Education Preparation Council Meeting
May 15, 2018
Agenda

I. Welcome                      Dr. Susan S. McClelland
II. Introductions               Dr. Ann Monroe
III. Council Mission            Dr. McClelland
IV. Overview of Programs        Dr. McClelland
V. Overview of TE Field Placements Dr. Monroe
VI. Overview of Leadership Placements Dr. John Crutchfield
VII. Three Squared Activity    Dr. McClelland
VIII. Wrap-Up                   Dr. McClelland
### Elementary Field Placement

<table>
<thead>
<tr>
<th>Three Positive Points</th>
<th>Three Ways to Improve</th>
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| - Year-long senior placement  
- Enthusiastic candidates  
- Excellent local schools close to campus  
- All day fall placement 2x/week  
- Stay for PLC meetings  
- Build relationships early on | - Extended year placements  
- University supervisor integrated into the field placement  
- Methods course taught at the field site  
- Switch between math and ELA  
- Create unit for both  
- PLC amongst student teachers  
- See first day procedures/classroom management |

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| - Why can’t we use Oxford/Lafayette schools for all senior year-long placements for Oxford campus?  
- Can we place a candidate in each classroom at one school?  
- How will a school principal and faculty react to the above idea?  
- Why do teachers not want students teachers?  
- What would make them more prepared for their own classrooms? | - Knowledge of the elementary program and course offerings  
- Passion for teaching  
- Open to change and new ideas  
- Teach live x2 |

### Secondary Field Placement

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| - Placement is well thought out  
- Student teachers are aware of expectations  
- Student teachers have strong support from the SOE and supervisors | - CI’s need to be more aware of expectations  
- Secondary students need to be in methods classes for secondary education only and taught by a secondary trained person. (419 class)  
- Student teachers need more direction for preparing the portfolios. |

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| - How are students selected to go to certain schools? Do they have any input?  
- Why is the GPA not higher for program entrance?  
- Why are we not stressing writing and communication skills more | - As a supervisor, I have a good idea of what’s going on in the schools and who the outstanding CI’s are.  
- I stay in close communication with my student teachers and have a good idea of their concerns.  
- A positive liaison between the university and the schools. |
### K-12/ University Collaboration

#### Three Positive Points
- Mutually Beneficial
- Positive Regard
- Benefit to Students
- SOE does an excellent job of reaching out to practitioners to keep the pulse on the changes in education we see happening.
- Programs are designed to give students authentic classroom experiences.
- University is open door for resources, networking, and advocating for public schools in MS. The better we are, the better prepared students are for the college level.
- So many opportunities available for both sides and community
- University is a resource to K-12, K-12 is a resource for university.
- Students in my ENG 504 class know their pedagogy and seem confident in their goals.
- Carnegie iLead Partnership between Oxford SD and UM
- Principal Corps partnership with Consortium
- Wealth of practitioners who are UM Alumni (Proudly support brand)

#### Three Ways to Improve
- Effective Communications
- Increase use of teaching
- Assessing and remediating students
- Open conversations about the educational shifts and trends and how these affect novice teachers with little experience in diverse or challenging teaching environments.
- More opportunities for practitioners to come be a part of the dialogue with students at the university level to build relationships and put to rest anxieties or concerns future teacher candidates may have.
- Student teacher match to CI- how well do we at K-12 level really know the best fit for these candidates?
- Love the 1st day of school idea- should be standard across the board for all programs.
- This probably happens, but a solid look at course offerings and alignment with frameworks and classroom application.
- Collaboration among those involved
- Awareness of programs/opportunities
- Stronger relationship with OSD and UM Recruiting
- Heavier presence of effective UM graduates teaching adjunct courses
- Increased Diversity in Recruiting diverse practitioners at the university of in K-12

### Three Questions

### Three Contributions
- Are sites satisfied with schools and assessments?
- How can my level of expertise help or benefit this group?
- Is the group open to touring my/other K-12 schools to gain perspective and walk away with a clearer lens from which to make program decisions?
- If the MAAp assessment is 20% writing, what writing courses do the students take?
- How is the university supporting early year teachers to retain in education?
- What do the surveys say about teacher education preparation and year one, two, and three? How do you make changes based on the survey results?
- How can we increase collaboration and awareness?
- How can we strengthen partnerships with K-12 schools without demanding too much time?
- Does the university currently supply what is needed by the K-12 schools?
- What is the image of the university in the eyes of K-12 community? (and vice versa)
- What are others’ perceptions of the aforementioned questions?

- Assessment/Rubrics
- Analysis of Data school counseling relationship building
- Survey Writing
- Alignment from public school classroom to college theory classes.
- Building collaborative and reflective relationships.
- Promoting and encouraging diversity to reflect a school’s student population—brings about empathy, motivation, and positive role models.
- Hiring strategies at the K-12 level.
- I know a lot about the teaching of writing and practical applications
- How about those summer programs as an intro?
- Connections
- Grant collaborations/opportunities
- Resources to K-12 schools
- Principals who are knowledgeable
- Safe guarding
- Building relationships
- Visible alignment
- Connections, theory, and practice
- Voice, Ideas, Listening Ear