonna say that just in my when I was a principal in the in the building that was just part of what our student teachers did. If whatever the teacher was doing, that's what the student teacher did. So I've never had a student teacher that was.

0:20:7.300 --> 0:20:7.650  
Ellen McClure  
Umm.

0:19:53.980 --> 0:20:13.890  
Angela Harper - Akron Public Schools (Guest)  
I never had an intervention specialist that that was a cooperating teacher to a student teacher. They're mostly my class. They were mostly my classroom teachers, but my student teachers would attend IEP meetings and if the teacher was sitting down with the intervention specialist and they were talking about that IEP, the student teacher was there.

0:20:14.230 --> 0:20:14.540  
Ellen McClure  
Good.

0:20:15.30 --> 0:20:40.680  
Angela Harper - Akron Public Schools (Guest)  
So all of that is a part of the student teaching process. So our expectation is that the student teacher is basically doing whatever the teacher is doing so that they're getting those experiences because we want them to be able to answer those questions when we ask them questions. In an IEP meeting, you know, and then even attending PLC meetings with their cooperating teacher, we want them to be able to answer questions about.

0:20:42.470 --> 0:20:47.820  
Angela Harper - Akron Public Schools (Guest)  
Differentiation and addressing the needs of students who have disabilities.

0:20:49.560 --> 0:21:14.50  
Englert, Michael  
OK. Because I again, I'm gonna let some of my supervisors talk too, because I've had reports from some students that were indicating well, the district doesn't feel comfortable with me sitting in on the intervention assistance team or on the writing of the IEP. Does that sound correct or or is there something more we should be doing to better prepare our student teachers for being part of those activities?

0:21:17.610 --> 0:21:18.340  
Eva  
Mike.

0:21:18.630 --> 0:21:19.370  
Englert, Michael  
Yeah, go ahead, Eva.

0:21:18.500 --> 0:21:20.260  
Eva  
Umm, which is Eva?

0:21:21.260 --> 0:21:47.560  
Eva  
Is there a problem or an issue with privacy that our student teachers are permitted to look at the IEP because I know in the past some of our students told me they really weren't permitted to look at the IEP. They talked to the intervention specialist and they know who has the IEP in the classroom, but I don't know if they actually are permitted to look at them.

0:22:7.140 --> 0:22:7.400  
CIANCHETTI, TERESA  
You.

0:21:48.410 --> 0:22:18.280  
Englert, Michael  
Yeah, and I'll let some of the administrators talk to that because again, I I I've heard different reports where, yes, we do let the student teacher do it, especially if they're providing instruction through their student teaching and they're responsible for the lesson planning and the goal setting for the students that they're working with. But yet, as Eva pointed out, other districts have been a little hesitant to embrace that. So I'd like to hear from some of the administrators and some of the men are teachers about what your districts.

0:22:18.460 --> 0:22:19.810  
Englert, Michael  
Position is on that.

0:22:25.340 --> 0:22:27.90  
Bedesem, Pena  
Mike, can I just ask a quick question?

0:22:27.130 --> 0:22:27.820  
Englert, Michael  
Yeah, go ahead.

0:22:28.680 --> 0:22:30.330  
Englert, Michael  
That's Teresa. I don't feel good.

0:22:28.490 --> 0:22:30.370  
Bedesem, Pena  
And I don't know everybody.

0:22:31.120 --> 0:22:52.630  
Bedesem, Pena  
Umm, I don't know. Everybody saw, just introduce myself quickly. I'm Pena bedesem and I am the Co coordinator special education and I'm also the instructor for field experience. And so Mike, you've been talking about student teaching specifically, but would this be the same policy with all of your districts with students who are in field experience?

0:22:54.80 --> 0:22:55.990  
Englert, Michael  
No good question, good question.

0:22:58.970 --> 0:22:59.440  
CIANCHETTI, TERESA  
I don't.

0:22:58.840 --> 0:23:0.950  
Englert, Michael  
And and go ahead, pen. Go ahead.

0:23:2.570 --> 0:23:2.810  
Englert, Michael  
That.

0:23:2.290 --> 0:23:12.560  
CIANCHETTI, TERESA  
It's me down here. I'm it, and I apologize for my voice and fighting a cold. My experience has been to share that information.

0:23:13.50 --> 0:23:26.970  
CIANCHETTI, TERESA  
Umm, because the student teacher is acting as teacher. You know she's acting as your partner and it's really difficult to develop a an educational plan if you don't have that information about your students.

0:23:27.650 --> 0:23:30.870  
CIANCHETTI, TERESA  
Umm, but it's a very good question that I think.

0:23:31.620 --> 0:23:41.10  
CIANCHETTI, TERESA  
You know, there it might have never been actually stated, you know, by an administrator that yes, you can or no you can't.

0:23:41.690 --> 0:23:49.370  
CIANCHETTI, TERESA  
But I do, I mean, we see student teachers in our meetings and PLC's. So I I do think that they should be.

0:23:50.110 --> 0:23:50.580  
CIANCHETTI, TERESA  
Yeah.

0:23:52.10 --> 0:23:55.640  
CIANCHETTI, TERESA  
I'll double check with my district, but I'm pretty sure that that's OK with feel.

0:24:13.540 --> 0:24:13.940  
CIANCHETTI, TERESA  
Yeah.

0:23:56.230 --> 0:24:23.120  
Englert, Michael  
Right. And and I'm right there with you, I think that's always been kind of an understanding and that expectation for the student teacher to be in that that right to know position if they're providing the instruction and the classroom. But as Doctor Besson pointed out, field experience versus student teaching experience is that the same? And I think it comes down a little bit to local district policy but also in how that discussion is conducted.

0:24:23.870 --> 0:24:49.920  
Englert, Michael  
To make sure that the privacy rights of the student are protected, and sometimes you know making sure with the parent or guardian that they're OK with the student teacher at least observing and reading and being part of that maybe not necessarily writing it, but for doctor medicine with our special Ed students, they do need to have that opportunity to practice those IEP writing skills as Ellen was talking about, you know, you want them to have that experience.

0:24:50.780 --> 0:25:21.610  
Erica Glover, Ph.D.  
Uh, Michael, I'm. Hello, everyone. You're Glover. I I do some work with that group of schools. I used to be connected in HR office. But to your point, I think parental rights is the piece that's like blaring out from me right on one end. As institutions, we are looking to provide the most realistic, authentic experiences. But we can't dismiss the fact that parents are collaborators in this experience they're constructing. I think that something in place to provide.

0:25:21.730 --> 0:25:51.420  
Erica Glover, Ph.D.  
To allow for uh permission to do that might be very beneficial, especially if you end up with the situation where a parent is pushing back against what is happening with their particular son or daughter within their experiences. Special Ed. If there is a potential, I hate that the goal here, but as a former administrator you have to think about this right? There's a potential lawsuit that that will come out and things of that nature in terms of what they should and shouldn't see, what they should help tangibly in their hand.

0:25:51.730 --> 0:26:2.520  
Erica Glover, Ph.D.  
Will come out and I think to you know, to your point, Michael, it might be a good idea to think about how do we get parental permission if they are Co constructing ISP goals and objectives with us.

0:26:3.350 --> 0:26:33.810  
Englert, Michael  
No, I and I think that's a great point, Erica. And again, we're talking about minors out in the K12 world. They're they're not adults like we're dealing with at the college. So you know that parental input and that parental permission certainly becomes a critical point. And I think suffice to say, the university would always respect that. But we are looking for those opportunities to whatever extent the district and the parents are comfortable with to let these students train and experience.

0:26:34.380 --> 0:26:44.210  
Englert, Michael  
Those ideas as much as possible, or at least engage in some kind of draft or mock writing of an IP so they can have that experience.

0:26:46.830 --> 0:26:47.180  
Englert, Michael  
Yeah.

0:26:45.120 --> 0:26:47.200  
Elizabeth Brooks (Guest)  
Like if I can step in here, this is bad.

0:26:48.50 --> 0:26:53.740  
Elizabeth Brooks (Guest)  
Umm, one of the issues that I think we also need to look at is.

0:26:55.110 --> 0:27:2.810  
Elizabeth Brooks (Guest)  
What information should be going to student teachers who are going to be regular Ed teachers?

0:27:4.470 --> 0:27:9.830  
Elizabeth Brooks (Guest)  
What I have found is that the mentor teachers tend to share what they know.

0:27:10.570 --> 0:27:24.230  
Elizabeth Brooks (Guest)  
About our particular classes about particular students I was observing today in a classroom that had two intervention specialists working in a classroom of 30 students.

0:27:25.560 --> 0:27:30.650  
Elizabeth Brooks (Guest)  
Uh, and my student teacher who was teaching their fall unit, so.

0:27:31.750 --> 0:27:48.830  
Elizabeth Brooks (Guest)  
He knew the students. He knew what the issues were and he had planned accordingly, all based on what his mentor had chaired. I think that that is a model that we need to look at for our students who are going to be regular Ed teachers.

0:27:49.700 --> 0:28:19.470  
Englert, Michael  
Right, no. Excellent point. Especially with Co teaching arrangements, inclusion, uh, those kind of things that that certainly becomes a part of that conversation. Absolutely. But thank you. So any other comments on that, I I got a lot of great takeaways from from the comments so far and I think we're gonna have to take a close look at that and it makes me think that even when contracting with districts for placements that that might be language that we need to have clarified in the placement contract. So thank you for that.

0:28:19.990 --> 0:28:32.410  
Englert, Michael  
Alright. Anything else on that? Otherwise, I'm gonna keep plowing through the agenda here because I wanna make the best use of our time here as best we can. The other thing I wanted to switch gears to. I'm moving down the list. I want to talk about.

0:28:33.320 --> 0:28:34.150  
Englert, Michael  
A little bit.

0:28:35.130 --> 0:28:55.860  
Englert, Michael  
The role of our supervisors out in the schools, in particular with the conflict resolution we we've had a couple of situations that come up where there's been problems or concerns and a placement, whether it be field or student teaching. And then I get a call from the district and they're like, well, we wanna terminate the placement.

0:28:57.50 --> 0:29:18.800  
Englert, Michael  
And you know, certainly we are not in any position to leverage that decision. If a district says they want to terminate a placement, we always respect and honor that. But I wanna put out in front of this group the idea that we do have a procedure for conflict resolution. In other words, if there are problems that are brought to our attention, we certainly have ways to address that.

0:29:20.60 --> 0:29:48.930  
Englert, Michael  
Certain methodologies, intervention strategies where we can work very collaboratively with the administration, with the mentor, teacher, with the district, with the student to try and maintain that placement and use termination of the placement or suspension of the placement as a last resort rather than a first resort. So again, I'm gonna open that up to especially like our supervisors to talk a little bit about some of the experiences they've had.

0:29:49.50 --> 0:29:57.130  
Englert, Michael  
And what they can offer to our district partners in so far as their role being that liaison to help resolve problem.

0:30:3.630 --> 0:30:15.840  
Englert, Michael  
Because I know they've all dealt with them and I know Beth and Gene and even and Paul have all dealt with those before. So that role of being the liaison is is critically important.

0:30:16.780 --> 0:30:21.580  
Elizabeth Brooks (Guest)  
Yeah. And you feel like a piece of Swiss cheese because you're getting shot at from both sides?

0:30:32.750 --> 0:30:32.950  
Elizabeth Brooks (Guest)  
Yes.

0:30:23.810 --> 0:30:56.140  
Englert, Michael  
Totally get that? Totally get that. But as far as that conflict resolution, that communication is the key. You know, we we want to hear from the mentor teachers. We wanna hear from the building principals and a lot of times we find that our student teachers may not be fully aware of certain things that they might be doing or not doing. And we need to bring it to their attention because they can't fix it if they don't know. And the same thing with the university. If you call me up and say, well, we're gonna terminate the placement.

0:30:56.240 --> 0:31:13.60  
Englert, Michael  
And I haven't had a chance to offer solutions or or alternatives it it really puts us in a difficult position when we're left having to find a new placement for a student teacher halfway through the semester when we're trying to get them to the finish line.

0:31:14.780 --> 0:31:15.290  
Shoemaker, Beth  
Mike.

0:31:14.700 --> 0:31:16.730  
Eva  
Like I I think that.

0:31:17.570 --> 0:31:38.430  
Eva  
And Beth said the communication is is so important. If you see something in the beginning, I think as a supervisor we need to get into that classroom more often, maybe have more conferences. The three of us together and talk about it. But I really think the last resort would be to take them out of the classroom.

0:31:39.190 --> 0:31:43.430  
Eva  
Because we have conflicts in our lives every day, we have to deal with them.

0:31:45.50 --> 0:32:16.60  
Englert, Michael  
Right. No, I I agree. And you know a lot of times we talk to our our student teachers about their people skills and working through conflict and and learning how to manage the different personalities, perceptions and and individuals that they have to deal with. But I guess I would just summarize that in saying that you know we need our district partners to to work with us on that and to be patient with these young professionals that are working through a lot of challenges, a lot of struggles.

0:32:16.330 --> 0:32:30.260  
Englert, Michael  
And and trying to be good teachers. And sometimes you have to learn from your mistakes. But if the answer is to terminate the placement without giving them a chance to learn from the mistake, then that kind of defeats the purpose.

0:32:32.160 --> 0:32:32.580  
Elizabeth Brooks (Guest)  
Mike.

0:32:31.730 --> 0:32:33.400  
Shoemaker, Beth  
I agree with you Mike, and that.

0:32:34.270 --> 0:32:35.30  
Shoemaker, Beth  
Can you hear me?

0:32:35.160 --> 0:32:36.30  
Englert, Michael  
Yeah, go ahead, Beth.

0:32:35.960 --> 0:33:6.210  
Shoemaker, Beth  
OK, that communication is the key and being proactive like Eva said and using those dispositions and making sure that everyone's aware of the dispositions and communicating not only with the mentor, teacher and the student being quite up front and like Eva said, going in more often communicated and more often kind of like putting everything on steroids as far as being present and and communicating and also contacting you as well. And I want to thank you for your support along the way and offering those suggestions because.

0:33:6.320 --> 0:33:8.450  
Shoemaker, Beth  
It's made a big difference for a lot of students.

0:33:9.100 --> 0:33:15.110  
Englert, Michael  
Yeah. Thank you, Beth. And we're all in this together. Uh, so we we all learn from these experiences.

0:33:16.340 --> 0:33:18.920  
Englert, Michael  
All right, very good. Anything else on on that piece?

0:33:20.690 --> 0:33:28.460  
Englert, Michael  
Otherwise, the last operational item I wanted to talk about before we get into some of the legislative pieces is working with mentors.

0:33:28.860 --> 0:33:59.230  
Englert, Michael  
Uh, Jim was talking a lot about our Cape accreditation and one of the things that always comes up from these outside accreditation agencies is the the whole mentorship process. So while I've got some administrators here and mentor teachers here, there's a couple of things I want to talk about, things that the university can do, but also some input and feedback from our our district partners, in particular, one of the questions we get a lot from the accreditation folks is how are mentors?

0:33:59.310 --> 0:34:26.920  
Englert, Michael  
Selected, you know what are the local criteria that are administrators use when they're choosing a mentor? Or is there an internal process that you're using for? Is it just where it a faculty meeting? Who wants a student teacher, somebody raise your hand. So talk to me a little bit about how mentor teachers are being selected and then we can talk about what we can do to make that an efficient and effective process.

0:34:29.270 --> 0:34:34.180  
Englert, Michael  
So Mike or Ellen or Tom or our folks at Akron, if you can jump on that to get us started.

0:34:34.620 --> 0:35:5.70  
Ellen McClure  
So I I sent out a Google survey every January saying, you know, are you interested in student teacher next school year? Are you interested in field experience student just to get a broad idea to my to all of my staff. So I have about you know 370 some staff members and then that just kind of gives me a jumping off point and then as I get placement requests I'll go to that list but then I'll also go right to the teachers because often they won't tell me no.

0:35:5.460 --> 0:35:23.820  
Ellen McClure  
So you know, so generally I do all of it. It's just, but I'm in a size district that I I'm able to take care of that and I don't have to. It's you know, it's not overwhelming task, but I I do I use Google and a survey as a jumping off and then I'll go and I try not to give.

0:35:24.520 --> 0:35:33.600  
Ellen McClure  
Umm, the same student people, just student teachers over and over and over again because you know that that's not good for either for either our teacher or the student teachers so.

0:35:36.190 --> 0:35:40.690  
Mike Kostyack (Guest)  
I work through the principles and the buildings and and you know we we've set.

0:35:41.420 --> 0:35:55.330  
Mike Kostyack (Guest)  
Priority to experience teachers and and you know top teachers. And then I asked the principals when an assignment will come up to investigate and might be a good candidate for that. Then they give me the recommendation.

0:35:57.250 --> 0:36:1.60  
Mike Kostyack (Guest)  
You know, because I I just think that the principles know a little bit better.

0:36:2.180 --> 0:36:8.270  
Mike Kostyack (Guest)  
You know who would be available at that time? Who would be in a good place at that time to be able to be a good manner for for the college student?

0:36:9.990 --> 0:36:10.250  
Englert, Michael  
OK.

0:36:11.880 --> 0:36:16.450  
Tom Larkin (Guest)  
Likewise, I work collaboratively with the principles you're one of the things.

0:36:18.760 --> 0:36:19.220  
CIANCHETTI, TERESA  
My.

0:36:32.210 --> 0:36:32.460  
Ellen McClure  
Which?

0:36:17.650 --> 0:36:36.820  
Tom Larkin (Guest)  
You've heard both Mike and Ellen say we obviously have an awareness that we want to put them with strong veteran teachers that are going to provide mentorship. But remember on the other hand also, we also are providing mentors for our new teachers and our early in career teachers too. So that's a balancing act that we play out.

0:36:38.310 --> 0:36:39.0  
Tom Larkin (Guest)  
Also.

0:36:39.930 --> 0:36:40.370  
Ellen McClure  
Well.

0:36:54.180 --> 0:36:54.390  
Ellen McClure  
OK.

0:36:39.840 --> 0:36:58.360  
Tom Larkin (Guest)  
And and then you touched on it too. We also have to have awareness of what's going on in our our teachers lives. We all know that certain teachers have unique circumstances come up at certain times and their personal lives too. So we have to be respectful of that.

0:36:58.790 --> 0:37:20.970  
Ellen McClure  
Yeah. And sometimes, you know what the cooperating teacher learns just as much as the student teacher. Because student teachers are coming in with, you know, technology skills that some of our veteran teachers don't have. Some of the new a new idea, just a little bit more of some awareness. And sometimes it's it doesn't hurt to shake up that veteran teacher a little bit.

0:37:22.620 --> 0:37:52.690  
Englert, Michael  
Right, right. For sure. We definitely want to be a mutual experience and a mutual exchange. And you're exactly right, Ellen. We want that young teacher coming out of the college to bring in some fresh ideas that they've learned and be able to apply those in the classroom. And we often tell our men are teachers. Let let these student teachers experiment a little bit. Let them let them break out a little bit, let them make mistakes. That's OK we don't expect them to be perfect. Our motto is always progress.

0:37:52.850 --> 0:38:2.510  
Englert, Michael  
Not perfection. And that we want them to try and explore different opportunities. And I see Erica's got her hand up. Go ahead, Erica.

0:38:3.570 --> 0:38:6.310  
Erica Glover, Ph.D.  
Yeah. So I'm mentor teachers have to apply.

0:38:7.690 --> 0:38:27.840  
Erica Glover, Ph.D.  
And they have to respond to specific questions, and then they have to provide. This is what has been done in the past. I wanna make sure I speak to leadership prior to our new Superintendent. So in the past this has been done and the app within application process, they have to provide references as well.

0:38:28.610 --> 0:38:32.20  
Angela Harper - Akron Public Schools (Guest)  
Yeah. And then the principle has to sign off on it as well.

0:38:32.700 --> 0:38:40.190  
Angela Harper - Akron Public Schools (Guest)  
So although you may be wanna be a cooperative teacher, there's a a signature there that says if approval.

0:38:41.640 --> 0:38:50.170  
Angela Harper - Akron Public Schools (Guest)  
Then when you send that form in, either your signature is gonna be on it as the principal, or it's not. And if it's not on there, then the director knows that.

0:38:53.670 --> 0:38:53.970  
CIANCHETTI, TERESA  
It's.

0:38:51.340 --> 0:38:55.100  
Angela Harper - Akron Public Schools (Guest)  
You're not indicating that you are approving this person as a cooperative teacher.

0:38:56.270 --> 0:39:6.210  
Englert, Michael  
So. So Angela and Erica, is that related in any way directly to an O Tez evaluation or is that just a subjective evaluation informally by the building principle?

0:39:6.590 --> 0:39:20.480  
Angela Harper - Akron Public Schools (Guest)  
It would be connected to performance, so we wouldn't want a coop. We wouldn't want a student teacher to be what they a teacher that is not showing, you know it, professionalism or that's on an improvement plan.

0:39:21.840 --> 0:39:24.630  
Angela Harper - Akron Public Schools (Guest)  
So it's definitely connected to performance.

0:39:25.380 --> 0:39:26.430  
Englert, Michael  
OK, alright.

0:39:26.840 --> 0:39:32.220  
Angela Harper - Akron Public Schools (Guest)  
So not not just because you don't want them to have a student teacher, but you're you're basing it off of.

0:39:33.30 --> 0:39:33.940  
Angela Harper - Akron Public Schools (Guest)  
Of evidence.

0:39:34.550 --> 0:39:34.880  
Englert, Michael  
OK.

0:39:34.590 --> 0:39:35.420  
Angela Harper - Akron Public Schools (Guest)  
Your decision.

0:39:35.840 --> 0:40:9.70  
Englert, Michael  
Now that that helps a lot and uh, kind of along that line, I'm going to ask my supervisors and the men are teachers here. What are some things the university can do more or do better to improve that experience that the mentors are having. Sometimes we get calls from mentors. They're saying, you know, hey, I'm a new mentor. I I don't know a lot about what I'm doing. I need more information from the university about what it is I'm supposed to be doing week to week with this student teacher. We've talked about handbooks and even a mentor Web page.

0:40:9.220 --> 0:40:21.40  
Englert, Michael  
And maybe developing a website that mentors can be referred to to get some of that basic information. So give me give me some feedback on what you're hearing about that mentor experience.

0:40:22.330 --> 0:40:41.520  
Elizabeth Brooks (Guest)  
What I have found is that the letters from our program coordinators that are sent as e-mail to the cooperating teachers in August, fall practicum and then again before spring student teaching is absolutely solid gold.

0:40:42.530 --> 0:40:42.710  
Englert, Michael  
Yeah.

0:40:43.710 --> 0:41:3.900  
Englert, Michael  
Good. Yeah. And I agree. You know, I think if we can get our program folks to provide a little bit of basic instruction that can be shared with mentors via the supervisor or a website or a handbook or something. Just so we have that degree of consistency to make that a more popular experience with the mentors and a more.

0:41:3.990 --> 0:41:5.430  
Englert, Michael  
A.

0:41:6.110 --> 0:41:8.800  
Englert, Michael  
Beneficial experience of for for the mentors.

0:41:9.570 --> 0:41:10.160  
Eva  
My.

0:41:10.860 --> 0:41:11.810  
Englert, Michael  
Yep, what? Go ahead.

0:41:9.530 --> 0:41:15.230  
Elizabeth Brooks (Guest)  
Not of my time. It put in question because of the letter.

0:41:16.600 --> 0:41:18.0  
Elizabeth Brooks (Guest)  
That they.

0:41:19.500 --> 0:41:20.640  
Elizabeth Brooks (Guest)  
Citation for the.

0:41:22.380 --> 0:41:32.0  
Elizabeth Brooks (Guest)  
Ohh and that they could look for a similar letter in the spring that would lay out everything and it was exactly what the students told them, exactly what I had.

0:41:32.640 --> 0:41:35.810  
Elizabeth Brooks (Guest)  
So it it, it was literally all three pieces and.

0:41:36.960 --> 0:41:41.930  
Englert, Michael  
OK, now I appreciate that. Thanks. Yeah, someone else I think was trying to speak because I Eva. Yeah, go ahead.

0:41:40.210 --> 0:41:46.780  
Eva  
Yes, my Eva, I think one concern, my mentor is all think they have and it's been a concern.

0:41:47.850 --> 0:42:14.80  
Eva  
When we've had the timeline for the TPA that they feel that our students aren't getting enough of instructional time and they just wanna timeline maybe a one that's a little more flexible. So our students can do more instruction because they feel if they wait too long at the end to have them take over the class and they just don't feel that they're getting the benefit of student teaching.

0:42:16.470 --> 0:42:18.680  
Englert, Michael  
Yeah. No, I appreciate that. Thank you.

0:42:19.760 --> 0:42:20.190  
Shoemaker, Beth  
My.

0:42:19.810 --> 0:42:51.500  
Tracey Daugherty  
I would also add with being phased wise. I know at one time there used to always be a packet. There was always some information that come out and as it's kind of progressed in the last several years, I know that that's I know it's changed or been more flexible but I you don't really get as much guidance as with what they're once was with with that exact thing that was just expressed as you know, when do you get the students out there doing what you would like them to do through the process and when do you turn it back over in that transition.

0:42:51.600 --> 0:42:59.520  
Tracey Daugherty  
And obviously if you have more student teachers, you have that experience, but your new people aren't really going to have that guidance unless it's provided by the university.

0:43:1.440 --> 0:43:1.640  
Elizabeth Brooks (Guest)  
It's.

0:43:0.260 --> 0:43:30.900  
Englert, Michael  
Right. No, that's good point Tracy. And and I agree wholeheartedly and and that's kind of what I suspected and I just wanted to get a little confirmation from you guys. So you're you're pretty much confirming what we had suspected on that. And I know some of you have been veteran mentor teachers for years. I know Teresa out at field is done a kazillion student teachers for us. Thank you, Teresa for that of course. But we get the new teachers, the new mentors that that need a little more guidance. So yeah, I agree we need to.

0:43:31.0 --> 0:43:47.190  
Englert, Michael  
Quite a little more direction from the programs, whether it be a letter or some kind of guidance that can be shared with those men are teachers, so that can be more effective and appropriate. So I hear you and we're gonna take that back and do something more with that. So thank you.

0:43:47.100 --> 0:43:51.430  
Elizabeth Brooks (Guest)  
And like I think the other thing is this is going to vary program.

0:43:52.580 --> 0:44:4.500  
Elizabeth Brooks (Guest)  
But the expectations in middle childhood are going to be very different from those early childhood, very different and special and very different from those in add, whether it's the undergraduate of the mass.

0:44:5.710 --> 0:44:8.840  
Elizabeth Brooks (Guest)  
So it it it literally has to come from.

0:44:13.960 --> 0:44:14.470  
Shoemaker, Beth  
Mike.

0:44:9.880 --> 0:44:15.60  
Englert, Michael  
You're right, no, I agree. But you're right. It has to come from the programs. So yeah.

0:44:15.360 --> 0:44:48.310  
Shoemaker, Beth  
I really like the idea of a website and maybe because I know I share the link to the cooperating teachers handbook every semester, but it's pretty lengthy and they're pretty busy at the time that you know I'm sending that out and so forth. I think a website maybe per program and on that website definitely sharing from the program coordinators what the assignments are that align to the rubrics, because I know in block and some of the field experience such as block one, there are these common assignments and I know sometimes they sit down for.

0:44:48.600 --> 0:45:7.950  
Shoemaker, Beth  
The midterm and the final in there trying to figure out you know which assignments was there evidence from the university and the assignment that was, you know, provided for the student. How does that align? So maybe aligning the assignments that will be provided for the field students to the assessment as well.

0:45:10.780 --> 0:45:11.290  
Shoemaker, Beth  
Umm.

0:45:8.760 --> 0:45:30.170  
Englert, Michael  
No, it's appreciate that. And for those of you that we're looking in the chat, a doctor or Walton Fisette put in a an important comment there. All programs have a checklist or a letter for program specific guidelines. So there is information out there. I think we as university have to do a better job distributing that information. But Jen, I don't know if you wanted to elaborate on that at all or.

0:45:59.920 --> 0:46:0.180  
Shoemaker, Beth  
Umm.

0:45:30.660 --> 0:46:1.980  
Walton-fisette, Jennifer  
Yeah, this is something that came up when we did our focus groups with, you know, a large group of you. We went to different school districts and said, yeah, I don't really always know what the expectations are, even though we have a handbook and the handbook is lengthy and knees updating. To be honest, there have been a lot of changes in the past few years. And so I tasked every program coordinator to develop either a checklist, a letter, something that's identifying the key responsibilities for that subject matter area. I use health as an example all the time.

0:46:2.80 --> 0:46:35.350  
Walton-fisette, Jennifer  
And health education. They like for them to go and observe other teachers and other content areas. That's not something you can get in the handbook. That's something specifically that health education does. And So what are the unique characteristics and responsibilities that are for each? I did task my program coordinators a couple of months ago. If they had any updates, I only received one across all of the different programs. And so the key thing, what Mike is saying and I will send out an e-mail reminding everybody now that we're coming to the later half of the semester by getting gearing up for spring, which is our larger.

0:46:35.430 --> 0:46:49.800  
Walton-fisette, Jennifer  
Student teaching population to make sure that you're getting this information because that's the reason why this was developed so that you felt like you were more informed. And so I'm hearing that you're not feeling that way or majority of you are not feeling that way at this point.

0:46:50.250 --> 0:47:18.590  
Ellen McClure  
Would would there be? This is just a suggestion and I don't. I don't know if it would help or not, but and I don't even know if everybody else when I place a student teacher I send you know they get that formed they get the what they're be any way even to link something in that form or that students bio that directly lets that person that cooperating teacher go right to what their expectations are so they would know if they've never had one before what the what they're looking at.

0:47:30.40 --> 0:47:30.370  
Ellen McClure  
Yeah.

0:47:38.860 --> 0:47:39.210  
Ellen McClure  
Yeah.

0:47:19.450 --> 0:47:49.190  
Walton-fisette, Jennifer  
I can certainly ask our programmer. We have one programmer for the entire college. He does a great job with the the system and he's he's developing a new system. Actually he has developed a new system and he's constantly updating it and so we can certainly ask him. He is willing to do whatever we can, but he's the brain science behind making that happen. But if he sending the form of their application out, I'm sure they can send the form for the letter or the activity checklist for.

0:47:49.380 --> 0:47:51.450  
Walton-fisette, Jennifer  
By program and so I'll speak to him about that.

0:47:50.610 --> 0:47:54.130  
Ellen McClure  
Yeah, that that would be that might be helpful because then it'd be already done.

0:47:54.790 --> 0:47:55.160  
Walton-fisette, Jennifer  
Yep.

0:48:2.750 --> 0:48:4.0  
Ellen McClure  
Thank God for those people.

0:47:54.460 --> 0:48:4.610  
Englert, Michael  
Right. No good, good, good suggestion. Ellen and I, I do think that's possible. But like Jen said, we have to talk to the to the tech guru and see what they would entail to do that. Yeah.

0:48:4.640 --> 0:48:5.100  
Shoemaker, Beth  
Umm.

0:48:4.450 --> 0:48:32.190  
Tracey Daugherty  
I I would also just add is the timeline when you do get that information. I know everyone associates O teachers are in the summer, they're not doing anything, but that's usually you know by end of July most teachers are starting to focus if they aren't before like getting that information not the three or four days prior to the school year because our obviously plates are full with the district responsibilities as well. For me personally I'm more of a proactive. So I would prefer it earlier than later in that sense so.

0:48:33.60 --> 0:48:51.870  
Englert, Michael  
OK. No, thank you all very good input. I appreciate that a great deal the, the, the last Tibet on this before we get into the closing portion here, just a a reminder that as it stands right now, our university does look for a couple of criteria preferences with mentors.

0:48:52.930 --> 0:49:24.590  
Englert, Michael  
First and foremost, we do prefer to have the five year professional licensed staff members as opposed to someone with a resident educator license who they themselves are probably being mentored or working with a facilitator. So we do look for that five year professional licensed individual veteran teacher. We're also looking for that person who has a minimum of three years of teaching experience in that content area. So those are just a couple of basic things I wanted to reiterate.

0:49:24.720 --> 0:49:54.970  
Englert, Michael  
And make sure that our districts are are working with us on that and certainly let us know and I don't know if any of the administrators would want to come in on this now. But one of the other elephants in the room is always the pay, the stipend that goes with that. I don't know if you've heard anything back from mentor teachers about stipends, but if you do, please share that pass that along to me and I will share that with the higher ups and and we'll take a look at that as well because as Tom pointed out, you know a lot of districts are.

0:49:55.50 --> 0:50:20.630  
Englert, Michael  
Already facilitating new entry year, first year teachers, a lot of districts have contracts that they have to play supplemental contracts to these facilitators and they may get paid more to to do that work than to mentor a student teacher. So you know, we've got to look at all of those angles to make the the work that they do with our student teachers worth their time. So.

0:50:22.100 --> 0:50:52.740  
Englert, Michael  
OK. Thank you for that. Alright. Coming down the home stretch here. Then I did throw into the e-mail some attachments and some agenda items dealing with legislative pieces. And I wanna preface this a little bit in that a lot of these legislative pieces, some of them are still stuck in committee. Some of them have passed through also that what I'm asking for today is for all of our stakeholders here in this meeting to just be conscientious.

0:50:52.820 --> 0:51:24.360  
Englert, Michael  
Observers and conscientious reporters were not asking for necessarily personal opinions, but I need to have people share what they're observing, what they're hearing from the stakeholders that they work with to help us have some perspective on the university's end so that we can talk about how to prepare our student teachers for those environments that they're going out into. Probably the best example of that is one of the legislative pieces I'd sent out to everybody.

0:51:24.500 --> 0:51:28.470  
Englert, Michael  
We've all heard about House Bill 99 that was actually passed.

0:51:28.890 --> 0:51:47.540  
Englert, Michael  
Uh, back in September that became effective. And of course, that's the one that deals with allowing districts to consider policies, practices and procedures for arming staff in the building. So you can imagine from our perspective, we get these young professionals asking us well, geez.

0:51:47.870 --> 0:52:17.630  
Englert, Michael  
Uh, one of these districts that might being placed in, do they have that policy procedure? What does that mean for me? Am I allowed to know who that person is? Am I allowed to get a different placement? If it makes me feel uncomfortable? So I guess I would say on that particular legislative piece, I I'm asking for people to share out just as conscientious observers and conscientious reporters. What are you hearing? I'll share you a quick example. Just.

0:52:17.960 --> 0:52:34.490  
Englert, Michael  
From my own experience, uh, you know, again professionally, having been a teacher and administrator for many years, I I have a lot of concerns about that. Just from an administrative lens and and liabilities and those kind of things. But having talked to parents.

0:52:35.180 --> 0:53:5.930  
Englert, Michael  
Of children, I've heard parents say as stakeholders, you know, hey, you know, I I'm not. Maybe big on guns, but if an armed teacher buys my child 10 more minutes of safety. 15 minutes of safety waiting for authorities to arrive. Then then yes, I'm for it. So I think it's important we try and at least try to understand some of these other perspectives from these other stakeholders so that we as education professionals can make appropriate decisions moving forward.

0:53:6.0 --> 0:53:33.650  
Englert, Michael  
So I I guess at this point I would just ask for a little bit of share out from people's experiences. You know, tell me, what are you hearing in your districts? What are you hearing from educators in the field? What are you hearing from stakeholders as far as their thoughts, concerns, support, things, they support things they don't in terms of of a district or a board approving a policy that would allow for arming of staff in a building?

0:53:35.130 --> 0:53:35.940  
Englert, Michael  
Don't be shy.

0:53:42.50 --> 0:53:43.340  
Englert, Michael  
Ohh you guys are killing me.

0:53:45.100 --> 0:53:46.660  
Elizabeth Brooks (Guest)  
Mike, I haven't heard anything.

0:53:47.810 --> 0:53:48.320  
Englert, Michael  
OK.

0:53:50.110 --> 0:53:50.640  
CIANCHETTI, TERESA  
Yeah.

0:53:49.670 --> 0:53:51.870  
Tom Larkin (Guest)  
I will tell you in Kent.

0:53:53.550 --> 0:53:56.10  
Tom Larkin (Guest)  
The majority has been pretty silent on it.

0:53:56.490 --> 0:53:59.540  
Tom Larkin (Guest)  
Umm, the minority that we've heard?

0:54:1.300 --> 0:54:8.810  
Tom Larkin (Guest)  
Mostly is against it, but there is an even smaller minority that have questions have asked us questions and.

0:54:9.810 --> 0:54:16.170  
Tom Larkin (Guest)  
Encouraged us to consider it, but for the most part it's been in non conversation and non issue.

0:54:17.630 --> 0:54:32.680  
Englert, Michael  
No, thank you for that time. I appreciate it. Keep going, folks. What else are you hearing out there? And we've got 200 different school districts we work with and a hundreds of student teachers out there. What else are you hearing from stakeholders on that? And what are some things we could share with student teachers?

0:54:34.630 --> 0:54:50.230  
Tracey Daugherty  
I would tell you most teachers that I have interacted with say basically there are very few teachers that even if you were for it or not, that should be having a gun in their hand while they're teaching and or in near in that sense. So to be honest with you, that most of the teachers I interact with.

0:54:50.900 --> 0:55:2.310  
Tracey Daugherty  
It's a non conversation too. I mean it might be a conversation and chitchat, you know, I mean, but it's not anything that I've expressed. Everyone's expressed, like, serious concern one way or the other in the classroom right now.

0:55:7.170 --> 0:55:27.620  
Englert, Michael  
I don't know if any of you have been following any of the the local news reports. There were a few districts in our relative placement range here that we're considering this policy. We had one district that actually approved the board did approve the policy but chose not to implement.

0:55:28.540 --> 0:55:58.350  
Englert, Michael  
The the the practice. So uh, I think as Tom was kind of alluding to, I think it it's a very controversial issue. Obviously I think it depends on which group is pounding the podium at the board meeting on a particular night. But there there's there's been a little bit of back and forth as to where to go with this and we continue to monitor that closely because again we have young students and airing the profession that are asking us about this and.

0:55:58.490 --> 0:56:18.240  
Englert, Michael  
We're trying to decide, you know, what kind of a message to share with them. And at present, we kind of take it as it comes, if if a district has approved that policy and we're made aware of it, we do share that with the student and the student can share their concern about that. And if they feel uncomfortable in the placement, we put them somewhere else.

0:56:20.740 --> 0:56:23.300  
Elizabeth Brooks (Guest)  
I think that's the responsible thing for us to do.

0:56:24.880 --> 0:56:42.560  
Englert, Michael  
Yeah. No, that's that's something that we have to look at. So, but I brought that up because that legislative piece has actually passed some of the other legislative pieces that are hot topics I threw in here, and we'll see if anybody wants to jump on any of these or not, but in particular.

0:56:43.890 --> 0:57:14.620  
Englert, Michael  
We had been monitoring that House Bill 616 and I wanted to bring that one up because 616 has a lot of reflection on some other legislative pieces. If you're following House Bill Three, 22327, House Bill 529. Basically the idea that there are legislative pieces out there that are pushing for open transparency on curricular choices.

0:57:15.0 --> 0:57:43.50  
Englert, Michael  
Uh, what kind of text books? Districts are choosing what's being available in the library groups that are pushing for curriculum review boards and asking for more transparency and public input on what's being taught in the building. So again, from the lens of a conscientious reporter, anything that you wanna share out that's happening in your district as far as?

0:57:44.520 --> 0:57:55.30  
Englert, Michael  
Questions from community members on curriculum and what's being taught. So again we have something to take back to these student teachers that are entering the profession that are asking about these things.

0:57:57.440 --> 0:58:4.600  
Elizabeth Brooks (Guest)  
Mike, out of the five, No 6 districts with which I'm working this semester, none of them use textbooks.

0:58:5.470 --> 0:58:6.900  
Elizabeth Brooks (Guest)  
And I'm social studies.

0:58:8.220 --> 0:58:8.840  
Englert, Michael  
OK.

0:58:10.120 --> 0:58:14.70  
Englert, Michael  
And I'm assuming that they do a lot of online curricular guide.

0:58:13.450 --> 0:58:18.530  
Elizabeth Brooks (Guest)  
Great deal of online, they do a lot of work with original documents.

0:58:19.520 --> 0:58:25.910  
Elizabeth Brooks (Guest)  
They're doing just really splendid job of using the states curriculum.

0:58:28.60 --> 0:58:28.380  
Englert, Michael  
OK.

0:58:31.490 --> 0:58:33.180  
Tom Larkin (Guest)  
I would echo that in Kent.

0:58:35.380 --> 0:58:37.720  
Tom Larkin (Guest)  
Uh, as far as internal?

0:58:38.610 --> 0:58:42.160  
Tom Larkin (Guest)  
Pressure. There was. Our Superintendent was dealing with one.

0:58:42.800 --> 0:58:55.140  
Tom Larkin (Guest)  
Uh grandparent over the summer that has since been quiet. That was really pressing on. What are we teaching and what curriculums are being used and challenging on us that, but that's dissipated and gone away.

0:58:56.460 --> 0:58:57.400  
Tom Larkin (Guest)  
Another.

0:58:58.560 --> 0:59:3.900  
Tom Larkin (Guest)  
We actually had an activist group that was questioning more about what.

0:59:10.790 --> 0:59:11.160  
Ellen McClure  
Umm.

0:59:5.180 --> 0:59:16.470  
Tom Larkin (Guest)  
We were teaching and that was I was going to say it was last winter, last spring, but that has gone away also. So we've been very fortunate to not have the pressures in questioning of that.

0:59:17.940 --> 0:59:18.100  
Tom Larkin (Guest)  
The.

0:59:17.940 --> 0:59:23.120  
Ellen McClure  
We've Incognito falls. The proud boys have been here to our school board meetings. That's been a lot of fun.

0:59:23.740 --> 0:59:24.400  
Ellen McClure  
Umm.

0:59:25.410 --> 0:59:30.40  
Ellen McClure  
But they're just kind of on the fringe of of the curriculum piece. They're more about the.

0:59:31.90 --> 0:59:44.840  
Ellen McClure  
The vet, you know, COVID stuff, but they kind of always tie in all of the curricular stuff, but we if we're getting kicked back, I'm not hearing much of it down at my end of the hallway. So which is good.

0:59:46.140 --> 1:0:9.370  
Englert, Michael  
OK, now that that's good. Just to give you a real life application here on a on a lighter side of this issue for example, I get districts that will not place student teachers in Advanced Placement courses because they're concerned about their students getting sufficient.

1:0:10.310 --> 1:0:28.390  
Englert, Michael  
Lessons and sufficient training, sufficient teaching to prepare them for college, college entrance exams. So I don't know if any of you are getting that kind of pushback. But we do have some districts and administration that will not put student teachers in any Advanced Placement class.

1:0:30.200 --> 1:0:31.510  
Elizabeth Brooks (Guest)  
I've run into that repeated.

1:0:31.550 --> 1:0:38.120  
Ellen McClure  
Umm, I've run into that from the teachers themselves that they say I just I just worry about my kids not getting enough hours.

1:0:38.690 --> 1:0:38.930  
Elizabeth Brooks (Guest)  
By.

1:0:38.860 --> 1:0:39.260  
Ellen McClure  
Umm.

1:0:40.50 --> 1:0:40.400  
Ellen McClure  
So.

1:0:42.40 --> 1:0:42.440  
Ellen McClure  
Mm-hmm.

1:0:40.390 --> 1:0:43.550  
Elizabeth Brooks (Guest)  
Not enough content, not enough depth.

1:0:47.720 --> 1:0:48.0  
Englert, Michael  
Right.

1:0:49.420 --> 1:0:49.880  
Englert, Michael  
OK.

1:0:50.560 --> 1:1:21.270  
Englert, Michael  
Well, the, the the last couple things I wanted to talk about here are the takeaways because as we ramp things up here, I just wanted to get some information from our group here as far as takeaways from the university, but also what are some things from you folks from our mentors that you want us to take back to our program faculty and from our district administrators and our supervisors and our program people. What are some takeaways?

1:1:33.120 --> 1:1:33.550  
Ellen McClure  
Yeah.

1:1:33.600 --> 1:1:36.200  
Englert, Michael  
There are some things you want to make sure we get out of this meeting today.

1:1:39.480 --> 1:1:51.990  
Englert, Michael  
Let's talk to the district administrators here first, then uh district administrators. Anything in particular that you want us to take back to the university folks to focus on for helping our student teachers?

1:1:52.920 --> 1:1:53.820  
Tom Larkin (Guest)  
Go ahead, Ellen.

1:1:55.720 --> 1:1:56.400  
Ellen McClure  
Thanks Sam.

1:1:57.160 --> 1:2:16.50  
Ellen McClure  
Umm, you know what? Like I said, I we have a great crew. Student teachers right now I am just hearing raves from all around. You know, we have the most placements from Kent State. You know, that's the people we place with the most. I really appreciate Sherry Cundra. Is it cundra?

1:2:16.350 --> 1:2:16.660  
Englert, Michael  
Yep.

1:2:16.740 --> 1:2:24.370  
Ellen McClure  
I'm always sends just a really nice thank you whenever somebody gets placed with a cute little emoji mean, she's just always very grateful, which is nice.

1:2:26.310 --> 1:2:29.370  
Englert, Michael  
I will make sure she she hears that. So thank you for that.

1:2:27.490 --> 1:2:47.520  
Ellen McClure  
Yeah. Yeah, she. Yeah. She's always very and and understanding. If I'm just not able to place some because, you know, you get to a point where, Oh my gosh, one more placement. I'm not gonna find anybody and she she's always very understanding. So I would agree that you know earlier is always better than later as far as getting those placements out to us.

1:2:51.850 --> 1:2:52.200  
Englert, Michael  
OK.

1:2:48.800 --> 1:3:1.900  
Ellen McClure  
And over the summer is fine. Don't wait till August because you know I'm here. So I'm at work and people are checking emails. So. But yeah, we have a we have, we have a strong crew and we're recruiting them to be Subs so.

1:3:6.650 --> 1:3:7.730  
Ellen McClure  
Yeah, yeah.

1:3:2.950 --> 1:3:7.770  
Englert, Michael  
Good. Hey, whatever we can do to get those Kent State students out there to your buildings, that's our goals.

1:3:8.480 --> 1:3:8.820  
Ellen McClure  
Yeah.

1:3:9.980 --> 1:3:10.350  
Tom Larkin (Guest)  
Ellen.

1:3:9.890 --> 1:3:25.660  
Eva  
Mike, I one thing I've heard from the mentors and you've heard of, I'm sure, block four student teachers being placed to block Block 5. Will they stay in their placement? That's been a big concern with all five of mine in Block 4.

1:3:26.380 --> 1:3:50.360  
Englert, Michael  
I I I hear you on that and we we have an ongoing discussion with early childhood about that, but we're trying to provide a comprehensive experience for all the blocks, especially with the new licensure K5. But I will certainly share that that question and concern with the program faculty and and make sure that we give that a thorough discussion. So thank you for that.

1:3:55.70 --> 1:4:4.630  
Englert, Michael  
Who do not mess was Tom or Mike? Were you gonna jump on that or Erica or any other administrators on takeaways before we get our supervisors and mentors?

1:4:6.300 --> 1:4:9.730  
Mike Kostyack (Guest)  
We'll just go what Ellen said pretty much the same here at Stone.

1:4:11.90 --> 1:4:12.420  
Englert, Michael  
OK. Thank you, Mike.

1:4:14.100 --> 1:4:16.60  
Tom Larkin (Guest)  
They and.

1:4:18.920 --> 1:4:22.230  
Tom Larkin (Guest)  
I always tend to be the positivity guy. This isn't gonna be very.

1:4:24.880 --> 1:4:36.550  
Tom Larkin (Guest)  
Well, pedagogical or anything like that, I'll be honest with you, the biggest thing anyone that is interacting with these students that are getting into education, be a cheerleader for the profession.

1:4:38.10 --> 1:4:38.480  
Tom Larkin (Guest)  
I'll.

1:4:38.570 --> 1:4:39.550  
Tom Larkin (Guest)  
Is it?

1:4:38.940 --> 1:4:40.120  
Ellen McClure  
I agree. Good.

1:4:40.440 --> 1:4:40.730  
Elizabeth Brooks (Guest)  
And.

1:4:41.450 --> 1:4:55.100  
Tom Larkin (Guest)  
There's so many things discouraging people from getting into education. This is still the greatest profession in the world. The opportunity to work with young people everyday, the opportunity to inspire and impact lives every day.

1:4:56.190 --> 1:4:59.270  
Tom Larkin (Guest)  
It's the greatest. It's the best and so.

1:5:0.510 --> 1:5:9.220  
Tom Larkin (Guest)  
Any professor supervisor, anyone that interacts with these kids, be a cheerleader and thank them and inspire them to go out and change the world.

1:5:12.100 --> 1:5:15.670  
Englert, Michael  
There you go. We'll set you up for a couple of guest presentations there, Tom.

1:5:16.830 --> 1:5:19.680  
Tom Larkin (Guest)  
And I'll I'll come over anytime you need me.

1:5:19.500 --> 1:5:19.980  
Ellen McClure  
That's right.

1:5:19.350 --> 1:5:21.60  
Englert, Michael  
I know you will. I know you will.

1:5:21.320 --> 1:5:21.680  
Tom Larkin (Guest)  
Hey.

1:5:24.200 --> 1:5:24.850  
Englert, Michael  
There you go.

1:5:24.900 --> 1:5:25.470  
Elizabeth Brooks (Guest)  
For sure.

1:5:21.210 --> 1:5:28.720  
Ellen McClure  
Tom is Tom is the best cheerleader we got for sure. Hey, Ellen, can you send me a list of those student teachers and their phone numbers?

1:5:28.340 --> 1:5:31.370  
Ellen McClure  
No, no, absolutely not.

1:5:33.920 --> 1:5:35.830  
Englert, Michael  
A first come first serve so.

1:5:36.670 --> 1:5:49.670  
Englert, Michael  
But no, thank you for that, Tom. And you're exactly right. We should never forget that it is a great profession. That's why we all do this and we need to pass that enthusiasm on to these young teachers that are entering the profession. So thank you for that important reminder.

1:5:50.260 --> 1:6:0.300  
Englert, Michael  
Uh takeaways from our supervisors. Uh mentor teachers. While we got a few minutes left here, anything else that for the good of the order, we need to take back with us.

1:6:4.220 --> 1:6:33.950  
Tracey Daugherty  
I would just spin off of what Tom obviously in the same district with Kent, but I know you guys cover this with talking with Jen and previous, but just the you know to interact but to interact appropriately you mean to have appropriate conversations. This isn't student teachers, but I know a lot of I have a lot of people in and out of my classroom. Put the phone away, interact with the kids and put your phone away. I've never seen young kids. I mean, I get it. There are different generation, but I just like here's an opportunity to interact with children.

1:6:34.210 --> 1:6:49.130  
Tracey Daugherty  
And bring so much to them. And yet they're on their phone or checking their phone, or they, you know, maybe it's not on them, but I just know that that's a big thing. As the professionalism and I know you guys covered a lot. I know you talk about it in different areas, but I I do think that's something that.

1:6:49.990 --> 1:6:51.820  
Tracey Daugherty  
Could continue to be spoken to.

1:6:52.910 --> 1:6:54.200  
Elizabeth Brooks (Guest)  
I was gonna field.

1:6:52.830 --> 1:6:54.530  
Englert, Michael  
Right. No, go ahead, Matt.

1:6:55.100 --> 1:7:4.460  
Elizabeth Brooks (Guest)  
I was in a building today and the first sign when you woke in that is right below. The welcome is pretend it's 1995. Put it away.

1:7:6.540 --> 1:7:37.50  
Englert, Michael  
There you go. There you go. And, uh, Tracy's right. We do talk to these young professionals about professional conduct regularly, and all the time, and we appreciate what you're saying, Tracy. Good luck with that. We're we're wrestling with it all the time. But yeah, we we will continue with the messaging. And anytime you see something like that, please bring it to our attention, our supervisors. We are so fortunate to have awesome supervisors, veteran educators.

1:7:37.150 --> 1:8:7.360  
Englert, Michael  
With a wealth of experience and let them know what you're saying with the student teachers, they can bring it back to me. We can address it at whatever level is necessary and communication again is always the key. If there's a problem, we can't fix it. If nobody tells us so, please feel free to share any time. And please know that we cannot do this without all of you. Our success depends on our relationship with our district partners and our ability to collaborate.

1:8:7.520 --> 1:8:22.620  
Englert, Michael  
And build consensus with our mentor teachers and our supervisors. So we're all in this together and certainly we appreciate your feedback and your input not only today, but anytime and please, please know that your input is always welcome.

1:8:23.380 --> 1:8:27.880  
Englert, Michael  
Anybody else closing comments for the good of the order? Questions. Concerns.

1:8:27.300 --> 1:8:42.110  
Eva  
Right before I sign off, I just want to tell you that every school district that I've ever worked with always thanks, Kent State University. And if so, happy. And for the job you do and the staff here at Kent State.

1:8:42.800 --> 1:8:45.620  
Eva  
It's just a job well done and they are so pleased.

1:9:14.160 --> 1:9:14.770  
Ellen McClure  
Hi everybody.

1:9:14.970 --> 1:9:15.320  
Showalter, Jean  
Thanks.

1:9:14.270 --> 1:9:15.690  
Elizabeth Brooks (Guest)  
Thanks. See ya.

1:8:47.590 --> 1:9:16.500  
Englert, Michael  
We appreciate that, alright. Uh, other than that on, on a positive note though, is Tom says always a good place to end. We appreciate everybody's time today and giving us your input and your feedback we get to do this again in the spring. So I'll send out a reminder in February for maybe a March meeting. But other than that carry on carry forward, keep doing what you all do best and have a great rest of the school year. Take care. Thank you. Thank you. Bye bye.

1:9:17.110 --> 1:9:17.960  
Elizabeth Brooks (Guest)  
By everyone.