

GINA SCALA: It was by an approach, Christina and I to be here. We worked a long time together -- long time ago and so it was really nice to come back into play. Our goals today as you saw it by the format that was laid out was first to identify some occurrences of self-support the new teacher candidates. One of the things that is always amazing to us at higher ed and how many in here I assume are in higher ed? Uh-hmm. Teachers? Okay? Counselors? What other positions are you holding if you're not at higher ed?

AUDIENCE MEMBER: A school psychologist.

GINA SCALA: School psychologist?

AUDIENCE MEMBER: I'm a [inaudible] teacher at middle school.

GINA SCALA: Excellent. Specialized director, are you now advancing? Anybody else? Okay. In all of the groups today when I sat through Renew which is really an interesting if you're in the system long enough and I know you've think -- gosh, you can't be in this 33 years, you look so young but I remember I dyed my hair and ripped my mustache and wear supporters and when we put that package together you can pull off that many years. But when you hear things, things are coming back when I heard Project Renew today that's 1980 ecologic model reeducation the child that was a national model for anything that had emotional behavior disorder. So, it's nice to see those things come back but in all of your groups, all of the Multi-Tiered Systems of Support which we will work through what they are and how they're tied the pre-service level and then a couple of models, one in particular the Bloomsburg University model in Pennsylvania how they really implemented that Multi-Tiered Systems of Support in working with their students also a member of whole higher ed into that group. When I look at Project Renew today and I looked at all of the state holder groups they have they there no way from higher ed and often times higher ed is the one group it will take about transitioning those kids to higher ed, have you made that transition. We work all the time and working with kids from high school to transition to a university level. We also work at community colleges that have you transfer -- I'm writing a program right now because we have two large feeder community colleges and when the kids come they feel isolated. So, I'm taking my current soft words they're current seniors if you will between your program and matching them up on activities through the year. So, when those community college kids come to finish their degree they have some natural connections, the same thing that we're doing for a lot of other kids. So, think about how do I invest higher ed in many of the components because really it's at the higher level that we're teaching...the pre-service that many of our -- I look at Betsy as a special director, she hires and has the higher with some degree of confident that the students are coming there probably with some skills already intact. We'll look at an eight. Now, we look at 60 standards everybody in higher ed knows that and [inaudible] is your accreditation embodied and how to make that work and how are those standards really support a Multi-Tiered System of Support and finally to look at some new emerging processes and strategies that will help facilitate the learning of students.

CHRISTINA AGER: If you're repeating -- this includes slides when it comes to teachers practice -- if you look at what's involved with surface that's right. The truth is that all the work that goes underneath it where I think it has to happen to create good teachers and so that's the part of what we're talking you know, we want to talk really about today. How many of you are just at Kate's session this morning on TSS? So, we're going to -- I'm sorry. So, this is not bigger than a classroom, so the idea of having microphones in this class -- so that's the idea about behind this one. And then just, you know, this is what we're talking about when we talked about Multi-Tiered System of Support that idea of RTI [inaudible] that makes [inaudible] behavior and, you know, we're seeing this more and more in K-12 schools but less not in really Higher Ed and so we saw a great example of which we [inaudible] few things for you in our handout from the most part [inaudible] is really developing this work. How do we establish system of support for undergraduate and graduate students who want to become teachers and how, you know, one thing I really like about their system is that they're conveying those experiences and practices within their Teacher Ed Programs. So, it's not just one course but its related embedded throughout the structure of what they're -- of what they are doing for the pre-service teachers. I just became the Chair Of Teaching and Learning at Arcadia and so, you know, we came into problems when you take on a new role and suddenly it dawned on me that all our system of support are individual. They're all pretty advisors. They're all, you know, this individualize [inaudible], "Oh, this kid is having trouble. This graduate student is having trouble, what are we going to do?" And they ask me and talk about it, but we don't really have systems of support. Well, we have our individuals who are very committed to supporting our students and I think we do a really good job within that framework but it's -- as you all know K-12 its resource -- it's very resource expensive to do everything at the end of the 12 level and it's not [inaudible] efficient and we're all very busy. So, that idea of moving this into the university level could just, you know, I just -- when I [inaudible] as soon as when you...

GINA SCALA: And then also you'll see RTI because that's the national model. It's only in Pennsylvania that has the additional I, so, that's why we keep it kind of universal across that it's not an error, it's just wasn't an issue of arrogance. That Pennsylvania as they have I on work international level with a lot of people into the department of education and they ask, "Why don't you people put the other I on their? Didn't it cost you a lot of money to change all your paperwork that has nothing to do with it, we have another I." That is -- that is kind of national model. And I think Christina's point is well taken at the Higher ed level. We really target a lot of interventions at an individual level and it does become costly. There's only certain times that our university, I'm from East Stroudsburg University so part of the public state system of Higher ed. There's 93 institutions in the commonwealth, 14 are state institutions, the rest are added so they'll get under [inaudible] this [inaudible] state being one of the 14 state run. There are private, public kind of institution along with three others. So, we have a private model and we have a public model and it's only when we have students out at student teaching when we're really starting to have some problems that at -- our university we really do this collective, collaborative type of planning with them and we set across a multi-disciplinary team to really look at where did that problem occur and

how long has it occur and these are the problem that we can rectify although they're in the field from their freshmen year. Sometimes we find some elaborated problems whether it's in time. I had a young man one time that could not get to school on time. And I work in a lot of schools and in one school there sticky notes there every time I come in so if there's something I have to do immediately before I start my routine and it would always be with Tom [inaudible] about Tom and Tom just couldn't get to school on time and I said, "Well, you know, Tom, you have to be at school on time." He said, "I know, but I'm not like a morning person." I said, "Every school I know starts in the morning but nighttime GED." So, if that's the transition you want to make with. No -- I really want -- and he was great at teaching if the day started at 9:00, it didn't. And so we came up -- we're coming up with plans and finally some of the plans failed and his final plan because we gave him one more opportunity before we remove them because it's hard in your senior year to now remove you and now what you're going to do. And his final plan was he bought two alarm clocks, one immediately close to his bed, one farther away from the bed that he had to get up. His mother who lived at Tennessee called 15 minutes after that and his father who lived in New Jersey called 15 minutes after that that's not very effective system that you have to. It was time to grow up, putting on big boy pants and if you're going to get there on time you have to do it with the reasonable amount of consistency and if not you had to leave and it worked all of three days and then he's now very happy in the business world and realizes that he has a second shift job and he's very happy but that was not a collective effort that we could have done. It was done very individually and was very labor intensive.

CHRISTINA AGER: And I think Gina brings of a couple important points, one is that as we do more field work earlier it's much harder to develop those relationships with schools. We don't want to destroy those relationships by having folks in the field who really aren't ready so, you know, this whole idea of like ongoing assessment. How do we measure progress in the field in a consistent way and give feedback is kind of important? So, our hope today is to move through our slides and then have a conversation with you about what are you doing or what can you imagine doing that might contribute to this idea of Multi-Tiered Systems of Support. So, Gina is just going to do a couple, you know...

GINA SCALA: It's your old triangle.

CHRISTINA AGER: It's the triangle.

GINA SCALA: And we could fade them, the new thing nationally is to show triangles faded, not to show them by definitive lack of sort...

CHRISTINA AGER: Well, yes. We sometimes now show that -- show it from the...

GINA SCALA: Top?

CHRISTINA AGER: The top view.

GINA SCALA: Yes.

CHRISTINA AGER: So, that you understand. And so that people understand that universal systems are for everyone. And that kids at Tier 3, still get universal systems right? And they'll get taken out of that system and the same thing would be true for higher ed.

GINA SCALA: Now, I've talked to Jim Palmerio about this and I've talked to a number of people at the Department of Education in Pennsylvania. I've certainly talked to a number of people nationally for one of the few states in the country that has removed the behavioral component from the triangle. If you remember, this is an old triangle and it started out, very early in system. It shows academics on one side and shows behavior on the other and it shows that it's an interactive. Pennsylvania, a number of years ago, removed the behavior part intentionally because there was a concern, they were not formative standards that would support the behavior side in dealing with a lot of things that the national level wanted a few states that does not show them integrated. So, I'm on a one person campaign right now, to get this back. So, that's why it's in there. I told Jim that, I told PDE that and I told some national groups that we're working with that Pennsylvania is going to see this back again because you cannot separate out the behavior component and the academic. This is what we teach our students. So, if we want to model Multi-Tiered Systems of support, we have the model that same type of interactive relationship between behavior and their academics. As you all know, in higher ed, there's a lot of social things that impact students and their social things that for many kids it's the first time that they've been exposed to some decision making. I still deal with some helicopter parents and I'm sure Christina does too, that are still hovering around their children and want to know they can't get the information and even after we sign the proof of from and their concern is, but I'm paying, I want to know why this is happening and -- so we still have some of that, but kids come to the university and start to make some decisions that either they've never been allowed to make before, they never wanted to make before, they didn't know how to make before and they start to impact their learning. In my early morning classes, if kids don't show up, I come and find you and they'll say "Why do you do that?" Because you're supposed to be here, this is setting the ground work whether you're a freshman or a senior, it sets the ground work for what you have to do on a regular basis and if you don't show up, there's some reasonable responsibility you have to tell somebody you're not going to be there. It's not a guess of where you are. So, I tried to talk to them about being a mother first that one, I just have genuine concern like, "Where are you?" And then two, "There's a professional concern of you're responsible to be here and if you're not here on some consistent level, how do we begin to look at that behavior as being part of your professionalism?" And as one thing that I know on both of our departments or both of our schools that we measure and look at and try to observe and objectively define what is professionalism. So, we're going to look at through some of the standards that some of the professional groups have talked about. Okay. So, when we look at, what are some of those issues and problems that we share related to the development of new teachers? Any of you, that are either at a higher ed level or at the receiving level where you're hiring students, what are some of those problems that you see of new teachers coming in? Think for 30 seconds. Okay. Go ahead.

AUDIENCE MEMBER: Misuse of social media. That's a problem.

GINA SCALA: Excellent. And what? Because let me tell you, social media is the new thing and I'm glad you brought up because if you didn't we have a whole bunch to talk about has been integrated and embedded in every course. One of the things we dealt with, the other day was some things that some of our students did. Now, we're meeting as a faculty on it and it was surprising because the outcome was maybe what the students were doing is not new. The newness is hosting it. We used to do it and hope you didn't get caught or no one saw it. Now, there's almost an intention to post it so, somebody sees what you're doing. So, go ahead with that.

AUDIENCE MEMBER: Well, you needs specifics to what happened?

GINA SCALA: Well, specifics or...

AUDIENCE MEMBER: Yes, and we have it on free service teachers on students teaching to get the names of the school, but referred to the school and a policy that she saw in a negative way and then -- and then now between the students said something like she hated for students? Well...

GINA SCALA: Okay. That could be an issue.

AUDIENCE MEMBER: And was that thinking that you wouldn't find that or know where it was or... Usually, he sees it in and find that she's [inaudible] been robbed by a student even when I think that's bad and so she was not around warning with my myself, to the principal and department of teachers and she was so surprised that we read that.

GINA SCALA: Well, it's an interesting thing we had some of our administrators have told us that when they receive our student names, freshmen through senior level, they have somebody already tagged that starts checking their social profile and our kids will say, "Oh, but you know, I have it blocked or it really you can back door that one. " So, other people, go ahead.

AUDIENCE MEMBER: Students don't really read and will re-test up and up to recurring rulebooks, so this semester had been signed each part of the rulebook which it should probably will help you read it, but at least I'm not impatient with that, but then it still [inaudible].

CHRISTINA AGER: It's great...interesting.

GINA SCALA: That's a great idea to do that. Other?

AUDIENCE MEMBER: I don't know if we're staying current and you said read, I thought read right away just in general. Think current and what's happening out there in education, you draw out of topic, you might think this effects [inaudible] and like you know, and actually they're not sure if they can afford like this and that, I don't think...

CHRISTINA AGER: And even will be -- I mean, I worry about our students and liberal arts education like it's great that they're becoming teachers. What are they going to teach, they don't get to take anything else outside of us. Like, where is their knowledge of literature and physics of, you know, chaos theory

like what are they thinking about and they don't get to think about a lot of things because they're in education classes all the time. So, that's a great one reading in general and sort of core knowledge. What else?

AUDIENCE MEMBER: I've been -- I've been in [inaudible] there's a great book that's called [inaudible]. You might get it out of it [inaudible] who are actually writing it down and what some other natural...

CHRISTINA AGER: So, taking notes, right?

AUDIENCE MEMBER: I -- well, I'm seeking [inaudible] about...

CHRISTINA AGER: Right.

AUDIENCE MEMBER: You know reading.

CHRISTINA AGER: But then it get--yes. So, again I think this really speaks to this idea of Multi-Tiered Systems of support in being very explicit in our instructions, right? And we don't want to be explicit because there's a part of us that believes that they should know this, right? But that's exactly the same argument that K-12 teachers make, right? To -- students should know that, I shouldn't have to teach them that. Well, you know, as I said earlier, you can win in a world of shoulds, but it's really an incredibly painful world to live in and you could live in a world of what is, which is a much more comfortable world to live in because you can adapt to what is or it should, you just keep persisting and things ought to be different, but that isn't not going to make anything different. So, that idea of like explicitly stating and you know, getting them decide in a rubric work, you know those are examples of that idea of clarifying what expectations mean, what does it mean to be responsible in these ways, what other problems are merging, could somebody -- ma'am?

AUDIENCE MEMBER: I just have typical problem solvers and had stick to [inaudible].

CHRISTINA AGER: Stick. So, great. Right. It's getting a lot of -- I'm impress lately, this idea of grit and this idea of stick to [inaudible] and you know problem solving, that's a great one so, you know a lot of times you know, they'll just be like...Good to work. Right. Or -- well, I tried this answer -- I tried this solution, it didn't work so then you don't try anymore solutions.

AUDIENCE MEMBER: What summations with attendance when you go up to there assignments?

CHRISTINA AGER: Field thing?

AUDIENCE MEMBER: Yes.

CHRISTINA AGER: Yes. So, attendance in the class and attendance in the field right? And then other thing I like about the -- you know Bloomsburg program is those that the settings in which in they're thinking about. So, the setting in class right to how are you behaving in class, outside of class, in advisement like how brilliant is that right, you have your students would come, "Oh, no I didn't download

the paper work." It's like, "I'm not your secretary, I'm a professor." Like, it's not my job to download your paper work.

AUDIENCE MEMBER: I find it interesting.

CHRISTINA AGER: So and then -- it's -- you know, outside the idea of like a setting outside or you know in service of your profession. So, I like that situational aspect of their -- of their grid, that's well defined.

AUDIENCE MEMBER: I have students who's essentially emotional [inaudible] in the class and you know...

GINA SCALA: In life?

AUDIENCE MEMBER: Yes. In life.

CHRISTINA AGER: Right.

AUDIENCE MEMBER: And that affects their performance.

CHRISTINA AGER: Right. Absolutely. And I think that, that's also another good reason for support and a lesser reason for judgment trait. So you know, a lot of stuff happens for undergrads and grad students. Like, we think of grad students often as having lives, right? They're grown ups you know, but undergrad students are experiencing many things, I mean illness and death. Sometimes their first real loss is happening and those things are challenging for them and I -- you know, again I think thinking through that idea of like this -- you know, somebody [inaudible] to your two or three supports in one year might emerge the next year as being fine with universal support and excelling but what is happening in their life right now is challenging.

GINA SCALA: And so to record issues with our students in the last five years, the issues have changed dramatically to now being responsible for things that are happening in that the family as parents have lost jobs, they find themselves being in financial situations. They were never in before taking care of siblings while they're at college. Making sure at one time if they would go home on a weekend it was to be with friends now, there's a necessity. And it's amazing because we've almost shifted to this kind of family issues have taken precedent over some of the other issues of being homesick or not completing task or not having their books. We have a number of kids now that can't buy their books for the class because financially, they just can't do it. So they will team with somebody else. Well, now that's a management issue. You have one book for four students and you all have to read the same material. How do you manage that and the frustration of trying to get some of that work done? So, you're starting to see the shift in responsibility. So, the first time ever. I had a kid the other day concerned about healthcare, because the family was losing healthcare. And the family said, you have to get your own healthcare. And she came to me and said, "If you had the choice of, uh, PPO" or I mean that's not a typical question that comes to my office, by any means and how would she pay for that healthcare. And would we be able to write a letter for her to begin to get some of this other healthcare issues taken care of. They're very

different problems from what the kid used to bring. Now do you see a lot of those -- as being more academic or more behavioral? And some of the concerns that you have is picking up students. That behavioral?

AUDIENCE MEMBER: Unprofessional behavior. So college students, I've seen them like in the hallway. They don't even make the place...

GINA SCALA: Define that. Objectively, define that. What do you mean as unprofessional?

AUDIENCE MEMBER: Okay. So, in the classroom on the phone being disrespectful to their professors.

CHRISTINA AGER: Showing up their senior thesis in a cut offs in a pair of sneakers.

AUDIENCE MEMBER: That -- right.

CHRISTINA AGER: Or a ties there.

AUDIENCE MEMBER: These kids are...

CHRISTINA AGER: Are you kidding me?

AUDIENCE MEMBER: No. But then, when I work with teachers and interns', oh like young teachers are behaving great immaturity too. They are not responding, not taking notes, playing on the phone, talking to each other, passing notes. I mean I've had...

CHRISTINA AGER: Oh right.

AUDIENCE MEMBER: [inaudible]

CHRISTINA AGER: Teacher end services are mark -- they're like practices behavior managing actually.

AUDIENCE MEMBER: Some [inaudible] saying.

CHRISTINA AGER: You'd think so, but I'm always walking around saying, "Would you put that newspaper away?" I'm actually talking.

AUDIENCE MEMBER: Yes, I mean I'm standing right next to them. Lady put that [inaudible]. And I've seen that -- I think part of their [inaudible] professionals in schools. It's [inaudible].

GINA SCALA: It's somewhat interesting if you watch that behavior and you reflect back on your life. I came up through the realm of if your professor told you to do something, you could not start it quick enough and you would always do more -- not the brown those but just to hopefully be somewhat impressive. And now you see the minimal amount of information that I had it by first paper earlier this year that was written in text BCWH. And I brought the kid in and I said, "This is a lot of text language. You have to write in full words."

AUDIENCE MEMBER: Really?

GINA SCALA: I think, pretty much so, all the time. Pretty much though. Is everybody going to be like that? [inaudible] pretty much though. And so I said, "Hey you know, kind of like, it was cool, you know, thanks for the heads up on that" and walk out. Like, can you imagine I would -- I would still be like shaking, like, "Oh my God" like, "Somebody called me in, that's horrible. I'll do everything I can to change that."

CHRISTINA AGER: So, I mean I think the point is, you know, somebody brought this up in the earlier session then you know, we have lots of problems with our undergrads and our grads students. And, you know, these are not just K-12 issues and so, you know, can we start to think in a higher ed terms about academic systems of support. Gina put together some of the standards that, you know, seem to make sense in terms of, you know, being able to justify this to either other professionals or you know...

GINA SCALA: There's multiple work right. There are multiple end case standards but if we selected one, we look at the candidate knowledge skills and professional dispositions. And that's something that all universities are attempting or have embedded a way to start to look at what are those knowledge, what are those skills and what are those dispositions. Dispositions to be very honest with you if you believe in a behavioral model of things being objectively defined. They're very hard to objectively define. And our mentor teachers, our host teachers, our cooperating teachers are having the same struggle. You may go in every week and one of my schools are going every week, "How is everybody doing? How's Christina doing? She's doing great. No problems. Okay great." I observed -- I take down what I see. And at the end of the semester, I get a disposition score that's not great. And I'll go back yes saying, you know, "What happened? Every week I log in here and she's doing great. There's no problem. This is what I'm seeing." I wasn't really comfortable in saying anything, but you know there were some issues. So the dispositions are at a couple of levels because if you're doing periodic observation, you have to rely on the people that are with the students on a regular basis to be observing and planning and supporting in a consistent way. Because then the message that comes to the student is, "I thought I was doing really well. How did I end up with that?" And it's very hard then for the person that's not there everyday to justify, "Well, there were some issued I didn't happen to know about and they didn't tell me about." So it's building again this relationship with your partners to make sure that you're maintaining this level of consistency especially when you're looking at these dispositions because dispositions are those things that are difficult to observe, yet we try to objectively define about. When we really look at it, it's not professionalism. That piece that you're all talking about, all of these issues are professionalism in one way or another. And it's those things that you expect to get when you hire somebody. And that's what then in the first year, we expect through Charlotte Daniel's model, we expect to see so that that person can maintain their position. And so dispositions really become a foundation for everything that we're doing. And we'll look at the Bloomsburg model and see how they've done that. One system has been passed out and do you have yours?

CHRISTINA AGER: No, but I can send them to you.

GINA SCALA: Okay. We'll put them down. Everybody sign that blue sheet. We'll make sure we send it to you. But if you look at the dispositions from each transcript they're [inaudible]. They are -- they are hard to get through, yet we do them consistently number of times every semester. The host teacher does it three times. So we do it three times. We analyze that data we pull the kids in. We change the program. We look at the data every semester. We make changes but they're still really hard objectively define.

CHRISTINA AGER: I may think some other things that happen at schools that [inaudible] and we just quickly run through some other standards but you know, there's the whole idea of what your GPA has to be the student teach and then if you give kids bad scores in student teaching, they won't get jobs and so there are also these pressures, I think that are built into the bigger system that prevent host teachers or even adjuncts from giving, perhaps, as honest feedback as we need to them to be giving, right? Because, you know, well, if you fall below 3.0 or if you, you know, don't get a name student teaching, no one will hire you. But that -- isn't the reason to give everyone an A in student teaching. All right.

GINA SCALA: One of the things I tell my...

CHRISTINA AGER: So...

GINA SCALA: Oh go ahead. I'm sorry.

CHRISTINA AGER: No, it's good. I just -- I'm really conscious of time because I think we're going to run out of time.

GINA SCALA: [inaudible] CEC, you know, has ten standards they now have been collapsed to seven. So in their knowledge and skills of initial prep, we also have CEC Council for Exceptional Children Standards for advance and then every certification area there is. So we pulled out of the CEC standards out of the one through seven, that one that looks again at professionalism and professionals and the environment and their emotional and social well being. Again, part of that disposition and why a Multi-Tiered System of Support really makes sense in maintaining the integrity that student across time. CEC also has ethical principles and standards which amazes me in schools and in higher ed, I look at where are those ethical principles are in many institutions say, "Well, we don't address them or we don't use it." That's kind of a foundational piece that CEC has put out to say in your ethics and in your practices, here's some things that have to happen. Again, looking at -- guiding the person through professionals but now using an instructional data. What's the integrity in the student being able to use some of that data that we're asking them to do?

CHRISTINA AGER: So, you know, if we have systems of support in place where we're actually using data to assess our students and to provide supports for them. Then when they become K-12 teachers it's going to be a logical transition for them to want to do the same thing. We'll have model what it is that we want, right? And we're not as good as that in higher ed as I wish we were. It's a little, you know, just taking

over the chair position and booking across programs. It's a little shocking to me that we aren't better modelers of, you know, of what we want our students to do, you know, for example we had -- we don't yet -- all though it's my goal for the end of the year. Provide our students with like a curriculum matrix. So, like how do they understand our curriculum? We don't talk to them about our curriculum, but we are -- we expect them to understand curriculum in this ways that we'd never modeled that for them. So, you know, I think that there's just these interesting ways that using these assessments or, you know, using these ways to build systems of supports will give them familiarity with it. So, that they are using it in schools in ways that make logical sense to them. So, we actually divided this slide into two. Pre-service teachers and novice teachers but I think from the interest of time we can probably just talk about them together because they're not that far apart, they're like a year but that idea of, you know, what systems of supports are available for pre-service teachers and for novice teachers, you know, do you -- do you -- what do you do at your institutions to provides support for them in systematic ways? And then how are those systems evident both in like the work that we do inside classrooms but also the work we do -- the students do in the field. So, does anybody have any systems of support that you want to share at this point that you really like at your university or, you know?

GINA SCALA: We can dream about them. What you would do for your pre-service teachers and your mentors, the people that received your students? What are those systems that support that you have for them?

CHRISTINA AGER: I mean I know we have a lot of dreams of things we want to do but we actually haven't done so much for especially novice teachers, you know, really brining them back systematically.

AUDIENCE MEMBER: Our college has a career services person. He simply assigned education or education [inaudible]. And our Director of Education Career Services meets [inaudible] in a year at I think four times a semester with pre-service teachers to talk about issues of professionalism. And it's done in connection with a course that they take whether in the lab, school, getting one credit field.

GINA SCALA: Okay. So, you have a one credit filled in?

AUDIENCE MEMBER: Right.

GINA SCALA: Okay.

AUDIENCE MEMBER: We have coordination with the director of that lab, school and our director of student services. And that, you know, acts of provision as where to [inaudible] cure that has been very [inaudible]

GINA SCALA: So, you have a lab school at the university that everybody feeds through?

AUDIENCE MEMBER: Yes.

GINA SCALA: Okay. And then beyond that out into the environment of other schools and do they start [inaudible] and branch out? ?

AUDIENCE MEMBER: Right.

GINA SCALA: Okay.

AUDIENCE MEMBER: So, that's the [inaudible]

GINA SCALA: So, you have tiered system of [inaudible].

CHRISTINA AGER: All right. Can I just ask a general question of I didn't think of before but how many of you do field's experiences with credit versus field experiences without credit?

AUDIENCE MEMBER: Versus field experiences with out credit.

AUDIENCE MEMBER: Credit?

CHRISTINA AGER: Credit bearing. So, there separate -- listed as separate classes with separate course credit. Okay. Just curious. We're having this debate so I want to know what my colleagues are doing. Leanne?

AUDIENCE MEMBER: Just thinking about mentors. One of the things what I think is really important is exposing them to the learning principles. So, they were -- the time we talk a while about the children what they're with the goals, if they were different paradigm. We're thinking about and so we thinking about learning principles witness coaching strategies and all those sort of things that, you know, aren't necessary concerns.

CHRISTINA AGER: Well, that's a great point, you know, we don't--we often not to a good job of preparing coaches and ventures for that all. And preparing students for bearable in that process. So, they know what does it means to be coached and mentored, what are your responsibilities toward of the other persons. Good.

AUDIENCE MEMBER: Along with that was -- I think raising a consciousness of generation at the time in learning because, I mean, we have none traditional system that I think, you know, for the first time ever we're looking [inaudible] in the workplace or classroom or whatever and that's new when I think the system should be very conscious of their version of learning [inaudible] or anything.

CHRISTINA AGER: Yes, I walked to identify -- sorry.

GINA SCALA: Okay.

CHRISTINA AGER: I walked [inaudible] folders into one of my junior faculty the other day. I was like, "Do you need this?" And she's going to be like, "[inaudible] from another planet." Like, "What would I use a bad for? I don't even use paper flies." I was like, "There offices are so clean." Because everything is like an electronic, you know, it's fabulous but it's really different. It's a different way of thinking, you know.

GINA SCALA: And it shows sometimes also as you put students into field experiences with older paraprofessionals that now they have to help, guide. I have a student that has six adults in her classroom. And I said, "Your responsibility is when you're planning to figure out what those six people are going to doing." She said, "Oh, don't you [inaudible] I mean they've been longer than I have." You're the teacher. You have plans. So what do we need to do? And that's really hard to because they'll differ and yet surely their responsibility to help guide that plan. Go ahead darling.

AUDIENCE MEMBER: Well, we just started a general added credits has now changed and one of the things that was added was participation in [inaudible] organization particular in special ed because we really saw students not getting involved. So, when I looked at the resume they just didn't have any activities that there were [inaudible] or what they did in terms of what they had to do but not coming to us. And so I think that's going to be really helpful. We're going to have to think of more ways to have that [inaudible] to being in schools and outside of schools and within the convention. Well, I think that will probably explain those kind of experiences whether it's not getting to [inaudible] so I think...

CHRISTINA AGER: And then they become -- yes, very important for graduate to -- let me -- we have anything really tackled the graduates.

AUDIENCE MEMBER: [inaudible] work experiences...

GINA SCALA: Such as thing you bring -- you bring that up because we have some students are so involved in service that they -- it affects their other end which is the performance part.

AUDIENCE MEMBER: Right, but, yes, we were--we just set a few but it's more interest really going more the other way and see less and less that was involved not that their working playground with here but [inaudible] this is not involved until they have to do something for a course.

AUDIENCE MEMBER: It's a requirement in the course that I teach here [inaudible] of the mind, of the service and, well, I got to be play of the service learning and a part of that is the project that they have few digital story book. So they got to win and they think with pictures. I just say the commission et cetera. And they took pictures and then you put together, you know, presentation that they were present to the class at the end of the semester talking about students strengths, their needs, take a picture, what they saw in the classroom, what claims, incentives they use in the classroom [inaudible] double compilation of what the course they did out, collage of what we did in of the story book. Yes.

GINA SCALA: And then where do you archive those?

AUDIENCE MEMBER: If they -- they have it saved it down to a disk and can keep them in my office.

GINA SCALA: Okay. And then do you put those into like electronic magazine that you can showcase your university and your...

AUDIENCE MEMBER: Oh, We have not done that.

GINA SCALA: Okay. Next step.

AUDIENCE MEMBER: Yes.

GINA SCALA: A nice Facebook of your university and the [inaudible]

CHRISTINA AGER: Other systems of support that you folks are already using for either pre-service or novice teachers.

AUDIENCE MEMBER: Well, I'm wondering as I was sitting here, you know, when I was in Bloom I went to a couple field meetings where the professors did together and talked about and couple of ones that I was doing -- I found very interesting with people looking at flip classroom, looking at problem based, making out a medical education but the whole shift of --- is not looking at, you know, a preparatory period where you got to show up and I heard the comment all the time. I give this reading they don't read it. So, they don't come prepared. And changing the whole dynamic to where the classroom now becomes a laboratory where, you know, they've been using clip videos of best practice. I mean, National Boards doing that and they kind of build a principle with that. And I wonder that really -- to me when you show up and you have a video or experience there, you're on stage, you have to perform there. And sometimes what I've seen in circumstances is some of my colleagues that -- just don't have any preparations and their PhD program is working in group dynamics, so that's a real challenge and threat for them. So, you know, it's a really -- and they're meeting certain groups in discussion and the attention they receive are disciplines, psychology, maybe counseling, they have that kind of process oriented experience, which brings it to like some of the questions here, how do we [inaudible] learning. And so I'm wondering if this is not, you know, some of the big things we hear about this newly generation, you know, this generation. Millennium is coming in. I mean, they are inundated with information. The problem is they don't have it critically assessing when they make choices about information to bring is the inclination relevant to whatever the task is. And sometimes that process doesn't happen in their, you know, general courses or their cognitive courses leading up to a field experience. And so that's why I was here in conversation, really requires the adults to flip in to save from day -- it's almost like what comes to mind, it's almost like the old teacher colleges, where you started with seminars and you're at the field, you were immersed in four years of the practice in the art of education. And the complementariness of cognitive course was because that was something you have a word for, so that was something you want to specializing as opposed to, you know, in a way sitting and getting your bucket filled [inaudible] the process, and then you're supposed to perform it at the level, where you never really practice it. So I really wonder about, that's -- I mean, that's happening with EdX and all these other things that are going online where, you know, people that want to learn and learn the information out there, the problem with that is assessing it, how do you asses it, how do you get people correct.

CHRISTINA AGER: Right. Well, and also how do we -- I know, you know, I think that's what we're talking about in terms of field experiences like the struggle between the student who's very good at learning

within the classroom environment, but not necessarily has the social or interpersonal or professional skills to be successful in the field. I know those things are very different, right? And we have to think differently about that idea of, you know, meaningful and not too challenging assessments along those areas, right? Because we can't afford three-hour assessments for each of our students twice a year, so it can happen.

AUDIENCE MEMBER: Along those lines, I guess the dynamic is what I saw coaching with National Board with small [inaudible] I work with teachers that have been in the field for 10, 12 years. Yeah, they have access to resource. But when you change the question and your role becomes the cognitive coach, not -- there's the answer in the book on chapter so and so, right? But more so when you made this decision about these advantages, tell me more about that. Attach at a deeper level what you're thinking. It seems to me it changes the dynamics, and that's what I read and have experienced, that people talk about those processes, those adults being more transformative.

CHRISTINA AGER: Absolutely right. And that's why...

AUDIENCE MEMBER: And so the question I guess puts the onus on moving to what learning is, you know. And every time we get together is a really learning thing in place here and how we do it, or is it, you know, you'll learn at the end of these courses, you know. And I think those are pressure on higher ed, you know, change of dynamics.

CHRISTINA AGER: Sure. Yeah, absolutely. And I think, you know, yes, we want to have a pedagogical match with the content, right? So it's not a--it's not a yes or no question. It's not a bye or wait question. It's a--it's a match, right? So there's some things that work very well in terms of, you know, knowledge that you need for whatever profession you're developing and you need that knowledge. And then, there are other things where you need the translation of that in the coaching. So, yeah -- I mean, I think coaching and mentoring are a big part of most programs, you know, the coming bigger parts. But coaching and mentoring is incredibly resource heavy, right? And we are not -- we are having this argument at our university where I want to get all the clinical programs together, which include PT and PA and all these programs that actually have standards like you can only coach, you know, or you could only mentor seven students at a time and then you have education. So they have clinically rich faculty, right? They have, like, 20 clinical faculty for, you know, hundred students and they have no clinical faculty for 800 students, right, because that's not the model. So we also, I think, at the higher ed level have to address that especially in schools where they're often to cash [inaudible] for universities. They're not that interested in pouring a lot of money into, you know, extra staff to do that intensive coaching and mentoring. It's not considered as much of a profession as a psychologist or a doctor or a physician or a PT. And so these are things -- these are real things that we really have to struggle with as we build coaching and mentoring programs, because I just don't see hiring and changing to the point where they're going to come to me tomorrow and say, "Here's ten clinical faculty. I know you need them."

GINA SCALA: And I think there's also that response that you have to have on a regular basis to your department of ed, Pennsylvania Department of Ed changes. And we're always in a reaction mode to those changes. And our most current area right now are the new teacher tests the passing rate within the state, the state changed all those tests, and the passing rate are decimal. It's not over 40%, where just two years ago it was at 100% consistently. So if the students can't pass the initial test, and if that's a marker for your program that they can't move on, what happens to those students then? You're moving people out, so you have people that are in a program but really worried about being able to continue at a program because things have changed for them.

CHRISTINA AGER: That was a reason to start.

GINA SCALA: So that's huge right now.

CHRISTINA AGER: The advocacy -- I mean, my first thing when I started talking to these other groups was I called PDE and I'm like, do we have any--do we have any regulations about how many students to teacher ratio going to be in the field? They're like, "No." So that's something we should push forward as higher ed, right? It shouldn't be that you can, you know, have 50 people that you're supposed to be following in the field. There's going to be -- that's what we all have, but it's not, you know, those are advocacy issues I think where, you know, you have to -- we have to start saying like we don't want 50% of our teachers losing -- leaving the profession within three to five years. But then that's another issue because if you don't have 50% leaving, you wouldn't have those 50% entering, right? So that creates another systems probably, you know, [inaudible] which is...

GINA SCALA: Which is a quick plug...

CHRISTINA AGER: Yes.

GINA SCALA: ...for this advocacy. Pennsylvania has a Teacher Ed Division of Council for Exceptional Children. If you're on higher ed, you should a member of that. That is your main advocacy group within the state to begin to impact some of these things. Go ahead, Dana.

AUDIENCE MEMBER: Well, I was just going to say it's a--it's a [inaudible] we should be, you know, establishing that because it's the accreditation tools where they had to establish it for nursing and for all the others. They require business, all of them.

CHRISTINA AGER: Right. But the accreditation -- the only -- I totally agree with you, and right now you don't need anything but state accreditation to teach, right? You can get it and take, but you don't have to have it, whereas you can become a nurse without passing the national board exam. So, you know, those things are -- so we just wanted to talk a little bit about Bloomsburg because it is such a great example. You hit the lock. They do rock. So we handed out a little -- this is a tertiary triangle at the front of this handout, this little, a little bit too...

GINA SCALA: But then I see here like a triangle...

CHRISTINA AGER: A little bit too dark.

GINA SCALA: ...[inaudible] so make sure you sign on the blue sheet

CHRISTINA AGER: But...

GINA SCALA: You haven't seen the blue sheet?

CHRISTINA AGER: So that idea of, you know, it's just, it's--if you turn to the page with the matrix on it, so you know, the court gives you their universal second tier, and third tier systems, but then you have the matrix, which I just think is, you know, incredible like I just mentioned before, incredibly well done. You have the contacts across the top just like you would in K-12. K-12 it would be hallways and bathrooms, and classrooms and cafeteria, and here they've come up with this idea of class, outside of class, advancement and service in major, and then, you know, what their expectations are and what they look like. So it's very retro, you know, those of us who have been doing this K-12 work, it's a work -- it's a perfect fit for our students, for us to start to build these kinds of programs and then to have supports attached at each level, you know, in increasing intensity to support our students. And then to think about, you know, exit criteria, right? The big [inaudible] special like always was, you know, I saw back in college, I found that the 97% of school districts had entrance criteria to special ed, and 12% had exit criteria. Like you can get in, but you can't get out, right? So, you know, we wouldn't think about that like the same we do as check in and check out programs, right? They've got the 80% as a criteria for when you can sort of exit back to your universal systems. So what would that look like? How long do you have to show up for class, you know, for three, you know, in -- on time in order to come off a second tier system to support for attendance. And then again, Bloomsburg gave, you know, a very lovely, sort of higher ed example of how people can be getting supports at different levels for different aspects of the program. And this is a, you know, as Jenny was saying, this is a person first issue. This is the idea that it's not a person -- it's not that this person is a Tier 3 person, but it's this aspect of their behavior, this aspect of their performance is requiring Tier 3 support. But there could be other aspects of their performance in which they're doing quite well. And being able to recognize, both are really important, right? We want to be able to praise people for what they're doing well and to recognize what they're doing well and then to be able to target at, you know, Tier 2 or Tier 3, the areas that people are having. So I just like the fact that they did this little, you know, triangle graph with the various aspects.

GINA SCALA: And I think an issue of the examples and non-examples start to become really critical. And Jack talked about in his presentation. Do you remember when general praise statements really didn't result in change behavior? As I say right now good job. People say, looking at you, doing this, eating smarties -- I mean, what's good when you make praise specific behavior and you identify that you start to see increased passive response. The same thing with examples and non-examples. Oftentimes, in the dispositions and the behavior, they burden our way that are open to interpretation. So the more that we can create an example that is objective measurable then -- thank you. I came to a behavioral program -

yes, you can -- that that becomes clear for the student and it starts to remove some of that nebulous type of interpretation of what I think I'm doing good. One of the things...

CHRISTINA AGER: Or on time, you know, just like on time example that came in this morning. You can say the students they have to show up on class on time. But their definition of on time might include five minutes after class starts whereas my definition of on time doesn't include five minutes after time starts. So making that a clear example, you come five minutes before, that's on time. You come three minutes after, that's not on time. That's very different than, you know, just asking the question, "Are you coming on time?" I mean, when I used to advise freshmen, you know, I would say, "How are you doing?" They all say, "Well." And then you get your grade -- their grades and you're like...

GINA SCALA: Right.

CHRISTINA AGER: "That's not well."

GINA SCALA: And also...

CHRISTINA AGER: So their definition of well and my definition of well were different. So that idea of clear examples of expectations I think is really important. And I know it seems like and this is exactly what we hear from K-12 teachers, right, when we're in the field. Well, they should know that. Yes, but they don't.

GINA SCALA: And then...

CHRISTINA AGER: So...

GINA SCALA: ...that's forces us then to when we have clear examples then to implement consistently.

CHRISTINA AGER: Oh, right.

GINA SCALA: And to re-enforce consistently. So everybody that comes late has the consequence, not some, not the kid you like, not the kid that doesn't do it too often, not the kid that's obnoxious that I'm always going to slam. It forces you into that consistency. One of the problems that mentor teachers tell us all the time is -- and I see with my faculty when I put them in the value integral. It's hard to make the tough choices in evaluation. Nobody wants to do that. And what I tell my faculty and my mentor teachers, I don't want to be just stuck yet. By that, you say, good, good, good, good, it reaches me and I have to say, not so good. That decision should have been made somewhere else. And there's a number of tiers where that could be made. And it does not make you popular unless you embed that in clear examples, consistent implementation.

CHRISTINA AGER: It is, yeah.

GINA SCALA: You will begin to develop then a consistent way to make those decisions. But when it varies and people don't quite understand where that decisions coming from or why is it -- why was I good,

good, good, good, good; I get to you, not so good. Those are decision when you pull people out of the -- and you say, well, really that -- well, no, not -- oh, I didn't say [inaudible] or I got to work with them or I sometimes have it with my head, I got to work with them. I don't want to be the one in there, five year [inaudible] say, I don't recommend. I don't want to say that. You say that. You know, you're the chair. Well, if you believe that and you have the consistent examples to show that, our job then is to mentor to make them better consistently.

CHRISTINA AGER: It also will become a culture issue like the fact is that once -- one or two generations - - one or two years of our students go through a program where the understanding is that being on time means five minutes before class. They talked to each other, right? They create -- they know that there's a culture. That will become the culture then as opposed to the culture, you know, we see this in faculty meetings all the time at schools where the culture has become -- you know, faculty meetings really start 12 minutes, 15 minutes after they're called for. So everyone who's smart learns to keep working for five or ten more minutes in their classroom and then go down to faculty meeting when it really starts. Whereas, if you start the meeting on time, A, you re-enforce people who are on time, which is what you should be doing instead of punishing them by making them wait for people who didn't come on time or -- and you do establish this culture, right? So some other schools I work in, the culture is very clear; faculty meeting start on time. In other schools -- or professional development start on time. So then the idea of building culture by having clear expectations will also cut down on our work overtime, right? Because once there's a culture of being on time, a culture of being professional then we will do last Tier 2 and Tier 3 work, right? Because the universal support, universal system will be more well established. Right now, most of us are starting where we don't have universal system and so it's a bit more idiosyncratic and individualized...

GINA SCALA: And it begins to reduce certain at the higher ed level, students perform for certain professors. Because they know what's tolerated in that room and their expectation is here because kids will tell you all the time. And I'll bring in my upper level students for freshmen. And I say, "Okay. I'm looking for some classes here." And they can -- and I don't use them this way, but they will reel off for me -- oh, my gosh. Take boom, boom, boom, boom, boom. You know, easy A, you don't have to do any work, you don't have to show up, you don't have to do anything. And they kind of crave this. Oh, don't give them those two people in the first semester. It may goes, both of them make you read and both of them make you do that. Everybody should have that expectation for the students. Go ahead.

AUDIENCE MEMBER: I have -- I would say with the [inaudible] application is easier to gain reinforcement. It is, you know, what is expected of you and you have -- you can [inaudible] with it.

GINA SCALA: And you've been very patient.

AUDIENCE MEMBER: That's okay. I just want to give you an example of a standard system that would have been prevented that we have this -- is we have a junior who was -- she was a junior so she's gone

through all that field replacement. She's never had a -- had a [inaudible] until this year. And she wasn't getting there on time. And we asked her, "Why aren't you there on time?" "I am. When I get into the parking lot, it's 9:00 A.M.". When she got back to her teacher who's happened to be in an early intervention they had [inaudible] in the door, she was like 10 minutes late. But then Caroline, she was on time because she was in the parking lot. And so we could clear that, but that's just a little thing...

CHRISTINA AGER: That's a clear communication. Right? Of expectation. Nine o'clock doesn't mean in the parking lot at nine o'clock and that means in the classroom at nine o'clock.

AUDIENCE MEMBER: We had made an assumption that she knew that she should be in the room. That was a wrong assumption to make.

GINA SCALA: I have -- I have my department meetings all start at 2:05 and I go at 3:45. And the rest of my colleagues start at 2:00 or -- because we have a 2:00 to 4:00. Like, why do you do 2:05? And I've never had anybody like by 2:00, they would come in. But 2:05 that is, you know, and I've never had anybody late because I record them. I'm like, oh my goodness, are you serious?

CHRISTINA AGER: So any ideas -- any things that folks do for novice teachers that we haven't talked about yet that are set systems that you have for your graduates to come back and get support or...I'm just curious. We have ideas but we have not really done it much, mostly because of resources, right? So, you know, highly do that, you know.

GINA SCALA: So in professionalism is one of the biggest problems that you see. And we've looked at one model of Bloomsburg taking a multi-tiered approach to that, really their areas are all related to professionalism. What are some of the supports that we have to support professionalism? What are you using? How do you monitor that? What do you -- I mean you -- everybody expects it, what do you do to have that? That's what we're trying to pick from unit.

AUDIENCE MEMBER: In order to do that [inaudible] we work in schools or to be punished by being assigned that every community in the school reinforce professionalism.

CHRISTINA AGER: That's interesting.

GINA SCALA: So how do you reinforce professionalism? What do you do to get professionalism? It's kind of bubbling in your head right then. But we expect it, how do you make it happen? See, that's one of the problems and disposition of high objectively define. We want everybody to be professional. So what do we do to support professionalism?

CHRISTINA AGER: I mean, when we are...

GINA SCALA: What are the expectations?

AUDIENCE MEMBER: In early childhood, we kind of [inaudible] professional code of ethics. And so if you constantly refer to the code of ethics whenever there is relation, you know, that becomes of working

and the documents that they all sign, you know, that they, you know, commit to that professional code of ethics when you countersign it. So the thing is that it's maybe something that's living [inaudible]

CHRISTINA AGER: Or favor up. Right.

AUDIENCE MEMBER: [inaudible] problem solving.

GINA SCALA: Now, during a lot of times people are making kids sang. So do we see that that need to have that sign and endorse increases their responsibility? Do you think that increases their responsibility to perform, to do that, to confirm that, to...

AUDIENCE MEMBER: They have to -- they have to focus, all of it. And so...

CHRISTINA AGER: ...right. And that's something we didn't take all in the session, but...

AUDIENCE MEMBER: And have you...

CHRISTINA AGER: ... we're interested in taking on -- which is that idea of database decision making, right? And so how do we think strategically about what that data feedback is in terms of dispositions or in terms of -- you know, does the signature help, like -- you know, we know that it -- in those contracts was a little better if you have someone signed them, right? Well, we also know that many of us work in schools where million of students sign that code of conduct. I read the handbook. Right, but instead of 39 rules that are all negative in your handbook, that's not really helpful, right? But then do you think that's an interesting thing which is how do we -- and again I think in higher ed we're not modeling a -- I am noticing one of [inaudible] anyone else, but I'm noticing that we're not doing a good job measuring what it is our outcomes are in using that data to make decisions. So, you know, we have our professional dispositions but they're done individually students. We don't really compile that data as a -- as a set of data for, you know, for sophomores which look like, whatever -- you know, we're not using that data I think in ways that are as helpful task. And part of that is because it's so time intensive, you know. So again discovering ways -- that's what I want to talk about the great stuff, great -- which is that, you know, she -- the woman from Penn State whose name I can't remember right now, but has basically developed 12 items scale that is a better predictor than, you know, the entire battery of test for the Naval Academy at predicting success, right? So how can we study ourselves and get to the place where we can -- we know what to measure and how really -- you know, it's like really a regression modeling, like how little can we measure to make decisions. You know, it reminds me of some [inaudible] on the old -- you know, when we were dictating data on kids on test analysis, like, you know, 20 times a day and then, we -- you know, there were already studies that came out that said, oh, wait, if you take data and you make decision, you know, take date three times a week. You have just [inaudible] data and we were like, yay, right? There is no reason to do it 20 times a day, but I don't think we do that. I feel like I haven't yet seen really good models of that in higher ed group, you know. We're really -- and part of it -- I don't know about you guys but do you feel like you have the data you need to make decisions? I feel like the university system does

not support my -- having the data I need to make decisions. Oh, this has been my last year trying to -- sort of get them to put data systems in place so that we know things that we want to know but -- so we only have like 10 minutes left but are there other...

AUDIENCE MEMBER: We do a professionalism seminar where freshmen in each semester there's one [inaudible] and then on the graduate levels, the problem-based. What we do with the graduates, professional seminar -- they're having the [inaudible] but then they have a problem they see, but that's -- that experience -- but that's where reverse thinking. But it's still working on professionals. Working with a group of people of different, you know, real administrators, real administrator, counselor that part of professionalism too when we had to work together to solve a problem.

CHRISTINA AGER: I'm going to say professionalism -- I'm sorry. Is the professionalism seminar just for teachers or is it across all those programs?

AUDIENCE MEMBER: It is across all those programs. Right now, it's all about professionalism.

AUDIENCE MEMBER: No, it's -- it will cause the risk of grabbing decision [inaudible] education and it's coming to the program.

CHRISTINA AGER: Right. Now, I was just thinking as she was talking. I was like, wow, how cool it needed to do it with psych, with counseling, with the administrator program which is a separate department from the teacher ed programming. So it's more of like -- it's more I mean, like dreaming into the future. I was like, wow, what if we did it cross discipline, you know?

AUDIENCE MEMBER: Right. Right.

GINA SCALA: We do that.

AUDIENCE MEMBER: They call it, you know, psychology department knows nothing about what we're doing, you know, with that. I've talked to different professors and -- I mean, I was like psychologist and this is what I do and why these are not more collaboration [inaudible] how did teachers work to the school psychologist, you know.

CHRISTINA AGER: Another interesting way that higher ed is a bit behind like they're still very territorial or still very silo. We still go in to doctoral programs in our field, right, either to cross disciplinary doctoral programs even though no problems are really field based, right? There's not a problem in the world that you can solve within your own discipline.

GINA SCALA: Well, I think a lot of that...

CHRISTINA AGER: Frankly.

GINA SCALA: Part of that gets reinforced because of your resources. Your resources just like in school systems, many resources are still silo resources, so we used to use those three programs. And the same

thing happens in higher ed, your resources come to you silo if you break out of that. Right now, we're doing some things with budgets where I cross budgets with three other departments. So it goes into a poll and now we look across budgets. That has been really interesting because people entered protecting turf. If I give this money will I get this much money back? I don't know but there's no reason for three departments to purchase the same thing. To purchase one that we all can use is a greater use of your resources. So it was until people saw I can get more because they want to come in and protect what they had. Now, they get more. So it's like, oh, I'll jump in, so they all should say -- and I have two more. Hey, can I do that? Well, next year, you can do it. You miss the boat this year, so okay, I -- you know, I went in, I went in. But it's that protection and it's that turf and you're seeing it right now in your center that here you stand with the resource that will spread across all students because those areas are universal across all of your college students. They're not germane to education. Right. Now, how about the issue one concern that we get a lot from our mentor teachers across programs is the area of social skills? Does caring on conversation, eye contact, meeting people, do you see social skills as an issue because we actually teach that?

AUDIENCE MEMBER: I teach for college students, yes. I would say...

AUDIENCE MEMBER: No.

AUDIENCE MEMBER: No. No.

CHRISTINA AGER: Well, all right. It kind of blurs with...

GINA SCALA: It does.

CHRISTINA AGER: ...professionalism a little bit but, you know, it's also interpersonal problem solving...

GINA SCALA: Texting, yeah.

AUDIENCE MEMBER: A hundred kids at the same time texting if you're trying to walk in the bathroom it will [inaudible] you down because they know...

GINA SCALA: Well, I thought...

AUDIENCE MEMBER: ...they're crossing the streets.

GINA SCALA: We have a big thing that goes down to the AT Expo that PaTTAN has and part of that is that when you get on the bus it's the last time you have your phone until you come back to the university. And you actually see kids go through withdraw that they have to stay in touch and the first 20 minutes of the bus ride is just quiet. And then somebody will talk and your system of -- you know, we wait for the next not to answer. And then all of a sudden there's a discussion going on and people don't need their phones and they realize, wow, there's a lot to talking because that's the universal piece that you need when you're out in the school. That's what really -- think about dealing with parents and how to solve some of those problems with parents. I've never going to do process as an administrator because we

talk. It would take a long time to talk and you would do a lot of things. But if you don't establish those relationships you find yourself in a lot of negative kind of interactions. And a lot of our students have never developed that whole skill level of social skill contacts and how to manage those conversations and manage people and pull up the most that they can from people. So again, your system is addressing that which is nice.

CHRISTINA AGER: And positive support is really -- you know, I think it's a good system for relationship development and in some reason, you know. Gina mentioned earlier, you know, professors that you will do things for, you won't do things for. That's very similar to, you know, watching K-12s students who, you know, disregard a direction from one teacher who they don't like or have no relationship with their -- you know, they know who doesn't like them and -- versus they're responding immediately to a teacher who they do know likes them. Who do -- they do know has a -- you know, at the teachers core their well being, not just the comfort of the teacher. So that idea of social skills and relationship development as real skills, right? We're, you know, we're talking about these are not just inheritance. That's the thing -- one of the things I love about PBS is we have so many complaints about student behavior. And I read the paper every morning and it's just a failure of respect and responsibility and peaceful problem solving. People shooting each other because they can't solve problems, you know, it makes me so sad, right? But then the idea of like we don't have this curriculum in schools. We don't -- we're not thinking systematically about it. It's all by curious learning, you know. If you're a good interpersonal learner, you'll pick it up but we don't trust that to -- you know, we don't trust calculus to that. We're like, well, if you're good in math, well then you'll get the calculus eventually. No, we actually have a curriculum and spiral in curriculum. And, you know, we need the same things in interpersonal and intrapersonal skills, right? Self-reflection, I mean it's a very -- person's ability to self-reflect is a very good predictor of whether or not they are on a growth path. If they're not a good self reflector they're not going to be on a growth path. But these are things we can teach. They're not just things that are, you know, well, some people have them and some people have them and some people don't. Well, that's true but, you know. So we have like five minutes, right? So any last minute -- hey, while you were talking I have this great idea that you have to...

AUDIENCE MEMBER: What would you know to do with the...

CHRISTINA AGER: Oh, we were actually going to do the problems that way and then...

AUDIENCE MEMBER: [inaudible] just put them up that way.

CHRISTINA AGER: Otherwise, you can just have sticky notes.

GINA SCALA: You're going to take the sticky notes...

CHRISTINA AGER: Those are different ways when we have to do it but...

AUDIENCE MEMBER: Some of the materials you were talking about.

AUDIENCE MEMBER: The room isn't conducive to moving that way. They should be stepping in grounds and...

CHRISTINA AGER: Yeah. Definitely, I want to check out the McDowell Center website because it's really -- it's got great stuff on it. And, you know, thank you very much. And...

GINA SCALA: It's a pleasure being with you.