

# Missouri Transforming Educator Preparation

## UPDATE

MoTEP



January 2017

### Welcome and Introductions

The January 17, 2017, State MoTEP team meeting began with introductions and an overview of work currently underway.

### MoTEP Sustainability Beyond NTEP

The group was asked to respond to the following questions:

#### Should the MoTEP work be sustained?

Yes. Good things have been accomplished, but other work needs to be completed. The plan for communication has been effective.

#### What part of the work should be sustained?

- Communication between PK-12 and higher education through joint conferences and partnerships
- Expansion of data and information sharing between PK-12 and educator preparation programs
- Completion of APR 2.0 design that will ultimately replace the APR 1.5 design being released this year
- Utilization of the current framework for communication and transparency regarding the MoTEP goals

General comments included the ongoing need for conversations that include different perspectives. There is a collective, shared mission of better teachers for students.

#### How do we sustain it?

- Generate funds for the work through sponsorships
- Secure funding to continue supporting MoTEP goals
- Request that CCSSO attempt to secure funds for a next generation of NTEP to support priority areas
- Establish MABEP as the governing body for the MoTEP work

### Support and Intervention Plan for EPP

First design was presented to the group, and it was suggested that the implementation of support/interventions should align with the release of public information as established in the APR 1.5 and 2.0 designs.

### Working Lunch to Continue Discussions

General discussion included

- a need to add K-12 people to the MoTEP group;
- ways EPPs could get teacher performance data to help inform continuous improvement of preparation programs;
- aggregate data to protect PII;
- Missouri State University's work with districts to gather

impact data on graduates/first-year teachers;

- a school district's process for sharing data with a nearby preparation program; and
- the need to find additional districts willing to send data to some organization that would scrub (unidentifiable) data and then provide it to EPPs.

### PK-12 and IHE Spring Summit

A spring summit would serve as a follow-up to the cooperating teacher forums held last fall. Each institution would invite three cooperating teachers to the summit, meaning that 150 could participate. We will need a clear idea of discussion topics, and we need a contact person in each region.

Follow-up has taken place in Southwest and at Hook, and other regions will probably hold follow-up meetings. There were suggestions to keep meeting regionally and to use out-of-contract days and possibly stipends for those who attend. There were several other discussion points:

- Possible development of a Teacher Leader Education Specialist degree, perhaps as a collaboration among multiple universities and including a certificate or endorsement
- Possible development of Mentoring Certification
- Professional development points for mentoring a student teacher and a summer institute for teacher mentors
- Statewide recognition banquet to honor cooperating teachers and teacher mentors

### General Education Coursework

SB 997 calls for the identification of a common curriculum to be adopted by all public institutions of higher education. The working group includes representatives from each public institution. Their work would result in a 42-hour block of coursework. The credits in the 42-hour block will transfer into other institutions and be accepted.

### MoTEP Wrap Up and Next Steps

- Next meeting is February 27, 2017
- National NTEP meeting March 15-17, 2017
- Follow-up meeting is March 31, 2017