**Eastern Connecticut State University**

**Collaborative Content Area Faculty**

**October 27, 2016**

**7:00 AM to 9:00 AM**

**President’s Dining Room, Hurley Hall**

**Attendance:** Drs. Easley, Day, Anderberg, Cowles (BIO), Fabrizi, Moorehead, Speicher (ENG), Robert, Swaminathan, Trawick-Smith, Drewizcki (EES)

1. Dr. Easley provided a quick overview of Eastern’s teacher preparation accreditation process
2. Details of the NCATE legacy visit schedule were shared with the faculty and explained.
3. Standards of NCATE were distinguished from standards of CAEP
4. Core I, II and III portfolio progressions, as well as details of Core I portfolio were shared and discussed.
5. Teacher licensure data from Fall 2014 through Spring 2016 were shared and discussions on supporting the content knowledge of our candidates ensued.
	1. Dr. Cowles requested that we inform them of the admitted candidates so that they may target specific content guidance to our candidates. The CARE coordinator will send this information to department chairs.
	2. Dr. Speicher shared efforts that she, as well as the English department, have done to develop content tracks for elementary and secondary education majors. See details below, from subsequent emails.
	3. Faculty requested to be informed about the Core I, II, III, and IV portfolios so that these assessments may be integrated in the content courses and their content portfolios.
6. Collaborative content area faculty meetings will be held every semester, from henceforth.

**Eastern Connecticut State University**

**Art and Sciences Content Collaborations and Leadership**

**Collaborations with the ENGLISH department**

**Report from Dr. Mark Fabrizi, Assistant Professor, Education Department, dated Oct. 27, 2016**

*I have been meeting informally with Dr. Allison Speicher, Assistant Professor of English, two or three times per year since she joined the Eastern faculty to discuss the level of preparedness of our secondary English candidates, particularly in the area of the Praxis II exam, and ways we can mutually support them.  She and I have discussed the recent developments in curriculum in the English Department which has introduced two new concentrations focused on education—one in elementary, and one in secondary—both of which are quite popular, according to Dr. Speicher.  We have talked about the expectations of the Education Department and how they align with those of the English Department in order to support our candidates.*

*Dr. Speicher has developed a website (*[*http://www.easternct.edu/speichera/*](http://www.easternct.edu/speichera/)*) with materials for candidates to support their development as teachers of English and to help them succeed on the Praxis II test.  In addition to the re-envisioning of the English Department concentrations, another result of our collaboration has been the expansion of the artifacts the English Department has allowed their candidates to include in their final portfolios: Candidates can now include any document from non-English courses (such as unit plans, research-based instructional units, and student assessments) that demonstrates their ability to write for a variety of audiences, an expectation that aligns with the NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary ELA (Standard II, Elements 1 & 2).*

*In this way, our regular articulation helps both the English Department and the Education Department prepare candidates to be more successful professionals in the classroom and to be more prepared to achieve the expectations for initial certification as developed by accrediting and professional organizations and by the CT SDE.*

**Report from Dr. Allison Speciher, Assistant Professor, English Department, dated 10/27/16**

*I’ve attached the documents I mentioned this morning: our English department goals, the current draft of the exit portfolio requirements for our new major (since the major is new, this is an evolving document that we’re piloting this semester), and the guide to the concentrations in the new major (since, Mark, you mentioned that you hadn’t seen the English for Early Childhood/Elementary Education concentration).  I’m thinking that some of the documents students produce for the portfolios they will complete in the Core will fit well into the English exit portfolio, as evidence for goal 2: Communicate/create in multiple modes (writing, speech, visual/multimedia) appropriately adapted to the purpose at hand, and with an awareness of the needs of the imagined audience.  Only four of the seven artifacts students put in the English exit portfolio must be from English classes, so they’d be more than welcome to include Education work.  We’re planning to integrate the portfolio into our curriculum as a whole, introducing it to students in their first year, but we’re not quite there yet, so if you mention this to English students who don’t know what you are talking about, that’s why!*