**School of Education and Professional Studies/ Graduate Division**

**Minutes**

Meeting with Area Superintendents

November 2015

**Objectives:**  (1) To introduce the dean of the School of Education and Professional Studies/Graduate Division; (2) To share updates occurring across Eastern’s teacher education preparation programs; (3) To ascertain needs of area districts regarding workforce quality; and (4) To explore means for collaborative ties to improve teacher education and student learning.

**SEPS' Mission:** Contributing to Eastern's Liberal Arts Core, the School of Education and Professional Studies provides education and leadership in defined professional areas to enrich the lives of students and alumni by engendering inquiry, social responsibility, lifelong learning, and diversity.

1. Introductions

Participants shared a brief context of their respective districts and unique initiatives relevant to teacher preparation. It was made clear that Superintendents are willing to assist Eastern for Teacher Preparation and to host students for clinical experiences, as appropriate.

1. Overview of Eastern’s teacher education programs with a focus on updates
   1. Accreditation
   2. State approval
   3. Program admissions
   4. Established outcomes
   5. Revised unit assessment system
      1. State level pilot implementation of edTPA
   6. Revised advanced master’s program
   7. Recruitment and preparation of underrepresented teacher candidates

Superintendents expressed agreement that the proposed assessment plan for CORE I, CORE II, and CORE II assessment portfolios predicated on the AFI report submitted to Connecticut Review Committee reflect a move in the right direction for preparing future teachers. In particular, participants reiterated the importance of pre-service teachers to learn how to analyze and used student learning data as well as to support ability diverse students.

1. Emergent partnership development at Eastern

Several districts expressed a growing rise in English Language student enrollment. This increase has cause a strain on districts’ knowledgebase, particularly those smaller districts in remote areas.

1. Needs of regional school districts

One superintendent raised concern about the school district’s efficacy to support candidates during the CORE III portfolio for co-teaching. She clarified that teachers within the district are less familiar with co-teaching and would require training. The recommendation was made that the EPP provide training or an orientation of some sort for host teachers prior to CORE III placements.