Dear Principal,

There have been some big changes at the University of North Texas in the past year! Our UNT System has a new chancellor, Dr. Lesa Roe. The New College at Frisco is growing rapidly. In Denton, we have welcomed Dr. Jennifer Cowley as Provost. In the College of Education, new dean Dr. Randy Bomer from UT-Austin brings a strong background in educator preparation that serves the most vulnerable of our EC-12 learners. I, too, am new to my position as Associate Dean for Educator Preparation. The COE is beginning work on our new 5-year Strategic Plan, Mission, and Vision.

Change is exciting and full of potential. But, I believe, only the change efforts that arise from genuine context-based needs typically yield anything innovative, meaningful, and sustainable. Otherwise, we risk doing a great deal of work and end up either just moving the furniture around, or “buying” something trendy to add to an already crowded room.

In 2017, the COE’s Educator Preparation Programs earned accreditation from the Council for the Accreditation for Educator Preparation (CAEP). Our self-study allowed us to take a critical look at what we currently do to prepare teachers to serve in EC-12 Texas classrooms, and to begin to chart a path to continuous improvement.

Which is why you are receiving this invitation to the Educator Preparation Innovation Coalition (EPIC) Work Group to be held at UNT on May 2\textsuperscript{nd}, 2018. As a principal, you are the linchpin of your school. As a campus leader in one of the seven districts where the COE Educator Preparation Program’s teacher candidates both do their clinical teaching and/or are hired, you have the richest knowledge of your current learners and context. As the second largest producer of teachers in Texas, we want to be your EPP of choice in training, hiring, and supporting induction year teachers in the increasingly complex context of EC-12 schools.

\textbf{What to Expect at the EPIC Work Group:}
The gathering will not be a traditional presentation format. The need is for your voices and suggestions to be heard and recorded in order to surface what you feel are the greatest challenges you face in staffing your campuses with educators ready to meet the most critical needs of your learners.

To this end, the structures we will use will be based on the Art of Participatory Leadership Model. These small and dynamic ways of grouping are designed to be participant-driven and need-focused. Our Essential Question which will be a jumping off point will be:

"\textit{What makes sense right NOW in terms of the critical knowledge base, skill sets, and dispositional attributes needed for producing and sustaining a classroom-ready teacher from Day One through their induction into the profession?}\"

For the second half of our time together, we will move into solution-finding mode. Based on your identified needs, we will work to answer:

"What strengths of our preparation program can be leveraged? What gaps exist and how can we partner to effectively address them as teacher candidates progress from selection into our EPP through their induction years in the profession?"

I hope you will join this first of many working meetings -- and add your vital knowledge and ideas for positive innovations for the benefit of the children we all serve.
We will begin on May 2 at 8:00 am with breakfast and an opportunity to convene with each other informally for a brief period. The work will begin promptly at 8:30 and we will have you out by 11:00 am to return to your campus.

Please respond to our google survey at https://goo.gl/forms/9fr1eRwGV36beJ4L2 no later than 5:00 pm on Friday, April 20 to let us know if you will be attending and if you prefer a vegetarian option for breakfast. We will send you a UNT visitor parking permit and map for May 2.

I look forward to meeting and working with you.

Alexandra G. Leavell
Associate Dean for Educator Preparation
Meeting Notes 5.2.2018

1. Share our curriculum with them
2. Share/video T-TESS conf.
3. ePortfolio Requirement
4. Come see PLCs
5. Books Club!

National Shadow a Student Day
Resources

- Understanding By Design – Wiggins + McTighe
- Growth Mindset – Dweck
- Helping Children Succeed – Paul Tough
- Collaborative Leadership – Dewitt
- Collective Inquiry – Donohoo
- Authentic PLGs
- Seven Strategies of Assessment for Learning – Chappuis
- Marzano
- 101 “Answers for New Teachers and their Mentors By: Annette Breaux

PBL

Teach Like a Champion – Doug Lemov
Skills & Abilities

- Student teacher shadows a student on the campus for an entire day. This should create a better understanding of what to expect/ x 2 = Beginning & End
- Unpack TEKS/Write aligned Learning Targets
- Analyze data & design lessons based on data
- Skill set for relationship building
- Opportunities for experience – Application of skills & practice
- Basic cognitive theories & the application @ all developmental levels
- Test Hound/Edugence/www.texasassessment.com Test History
- Social/Emotional Learning – SEO (Education News – Austin ISD)
Skills & Abilities

- Social/emotional awareness ~ life balance students, teachers & administrators
- TEAM mentality
- Teachers need to be facilitators ~ not always in control
  - Allow Ss to own work
  - T questioning
  - Ambiguity is OK-
    - Ss learn view diff pathways
- Know your “why”
- UBD-Understand by Design
- Feedback – specific feedback to move learning forward
  - Teach 4 America
- Growth mindset & ability to collaborate
- Importance of aligning a student teacher with an experienced, master teacher, personality alignment is important!
• Check – in  
  o Feedback  
• Focus I: Classroom Ready  
  o High performing, Truly BIL, Educators  
  o Addressing Individual Student Needs  
• Break  
• Focus II:  
  o What is possible?  
  o What does it look like?  
• Check-out
• Be present.
• Be curious.
• Host yourself.
• Host others
• Speak to the center
I. Knowledge “What?”

Skills/Abilities
“What should they know how to do well?”

Dispositions
“How should they be able to think about what they do?”
Bilingual Shannon

- Totally dual language
- Teacher academics
- Recycling the same
  - Problem – BICS → CALP

475/100 ESL → 3s

DeWitt Perry  “Lifers”

Our kids need to know about policies

Middle School ESL not proficient
Disorder

Complex

Complicated

Chaos

Simple
II- What is most urgent?
What is possible for creating responses to that urgency?
Ability to pinpoint learning objectives, content, social, emotional language functional.
Critical thinking.
University visits at the end of year 1? Feedback
FIT Teacher Assessment
Panel Interview Sophomore
Education Prep Curriculum Sharing
Teacher Insight Gallup (Strengths Finder)
Feedback
-Closing tasks- exit slips
-Ways to provide feedback
-What can you do right now?
  • How are you doing, what you are doing?
  • How could you do it differently
  • Let’s try. “Do over.”
  • Take another shot at it...
-Small successes and up
-Attainable target /task analysis
Addressing Individual Student Needs

- Able to identify a prob, but not a solution
- Targeted
- Online adaptive learning
- Recognize when a child is struggling
  Kids who need more support
  (Normal curve picture: one end “Lose kids” and on the other end “Lose kids”)
- Know how to ask for help
- Curiosity about what makes you go “hmm”
Safe to fail

- Regroup/ Reflect / Plan/ assess/ repeat
- Learning pit = John Hattie
  (How to move when you get stuck)
- Stonefields in school Auckland, New Zealand
- ACE
- Focus school

Intentional
**Social Emotional**
- Student Suicide
- Low resilience emotionally and behaviorally [? Illegible]
- Teacher balance – Work life
- Burnout/ Anxiety - - Students and teachers
- Overburdened

**Wellness Bingo**
- Prioritizing the demands
- Time management
- Resources $
- Lack of support
- Staffing
  - Decision making
  - Maximizing time on task
Critical Thinking – Proof of Practice
Adam
-Instructional rounds
-Preparing our kids to be successful when they leave my campus

- Collaboration/Communication
- Able to think/not fear ways of living an doing
- Relationships
- Meaningful to kids
**Dispositions**
- Ability to see the gray area vs. black/white
- Comfort with risks and disorders
- Successful and failure
- Situational thinking

**Student Teachers**
- Attend back to school training with teachers and help plan for 1st two weeks of school
- Help prep classroom and materials for B.O.Y
- Attend meet the teacher
- Attend before and after school duties, other duties as assigned
- Awareness of behavior units/special education medical high needs
- 504/ARD/R+I awareness and attend meetings
- LRE
- ePortfolios
- They need to have exposure to schools for application of skills their sophomore or even freshman year. Some universities start freshman year.
- Panel interview sophomore
**Knowledge**

**What?**
- Content
- Making info relevant
- Child development – social emotional – impact of environmental factors [technology]
- Theories of learning - motivation
  - Application of theory – behavior brain research
- Basic classroom structures
- Ability to prioritize
  - Instructional decisions
  - Curriculum
  - Behaviors
    - LRE
    - 504’s ~ SPED qualifications
    - RTI

- Cultural Sensitivity
  - UNT Dr. Asani
  - Ruby Payne
  - Paul Tough
  - Must observe in a culturally diverse setting ~ service hours

- What if:
  - Student teaching - 2 years
    - Year 1 – Observe
    - Year 2 – Ownership

Must have freshman field experience course to weed out those who may not have the skill set for teaching.

**Talent vs. Skills**

*Need to inquire why is my student acting up? Why is he not learning?*

“With-it-ness”

**Skills**

- Ability to decision make thousands of questions per hour → 21st century learners
- Listeners [active]
- Collaborative
- Coachability → TTESS
- Self-reflective with their practice
- Growth mindset *continuous learning
- Soft skills
- Manage conflict
- Effective communication delivery of a message
<table>
<thead>
<tr>
<th>Name</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debbie Huston</td>
<td>UNT</td>
</tr>
<tr>
<td>Alex Leavell</td>
<td>UNT</td>
</tr>
<tr>
<td>Dominick McNeir</td>
<td>UNT</td>
</tr>
<tr>
<td>Adam Toye</td>
<td>CFBISD</td>
</tr>
<tr>
<td>Kristi King</td>
<td>NISD</td>
</tr>
<tr>
<td>Jessica McDonald</td>
<td>NISD</td>
</tr>
<tr>
<td>Amy Sutton</td>
<td>UNT</td>
</tr>
<tr>
<td>Alyssa Strong</td>
<td>UNT</td>
</tr>
<tr>
<td>Patty Jensen</td>
<td>Denton ISD</td>
</tr>
<tr>
<td>Shannon Cole</td>
<td>GCISD</td>
</tr>
<tr>
<td>Kenneth Washington</td>
<td>Garland ISD</td>
</tr>
</tbody>
</table>