**School of Education and Professional Studies**

Superintendents’ Meeting with Dean Easley

Monday, October 31, 2016 & Wednesday, November 2, 2016

9:30A-11:00A - Webb Hall Rm. 159

Minutes

Meeting was called to order at 9:30 am.

Attendees: Dr. Sally Doyen, Andover; Dr. Patricia Garcia, Windham; David Petrone, Coventry; Brian Reas, East Haddam; Timothy Van Tasel, Hebron.

1. Overview of Education Unit

Dean Easley gave an overview of the Education Unit at Eastern, outlining the new CARE requirements and new CORE portfolio assessments

* 1. 50 service hours, including experience working with diverse communities for fall 2017 first time pre-education students pursuing CARE admission
  2. CORE Portfolios for each clinical placement with developmentally appropriate assignments; CORE I currently being piloted across all programs; CORE II in development for spring 2017 pilot implementation
     1. **Recommendations:**
        1. Provide mechanism to assist host teachers in the implementation of assessments. District teachers would like more clarity on the expectations for clinical experiences. District teachers will need training for the implementation of the new assessments
        2. Ensure clear procedures and guidelines for the placements of candidates. One superintendent cited an incident for a placement with a less desirable host teacher. Afterwards, the placement was changed and encouraged a focus on quality placements coordinated via established producers and guidelines.
        3. Consider amassing a cadre of P-12 teachers with certain skills that are required to support the program. Perhaps this could be done through a professional development academy. Consider the benefits that would incentivize P-12 teacher participants.
        4. For the CORE III portfolio, district teachers will require professional development for participating in and supervising co-teaching.

1. National Accreditation—National Council for the Accreditation of Teacher Education (NCATE), Site visit November 12-15, 2016

Dean Easley explained the history of NCATE visit from 2014, the pre-visit for the 2016 visit, and the overview for the fall 2016 visit. He shared this perspective that positive outcomes are expected and invited district superintendents to meet with the visiting team on 13 November 2016. Participation is voluntary.

An itinerary of the NCATE visit was shared with attendees.

1. Accreditation transition—Council for the Accreditation of Educator Preparation (CAEP)

The Dean outlined the transition to CAEP immediately following the fall 2016 NCATE visit. He shared one distinguishing element of CAEP for which district assistance is needed. Standard 2 articulates the expectations for partnerships between districts and educator preparation programs, as outlined below:

* 1. Standard 2. [Partnerships for Clinical Practice](http://www.caepnet.org/standards/introduction)
     1. 2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, . . . .
     2. 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, . . . who demonstrate positive impact on candidate’s development and P-12 students’ learning and development.
     3. 2.3. The provider work with partners to design clinical experiences . . . .

1. Partnership and collaboration opportunities
   1. How can Eastern further meet the district’s needs via programming?
      1. **Recommendations:**
         1. Data literacy is important for school districts. Assist in this regard.
         2. Consider amassing a cadre of P-12 teachers with certain skills that are required to support the program. Perhaps this could be done through a professional development academy. Consider the benefits that would incentivize P-12 teachers participation.
         3. Create a host teacher selection process that is known to all relevant parties. Take a look at the success rate for TEAM as a guide for criteria and or the identification of potential host teachers.
         4. P-12 teachers are required to develop their own learning goals, perhaps their contribution to the development of future teachers can be included in these goals.
         5. Assist districts will the development of future teachers who have appropriate skills for classroom management.
         6. Help future teachers to understand and embrace school and district-level vision.
         7. Ensure that graduates have a growth mindset and are innovative. One district explained that several teachers recently hired (which included Eastern alumni) are traditional (e.g., 1980s approaches to teaching).
         8. Districts are interested in partnership programs like that with Coventry for the year-long, residency based internship
            1. Many districts are struggling to find qualified substitute teachers.
2. Assessing the Impact of Eastern’s Education Preparation Program
   1. Employer Survey (not addressed)
   2. How might we work collaboratively to assess alumni in your employ and their impact on P-12 student learning and development to inform continuous improvement?
      1. **Recommendations:**
         1. Further alumni relations through programing to supports graduates hired by district. Consider how to attract them back to campus.
3. District updates that may impact educator preparation (not addressed)

Respectfully submitted by Catherine Dubuc