



# EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

## School of Education and Professional Studies/ Graduate Division

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.

- I. Introductions
- II. Overview of Eastern's teacher education programs with a focus on updates
  - a. Accreditation
  - b. State approval
  - c. Program admissions
  - d. Established outcomes
  - e. Revised unit assessment system
    - i. State level pilot implementation of edTPA
  - f. Revised advanced master's program
  - g. Recruitment and preparation of underrepresented teacher candidates
- III. Emergent partnership development at Eastern
- IV. Needs of regional school districts
  - a. What are the central needs of your districts pertaining to the hiring of new teachers and the professional development of practicing teachers?
  - b. In what ways might we work collaboratively to improve teacher education and the education profession to enhance student learning?



affected by this plan. We find that these efforts are directly aligned with school and institutional level strategic plans, thereby bolstering capacity for coherent implementation.

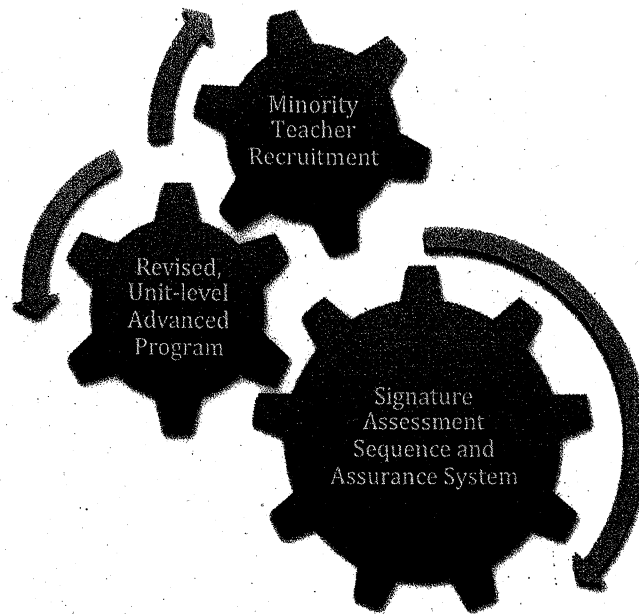


Figure A. Programmatic Coherence

## Reflection and Clinical Goal Setting Looking Backwards and Looking Forward

This assignment is specifically designed to prime your reflective practice and to help you establish measurable learning and professional development goals for your growth during fieldwork, pre-student teaching and student teaching (i.e., clinical practice). This assignment will help you to engage in purposeful conversations with your cooperating teacher/mentor and university supervisor during your clinical experiences. In addition, you will begin to anchor your self-examination within the language of the outcomes of the Education Unit. The assignment, along with others, is designed to help you to more fully and coherently articulate your professional practice, using the Education Unit outcomes.

This reflective assignment should be constructed in **no more than one and half pages**. It is to be completed in two parts: Looking Backwards: Reflective Practice and Looking Forward: Goal Setting. You must construct your work in a narrative format.

### Looking Backwards: Reflective Practice

Examine your prior experiences working with students. Consider their grade/functional levels and the content/disciplines for which you designed and implemented instruction. Consider the learning outcomes that resulted, the challenges you faced, and your core beliefs about teaching and learning. Afterwards, address the following questions. You do not have to answer each one verbatim. However, you **must** address at least half of these **and the three questions in the box** for your Looking Backwards: Reflective Practice section of this assignment. As this assignment will be repeated throughout your program of study. It is important to address a different combination of chosen questions in order that you address each during your studies.

- What successes/challenges have you had for motivating student learning?
  - What have been your experiences for monitoring student learning? How have you provided feedback to students and stakeholders to support student's learning?
  - What specific accommodations or adaptations have you used to support students' learning?
  - How have you used your knowledge of students' home and everyday lives, their cultural backgrounds, and/or their prior learning to inform instructional planning?
  - What experiences have you had working with students' parents/guardians/advocates to foster a holistic system of learning supports?
  - What positive impact have you had on students' learning or growth?
- How have you used instructor feedback from your teacher education program to improve your practice? Provide concrete examples of the improvements you have sought.
  - Which of the CT Common Core of Teaching standards are your strongest attributes?
  - What makes you anxious about your next phase of clinical practice?

### Looking Forward: Goal Setting)

For this section you will construct three to four (3-4) professional goals, anchored by your Looking Backwards: Reflective Practice exercise. Your goals should address areas of growth that you wish to develop as a result. Each goal should be measurable with a clear outcome (e.g., To move from a primarily lecture style of course instruction to the use of interactive learning in mathematics; To establish ongoing communication with parents/guardians for an 80% homework completion rate in my class; Strengthen my classroom management skills for a decrease in time off task during whole group instruction).

Once you have established your clear, measurable goals, enumerate each:

- 1.
- 2.
- 3.
- 4.

Next, explain how each is aligned with a particular Education Unit outcome/standard. Lastly, establish one-three (1-3) strategy(ies) that you will take to fulfill each goal (e.g., Collaboratively design my first two mathematics lessons with Ms. Jones who uses experiential exercises; Construct a take-home instructional guide for each unit that include family activities, reinforcing key unit concepts; Attend the fall Classroom Learning Environment workshop that many student teachers have recommended for better understanding the use of emotional intelligence in the classroom).

You will upload your assignment on TK20 and/or courseweb (assigned by the faculty). Your assignment will be graded on the thoroughness of the components listed above, evenly across each: Looking Backwards: Reflective Practice; Looking Forward: Goal Setting (e.g., established goals, alignment with the appropriate CT Common Core of Teaching standards, and strategy(ies)).