



**University of Mount Union
Partner Advisory Council Meeting**

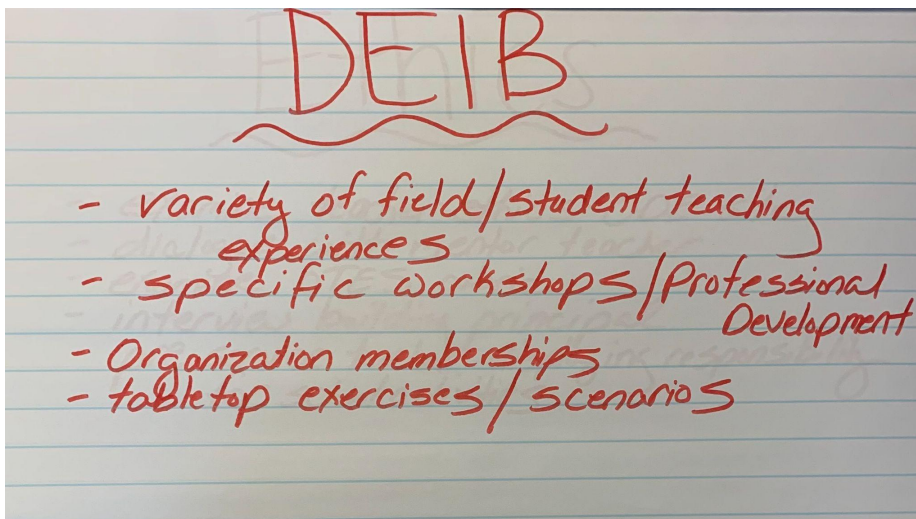
September 30th - 11:30am - 12:30pm
Hoover Price Campus Center - Alumni Room

- **11:30am - 11:45am**
 - *Grab lunch in cafeteria and then come to the Alumni Room*
 - *Welcome*
 - *Brian Matthews - Plain Local*
 - *Jill Collett - Plain Local*
 - *Melissa Askren-Edgehouse - UMU*
 - *Mandy Capel - UMU*
 - *Michelle Balderson - Alliance City*
 - *Brett Yeagley - Canton Local*
 - *Tricia Coutes-Everett - Canton Local*
 - *Diane Ruff - Minerva Local*
 - *Anna Minor - Louisville City*
 - *Renee Kaley - Marlinton Local*
 - *Dan Swisher - Marlinton Local*
 - *Bruce Pietz - UMU*
 - *Caitlin Reash - UMU*

- **11:45am - 12:00pm**
 - *Updates and Input*
 - *Feedback from anyone who went to one of today's sessions*
 - *Shared applicable topics and framed those difficult conversations at appropriate levels.*
 - *OTES scores for accreditation*
 - *Existing Data:*
 - *OTES - public data, can get from teachers, or from district with permission of anonymous data*
 - *RESA*
 - *Value Added*
 - *Portions of the Map - % breakdown*
 - *MES K-8*
 - *DIBELS K-3*
 - *LES 1-8*
 - *Canton Local K-12*
 - *Marlinton Local K-12*
 - *How are most teachers renewing with LPDC?*

- Graduate credits or CEUs?
 - Certificates?
 - *Want grad credit for raises*
 - *CEUs for those at the top of the scales*
- HB 99 - Arming Teachers
- Topics for Spring Professional Development
 - Any presenter suggestions from your districts? ALICE, EL, Classroom Management, Data-Driven Instruction, etc.
- **12:00pm - 12:15pm**
 - *Disposition Form & Evidence Groups*
 - Groups will be provided with two or three disposition statements and will develop evidence that would represent those for preservice teachers
 - *Pictures of work below.*
- **12:15pm - 12:25pm**
 - *Job Needs for Spring and Fall*
 - Administrative and Teachers
 - Educator Shortage Meeting - November 3rd in Akron
 - PAC Representation
- **12:25pm - 12:30pm**
 - *PAC Representation at Field Discussion January 12th from 11:15-12:30*
 - Anyone interested?
 - *Yes, Diane, Anna, Michelle, Brett, Tricia, Jill - assign topics*

Will move to Winter Meeting.



Ethics

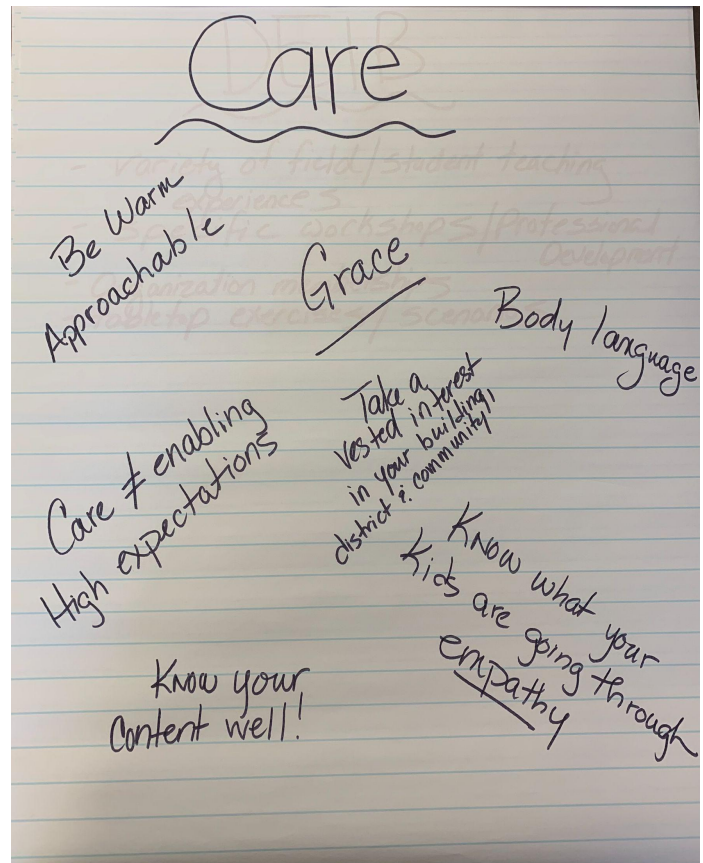
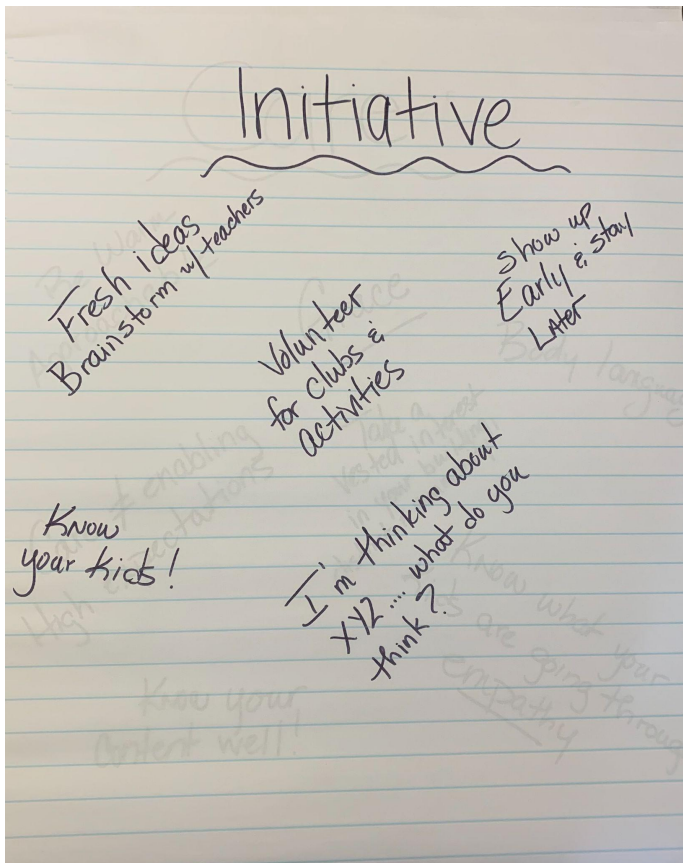
- examine teacher ethics - ODE site
- dialogue with mentor teacher
- examine OTES rubric
- interview building principal
- pre-service teacher: displaying responsibility for school activities

Feedback

- implementing suggestions
- seeking feedback
- feedback from students, families
surveys
- Reflection on lessons
 - video taping

Collaboration + Communication

- contributions within TBT
- lessons, common assessments
- communications w/ families
 - phone call log
 - emails
 - visits, conferencing



Candidate Dispositions

Care	Contributes to an environment that is respectful, supportive, and caring for all
Professional Appearance	Consistently dresses in a professional manner appropriate for the school environment
Timeliness, Deadlines, and Attendance	Arrives prior to designated time and remains as needed until tasks are complete; meets deadlines; always displays a thorough preparation of academic materials and goes beyond required criteria
Initiative & Professional Growth	Comes prepared; asks questions; eager to participate; makes suggestions and is inquisitive; takes on added responsibility; seeks opportunities to advocate for students and school improvement
Collaboration & Communication	Engages in collaborative planning and communication with peers, university faculty, mentoring teachers, supervisors, colleagues, and families/caregivers (as applicable). Consistently communicates courteously with others in person, via email, on the phone, via texts, etc.

Feedback	Solicits feedback about performance from mentoring teacher/administrator and/or supervisor and consistently refines practice; utilizes critical self-reflection to gauge, inform, and improve practice in field and university courses
Diversity, Equity, Inclusion, & Belonging	<p>Conveys knowledge of and models respect for all students' diverse cultures, language skills, and experiences and uses gender inclusive language</p> <p>Differentiates instruction to employ culturally responsive practices to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students</p>
Ethics	Upholds the highest standards of honesty and integrity and consistently models these qualities to supervisors, mentor teachers, and students