

BEST Activity Summary Table 2021-2022

Meeting Date	Stakeholder Representation	Topics Discussed	Decisions/Next Steps
September 19, 2022	AFTSE Faculty Public District Recruiter Public District Teacher Archdiocese Superintendent Public District Assistant Principal Public District Principals Minority Recruiter Professor Emerita	Initial Certification Data and Student Preparation concerning Classroom Management MAED Data around Dispositions Resiliency Factor in Teachers	-Stronger focus on interventions to manage problematic behavior; restorative practices and proactive planning should be emphasized; the power of routines and procedures implemented and followed; preparing students for what to do when there is no support at home. -Suggestion for students to have the opportunity to self-assess; We need to look at the Teacher Leader Model Standards and consider making equity and diversity specific in the PLOs. -Helping teachers build a toolbox for dealing with the unexpected—restorative practices can support this. Giving teachers strategies for controlling their own emotions/de-escalate themselves. Suggestion that individuals in this group could speak to the teachers getting ready to move into the field.
February 13, 2023	AFTSE Faculty Public District Recruiter Public District Teachers (2) Archdiocese Superintendent Public District Assistant Principal Public District Principal (2) Minority Recruiter Public District Professional Development specialist Retired principal Professor Emerita	Data Sharing and Discussion	-Responses included that the BEST members were glad to see our student responses note the emphasis on poverty as well as students of color. Teach Upbeat focuses entirely on teacher retention and job satisfaction and sense of purpose. Anecdotal data speaking to the need for more special education strategies may come from the push for inclusion and the need to incorporate that group in classrooms. Responses noted that inclusivity is different than diversity; consider do our data speak to inclusivity? Sitting at the same table is not the same as being included. The increasing numbers of students and families who speak other languages are needed. In terms of ECE needs: the ability to operate with much more inclusion. Are we doing due diligence to prepare teachers to work inclusive classrooms with significant numbers of SPED students in general education classrooms. A graduate mentioned that teachers that come

		<p>Principal Prep Program: How can we refocus this program to be more effective?</p>	<p>from Bellarmine are more prepared because of the dual cert but the more we can do to focus on inclusion the better.</p> <p>Increase placements to include schools that have significant numbers of ELL students.</p> <p>-Need a new type of leadership preparation – the old style of leadership does not work; the future of leadership needs to be human-centered, someone who understands self-care, the different languages for appreciation, honoring the human and the work.</p> <p>EDS Chair acknowledged the lagging enrollment and the need to focus and market the program differently.</p> <p>Looked at the possibility of a different delivery model, and whether we are meeting the needs of people. In-person delivery builds relationships and networks but something online might get it started.</p> <p>Perhaps we need to consider something that incorporates a range of topics that address the range of needs leaders face today.</p> <p>JCPS principal prep focuses on pillars and systems – the new leader is in classrooms and that model might be helpful.</p> <p>What are the components of leadership that applies beyond JCPS?</p> <p>One idea is to consider focusing on being a change agent – do this but be comprehensive in that work. Another idea is to be focused on improvement science (data to make decisions & continuous improvement)</p> <p>The Program includes a class in special populations. Principals might need to know more about special education needs, compliance, and instruction. ECE teachers feel most supported when they are trusted and they feel valued as the experts in ECE.</p> <p>What sets our program apart from other university programs? We've got 100% passage rate on the licensure exam; We are putting out good people; We are struggling with enrollment and grants.</p>
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*Roles and organizations have been used to maintain confidentiality.