I. Welcome
   Dr. Susan S. McClelland

II. Digging into the Data
    Looking for trends, patterns, gaps, etc. What can the data tell us?
    Drs. McClelland & Monroe

III. Group Reports
     Group Members

IV. Next Steps
    Dr. McClelland

V. Adjourn
   Dr. McClelland

Thank you for your commitment to the work of this committee as we strive “to develop, refine, and improve clinical practice, curriculum, and partnerships.”
On May 15, 2018 the Department of Teacher Education developed the Education Preparation Council, a collaborative advisory and working body, consisting of representatives from the University, SOE, and Community School Partners. The overall purpose of the EPC is to develop, refine, and improve clinical practice, curriculum, and partnerships.

After the first meeting in May, 2018, the group shared ideas and perspectives regarding the overall teacher preparation curriculum and clinical practice. After much discussion, the Council determined that their focus for the academic year would be to address TE Clinical Practice. To achieve the overarching goal of improving clinical practice, the Council began reviewing essential Teacher Education data, looking for trends, patterns, and gaps. We formed two working groups to examine specific types of information data with the goal to report findings to the large group. Each group examined two years of data.

- Group One examined data submitted by first and third-year teachers and their principals.
- Group Two examined field experience surveys completed by seniors, clinical instructors, and university supervisors.

The process for examining the data follows:

- Each group member individually examined the data and listed his/her observations.
- The group members met together to review the observations and looked for patterns, trends, and gaps in the findings.
- Each group compiled a report to share with the large group of their findings – effective/positive aspects of the program; areas in need of improvement; and general thoughts.
- After sharing the findings, each group developed Actionable Items to be addressed to program leadership and faculty.

**Actionable Items:**

- **Group One**  
  - Classroom Management: EDSP 327 should be moved in the rotation so that it is closer to student teaching  
  - Conduct a close assessment of methods courses and when they are offered  
  - Place an Onsite PLC in each K-12 building with student teachers  
  - Focus Friday – Once monthly during student teaching, students meet with their PLC to review/discuss/reflect on areas for growth or individual concerns. Continue with break-out sessions for continued learning as well.
• **Group Two**
  o **Student Teaching:** Student teaching should begin the first day of the school year with CIs. (Consider this for sophomores in the 2019-2020 class.) This could be done with an Early Start component of summer school courses such as EDLE 401/404.
  o **Professional Learning for CIs and Student Teachers:** Host a one-day conference for CIs and student teachers to attend together before the academic year begins.
  o **Conduct a First Year Teacher Conference** for UM first year teachers providing professional development, a panel discussion of second year teachers; send a survey to first year teachers asking or issues they need covered; use survey data to determine topics that second year teachers should cover; break-out sessions on classroom management; involve NMEC.

The next step in the process is presenting the actionable items to faculty and determining feasibility of each item, teacher resources, space, and willingness of school partners.