
Practical Access Transcripts

12-13-2022

S9 E9: Reinvigorating Teacher Prep Programs with Dr. Eileen Glavey

Rebecca Hines

University of Central Florida, rebecca.hines@ucf.edu

Lisa Dieker

University of Central Florida, lisa.dieker@ucf.edu

Find similar works at: <https://stars.library.ucf.edu/practicalaccess-transcripts>

University of Central Florida Libraries <http://library.ucf.edu>

This Transcript is brought to you for free and open access by STARS. It has been accepted for inclusion in Practical Access Transcripts by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Hines, Rebecca and Dieker, Lisa, "S9 E9: Reinvigorating Teacher Prep Programs with Dr. Eileen Glavey" (2022). *Practical Access Transcripts*. 140.

<https://stars.library.ucf.edu/practicalaccess-transcripts/140>

Transcript

Lisa Dieker

Welcome to Practical Access. I'm Lisa Dieker.

Rebecca Hines

And I'm Rebecca Hines. And Lisa, we have a special guest today.

Lisa Dieker

I'm gonna let you introduce a special guest. She is your partner in crime and the work that you've been doing in undergrad preparation.

Rebecca Hines

All right. Today we have Doctor Missy, Officially, Eileen Glavey from the University of South Florida and Missy, we're thrilled to have you join us today.

Eileen (Missy) Glavey

Thank you. Happy to be here.

Rebecca Hines

So Missy, I thought, you know, Lisa and I are doing a season that we're kind of calling, you know, a few of our favorite things, and certainly during my career, one of my passions is all of you guys know is teacher preparation. And I've been kind of focused specifically on that, my heart's kind of in it and I never intended to be working on undergraduate programming and things, but I did because I care deeply about having a teaching force that understands how to get things done.

Lisa Dieker

Well, and if anybody hasn't heard, we have a teacher shortage.

Rebecca Hines

Oh, interesting.

Lisa Dieker

It's a crisis. And you know what, Becky? I just have to give you and Missy, you know, some shout outs and I know others have involved and you'll give them their kudos deserved. But you know, our undergrad was like most of them in the country, not only dwindling and enrollment, we had suspended ours, and you really had a vision, which I hope the readers, well, or the listeners, I guess you can read or listen to our podcast because we do transcribe. What would you tell them? Was the transformation that you did, because it really was powerful and I think you got a lot of bragging rights here.

Rebecca Hines

Yeah. Well, thanks, Lisa. Well, you know, we were at zero in 2016 because we had discontinued our program. So understanding as you said you know we there's an outpouring from the community saying,

hey, we need more special ed teachers, are you gonna bring it back? And also at the same time the university was saying you either have to bring it back or completely cut it. So we had some decisions to make as a program area. My decision in that first meeting was to say, OK, I'm willing to bring it back, but only if we can transform it because I just didn't feel like what we were doing was effective. I can look around at the numbers of teachers being produced, I can look around at the outcomes for kids with disabilities, and I wasn't particularly happy with it. And people weren't staying in the field. So I had, you know, my colleague said sure, Hines, if you're willing to do it, just take it and do it. Like just do it. I'm like, OK, you. Guys, it's gonna you, they all they already knew it. They already knew it.

Lisa Dieker

We all did think you were crazy and we knew that.

Rebecca Hines

So at the time I was lucky enough to not be doing this in a silo because I had people working with me who were coming and working on their, scholars working on their PhD. So we had a team, I had a built in team. The key was to have a team, as Lisa, you talk all the time about people who are like minded, who will bring you energy and make it positive, not tell you all the things that won't work. So Doctor Glavey was a key member of that team who helped build a program that focused on community embedded experiences and we were very, very specific about that. It revolved around the idea of using a customer service model of saying yes. When students ran into a barrier, we solved it. By we, I mean Missy and our other colleagues, Annette Romaldo and Whitney Handley, who worked with us on developing this. But you know somebody answered the phone, somebody responded to an e-mail within 24 hours. We sent a welcoming message. We created a little online form and somebody called immediately to say, hey, we're glad you're interested. So that immediacy really mattered, and I think helped us stay connected. Missy, as we worked on that project, what did you see early on as we started thinking about how to reinvigorate the program at UCF, what did you think initially, you know about the process, what really stood out to you?

Eileen (Missy) Glavey

Well, I think to your point of what you just said was that people felt connected and almost immediately. Honestly, it was the, it was a personalized approach to they sent an e-mail to us saying they wanted to learn more about our program, and we made that phone call, and it was like, hey, I'm Missy, let's talk. What are you interested in doing, and kind of hearing what they wanted and the flexibility that they needed drove how we developed the program, how we how we made it out for them in terms of, OK, so we're hearing this is what students need. This is what they're interested in so how can we plan our program in such a way that it appeals to students who need flexibility. That's what I would say.

Rebecca Hines

And flexibility is actually a great word that I'm glad you used because we definitely planned for a flexible program that didn't really exist because courses weren't aligned at times that teachers could take them, or if I'm a paraprofessional trying to take classes, and nothing aligned. So, we went through a process of looking at what do we need to cut, you know, what do we need to change? How can we change it? I do want to point out, and Missy, I know you can't define this. But that personal approach was something that Missy naturally does well. She knows how to connect with undergraduates. She knows how to

connect with other people. And so part of it too was looking at and so does, you know, Whitney, I would say Whitney and Annette were our front people, and me and that are the ones in the you know, like we were. Nobody wants to talk to us, we're not as friendly. So anyway, but it kind of helps shape, OK, so here are people who are doing this. What are they doing that's working? So as a leader, I'm looking at OK, not only am I reading about customer service, I'm looking at people are actually doing it saying wow, they're doing this, they're doing this, and it's getting this. And we grew our numbers over the time that that we worked together, we grew our numbers from zero to, I think 30 or 40 in the first year or two, and then now we have over 100 students in our undergraduate exceptional education programs, yeah.

Lisa Dieker

Yeah, so. So let's imagine, Missy, I have a question for you. And I think Becky, you can piggyback on it. You are at a university that doesn't have a Whitney, Annette, a Missy standing there to make the phone calls and be the friend. Like what would be the one thing you would tell me if I'm the program of an end of 1 faculty member, I need to grow my undergrad program. What what's the first thing either one of you would tell me to do to get started?

Eileen (Missy) Glavey

Well, in that respect, I think starting small, honestly, I think that's what we did was we started with a small cohort of students that we interviewed and like we said, spoke to that, we thought, OK, this group will fit well. We found a school to work with, even if it's one classroom to work with and say, OK, these people are interested in change. We all have the same mission, and we knew that first semester saying OK, there might be some quick changes. It's a little fluid, the process right now, but, but let's get through this together and I think everyone's committed to that same idea. We all want to, you know, build education and, you know, build great teachers, but we're going to have to be flexible in the process, and that included, and I was just going to add to what you said before, Becky is that piece in terms of flexibility, I think that the students, particularly nontraditional students, the flexible scheduling so they could go in. We have field experiences that are required and teacher preparation programs, but we built it in such a way that they could pick when they could do it, where they could do it, what time they could do it. We had things in the morning, we had things on the weekends, we have things in the evening, as much as possible that they could pick their embedded field experiences, so I don't know that the I'll go ahead and let you add more to that.

Rebecca Hines

I'm so glad. You're really, you're really reminding me of some of the things that those very early conversations were the things that emerged. So that flexible opportunities for students at that preservice level because they had something a community experience with every single class. We didn't, bone of us went out and observed them doing it. I think that's brings up another point, Missy, that we ran into is removing artificial barriers. So I think a lot of times when people want to plan a field experience, things got to be something big and formal, and 14 people signing this paper. And we tried to flip that. We tried to flip that. Missy, can you tell us a little bit about, I know since that time Missy's been off, you know, getting ready to build other programs, other places. What are the types of things that you find either are a barrier or a need as you try to implement some strategies for reinvigorating a program?

Eileen (Missy) Glavey

I think it's still this barrier that even I Becky, you know, I know you love to share that story in the beginning, that I was the one who was like, can we do that? I do think it's sort of that buy-in that you get at the university level and it's everybody you know, we all have the same intent and goal, but it's really being able to think we have to do this completely differently. So we can't, teachers we know are leaving the field. We're preparing teachers and they're still leaving. You know, in in the state of Florida we have, I looked it up actually quickly before we came on because I was curious. So in exceptional education, it is, I'm gonna look at my notes over down for myself, so the area, so we the number one is we have teachers in exceptional, the shortage, they're out of field, they're not trained in exceptional education and teaching in the field. Number two is the vacancies, only 14, which isn't great either, but out of 26 certification programs, I think we're exceptional education is 14 for completers. So we know people are completing, they just don't want to stay in the profession. So we're continuing to train and prepare pre-service teachers for a field that really also needs a complete overhaul so it has to start with us somewhere.

Eileen (Missy) Glavey

Going out wanting to make that change. We just...

Rebecca Hines

I think our team, I think the most fun part about doing this was to really ask why questions. So every single thing that was in place, we asked why? Why is that a rule? Why is that a rule? Why is that a rule?

Eileen (Missy) Glavey

Right.

Rebecca Hines

You know, and so we got rid of a lot of things that had just been in place. You know, different portfolios, this that the other. So sure, there's some state requirements, but what kind of flexibility do we have to change this or that? Contacting the state, OK, can it look like this? You know, to reduce the bulk and the burden, and to really work on creating teachers who authentically understood how to solve a problem and how to manage their stress when they were feeling stressed. We put them in stressful situations intentionally.

Lisa Dieker

So it sounds like you had a great party. So my last question for you, because we were talking earlier about, you know, change coming from a party mindset. But Missy, what is the thing that that brought you the most joy? And I'd love to hear that from you, Becky. And that's my last question for you both.

Eileen (Missy) Glavey

Oh for me, honestly, the most joy was, I mean, even that very first cohort it was, it was feedback from students who were so excited and all of them still in the field teaching. They loved their job so much that, it was just the stories. They would literally call me on the phone and say, oh my goodness, that strategy we talked about worked. I was so amazed that student's doing great and those were the things that brought me joy that motivated me to say, OK, we can keep going forward, even pushing against some barriers.

Rebecca Hines

And I think, you know, Missy mentioned picking up the phone. To be honestly Lisa, what brought me joy was the success of it and the excitement once we got them to understand, forget about the grade for a minute, you guys. Are we making a difference right this minute? I care how many points you get for that service-learning experience. Did you change the life of a child? Because that's what you should be worried about, you know, and so those...

Eileen (Missy) Glavey

I don't know, for me, I still say that the students smile.

Rebecca Hines

Yeah, those calls that come in, they're not about how many points do I get? You know, Missy was answering calls, about on a daily level. But I want to end by saying we had people who answered the phone we and I'm not saying that faculty need to give out their cell phone numbers and answer personal calls all the time. But the truth is we did. And so, taking that to a way of, I don't know, is there a need to set up a Google phone number that different people answer, but somebody gets a phone call answered when they need it?

Lisa Dieker

Sounds similar to recruitment of the, that personal touch. Well, we thank you very much for joining us, Missy. Thank you. Thank you for all you've done to change the face of the field locally. It's a big deal and your entire team, so if you have questions for us, please send us a tweet at access practical. Or you can send us a question on our Facebook page at Practical Access. Thanks Missy.

Eileen (Missy) Glavey

Awesome. Thank you, guys. Yeah.