

**Department of Education Advisory Board
2021-2022**

For over a century, Saint Elizabeth University has been known as a leader in teacher education. Our programs are intended to prepare competent, caring, responsible educators who emerge as empowered leaders in their profession.

The program stays abreast of state and national certification requirements and fulfills the expectations of regional and national accrediting bodies to offer undergraduate and graduate degrees and a wide variety of teaching certificates.

The goals of the Advisory Board are to:

1. Co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of our teacher education and educational leadership programs;
2. Establish mutually agreeable expectations for candidate entry, preparation, and exit;
3. Co-prepare, evaluate, support, and retain high-quality teacher and leadership candidates who demonstrate a positive impact on P-12 student learning and development;
4. Co-design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development;
5. Establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and,
6. Co-design and support professional development opportunities for both teacher candidates and the faculty of the advisory board member schools/school district to ensure high-quality practice to enhance all students' learning and development

Advisory Board Fall 2021 Report

During the Pandemic, the Advisory Board was suspended from Spring 2020 through Spring 2021. In Fall 2021, the Board was reconvened. On Thursday, November 11, 2021, the Board met at 4:30 PM via Zoom.

The Board consists of EPP faculty and adjuncts, school district superintendents, school principals, and district directors of curriculum/instruction. The Board reviewed the goals in relation to accreditation expectations. The purpose of the Board is to create a mutually beneficial relationship between our clinical partners and the university.

The November 2021 meeting of the Board served as a focus group for data collection. The EPP sought to gather information on the preparedness of novice teachers who have completed education preparation programs.

From the focus group discussion, the following areas were highlighted:

- Novice teachers often do not possess professional dispositions
- Novice teachers often lack the ability to self-start, do not take the initiative, and do not possess the grit/persistence necessary
- Novice teachers often do not possess adequate communication skills or the confidence to address parents
- Novice teachers often know how to create beautiful bulletin boards but do not understand how to apply pedagogical principles in designing lessons
- Novice teachers often do not accept constructive criticism or feedback for continuous improvement
- Novice teachers may not know how to use assessment data to inform instruction

Saint Elizabeth University EPP is addressing teacher preparation issues. In Fall 2021, the EPP purchased an Educator Disposition Assessment (EDA). The EDA was designed and validated by three University of Tampa professors (Almerico, G., Johnston, P., and Wilson, A., 2017). The EDA is being piloted in Spring 2022. There will be calibration training for all instructors who will use the instrument at the conclusion of the Spring 2022 semester.

- The Educator Disposition Assessment (EDA) instrument was designed to consider the informal assessment's psychometric properties carefully. Any inferences about a teacher's disposition are more likely to be true.
- Disposition categories are aligned with InTASC Standards (2013) and the works of Danielson et.al. (2009) and Marzano and Brown (2009).
- The EDA instrument is used to raise concerns and identify exemplary dispositional behavior of students as they progress through a program.