Advisory Board: School Librarianship
Notes from the Johnson City Partnership Meeting for 2021-22, held in lieu of advisory board.

Partnership Meeting
Johnson City Schools
October 7, 2021
Agenda

Re: Educator Preparation, Instructional Leader and Advanced Programs

1. **Recruitment and selection strategies and goals**
   a. **TAP (Teaching as a Profession)** – talked about this some in February; how is this working for you in JC and how can ETSU support and how can we collaborate with this program. Two classes this semester freshman to seniors. Field experiences to shadow and see what happens outside of the high school. Teacher is excited, wants to expand. 2 sections next semester too. One of the reasons this came about is because Dr. Whitmore tried to recruit students to AP and those with more of a minority. A lot of minority students are in this class. Something trying to diversify the pool of potential candidates. They are doing the things as Jr and So who would be doing in Teacher Prep. Even if we have 2-3 out of every graduating class to move to a EPP that would be huge positive for us. Diversity committee focuses on ways to encourage more minority to go into education. Recruiting outside of JC is difficult so they decided to work on growing their own. Dr. Foley shared a link for educatorsrising.org. How can ETSU support this program? Dr. Whitmore went through extensive training through the state. She has a set curriculum to follow. It would help for ETSU to come and talk with the students, so they know what to expect so they know it isn't a surprise. Students have a lot of questions about debt. Guest speakers. Bring a class here. 2 level one classes this semester. Next semester she will have a level 1 and a level 2 section. Contact Charles Corwin corwinc@jcschools.org for the TAP program.
   b. **Review iSLICEE, NOYCE, CILNT and STRIVE** – provided an overview of those programs and how they might help the system with hard-to-staff content as well as how they might assist diverse candidates.

2. **Select, prepare, evaluate, support and retain high-quality clinical educators**
   a. **Electronic mentor teacher application**- approved by principal and then send to a district person who has final approval or continue with current process? BEFORE – central office didn't find out who is in the building; So, they moved to this new process which is clunky; the new process has not taken responsibility off the principal; Often we saw patterns because schools were the most desirable site and a lot of advocating on the part of the candidate to be placed at a specific school. Thus, they like CO to have oversite so that placements are equitable.
   b. **Review placement process** – give students a second chance; problems with students in CDC classes which need to be addressed one on one and be in contact with HR. Laura

asked whether she should contact the principal or HR. If serious, contact HR. If it is personality conflict, contact the principal.

 c. **Key Roles document & differentiated mentor teacher training –** discussed that current mentor training is differentiated based on mentor's experience.

 d. **Co-Teaching training –** perhaps provide co-teaching training for mentors; some of the strategies could be used from Read to be Ready; Literacy Coaches will work with Laura to deliver a Co-teacher training. Most often seeing teach/observe model.

3. **Expectations for candidate preparation**
   a. **Strong Brains Grant opportunity –** opportunity for additional training for JC teachers if interested;
   b. **Mandatory reporting –** important for the person who feels like there is abuse, make the principal, teacher, and others who should be aware. Student teacher may feel compelled to make a report, but the student should make the principal aware. Sometimes the person to report to is the school counselor. Students have been told to find out who the school report to person is. Go directly to the principal and/or the building representative. If the principal is the one who needs to be reported, they should go to HR. As a courtesy, the student needs to let the principal know they are making a report.
   c. **ELA Curriculum and edTPA** - teacher autonomy; teachers do the best job with the curriculum; K-2 45 Min of foundational skills; preparing materials, not planning lessons; teaching phonics both explicitly and implicitly, using decodable texts to see if they can transfer knowledge to texts. Challenge to have all the pieces of the block for 5th grade, struggling with this a bit; ETSU will reach out to see if they can help with this matter; CRT hit ELA hard in terms of materials that are permissible; still do small group reading with leveled readers; reading Shifting the Balance
   d. **Other opportunities**

4. **Design of clinical experiences**
   a. Diverse experiences
   b. Reading – will work with Reading Specialists to look at this more closely; offered fellowships for diverse candidates
   c. School Librarianship – 2 practicums, 1 K-8; 2 9-12.
   d. School leadership – working with Advisory group; offered fellowships for diverse candidates

5. **Key assessments, transition points, and exit requirements**
   a. Data at a glance- schedule meetings
      i. Praxis scores, edTPA, TEAM, EDA (Educator Disposition Assessment), TEAM, Lesson Plan
      ii. Surveys (end of program, principal, completer, diversity, technology, mentor teacher, ETSU supervisor
      iii. Report Card
          JC would like data on edTPA; does look at edTPA and TEAM when applying; EDA; Surveys shared specifically with Lee