

Randolph College EPP Advisory Board

Wednesday, October 19 · 4:30 – 5:30pm

Google Meet joining info

Video call link: <https://meet.google.com/aty-vfgk-gpi>

Or dial: (US) +1 505-663-6469 PIN: 825 370 798#

More phone numbers: <https://tel.meet/aty-vfgk-gpi?pin=5184334591912>

I. Introductions

- A. Attendees: Crystal Howell, Peggy Schimmoeller, Beth Gafford, Brantley Shields, Maria Vasquez-Castro, Jackson Schulte, Larvail Jones, Melanie Simmons, Selda Altan, Kelli Gajewski, Kathleen Dills, Janna Russell, Keesha Burke-Henderson, Tawanda Johnson, Bunny Goodjohn

II. Advisory Board Purpose

- A. Includes RC faculty, other RC faculty/staff, partnership school leaders, and community organizations that impact education and the preparation/ support of teachers
- B. Purpose: questions related to teacher/prep program at Randolph, discuss current problems in your schools/communities
 - 1. Discuss how to solve problems
- C. Assist with teacher prep CAEP accreditation

III. Burnout and Fatigue among Teachers at All Levels of Experience

- A. Small groups: Causes, Effects, and Supports

Please consider these questions with your small group:

- 1. In your setting, are you noticing increased burnout/fatigue? Please describe what you've observed that let's you know your teachers/staff are experiencing burnout or fatigue.
 - a. K. Dills: reported characteristics to "PTSD" seen - professionals came in to discuss ways to cope with feelings
 - i. This year teachers were anticipating the same issues but they were better prepared to assist with the needs
 - b. T. Johnson: emphasized the need for new teachers to have a time to discuss concerns with mentor teachers
 - i. Mentor programs have assisted with this
 - ii. Mentors that are not in their content area have been most beneficial as someone new teachers can go to for assistance
 - iii. Dearington has assisted with ways for teachers to co-teach to allow more hands in the classroom - this has helped to assist or avoid teacher burnout and/or fatigue
 - c. B. Shields: planned for more fatigue that was put into school plan

- i. Faculty has been very enthusiastic however in his building
 - ii. County has some moral concerns but Rustburg is thriving
- d. P. Schimmoeller: Question: Are you seeing the stressors more in new teachers in your buildings?
 - i. M. Simmons: 105 new teachers in the district (65 new to the profession with no years of experience)
 - 1. Emphasized those that have been through an ed. Prep program does not have alarming stressors
 - 2. More training has been put into place at the beginning of the year, such as classroom management, specifically for provisionally licensed teachers
 - 3. Last year appeared to have more struggles adjusting for new teachers compared to this year
 - ii. K. Dills: agreed provisional teachers are needed but stay mindful of what they do have coming in
 - 1. One should not assume they possess the same skills as veteran teachers
 - 2. This has created a new category of teachers
 - a. Provisionally licensed (no program experience)
 - b. Provisionally licensed (some ed. Prep experience)
 - iii. L. Jones: Shared she was a provisionally licensed teacher and she had to ask questions about items because they were expected to complete things that were needed but unsure of how
 - 1. Instructional coaches were valuable not only to new teachers but also veterans to assist with curriculum
 - iv. C. Howell: questioned how new teachers are paired for mentoring purposes
 - 1. M. Simmons: pair novice teachers with a strong teacher and someone who is collaborative with them
 - 2. K. Dills: try to pair provisional teachers with someone who aligns with another individual that shares the same interests

3. B. Shields: matches more on personality and have department meetings at least once a month (new mentor program just put into place this year for the division), relationship atmosphere with a lot of supports
 - a. Biggest concern seen with novice teachers currently is classroom management
 - v. L. Jones: Posed question: how are schools assisting with behavior management to assist teachers:
 1. K. Dills: LCS has behavior coaches in schools, professional development occurs in which data is shared so they can discuss behaviors and interventions that are occurring
 - a. One to one conversations need to occur to target specific behaviors and concerns
 2. B. Shields: Importance of getting to know students and supporting the needs
 - a. Consistency in regards to behaviors and expectations
 3. M. Simms: Intervention Design Specialists - individuals who assist in the classrooms for those who need special support to implement specific interventions and strategies to work with students
 - a. Data collection occurs prior to discussion of strategies and interventions
 2. If you said yes to question one, what are some of the effects of this burnout/fatigue? Please describe general effects at your site as well as effects that might be specific to your grade level, setting (school, community organization), or mode of delivery (face-to-face, virtual).
 3. What steps are you and others at your site taking to reduce or combat burnout/fatigue?
 4. What supports and resources would help you in this work?
- B. Large group: Report Back and Expand Small Group Conversations
- Follow up questions from C. Howell: Are there ways that RC can help to make connections and support provisional teachers and new teachers?

- K. Dills: Honesty within an interview is necessary but also seeing the school itself to determine if the placement is a good fit. Students need to be supported to ask divisions if they can see the school or even shadow for a day to determine if that school is the best fit for them to teach at.
- M. Simmons: The fear, resulting from the current shortage, individuals need to make sure it is a good fit in the building to avoid fatigue. The greater good of students being in education is more vital than just having an individual in the building. Encourage students that they can and should use their voice to keep them in education and to avoid fatigue as well as burnout.
- C. Howell: Questions: What supports do our student representatives feel they need to give them confidence in their voice?
 - K. Gajewski: Having a second opinion as a way to boost confidence but also question one's thinking. Having more background knowledge about the classroom or students is helpful going into the classroom.
 - J. Schulte: It's important to know it is a two sided interview and the school districts are looking to make it a good fit. This is helpful to share with others to ease nerves in the job search.

IV. Standard 4 and [survey](#)

- A. RC Ed. Department is currently working on reaccreditation (this occurs every 7 years)
- B. RC must demonstrate those who complete our program, graduates prep experiences are meeting the needs of the employers and completers in the classroom

V. Suggested Topics for December Meeting?

- A. No input

VI. Adjourn