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| Evidence Item: | 30 Liaison Discussions and School Partnership Opportunities |
| CAEP Standards: | 2 and 5 |
| Component: | 2.1, 2.3, and 5.3 |
| Location for the Evidence: | 2.1.2, 2.3.9, and 5.3.4 |

The Purpose for the Evidence: The evidence provides examples of liaison discussions and shared learning opportunities with partner schools. The efforts improve partner school relationships and increase opportunities for teacher candidates to work with students in meaningful ways.

Administrative Comments: Events like the Annual Data Sharing Sessions or the liaison meetings that are regularly scheduled. Other partnership opportunities arise amid life events or through EPP faculty connections with area educators in partner schools. Sometimes, these opportunities that arise are short-lived, but ultimately the connections are positive in building positive partner school relationships. The Table of Contents is intended to help viewers be efficient in locating information quickly and hope to help viewers access what he or she believes is important for their needs.

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Collaboration with School Partners and Parents Fall 2020 amid COVID-19

VCSU has faculty members and administrative leadership with valuable K-12 experience who are open to innovative practices and eager to collaborate with school partners. The examples below describe ways in which VCSU has partnered to benefit school communities and the growth of teacher candidates.

Virtual Reading as parents and a partnering elementary school sought help for students

Kaley Mari, a VCSU assistant professor, and former teacher in the Fargo schools were able to work with Bennett Elementary to coordinate an effort to work with parents and receive permission for teacher candidates to provide virtual reading help for students.

Big Brother/Big Sister virtual tutoring opportunities

Joan Klein, a VCSU assistant professor who has experience as an elementary teacher and administrator, coordinated Big Brother/Big Sister virtual tutoring opportunities that benefit teacher candidates and elementary school students in Valley City.

Math sessions

Joan Klein also collaborated with the Fargo Public Schools for training sessions conducted for our Substitute/Preservice teachers at NDSU. Alyssa Gilbertson, who is the Elementary Math Facilitator in Fargo, investigated what their Fargo teachers thought would be most beneficial and recorded two sessions for our teacher candidates. The sessions included:

- The components of a small-group lesson include:
 - Learning Target
 - Statement of Success
 - Warm-Up
 - Instruction focused on the Learning Target
 - Revisit Learning Target
 - Connect to Grade-Level Math
- Number Talks
 - What is a Number Talk?
 - Key Components

Substitute Teaching

Dr. Sheri Okland, who is the dean, has experience as an elementary teacher and administrator. She coordinated these opportunities that benefit partner schools and the development of VCSU teacher candidates. The Fargo Public Schools accepted 24 teacher candidates for 60-hour practicum experiences and put the teacher candidates in the virtual academy with a cooperating teacher. After sixty hours, the teacher candidates could potentially be hired to help teach a group of students for the rest of the semester. The West Fargo Public Schools accepted 25 teacher candidates for 60-hour practicum experiences with elementary students. The teacher candidates are placed in a school with an experienced cooperating teacher and a first-year teacher. The teacher candidates gain experience helping students, learning from working with the teachers, and can help with subbing needs as well.

Viking Time - Tutoring

David Hanson, a VCSU assistant professor, and former teacher and administrator for 30 years in Wyndmere, ND, started Viking Time in the Fall of 2020. Viking Time EDUC250- Fall 2020 Tutoring Program- Washington Elementary School Overview: Students from the EDUC250 (F2F) course who were not able to find a traditional field experience placement were invited to take part in the first-ever online tutoring program with students from Washington Elementary School. A questionnaire was developed to share with the instructors from Washington Elementary. Becky Goven, Elementary Instructor at Washington Elementary, was kind enough to serve as the contact person for the elementary school. Dave Hanson met with Becky Goven once the requests for a tutor were completed. They met to work out some of the details of the program and to brainstorm ideas as to how the tutoring time would be the most effective. Washington Elementary students are accustomed to ZOOM as their live video medium, so the Viking Tutors are using Zoom to connect with their students. Viking Tutors practiced with ZOOM before beginning their tutoring time. Viking Tutors began by contacting the cooperating teacher for their student. (October 8, 2020) A good line of communication needed to be created between the Tutor and the Cooperating Teaching. The tutors needed to be open to prioritizing whatever the cooperating teacher deemed as most important for that student. Once the Viking Tutor communicated with the cooperating teacher, the teacher candidates were able to reach out to their students via email. Email addresses for the students were supplied to the Viking Tutors so they could create a ZOOM session each time they met with their students. The link for those sessions was emailed to the student unless otherwise noted. The first step was to introduce themselves and to notify the student when they will be coming to Washington Elementary for a F2F meeting. All other meetings after that point will be completed through ZOOM. The students used the ZOOM medium to share documents when extra help was needed with homework.

Volunteer Subbing

This message includes a photo of the faculty members and teacher candidates who volunteered to help elementary teachers attend a funeral by substituting in their classrooms. Dr. Sheri Okland received an email a “thank you” message from Dr. Jeff Johnson after the funeral.



“Thank you to VCSU for supporting our school and helping cover so that my staff could attend the funeral of our student Grantley. It was much appreciated. We cannot thank you enough for your wonderful help during this time of sadness. Your team was fantastic!”

Thanks again!

Dr. Jeff Johnson

Principal

Freedom Elementary School

401 26th Ave E | West Fargo, ND 58078 P: (701) 356-5221



Teaching candidates preparing and leading Science Fairs

Example of an embedded or additional field experience that helps build a positive connection with a partner school

Science Fair in a Fargo Elementary School (partners prepare and present) pre-COVID in 2019.





Co-Teaching while Substitute Teaching (two teachers working together to enhance student learning)



Teaching candidates preparing and leading Science Fairs

Another example of an embedded or additional field experience that helps build a positive connection with a partner school. A win for the students and partner school, and a win for the teacher candidates and our EPP. Science Fair in a Fargo Elementary School (partners prepare and present) in the Fall of 2021.



Focus Group Liaison Meetings with Valley City Public Schools

VCSU-VCPS Liaison Meeting

Tuesday, August 28th, 2018

VCPS Administrative Meeting Room 904M

Present: Josh Johnson (Supt.) Kristi Brandt (HS Principal) Dan Larson (JH Principal) Chad Lueck (Elem Principal) Troy Miller (Elem Principal) David Hanson (VCSU Liaison)

Meeting Notes:

Josh Johnson began the meeting by stating that Dave Hanson had reached out to him about a month ago to let him know that he had been named the VCSU Liaison for the VCPS. Shortly after that contact, the date for today's meeting was arranged.

Dave Hanson began by thanking all the administrators for making time for him that morning. He shared his appreciation for the VCPS. He has a better realization (through his field placement duties) of how important the VCPS teacher is to the Education Majors at VCSU. It would be very difficult to try and place all those students for their field experiences without their generous help.

The discussion continued with a discussion on the topic of the field placement procedures. It was clear that it would be helpful to share the expectations and requirements for each of the field experience courses. (EDUC250, EDUC350, EDUC351)

The principals talked about the procedures for how students are placed. They reported that sometimes they are, or their teachers are receiving placement requests without any word from a VCSU staff person. I explained that there are some divisions (Early Childhood, Music) that do have field experience requirements, but those placements are made within their area and not through the School of Education and Graduate Studies. They prefer the procedure where a VCSU staff checks in with them first and makes the initial contact with their teachers. It is confusing when some students are making their arrangements while others are required to go through their professor and the field placement coordinator. The following procedure and format were shared as working well...

VCSU Staff checks in with principals to see if there are any VCPS staff who should not be considered for field placement for that semester. (Medical Reasons, etc...)

VCSU Staff contacts the VCPS teachers to request the field placement.

VCSU Staff shares the final placements of VCSU students / VCPS Staff with the administration from that building.

VCSU Student contacts VCPS teachers to line up the first visit after the placement has already been made by the field placement coordinator.

*They would like to see a similar procedure followed for all requests for field placement from all of the VCSU entities that have students who are seeking field experience placements.

Further Field Experience Suggestions:

Consider a multi-class placement for JH/HS field experience placements for the Intro course. The field experience for this course is mainly “observation”. There may be value to expanding the number of instructors (strategies) that a student can observe.

For all field experience placements, consider allowing the VCSU field placement student the flexibility to “roam” and observe multiple classrooms/instructors during the final few hours of their experience.

Mr. Hanson was asked what the long-range plan was for the liaison position. He explained that he would like to consider and pursue joint professional development when and where it would be mutually beneficial to both institutions. Another long-range goal is to grow the understanding of what each institution is doing to better educate its students. This understanding could lead to more productive collaboration between the two groups.

The meeting was concluded with another word of thanks for the VCPS administrator’s time and an open invitation to contact Mr. Hanson anytime with any questions and suggestions they might have regarding their work/collaboration with Valley City State University.

These “Meeting Notes” are unofficial until those that were in attendance have the opportunity to make any corrections or clarifications they deem necessary.” *

**VCSU-VCPS Liaison Meeting
Thursday, November 29th, 2018
VCPS Administrative Meeting Room
9:00 AM**

Meeting Agenda:

Review results from the VCPS survey regarding the following criteria from both admin & teacher perspectives.

VCSU Field Experience Placements and Field Experience Requirements
Field Experience Evaluation Process/Mechanism VCSU Substitute Teaching Feedback

Meeting Minutes

Kristi Brandt, Dan Larson, Chad Lueck, and Troy Miller met with Dave Hanson. Josh Johnson stopped by before the meeting to check-in and then went to continue the school accreditation visitation prep that will take place next week. He made it clear he was available if needed.

Dave Hanson thanked the administrators for giving up part of their day. He walked through the agenda, and all agreed to proceed. Before they discussed the survey results a clarification was given regarding elementary intro students. There may be a perception that before a student can enroll in EDUC250 (Intro to Education) that they are screened for their intent/potential to be a teacher. Although some criteria need to be met before an HS or Elementary major can enroll in this course, the “intro” course is their first experience in classrooms and sometimes this experience shows students that they don’t want to go down that path. Cooperating teachers need to know that they may not always find the “intro” students to be as committed as they might think. Some VCSU field experience students may choose a different path.

Each of the survey topics was reviewed with both the JH/HS and Elementary results being discussed. Here are some of the pros/cons/suggestions that came out of the survey and the discussion.

VCSU Field Experience Placements

Elem: The elementary teachers that completed the survey agreed that the "Process" for placing field placement students was working very well. The protocols that were put in place appear to be working well for both teachers and administrators.

VCSU Staff checks in with principals to see if there are any VCPS staff who should not be considered for field placement for that semester. (Medical Reasons, etc...)

VCSU Staff contacts the VCPS teachers to request the field placement.

VCSU Staff shares the final placements of VCSU students / VCPS Staff with the administration from that building.

VCSU Student contacts VCPS teachers to line up the first visit after the placement has already been made by the field placement coordinator.

VCSU Field Experience Placements (Elementary)

Like getting an email asking if a student can be placed...

Students coming in are more responsible and accountable

Like to have the option to accept or decline a field placement

Some would like to have a student teacher but haven't been asked... (process to request)

Would suggest students schedule "Chunks of Time" for their field experience.

VCSU Field Experience Placements (JH/HS)

Facilitated primarily through email

Appreciate the email procedure with VCSU Students being required to set up a meeting after placement is made.

*Placing students seems to go smoothly...

VCPS has 4-5 teachers for each of the main content areas. Could the VCSU field experience student spend time in each of those rooms to broaden their exposure? (Intro Only)

Some staff prefer their prep NOT to be part of the field experience time while others request it.

*Consider looking at both the VCSU Student's schedule and VCPS Teacher's schedule to make sure they "mesh" before requesting a placement. Need larger chunks of time!

VCSU Field Experience Criteria (Elementary)

*I think the new paperwork we get properly lays out what is expected...

*I feel it is appropriate for their specified field experience.

VCSU Field Experience Criteria (JH/HS)

*It's perfect- flexible enough so they can help with whatever is needed.

*I believe the criteria are fair.

Some (VCSU) students were really confused... are they supposed to teach (3) lessons?

*Sometimes the VCSU students are not as familiar with the requirements as I think they should be...

*The biggest concern I have is being able to count on them to follow through with responsibility. (Backing out at the last minute)

Admin Request

*Consider creating a spreadsheet that shows both the INTRO and PRACTICUM criteria on (1) Sheet. Share with VCPS staff when requesting placement. Should be a topic for discussion when the cooperating teacher and VCSU student first meet.

VCSU Field Experience Evaluation (Elementary)

*I just completed one yesterday for my intro teacher and felt it was much more focused on the correct aspects than the previous paper.

*Like the addition of the .5 rating...

*Quick to fill out love this!

The evaluations are extremely long and time-consuming. (Student Teaching)

*Possibly add a "General Student Knowledge" criterion and a place to write concerns.

VCSU Field Experience Evaluation (JH/HS)

*It is fair, and I like it.

*The evaluation process is fair. It is fairly simple to fill out.

I do feel that the student should have the form, which identifies the demographics, and they should fill it out. I should only have to evaluate them. (Student should be responsible for Context for Learning form.)

*I do not have an idea of what is done with the information after I evaluate them. I understand there needs to be some evaluation, but the forms do not allow for expanded comments.

*Would it be possible for VCSU staff to assist VCPS staff with the language used when writing evaluations. VCPS staff are usually not evaluators. In the case of writing comments where improvement is needed, it may be helpful for the VCPS staff to have a contact person who would help them with this.

VCSU Field Experience Substitute Teaching (Elementary)

*ALL (11) replies from the elementary were POSITIVE! Both Administrator's stated the program "Exceeded" their expectations!

LOVE!! I wish I would have had the time in the classroom before student teaching. I think the more experiences you can have in front of a classroom, the better. Students get to experience a variety of grade levels and different teaching procedures.

I have had only GREAT experiences with this. I hope this is a program that will continue!

"I would love to hear feedback from your end as well! I think this program seems like a win-win. I hope all is going well with it."

VCSU Field Experience Substitute Teaching (JH/HS)

*Will begin Spring 2019

OTHER

Heather Anderson- Working collaboratively with VCPS counselors (Trauma Sensitive Training)

Consideration for a shared August professional development? August 19th Option - Contact Josh Johnson

The next Liaison meeting will take place in late April 2019. Mr. Hanson is available anytime in-between as needed!

These “Meeting Notes” are unofficial until those that were in attendance could make any corrections or clarifications, they deem necessary. *

VCSU-VCPS Liaison Meeting

Tuesday, April 23rd, 2019

VCPS Administrative Meeting Room 900M

Meeting Agenda:

I.VCSU Data Sharing Day (August)

Address potential VCPS Field Experience Placement “Burn Out”

Review Survey Results

OTHER

*Potential iPad Training (Summer) with a Fall Washington Elementary site visit by SEGS staff.

*Possible Back-to-School joint professional development.

Meeting Minutes

Present: Josh Johnson, Kristi Brandt, Dan Larson, Chad Lueck, Troy Miller, Tim Michaelson, Joan Klein, and Dave Hanson.

Dave Hanson thanked the administrators for continuing to support these VCPS-VCSU field experience meetings. Tim Michaelson (Field Placement Representative) and Joan Klein (Substitute Teaching Representative) were also present during today’s meeting. Their presence was most helpful as we worked through the agenda.

VCSU Data Sharing Day (August)

A brief explanation was given regarding the VCSU Data Sharing Day. Troy and Chad stated that Dr. Olson had already talked to them about attending this coming August. There was a generally positive feeling about this event.

Annual data sharing with P-12 partners and stakeholders

Key data shared in discussion groups each August: *(Trends over time and comparisons across multiple perspectives)*

Exit Survey (voice of student teachers)

Student Teacher Final Evaluation Data (voice of cooperating teachers) First Year Teacher Data (voice of alumni in the first year of teaching)

Supervisor Survey (voice of employers/principals about the preparation of teacher candidates)

Potential additions for discussion in 2019: Intro and practicum field experience data Entry Survey data

Student teacher self-assessment and substitute teaching feedback

Plans for disposition assessments and new forms.

Address potential VCPS Field Experience Placement “Burn Out”

There was an open discussion about the potential overuse of VCPS staff for serving as cooperating teachers for VCSU field experience students. The consensus was that this was not an issue as staff have the right to say no if they feel like they need a break. Mr. Michaelson stated that he rarely has anyone that turns down his requests. One of the suggestions that came out of the Spring 2019 Field Experience Survey was to allow field experience students to have (1) main cooperating teacher. They would then be allowed to observe in multiple classrooms during that field experience. This would lighten the load for any one teacher. (Intro)

The suggestion will be shared with Dr. Okland (Dean of School of Education and Graduate Studies) for further consideration.

Review Survey Results

Each section of the survey results was reviewed with those in attendance being allowed to share their ideas as well.

PROCESS- See Attached Results

Mr. Hanson shared an idea to create a “Bio Page” for Elementary Intro and Practicum students to complete before their field experience. This form would be shared with the cooperating teacher to help them better get to know their field experience student and their educational background. The group thought that this could be helpful. (Plan to begin Fall 2019)

CRITERIA- See Attached Results

The comments were discussed. Mr. Hanson shared that he does intentionally talk to his students about the criteria which do include running off and grading papers. This is a part of the teaching experience. There was also a comment about having student teachers observe multiple classrooms throughout their 12-week experience. Mr. Hanson explained that due to school accreditation standards and protocols, they would not be able to change the current process.

The request for intro-practicum JH/HS field experience to teach more was discussed. The rationale for why the criteria doesn't include a lot of teaching was shared. VCSU wants their students to have completed many of their methods courses before requiring them to have a lot of instructional duties.

EVALUATION- See Attached Results

There was some concern regarding the length of the student teaching evaluation form that was shared by one of the survey respondents. Mr. Hanson explained that due to the number of standards that are required for the student teachers, there is little that can be done to lessen the evaluation tool. Steps have been made to reduce the length of the Intro and Practicum evaluations (positive) and the student teaching final evaluation is also not completed online (also positive).

There was a comment regarding the protocols for reporting to VCSU when a field experience student was not completing their duties as assigned. Mr. Michaelson said he would be glad to emphasize this plan with the cooperating teachers when he makes his initial request for accepting a field experience student. The VCPS administrators didn't see that this has been a problem.

General Suggestions- See Attached Results

There weren't many suggestions from the survey results or those present. The approach to classroom management prep was discussed in light of the comment from the JH/HS survey. Mr. Hanson shared that both he and Dave Bass spend most of an entire semester on this topic with their practicum students. The topic is also covered during the Introcourse as well. This continues to be an area to be emphasized and field experience opportunities are a key to helping develop those skills.

Substitute Teaching- See Attached Results

Comments from the group were very positive. The comments from the survey were also mostly positive. Joan Klein talked about how the first year went and how the approach to make it even better was a work in progress. She asked the elementary principals for their input on the number of sessions and teachers that benefit them the most. The group also discussed the potential for including Junior High as part of the program next fall. Joan and Dan Larson will work out those details. Kristi Brandt stated that she and Dave Bass are still working this out for a potential High School substitute program.

OTHER

*Potential iPad Training (Summer) with a Fall Washington Elementary site visit by SEGS staff.

Dave Hanson will be contacting the two VCPS teachers who have shown an interest in serving as trainers for the SEGS department. The plan is to look for a morning or afternoon during the VCSU "Welcome Back Week" August 19th – 23rd. Washington Elementary is still willing to set up at "SEGS Observation Day" next fall. SEGS staff will be able to observe the implementation of iPads in those classrooms throughout the day.

*Possible Back-to-School joint professional development.

Josh Johnson has invited the SEGS staff to join them on August 19th, 2019, for professional development to be led by George Couros. Mr. Johnson will send Dave Hanson the official schedule as soon as it is available.

*Start Field Experience (FIRST DAY OF SCHOOL)

When Dave Hanson met with the Jefferson Elementary School staff the idea that Student Teachers should start their experience on the first day of school was discussed. Their staff talked about the importance of the first day and week of school. (Classroom Management) Student teachers have already been placed for the Fall of 2019, but this idea will be again passed on to Dr. Okland for consideration. The EDUC 350 Practicum students will be offered the opportunity to be placed this spring so they can begin their field experience the first day of school next fall and perhaps even spend a day before that school begins to help and see what all happens in preparing a classroom for the school year.

The group decided that there would likely not be a need to meet again next August. Communications will take place as needed and if the need arises a meeting could still be scheduled. The tentative months of November 2019 and April 2020 were agreed upon for the next meeting.

VCSU-VCPS Liaison Meeting

Wednesday, November 6, 2019

VCPS Administrative Meeting Room 8:00 AM

Review Meeting Agenda:

Update on Recent Joint Efforts (Dave Hanson)

*Back-to-School joint professional development

*iPad Training/Site Visit

*Mr. Miller (EDUC350 Guest Speaker) Behavior Management (November 13th)

*Mr. Lueck (EDUC Guest Speaker) Substitute Teacher Feedback/ Important Qualities-Hiring (Dec. 4th)

*Potential Dual Credit

Update on Field Placement Practices/Procedures (Tim Michaelson)

*New Guidelines (Dave Hanson)

Update on Substitute Teaching Program (Joan Klein)

Meeting Minutes

Present: Josh Johnson, Kristi Brandt, Dan Larson, Chad Lueck, Troy Miller, Tim Michaelson, Joan Klein, and Dave Hanson.

The meeting began with a sincere thank-you to the VPCS administration for taking the time to meet with VCSU staff. Tim Michaelson (Field Placement Representative) Joan Klein (Substitute Teaching Representative) Dave Hanson (VCSU-VCPS Liaison) Mr. Johnson shared that out of 86 faculty at VCPS, there are 56 who received degrees from VCSU. His point was that his staff is supportive of VCSU in part because so many have their roots from VCSU!

The agenda was reviewed and with no additions, the meeting began with a discussion of the “Recent Joint Efforts”. The invitation from VCPS for the VCSU SEGS faculty to join them in their fall workshop “keynotespeaker” was very well received. Mr. Johnson (Supt.) stated that he would keep us in the loop for possible other PD opportunities like this.

Two VCPS instructors lead iPad Training for the SEGS faculty on August 20th. (Tara Glandt & Rhonda Nudell). VCSU SEGS faculty were then invited to observe iPad strategies in classrooms at Washington Elementary on October 4th. Both the training and the “show-n-tell” went very well.

Mr. Hanson shared that both Mr. Lueck and Mr. Miller would be “guest-speakers” for one of his classes in the upcoming weeks. Their willingness to share their expertise with these soon-to-be graduates is most appreciated and is yet another example of how VCPS helps to support the VCSU School of Education.

Mr. Johnson talked about ongoing conversations with VCSU regarding “dual credit” as well as the potential for VCPS staff to take courses to help complete needed credits to become licensed to teach in other subject areas. (Chemistry, Physics, etc....) He also asked about the “Day of Data” that VCSU offers each August. Mr. Miller spoke about the benefits of this half-day event. Local public-school teachers and administrators meet to review the data from VCSU student surveys as well as from cooperating field experience teachers. One of the most important things that happen from this review is that “actual change” takes place from those discussions and from the feedback that is shared during that event. These changes continue to help improve the field experiences for the VCSU students and their cooperating teachers.

Mr. Larson mentioned that the college invites some of his students (spring) to a “Day of Coding”. This is one more example of the two groups (VCSU-VCPS) working together for the betterment of their students.

The next topic on the agenda was “field placement”. Mr. Michaelson talked briefly about his role and how helpful the VCPS staff have been. He shared that several teachers have taken on more than one field experience student this fall to help fill all the placements that were needed. He offered to attend a VCPS staff meeting when that might work out. He hopes to have a chance to help VCPS staff better know who he is and to be able to personally offer his thanks for their support.

Mr. Hanson shared a new form that has recently been created. General guidelines have been set up to go with the VCSU Teacher Education handbook expectations for field experience. This form shares approximate hours that each area of those expectations might be completed. A request was made to see if a similar form might be made available to the JH/HS teachers as well. A similar guideline for the Elementary Practicum (60-hours) is in the works.

Mrs. Klein shared an update on the VCSU-VCPS substitute teaching program. The program is in just its second year. A lack of students to fill subbing spots created some challenges this fall but in all the program is moving forward positively. The comments shared made it easy to see that this is a mutually beneficial program. The VCPS administrators were asked if there would be a way for the VCSU substitutes to know if there are any special “behavioral” needs in a classroom that they will be subbing in. The hopes are to help avoid, if possible, behavior events for those students and if there are issues, the substitutes will be better prepared in knowing that the procedures are that they should follow.

Mr. Johnson shared that he would like to see a more proactive approach for sharing the successes of the programs that VCPS and VCSU have had and will have in the future. Mr. Miller will be including these ideas in an upcoming “Times Record” article that he will be submitting in the coming weeks.

The next formal meeting for this group will be in the Spring. (2020)

VCSU-VCPS Liaison Meeting
Tuesday, May 12th, 2020
VCPS ZOOM Invite 9:00 AM

Review Meeting Agenda:

Update on Recent Joint Efforts (Dave Hanson)

*Mr. Miller (EDUC350 Guest Speaker) Behavior Management (April 15th)

*Mr. Lueck (EDUC Guest Speaker) Substitute Teacher Feedback/ Important Qualities-Hiring (April 29th)

Update on Field Placement Practices/Procedures (Tim Michaelson)

*Year in Review (Field Experience)

*Feedback from Updated Field Experience Criteria (Dave Hanson)

* What might Field Experience look like in 2020-2021 and beyond...

Update on Substitute Teaching Program (Joan Klein)

Meeting Minutes

Present: Josh Johnson, Kristi Brandt, Dan Larson, Chad Lueck, Troy Miller, Tim Michaelson, and Dave Hanson.

The meeting began with a sincere thank-you to the VPCS administration for arranging the ZOOM meeting that allowed us to still meet this spring. Tim Michaelson (Field Placement Representative)

The agenda was reviewed and with no additions, the meeting began with a discussion of the "Recent Joint Efforts".

Mr. Hanson shared that both Mr. Lueck and Mr. Miller served as "guest-speakers" for the EDUC 350 class. Their willingness to continue to share their expertise with these soon-to-be student teachers is most appreciated and is yet another example of how VCPS helps to support the VCSU School of Education. Both presentations were completed over Blackboard Collaborate. Their willingness to present under the "unique" circumstances was much appreciated.

Mr. Johnson mentioned that there is at least one VCPS faculty that are going to be a part of the "Rural Benefits Master's Program" that is being offered through VCSU with potential for others. There is potential for this VCPS staff person to be available to support VCSU as a part of that program. (Potential guest speaker, etc....)

The next topic on the agenda was "field placement". Mr. Michaelson gave a brief overview of the year. He shared that once again several teachers had taken on more than one field experience student this spring to help fill all the placements that were needed. The VCPS willingness to allow the student teachers from VCSU to continue with their field experience was MOST appreciated. Not all schools that had VCSU student teachers placed allowed them to continue their experience.

Mr. Hanson shared some feedback on the new field experience guidelines form that had been shared with cooperating teachers early in the semester. The feedback from those cooperating teachers was overwhelmingly positive. "This is exactly what I needed to help me better understand how my VCSU student is supposed to be spending their time". The guidelines will be reviewed each year and adjustments will be made as needed.

The last item under the "field experience" topic dealt with the future. Mr. Johnson shared that although he couldn't say anything for sure, it is at least possible that the VCPS will be back to (Face to Face) at least in some fashion for next fall. There is a lot that would have to fall into place and a very specific implementation plan would need to be developed under the guidance of the Governor's office. With that in mind, Mr. Johnson stated, and his administrative team agreed that they would welcome the VCSU field experience students back into their buildings as soon as they were back to face-to-face delivery.

Mr. Hanson asked what the field experience might look like if schools weren't back face to face in the fall. The group brainstormed a bit about some of those possibilities. One idea would be to allow VCSU students to assist in online delivery. One way would be to invite them to a classroom ZOOM session. Another might be to line up VCSU students to serve as online assistants to specific students from a classroom who might need tutoring. Mr. Miller shared that this could work but it would be more feasible if both VCPS and VCSU were in an online situation. Coordinating this would be much harder if VCPS was face to face and VCSU wasn't. The group was hopeful that everyone would be face to face by the fall. It is reassuring to know that VCPS is willing to look at some new strategies to allow VCSU students to complete their field experience while hopefully still being of value to those classrooms. (Face to Face or On-line)

Mrs. Klein was unable to attend the meeting but had created a report that was shared with the group. The report shared the news that VCSU was going to be under a budget crunch (10% deduction for each of the next two years). One of the cuts will be no pay for professors acting as VCSU Substitute Teacher Mentors. One change for the fall is that the JH offering for a Substitute Teaching Friday would be reduced to one Friday. Joan will work with Mr. Larson to look at what the spring semester may entail. Mr. Miller noted that September 25th was "Homecoming" and that this might not be the best day to have as a substitute day. Mr. Miller and Mr. Lueck will work out an alternative date and communicate that with Joan Klein.

Mrs. Klein had also requested an opportunity to meet with the Middle School and Elementary faculty sometime early in the fall. She had met with these groups when the VCSU Substitute Teacher Program was initiated. She would like the chance to visit with those educators again to gain insights into how they feel the program is going and hear any suggestions they may have that would help make the program even more effective. The administrators were also asked to share any feedback they may have.

Mr. Hanson spoke to the comment from Mrs. Klein's report ..." It's also important for VCSU students to be given as many opportunities to teach as possible...". Mr. Miller stated that he has encouraged his staff to leave their day "as normal" as possible and to not change things up that reduce the opportunities to teach. Mr. Hanson asked Mr. Larson how this works for the Junior High environment. Often when a sub is arranged for the junior high level, they are not necessarily able to teach the content. He stated that Mrs. Hokana had created a lesson plan that allowed anyone to come in and teach the content for that day. It sounds like this would be the type of experience that would benefit the VCSU subs the most.

The proposed meeting with Mrs. Klein and the middle school and elementary staff could be very helpful in gaining insights from the teachers and sharing clarifications that might improve the experience for the VCSU substitute teachers.

Chad Lueck asked about the "Context for Learning" form. Several students have been calling the elementary schools asking for the information needed to complete and, in some cases, mailing a form to the school asking them to fill it out. Mr. Hanson explained that the cooperating teacher nor the principal were supposed to be asked to complete this form. Field experience students were supposed to have completed this form several months ago and are now finding

that school secretaries are not as available. The form is a required form that all field experience students need to complete, and they are then turned into the School of Education and Graduate Studies office.

Mr. Hanson will notify his students that they need to check in with him if they have not completed the form and that another method for gaining the information will be worked out.

It is so VERY refreshing to be working with such a dedicated group of administrators and college professors who share the goal of educating their students to the best of their abilities!

That was the last item to be discussed. No date has been set for the Fall meeting with all the uncertainties that both groups still face. This group has historically met in late November and once the school year gets underway, a time and date will be worked out with Mr. Johnson.

Minutes Submitted by David Hanson- (VCSU-VCPS Liaison)

VCSU-VCPS Liaison Meeting
Tuesday, December 2nd, 2020
Via ZOOM
10:00 AM

Review Meeting Agenda:

Update on Field Placement (Tim Michaelson)

*Fall 2020 Review (Field Experience)

*Spring 2020 Discussion

-Student Teachers, Practicum Students, Intro Students

Update on Substitute Teaching Program (Joan Klein)

*Challenges for a Spring 2020 Start-up

-What criteria would need to be in place to make this possible in the future?

*Possible "Emergency Substitute Program" Brainstorming

-Committee from VCSU & VCPS

Update on Recent Joint Efforts (Dave Hanson)

*Viking Time

*Mr. Miller (EDUC350 Guest Speaker)

*Mr. Lueck (EDUC350 Guest Speaker)

OTHER Meeting Minutes

Present: Josh Johnson, Kristi Brandt, Dan Larson, Troy Miller, Tim Michaelson, Joan Klein, and Dave Hanson.

The meeting began with a feeling of gratitude for the opportunity to meet and to continue the work jointwork that VCSU & VCPS continue to do for the betterment of our students.

Mr. Michaelson started the meeting off by giving an update on field placements from the fall of 2020. He reminded us that we had placed Student Teachers, Practicum Students, and Intro Students (JH/HS) this past semester.

Mr. Hanson spoke briefly about the “Viking Time” program which replaced the traditional field experience for “Intro Students” for the Fall 2020 semester. Seven VCSU students are currently serving as “tutors” for seven Washington Elementary students. The VCSU students have worked to build a positive relationship with their Washington Buddy and have also served as a tutor for them as well. **Early reports are that it has been beneficial for both VCSU and Washington Elementary students.** The program may be considered as an additional field experience to go along with the traditional field experience.

Mr. Johnson wondered if this might be an example of some “POSITIVE NEWS” that could be shared with the local newspaper. The group agreed that our community and the world need positive news. Joan Klein explained that any communication of this type from VCSU would be best accomplished by going through the VCSU Media department. The group decided that Chad Lueck could lead an effort to get an article to the VC Times as his school is the one that has the Viking Time program. Dave Hanson and Joan Klein would act as resources to help in any way they could.

This led to a discussion on the opportunities VCSU students will have at VCPS for the Spring 2021 semester. Mr. Johnson spoke about a concern regarding teacher burnout. He was less concerned about Covid-19 but stated that it was important for the VCSU student to understand that they would need to follow and model all VPCS protocols that are in place during their field experience time. VCPS teachers are allowed to turn down a placement request. Mr. Hanson stated that he would like VCPS teachers to have the right to contact Dave Bass, Dave Hanson, or Tim Michaelson anytime they felt a placement was working. The teachers need “helpers” during these trying times and not another student who is making more work for the cooperating teacher. Mr. Johnson stated that under those parameters, VCPS was willing to allow VCSU students from all field experience courses to be placed in their school. (YEAH!)

Mrs. Klein spoke to the challenges VCSU is still facing regarding trying to offer the “Substitute Teacher Program” as we have done in the past. A lack of students to “staff” the program is the biggest hurdle. She explained that VCSU students have the freedom to attend classes F2F or Synchronously and flip back and forth as best fits their needs. This makes it impossible to determine who would be available to staff the traditional substitute teaching program.

(BACKGROUND) Josh Johnson had contacted Dr. Okland (SEGS Dean) on November 16th. **He asked if there was any way VCSU might be able to consider allowing their education majors the opportunity to help fill a void in their substitute teaching ranks.** Subsequently, during the regular SEGS meeting on December 18th, a committee was set up to explore this request. SEGS members on this committee include Dave Bass, Amber- Ussatis Aberle, Joan Klein and Dave Hanson. Dave Hanson contacted Josh Johnson to offer that a couple of VCPS members on this committee would make sense. They agreed that the discussion about all these details could be discussed at the upcoming VCPS-VCSU Liaison meeting to be held on December 2nd.

The liaison group had a great discussion about HOW an “Emergency Substitute” program might be structured. The details of the program remain to be decided. It was the consensus that the committee that has been setup should be the ones to come up with those recommendations. (criteria)

Mr. Johnson did share that VCPS would be willing to pay for VCSU students who were willing to get their subbing license. The group determined that those students would need to “volunteer” one day of shadowing at one of the schools in Valley City. This shadowing would help VCPS staff to better know who they might be more interested in contacting for future substitute requests.

The consensus of the conversation is that VCPS would look to utilize the VCSU students in a supplementary way. There are occasions where they need a sub for just a few hours at the end of the day to cover for coaches. The VCSU students could be used in this manner so the “regular subs” could be saved for the full day substitute teaching needs. VCSU subs could also be used for a day or two to allow administrators from those buildings to look for what would be considered “long-term” subs. The intent is NOT to use VCSU students for long-term subbing positions.

Mr. Hanson will work to convene a meeting for those who have been assigned to the “Emergency Sub” committee as early as the week of December 7th. It is paramount that VCSU knows the parameters that are going to be followed so they can get the word out to their students about the program before they leave for Christmas break. (those who wish to apply for a sub license)

Mr. Hanson shared that Mr. Miller served and Mr. Lueck will serve as “guest-speakers” for the EDUC 350 class. Their willingness to continue to share their expertise with these soon-to-be student teachers is most appreciated and is yet another example of how VCPS helps to support the VCSU School of Education. Kristi Brandt informed the group that she and Mr. Larson are guest speakers for Angie Williams’s class. (Typically, in February of each year!)

That was the last item to be discussed. No date has been set for the Spring meeting. A time and date will be worked out with Mr. Johnson.

Minutes Submitted by David Hanson- (VCSU-VCPS Liaison)

VCSU-VCPS Liaison Meeting

Monday, May 10th, 2021

9:00 AM

Review Meeting Agenda:

Update on Field Placement (Tim Michaelson)

- *Fall 2020 Review (Field Experience)

- *Spring 2021 Review (Field Experience)

- Student Teachers, Practicum Students, Intro Students

- *Fall 2021 (First Day Placements)

- *Brainstorm ways to better communicate how a field experience is progressing.

- Check ins?

Update on Substitute Teaching Program (Joan Klein)

- *Emergency Substitute Program (VCPS Admin)

- *Fall 2021 Plans

- Hope to have (4) dates with multiple subs on site (previous format)

-Pros/Cons

*Summer School Opportunities for VCSU Students

Update on Recent Joint Efforts (Dave Hanson)

*Mr. Miller (EDUC 350 Guest Speaker)

*Mr. Lueck (EDUC 350 Guest Speaker)

*POSITIVE NEWS (Previous Meeting Loose End- See Minutes)

OTHER

Meeting Minutes

Present: Josh Johnson (VCPS Superintendent), Kristi Brandt (VCPS High School Administrator), Dan Larson (VCPS JH Administrator), Troy Miller (Jefferson Elementary Principal), Chad Lueck (Washington Elementary Principal), Tim Michaelson (VCSU Placement Director), Joan Klein (VCSU Sub Program Director & Assistant -Professor) and Dave Hanson (VCPS-VCSU Liaison & VCSU Assistant-Professor for Elementary Field Experience Courses).

Mr. Michaelson started the meeting off by giving an update on field placements from the Fall 21 & Spring 21 semester. A total of 71 VCSU field experience students were placed in the Valley City Public Schools. (21- Student Teachers and 50- Intro/Practicum Students). These strong numbers continue to show the importance that the Valley City Public School plays in helping our education major students gain the experiences they need to be successful teachers in the future.

Elementary EDUC350 (Practicum) are working to arrange Fall 21 field placements so that those students can begin the first day of school for those participating school districts. Being able to start on the first day of school with their cooperating teacher allows for an excellent experience in implementing classroom management. Two elementary education majors have been placed in the VCPS already through this “early bird” placement.

Dave Hanson asked the group if there was a way that a better line of communication could be created between the cooperating teachers and himself. (Instructor for the field experience courses.) He wants to make sure that the VCSU students are following through with their field experience requirements in a professional manner.

The initial plan is for Dave to reach out to the cooperating teachers about two-three weeks into a student’s placement to “check-in” to make sure everything is going well.

Troy Miller asked if we would be interested in meeting with the VCPS staff at the beginning of the year. This was a practice that had been started “pre-Covid”. Mr. Michaelson agreed that this would be an excellent way to improve the communication between VCSU and the cooperating teachers. Joan Klein would also like to be included in these elementary staff meetings so she could answer any questions staff might have about the “Mentor-Partner” subbing program.

Kristi Brandt and Dan Larson said they too would welcome Dave Bass and Tim Michaelson to a staff meeting this fall as well.

The ability to meet F2F with these potential cooperating teachers would allow us to emphasize the importance that our field experience students follow through and that we need their feedback DURING the experience and not just at the end when they are completing the evaluation for that VCSU student.

The next topic on the agenda was an update on “Substitute Teaching”. Joan Klein shared that with the current change at VCSU back to F2F classes next fall, she was confident that we would be able to restart the “Mentor- Substitute” teaching program we had in place (pre-Covid). The plan right now is for VCSU students to cover 4-Fridays at Jefferson Elementary and 3-Fridays at Washington Elementary. Our students will cover one grade level during each of those Fridays to allow those grade-level teams a chance to work together for the day. One professor from VCSU will be on-site during each of those (7) subbing dates to act as the supervisor and mentor for those VCSU subs.

Kristi Brandt and Dan Larson shared a continued interest to have a VCSU sub program extended into the JH/HS at VCPS. Joan Klein and Tim Michaelson said they would investigate that possibility and would report back to this group what they found out. (Fall 2021)

The group came up with an idea to have an “All Subs Meeting” on Friday, August 27th, where a VCPS representative would be a part of the roll out of the subbing program. They would go through the steps needed to get signed up with their subbing system. This would allow VCSU students to sub outside of the “Mentor- Partner” subbing days. Elementary majors enrolled in EDUC350 are required to complete (4) of these partner subbing days throughout the Fall semester.

There was some discussion that the VCPS might consider offering to reimburse VCSU students who have not already applied for their substitute teaching license and background check. If this was to be considered there would be some stipulations that would need to be met before the reimbursement took place. There was also some discussion about paying VCSU students for subbing during those seven “Mentor-Partner” sub days. Josh Johnson will let the VCSU group know what they have decided before the August 27th rollout meeting.

VCSU will also look to establish this rollout meeting at the end of each semester in preparation for the upcoming semester. There will be new students enrolled in the EDUC 250 and EDUC 350 courses each semester so it will be important to continue to prepare them for their role in the “Mentor-Partner” sub programs as well as other subbing they may consider being a part of the Valley City Public Schools.

Joan Klein shared that she might have some VCSU students who would be available for hire or subbing for “Summer School” if VCPS had any need for that. She will be the contact person if any opportunities come up.

Dave Hanson gave a brief update on the “Joint Efforts” between VCPS and VCSU. Troy Miller and Chad Lueck continue to serve as guest speakers for the elementary EDUC350 class. The experience and expertise they share are invaluable. Topics covered this semester included (Mental Health/ Behavior Interventions / Referral Process/ Role of Administrator with Classroom Management/Hiring Process).

A loose end from the fall meeting was to find a way to better promote the “positive news” that comes from the partnership between VCPS and VCSU. The number of field experience students being placed each year is just one example. Joan Klein and Dave Hanson will work with the new communications director to see if it is possible to share an article with the local paper and any other avenues like (VCSU Facebook, etc.). The VCPS administrative group will help support getting this good news out as well.

Liaison work beyond the local school partnerships

These stakeholders help to build and strengthen VCSU field experience placements and connections in Wyoming and Minnesota.

Wyoming

Sandy Porter plays an integral part of placing students for their student teaching experience in the State of Wyoming. As a previous administrator in Wyoming, she has made countless connections and placements throughout the state.

Minnesota

Ann Mock was recently hired as a student teacher placement liaison. Additionally, she plays a critical part with cultural diversity practicum placements within the Osseo School District, Brooklyn Park, MN. As a previous administrator in the Osseo School, she has made countless connections and placements within this area.

The Director of Student Teaching is a highly respected former teacher and administrator with the Valley City Public Schools (VCPS). His connections with the VCPS are invaluable to the EPP's collaboration with partner schools. In addition to the VCPS, and the examples from Wyoming and Minnesota listed above, the EPP places teacher candidates extensively in Fargo and West Fargo. The Director of Student Teaching works closely with other EPPs that place teacher candidates in the Fargo-Moorhead-West Fargo (Fargo Metro) area and participates in many opportunities to communicate with the area school partners. The evidence below provides examples of how the Director of Student Teaching is engaged with school partners to improve training.

The 2019 emails display evidence that the Director of Student Teaching met with Fargo Metro public school personnel and Metro area EPPs to engage in discussions for how schools could better train cooperating teachers to mentor student teaching candidates. The meetings took place over a two-year span. The conversations led to sessions with administrators and eventually potential cooperating teacher teachers. The Director of Student Teaching participated in 6-8 administrator meetings and 4-5 sessions with cooperating teachers to answer questions. The Assessment Coordinator also participated in some of the early 2017 meetings to share communication about the student teaching assessment instrument and to provide answers about the InTASC Standards used in the assessment process.

The 2021 emails display evidence that the Director of Student Teaching participated in focus group teams as a part of the accreditation process for the Fargo Public Schools (FPS). Valley City State University places many student teachers with the district and was asked by the FPS to be among district's partners for their accreditation process.

From: Joy-el Johnsen
Sent: Wednesday, July 31, 2019 12:37 AM
To: Knodle, Kim <kim.b.knodle@vcsu.edu>
Subject: Re: Advanced Cooperating Teacher Training Opportunity

Hi Kim-

There is a chance we could get through a lot of day 1 in the morning. We are prepared to go into day 2 material if that is the case. I just thought I would warn you.

Joy

On Jul 26, 2019, at 10:23 PM, Knodle, Kim <kim.b.knodle@vcsu.edu> wrote:

Hi Joy-el. I will come on the afternoon of Wed July 31 and will be available to answer any questions the cooperating teachers may have. I understand the agenda and how it can change as you suggest. Always fun to be the organizer of such things, I am sure. Does that work for you if I come Wednesday afternoon? Kim K

From: Joy-el Johnsen <johnsej@fargo.k12.nd.us>
Date: Friday, July 26, 2019 at 12:57 PM
To: Kim Knodle <kim.b.knodle@vcsu.edu>
Subject: RE: Advanced Cooperating Teacher Training Opportunity

Hi Kim –

I can give you the draft agenda. I will be honest in saying that this could change up until Tuesday. Ha! We are still “building the plane” as we fly it. I wonder if the afternoon of Day 1 might be best. We may try to fit in the STOT rubric at the end of the day as well. What are your thoughts?

AGENDA

Day 1

- Introductions and Overview - Joy-el
- Requirements and Expectations
- Cooperating Teacher Responsibilities - Joy-el

- Building Trust
 1. Background Info
 2. Language of Support
 3. Differentiated Mentoring- ICF
- Triad Meeting with Supervisor and Roles
- Professional Growth Plan
- Off and Running: The First Meeting - Joy-el

Day 2

- STOT Standards Guide the Practice (Possibly move to day 1)
- Classroom Management -Labeling/Think Aloud - Joy-el
- Observation Learning Cycle
 1. Demonstration
 2. Co-Teaching Models
 3. Formal Observation
- Full Time Teaching Cycle
- Video Observation

From: Knodle, Kim <kim.b.knodle@vcsu.edu>

Sent: Wednesday, July 24, 2019 4:43 PM

To: Joy-el Johnsen <johnsej@fargo.k12.nd.us>

Subject: Re: Advanced Cooperating Teacher Training Opportunity

Hi Joy-el,

Hope you are well. I may be able to it out to come and answer questions cooperating teachers may have if you can give me a specific block of time during your conference to attend. Would that be helpful. If there is a half day you would like me to attend I may be able to arrange it if you tell me when that would be best. Let me know if you get a chance and we can communicate about that, OK?

Also, Dr. Okland and I were talking by phone the other day and I told her I may be attending your training. It came up about the substitute teaching program with FPS and where that stands presently. We would need to know the status pretty soon so that scheduling of the students and other organizational things

can happen for this program to work best. Can you give us any insight on this? I have included Dr. Okland in this email so you might reply all should you find that easiest and have some information about the substitute teaching program.

I'll look for your reply. If you would rather talk to me person to person, here is my cell phone number. Feel free to call me if you would like.

Kim Knodle
VCSU
Cell 701-840-7247

From: Joy-el Johnsen <johnsej@fargo.k12.nd.us>

Date: Wednesday, June 12, 2019 at 4:17 PM

To: "Overton, Kimberly" <kimberly.overton@ndsu.edu>, "Duffield, Stacy" <stacy.duffield@ndsu.edu>, Lisa Staiger <staigerl@mnstate.edu>, Lynn Mahlum <mahlumly@mnstate.edu>, Kim Knodle <kim.b.knodle@vcsu.edu>, Deb Grosz <grosz@cord.edu>, 'Darrel Stolle' <dstolle@cord.edu>

Cc: "Jacobson, Erin C." <ecjacobson@nd.gov>

Subject: Advanced Cooperating Teacher Training Opportunity

Hi –

We hope to see some of you or your university supervisors attend this training if it works with your schedule. Please email me to let me know who can attend from your university. If you are interested in a list of teachers attending and have a student teacher from your university, let me know and I can send you that information. ☺ Below is the advertisement that was sent out to district staff. It will be located at Agassiz in room 119.

From: Joy-el Johnsen <johnsej@fargo.k12.nd.us>

Date: Tuesday, February 4, 2020 at 3:05 PM

To: Kim Knodle <kim.b.knodle@vcsu.edu>, "Overton, Kimberly" <kimberly.overton@ndsu.edu>, "Duffield, Stacy" <stacy.duffield@ndsu.edu>, Deb Grosz <grosz@cord.edu>, Lisa Staiger <staigerl@mnstate.edu>, Darrell Stolle <dstolle@cord.edu>

Cc: "Jacobson, Erin C." <ecjacobson@nd.gov>, Jodell Teiken <teikenj@fargo.k12.nd.us>, "Fischer, Kaye" <kfischer@west-fargo.k12.nd.us>, Missy Eidsness <eidsnem@fargo.k12.nd.us>

Subject: Advanced Cooperating Teacher Training for University Supervisors

Greetings –

I hope things are going well and you are staying warm. It has been awhile since our districts and universities have collaborated to bridge the transition between pre-service student teaching and first year teaching. Again, our hope is to strengthen the teacher pipeline by enriching clinical experience through supportive sites, exemplary cooperating teachers, and mutually beneficial relationships with university partners and school districts

A few exciting things have happened since we met last year. Fargo Public partnered with the ND Teacher Support System and conducted a small pilot of teachers to take the Advanced Cooperating Teacher course. About 12 teachers attended two days this past summer to complete Module 1 and 2. About half the teachers who were working with student teachers in the fall attended Modules 3 and 4 after school in September and October. The other half who are working with student teachers this spring will complete Modules 3 and 4 this February and March.

The feedback has been very positive. Cooperating teachers appreciated the [training tools](#) used to meet the clearly outlined [common expectations provided by you](#)- our local universities. They also had practice in giving feedback on the standards and delivering hard conversations. One of the comments to improve the training was to host the summer dates at a different time. We scheduled it in July when both my availability and Erin Jacobson's availability was open. July we found was not the best timing for teachers or university folks.

Which brings me to why I am emailing. We would still love to have you and your university supervisors be a part of this training. Not only will you learn about what we are sharing with our cooperating teachers, the hope is that it will align with how your supervisors are supporting student teachers in the schools. We would also love your feedback to refine any tools or expectations shared with the participants. With that said, we were hoping to host a condensed version of the four modules in May specifically for you and your supervisors.

We tentatively have May 5th from 8:30-3:30pm scheduled. We are hoping this day will be available for you AND many of your supervisors. If there is a conflict that we need to know about, please let me know as soon as possible so we can reschedule as needed. We would love to hear from you. Please [complete this short survey](#) by this Friday to provide some feedback on this event. Once we hear from all of you, we will send out an email with the details that you can forward to your supervisors. Thanks for your cooperation. We look forward to hearing from you. Please forward this along to anyone I may have missed. ☺



Jay-el Johnson
New Teacher Induction Facilitator
Fargo Public Schools
1305 9th Ave South
Fargo, ND 58103
701-238-0364



From: Joy-el Johnsen <johnsej@fargo.k12.nd.us>
Date: Monday, March 2, 2020 at 2:39 PM
To: Kim Knodle <kim.b.knodle@vcsu.edu>
Subject: Advanced Coop Teacher Module 4 - March 12

Hi Kim –

Would you be able to come and visit with our Advanced Cooperating Teacher (SPRING) folks for their last session? It will be the same as the time you came for Oct 24th. It is a small group of four and I believe two of them have VCSU student teachers. We are meeting after school Thursday March 12th from 3:45-6:45pm. I don't remember what time you came but we just worked around your schedule if that day works for you. Please let me know your thoughts.

Sue Emery – 3rd grade – Kennedy
Darragh Killilea Wicks – 4th grade - Lincoln
Kathy McArthur – 6th grade – Carl Ben
Shannon Lawrence – 2nd - Lincoln

Agenda

- Classroom Snapshot Observation Tool
- Sort Student Work
- Tips for writing recommendations
- Student Teaching Goals & Evaluation

Joy-el

From: Jodell Teiken <teikenj@fargo.k12.nd.us>

Date: Monday, May 22, 2017 at 11:31 AM

To: Burgad, Allen <ABURGAD@west-fargo.k12.nd.us>, Ashley Kulland <akulland@cord.edu>, Beth Slette <slette@west-fargo.k12.nd.us>, Carol Beaton <beatonc@ndseec.com>, Darrel Stolle <dstolle@cord.edu>, Deb Grosz <grosz@cord.edu>, Alan Olson <al.olson@vcsu.edu>, Eileen Weber <eweber@lcsc.org>, Heather Sand <hsand@west-fargo.k12.nd.us>, Joy-el Johnsen <johnsej@fargo.k12.nd.us>, Julie Wellnitz <jwellnitz@moorheadschoools.org>, Kaye Fischer <kfischer@west-fargo.k12.nd.us>, Kim Knodle <kim.b.knodle@vcsu.edu>, Kristen Ford <KMFord@cord.edu>, Lisa Staiger <staigerl@mnstate.edu>, Lynn Mahlum <mahlumly@mnstate.edu>, Missy Eidsness <meidsness@moorheadschoools.org>, Rachael Agre <agrerr@fargo.k12.nd.us>, Robert Grosz <groszr@fargo.k12.nd.us>, Duffield, Stacy <stacy.duffield@ndsu.edu>

Subject: K12-Higher Ed Collaboration - next steps

Thanks to those who were able to attend our meeting on May 2nd. Our K12-Higher Ed collaborative brainstormed priorities for next steps in our work together. [Click here to review our notes](#). We prioritized 4 projects:

1. Participate in a Learning Walk. Dr. Grosz and Jodell Teiken will bring information to the group about this at our September 27th meeting.
2. Develop professional development on the use of the continuum for cooperating teachers.
3. Develop professional development on the use of the continuum for student teachers and supervising teachers.
4. Develop a brochure that identifies the roles and expectations for each member of the triad – cooperating teacher, student teacher, supervising teacher.

[Please click this form to indicate whether you would like to participate](#) in one or more of these projects and whether you would be willing to lead your small group.

Our next meeting is scheduled Wednesday, Sept 27th 9AM-11AM at Agassiz in room 119.

9-10AM Sub-committee work – create task lists and timelines

10AM-11AM Report out to large group – identify needs and problem solving

Thank you. J

Jodell Teiken

Fargo Public Schools

Director Standards-based Instruction

701-446-1060 (w)

701-540-8993 (m)

From: Alan Olson <al.olson@vcsu.edu>

Date: Wednesday, February 22, 2017 at 9:58 PM

To: Jodell Teiken <teikenj@fargo.k12.nd.us>

Subject: Re: Student teaching form

Hi Jodell,

I appreciated your efforts in facilitation today. Thank you.

I am attaching the current version of the assessment instrument that Mayville State, NDSU, VCSU, UND, University of Mary, Minot State, and Turtle Mountain Community College representatives have been working on for over a year. The instrument meets national and state standards. It has been piloted for feedback by cooperating teachers in both the spring of 2016 and the fall of 2016. Researchers are presently conducting a second round of analyses for validity and reliability. Our workgroup will be making final revisions later this spring and the instrument will be ready for the fall of 2017. MSUM has been in communication with VCSU and NDSU about the instrument, and our institutions intend to share.

Stacy Duffield or I will send you the final version.

Al

Alan Olson, Ph.D.
Valley City State University
School of Education and Graduate Studies
Associate Professor/Assessment Coordinator
101 College St. SE
Valley City, ND 58072

701-845-7169
al.olson@vcsu.edu
Office 326B in McFarland Hall

On 2/22/17, 9:08 PM, "Jodell Teiken" <teikenj@fargo.k12.nd.us> wrote:

Thank you so much. It was great to meet you today. I look forward to our continued collaboration.

Jodell Teiken
Fargo Public Schools
Director Standards-based Instruction
701-446-1060 (w)
701-540-8993 (m)

-----Original Message-----

From: al.olson@vcsu.edu [<mailto:al.olson@vcsu.edu>]

Sent: Wednesday, February 22, 2017 5:30 PM

To: Jodell Teiken <teikenj@fargo.k12.nd.us>

Subject: Student teaching form

Name: Alan Olson

Address: 101 College St SW

City: Valley City

State: ND

Tel: 58072

Hi Jodell,

I drove back to VCSU for a meeting, and I am getting to an email message I told you I would send.

This message is written through the portal for the Fargo Public Schools, and I am not seeing an option to attach the student teaching form that Stacy Duffield and I mentioned.

If you reply to my message, I will send you an attachment with the student teaching form we discussed.

Thank you.

Al

Alan Olson, Ph.D.

VCSU School of Education and Graduate Studies (SEGS) Associate Professor/SEGS Assessment Coordinator

Valley City State University

101 College St. SW

Valley City, ND 58072

701-845-7169

al.olson@vcsu.edu

Email submitted on February 22, 2017, 5:30 pm From IP 134.129.6.224

Fargo Public School Accreditation in 2021

From: Amy Nojang <nojanga@fargo.k12.nd.us>
Date: Monday, March 8, 2021 at 11:50 AM
To: Kim Knodle <kim.b.knodle@vcsu.edu>
Subject: RE: Fargo Public Schools - Accreditation Interview

Thank you for your help Kim! A link and more information will be sent to you as the date gets closer.

From: Knodle, Kim <kim.b.knodle@vcsu.edu>
Sent: Monday, March 8, 2021 11:36 AM
To: Amy Nojang <nojanga@fargo.k12.nd.us>
Subject: Re: Fargo Public Schools - Accreditation Interview

Good morning back Amy,

Thanks for the invitation for participation in this portion of your accreditation process. I would be happy to participate in the process on March 29th at 3:30 p.m. Let me know what else you may need from me prior to the 29th.

Sincerely,

Kim

Kim B. Knodle
Director of Student Teaching
Valley City State University
McFarland 326 c
101 College St SW
Valley City, ND 58072
kim.b.knodle@vcsu.edu
701.845.7186

From: Amy Nojang <nojanga@fargo.k12.nd.us>
Date: Monday, March 8, 2021 at 10:45 AM
To: Kim Knodle <kim.b.knodle@vcsu.edu>
Subject: Fargo Public Schools - Accreditation Interview

Good morning,

We would like to invite you to participate in the upcoming Cognia Accreditation Engagement Review for Fargo Public Schools.

Our Engagement Review will take place March 28-31, 2021. The review is led by a team of professional evaluators. During the review, the Engagement Review Team conducts interviews with a range of stakeholders, reviews documents and student performance data, and makes professional observations about the quality of the District. The team is responsible for making an accreditation recommendation for review by Cognia Commissions. We will use the findings from the team to further our continuous improvement efforts.

On Monday, **March 29**, the Engagement Review Team will be interviewing several stakeholder groups and individuals. We believe you have experience, knowledge and insights to enhance the team's understanding of our district and welcome you to participate when the team interviews parents of Fargo Public Schools. The interview scheduled for **3:30 p.m.** will be conducted virtually using the Zoom platform and will last approximately 45 minutes.

Please reply to this invitation no later than March 22nd. I hope you can participate in this exciting and valuable process.

Thank you,

Amy Nojang

she/her/hers

Executive Assistant - Teaching & Learning

Fargo Public Schools

701.446.1010

From: Missy Eidsness <eidsnem@fargo.k12.nd.us>

Date: Monday, April 5, 2021 at 9:25 AM

Subject: Thank you

Good morning,

On behalf of Fargo Public Schools, I wish to thank you for participating in the Community Stakeholder interviews. It is important for an accreditation review team to gain a complete picture of the school district they are visiting. Your willingness to share experiences and perceptions with the team will contribute to the team's ability to write a quality report.

Thank you again,

Melissa O. Eidsness: she, her, hers
Associate Superintendent
Fargo Public School
415 4th St. N.
Fargo, ND 58102
Office: 701.446.1069
