Exhibit 3.3 Schools as Clinics Committee Meeting Agendas and Minutes

Schools as Clinics Committee Meeting Agenda
March 22, 10:00am to 11:30am
Gentry, room 246

• Introductions

• NCATE Standards for Professional Development Schools Standard V: Structures, Resources, and Roles – Developmental Guidelines and What it Means to be a Professional Development School

  PDS Program Revision Possibilities:
  - What is meant by simultaneous renewal?
  - Needs assessments?
  - School improvement plans?
  - Site coordinators/lead teachers?
  - PDS/NEAG Consortium?

• PDS Contracts – review the decisions we made in November and decide on next steps

• TEAM Training and Student Teaching Placements for 2011-12
  - We will no longer be “grandfathered” and every cooperating teacher will need to be updated.
  - Where is each district in this process?
  - What kind of support is needed from UConn?
  - Fingerprinting scheduled for March 28th & 29th.

• Music Placements – what is needed? (Dr. Linda Neelly will join us)
• Other (Special Education Placements – yearlong)

• Next Meeting Date: _______________________

Schools as Clinic Committee Meeting Minutes  
March 22, 2011, 10:00-11:30am

**Attendees:**
Fred Baruzzi, Superintendent, Mansfield (had to leave early)  
David Harding, Superintendent, Willington  
Susan Sernoffsky, Curriculum/Instruction, Manchester  
Marcia Huddy, East Hartford, Supervisor of Secondary Curriculum and Assessment  
Mary Lou Duffy, Teacher Induction and Pre-Service Teacher Placement Coordinator, Hartford  
Bill Stover, Filling in for Pre-Service Placement Coordinator, Windham  
Wendy Glenn, Director of Teacher Education and Professor of English, Neag School of Education  
Donalyn Maneggia, Program Assistant for School-University Partnerships, UConn, Neag School of Education

**Co-Chairs:**
Robin Hands, Director of School-University Partnerships, UConn, Neag School of Education  
Rene Roselle, PDC Coordinator for E.O. Smith, Manchester, Hartford, Willington

**Agenda**
• Introductions

• NCATE Standards for Professional Development Schools Standard V: Structures, Resources, and Roles – Developmental Guidelines and *What it Means to be a Professional Development School*

PDS Program Revision Possibilities:
• What is meant by simultaneous renewal?
  ✓ We discussed the issue of “critical mass” and how that is an arbitrary number and will mean different things in different educational settings.
✓ We talked about how we currently have “partnerships,” but the goal is to establish Professional Development Schools based on the nine essential elements as outlined by the National Association for Professional Development Schools (participants were given a copy of the document to read at their convenience and prior to our next meeting).

✓ As we discussed the reciprocity of the simultaneous renewal concept, David Harding reminded us that the fifth year internships fulfill a role in providing partnership schools with support for various educational initiatives and this is one way that the university is able to “give back” to the Professional Development Schools.

• Needs assessments?
  ✓ We discussed the possibility of doing a needs assessment with each of our partnerships in order to determine the kinds of professional development that is most needed.

• School improvement plans?
  ✓ Partnership schools will be encouraged to send a copy of their district school improvement plans to Robin prior to our next meeting.

• Site coordinators/lead teachers?
  ✓ The idea of establishing a site coordinator or lead teacher in each of our 32 schools was introduced and discussed. The overall response of the group was positive in that this position would help to close the feedback loop. The lead teacher would be granted a stipend from the university and s/he would not assume the responsibility of a student teacher, but would be expected to help with placement decisions and to monitor placements by doing informal walk-through observations and helping to ameliorate any tensions or challenges that arise in placement settings.

✓ We discussed the idea of creating some kind of nomination process whereby lead teachers would be identified by both the teachers within the building and by university PDC coordinators. It was suggested that school principals should not be the sole identifiers.
✓ It was also suggested that in the large high schools, instead of choosing just one lead teacher, that we consider including department heads. Participants present at the meeting agreed to return to their districts to discuss this ideas with their constituents and to let us know what people think would work most effectively.

• PDS/NEAG Consortium?

✓ Another benefit of a model that includes site coordinators or lead teachers is that we could create a consortium of educators who would meet several times each year in order to discuss important issues related to effective pedagogy, best educational practices, state and local mandates, etc. and how these issues can be dovetailed into the existing IB/M Program curriculum. The consortium would include the lead teachers, the current Schools as Clinics Committee members and IB/M faculty. The voice of the teacher could and should be heard in the current process of revision being undertaken by the IB/M Program and we thought that this communication vehicle might be one to consider as we move forward.

✓ It was brought up that current structures exist for entertaining this kind of dialogue, but that we just need to be more intentional about meeting.

✓ Focus groups, made up of content and/or grade level university and Pre K-12 faculty, comprised another suggestion for entertaining important educational dialogue.

• PDS Contracts – review the decisions we made in November and decide on next steps
  ○ We, once again, did a line-by-line review of the PDS Contract draft. Note the changes

• TEAM Training and Student Teaching Placements for 2011-12

  • We will no longer be “grandfathered” and every cooperating teacher will need to be updated.
  • Where is each district in this process?
  • What kind of support is needed from UConn?
  • Fingerprinting scheduled for March 28th & 29th.
It was noted that districts seem to be updating their TEAM training and they will be in touch on an individual basis if they feel they need support for this effort from the Neag School of Education.

- Music Placements – what is needed? (Dr. Linda Neelly will join us)
  - Dr. Linda Neelly gave an overview of what the clinic and student teaching placements entail for IB/M music education students.
  - Schools as Clinics Committee members seemed enthusiastic about the ability to provide life-giving placements for music students.
  - Didn’t we ask them to go back to their districts and ask their music people about something???

- Other (Special Education Placements – yearlong)
  - Special education placements for IB/M student teachers will be yearlong placements beginning in the fall of 2011. Student candidates will start off in the fall semester in a six hour per week placement that will evolve into a fulltime student teaching experience in the spring semester. Because of this decision, special education placements in the junior year will need to be more intentional with regard to grade level and low/high incidence. Also, student teaching assignments will need to be broader in scope than a “resource room” model can offer.
  - Beginning in the fall of 2011, the general education junior placements will be in their content/grade level and the special education placements will also be at their grade level. Middle school placements will be used extensively in order to accomplish this goal. Urban and suburban experiences will continue to be factored into the equation in order to create a balanced experience for IB/M students.

- Next Meeting Date: Tuesday, May 10, 2010, 10:00-11:30am
Schools as Clinics Committee Meeting Agenda
May 10, 10:00am to 11:30am
Gentry, room 246

• Introductions
• Review and Discuss: essential elements as outlined by the National Association for Professional Development Schools
• PDS Contracts
  o review the decisions we made in March
  o vote to accept the contracts or continue revision process
• Site Coordinator/Lead Teacher
  o further define the role
  o discuss a consortium design
  o develop a nomination process
  o review funding sources
• Internships
  o explain the process
  o would districts be willing to trade these experiences for yearlong student teachers?
• TEAM Training and Student Teaching Placements for 2011-12
  • Eastconn will be offering a TEAM training the last week in June – does anyone need this?
• Music Placements
  • Are we ready?
  • What is needed?
• Other
Next Meeting Date: ______________

Schools as Clinic Committee Meeting Minutes
May 10, 2011, 10:00-11:30am

Attendees:
Fred Baruzzi, Superintendent, Mansfield
David Harding, Superintendent, Willington
Susan Sernoffsky, Curriculum/Instruction and Pre-Service Placement Coordinator, Manchester
Marcia Huddy, Supervisor of Secondary Curriculum and Assessment and Pre-Service Placement Coordinator, East Hartford
Mary Lou Duffy, Teacher Induction and Pre-Service Placement Coordinator, Hartford
Marcia Huddy, Supervisor of Secondary Curriculum and Assessment and Pre-Service Placement Coordinator, East Hartford
Margaret Fortier-Witkop, Pre-Service Placement Coordinator, E.O. Smith
Gene Blain, Curriculum Support Specialist and Pre-Service Placement Coordinator, Windham
Donalyn Maneggia, Program Assistant for School-University Partnerships, UConn, Neag School of Education
Rebecca Eckert, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education
Susan Payne, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education

Co-Chairs:
Robin Hands, Director of School-University Partnerships, UConn, Neag School of Education
Rene Roselle, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education

Agenda
• Introductions
• Reviewed and discussed essential elements as outlined by the National Association for Professional Development Schools:
  • We are making progress through the process we have undergone to develop a Professional Development Schools contract this year
  • We feel we can improve the strength of our Professional Development School partnerships by finding ways to improve our shared discourse and by including the voice of the classroom teacher in the revisions being implemented in the Integrated Bachelor/Masters Program at the Neag School of Education
  • We agreed to use the nine essential elements put forth by the National Association for Professional Development Schools as a guiding principal in our partnership relationships
• Donalyn Maneggia suggested that, at the start of next semester, she would send notice of professional development opportunities being offered by UConn to Pre-Service Placement Coordinators who could then put them on a district/school events calendar or in a currently existing newsletter and partnership schools may also want to reciprocate for professional development related to teaching/interns, etc.

• PDS Contracts
  • We reviewed the decisions we made in March
  • There were concerns raised about #6 on page 3 from Manchester, which will require a follow-up prior to June 15th
  • We agreed that the contract is in place for a one-year period and will be revisited annually
  • The words “whenever possible” were added to #1 on page 3
  • We did not vote to accept the contract, but we agreed that an electronic vote would be going out to Schools as Clinics Committee members asking for a vote on or before June 15th
  • PDS contracts would then need to be signed and returned to the office of School-University Partnerships by June 30th

• Site Coordinator/Lead Teacher
  • There is hope of some money to launch and sustain this project for 3-5 years – Robin Hands will keep everyone posted
  • The Neag School of Education needs to further define the role
    o Nominations and decisions about how to fill these positions will be accomplished at the school building level
    o Communications from site coordinators/lead teachers with the university will continue to go through the district level Pre-Service Placement Coordinators
    o These positions could potentially alleviate some of the responsibilities now held by building principals
In East Hartford, a student teaching committee has been formed, which may lead to some changes and also offer some input into the process of nominating a site coordinator/lead teacher.

Robin Hands will work on developing criteria to describe the expectations for this position and will send it out for feedback.

- **Internships**
  - The placement process was explained:
    - An internship placement committee makes the final decisions based on a number of variables: 1.) student choice is the first priority; 2.) numbers of students in each district must be balanced in an effort to maintain equity among our PDS partners and to maintain reasonable numbers of students in each of the internship seminar classes; and 3.) there are always outlying variables, such as, students who don’t work well together, or don’t want to work together, or students who we know may not have the skills to be successful in a particular internship, and then there are seminar leaders who may have had a student for two semesters and feel that the student would benefit more from the perspective of a different instructor, etc.
  - We discussed some ideas about how we could change the way students access the internship proposals to help diversify their choices, as well as, perhaps eliminating a required urban placement.
  - IB/M faculty who serve as advisors may need to become more involved in guiding teacher candidates to make more appropriate internship choices.
  - When asked if districts would be willing to trade current internship experiences for yearlong student teachers, they responded:
    - Interns are employed year-long as staff; this would dramatically change the programs offered in partnership schools.
    - Many internships have changed to provide more direct contact with students (the new internship proposal requires a minimum of 10 hours/week).
    - A question was asked: Can the inquiry project be reconfigured to span spring of senior year and spring of fifth year?
- A co-teaching/student teaching model was discussed as another way for UConn to give back to partner schools ("value added") and to relieve some of the pressure associated with student teachers providing instruction prior to high stakes testing—St. Joseph College and University of Hartford are both adopting a co-teaching/student teaching model.
- Professional development for classroom teachers, student teachers and university faculty would need to be provided prior to implementing a co-teaching/student teaching model.
- Neag School of Education will be piloting a co-teaching/student teaching model with East Hartford High School beginning in the fall 2011 semester.

- Eastconn will be offering a TEAM training the last week in June—Pre-Service Placement Coordinators need to be in touch with Donalyn Maneggia if they have faculty who would like to participate.
- It was brought up that the state of CT may be granting one more year of grace with regard to full and mandated implementation of TEAM training.
- **Music Placements**
  - Music education teacher candidates will co-teach with their cooperating teachers when it comes to preparing for performances.
  - Most districts think they have enough placements.
  - Music education university supervisors will be needed—everyone present was encouraged to send names of interested parties to Donalyn Maneggia.

- **Other:**
  - If anyone has feedback about a university supervisor who spent time in your district during the 2011 spring semester, please send it to Donalyn Maneggia.
  - Clinic, student teacher and intern evaluations were done electronically for the first time this year. School personnel did an exceptional job of responding to this change. Any feedback is welcome.
  - Gene Blain, of Windham, brought up the fact that WPS took the PDS contract draft to an attorney who advised against signing due to liability. The superintendent will not sign as it is now. Robin Hands will pursue this issue through the Dean’s office. There was an ensuing discussion about whether or not
the PDS contract should be exclusive and the possibility of keeping it marked “draft” for the first year of implementation.

Next Meeting Date: Tuesday, September 20, 2011, 10:00-11:30am

Schools as Clinics Committee Meeting Agenda
September 20, 2011
10:00am to 11:30am
Gentry, room 246

• Introductions
• PDS Contract (Memo of Understanding)
  o review the decisions we made in May
  o examine the suggestions made by the Attorney General’s Office
  o decide on next steps
• Site Coordinator/Lead Teacher
  o further define the role
  o discuss a consortium design and a nomination process
  o review funding sources (Marijke)
• NNER Conference Details
- encourage PDC’s to attend (registration funds are available)

- Finger Printing and Background Checks
  - do we need a committee meeting to discuss findings?

- TEAM Training
  - what do districts need? (this is the last year that we will be “grandfathered”)

- Music Placements
  - what is needed?
  - possible music summit?

- Other

Next Meeting Date: _____________

**Schools as Clinic Committee Meeting Minutes**
September 20, 2011, 10:00-11:30am

**Attendees:**
Fred Baruzzi, Superintendent, Mansfield
David Harding, Superintendent, Willington
Marcia Huddy, Supervisor of Secondary Curriculum and Assessment and Pre-Service Placement Coordinator, East Hartford
Elise Buston, Teacher Induction and Pre-Service Placement Coordinator, Hartford
Lee Ann Packer, Curriculum Support Specialist, Windham
Marijke Kehrhahn, Associate Dean of the Neag School of Education
Michael Alfano, Executive Director of Teacher Preparation Programs
Rebecca Eckert, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education
Susan Payne, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education
Donalyn Maneggia, Program Assistant for School-University Partnerships, UConn, Neag School of Education

**Co-Chair:**
Robin Hands, Director of School-University Partnerships, UConn, Neag School of Education

**Introductions**

**Site Coordinator/Lead Teacher**

We further defined the role of the Site Coordinator/Lead Teacher by reading the proposed “Roles and Responsibilities” document and the attached *Teacher Leader Model Standards*. There was one recommended change in the language used to describe roles
and responsibilities and it was to include “internship supervisors” in the bullet that outlines the need for “ongoing support.” We discussed a consortium design and a nomination process. School districts felt comfortable coming up with a nomination process and having site coordinators/lead teachers participate in a few educational consortium meetings each year. A concern was voiced about substitute teacher reimbursement. Marijke presented the option of using TNE grant money as a way to fund this initiative (each Professional Development School would receive a one-time lump sum of money to be used to pay Lead Teachers $250.00/semester and to pay for substitute teacher reimbursement during consortium days). Marijke will look into the details and an email will be sent to confirm the funding source. If funding is available, each district will need to submit some form of mini-grant proposal and funds will be issued through the central office of each school district.

**PDS Contract (Memo of Understanding)**

We reviewed the decisions we made in May and discussed subsequent changes based on suggestions made by the Attorney General’s Office. One of the changes is to refer to this document as a Memorandum of Understanding as opposed to a “contract.” Schools as Clinics Committee members read the feedback from the Attorney General’s Office, as well as the edits made by them to the original document. There was consensus to accept the document with the edits, but not to incorporate the additional suggestions. The next step will be a vote to accept the Memo of Understanding (as it is now being titled) at our next SaCC meeting.

**NNER Conference Details**

SaCC members were encouraged to take the NNER conference information back to their schools and promote attendance at this event. Each district could be allotted up to $1000.00 to compensate for registrations. It was pointed out that the Saturday portion of the conference would be of particular interest to school faculty, so substitute teachers would not be necessary.

**Finger Printing and Background Checks**

- SaCC members were reminded that if a student receives a “hit,” it is appropriate for a sub-committee of the Schools as Clinics Committee to convene and discuss the
situation. David Harding is chair of this committee. Although UConn can offer pragmatic information, such as where students were formerly placed, they may not otherwise be involved.

- There was a concern about the amount of time it takes to obtain student background information from EastConn. Robin will contact them and have a response prepared for our next SaCC meeting.

**TEAM Training**
This is the last year that we will be “grandfathered” in the BEST/TEAM transition, so it will be important for school districts to make explicit to faculty members that they need updated TEAM training in order to accept student teachers during the 2012-13 academic year. UConn will continue to work with partnership districts and schools to provide necessary training and substitute teacher compensation where needed.

**Music Placements**
- Donalyn will send an email asking partnership districts for a detailed description of music programs offered at each school and grade level.
- It was suggested that coteaching training be considered for cooperating music teachers and student teachers as a way to help music departments and teachers feel more comfortable about music performance accountability, particularly with regard to winter and spring concerts.
- We talked about the possibility of another music summit, but it was thought that perhaps we will wait to see if the information we are able to garner through email will be enough.

**Other**
We discussed the need for some more student teacher and junior placements and offered our gratitude to all of our partnership districts for being so responsive to us!

**Next Meeting Date:** Tuesday, November 1, 2011, 10:00-11:30am
Schools as Clinics Committee Meeting Agenda
December 15, 2011
10:00am to 11:30am
Gentry, room 246

• Introductions
• PDS Memo of Understanding
  • Tabled until further notice from the Attorney General’s Office
• Site Coordinator/Lead Teacher
  • Funding
  • Nominations and appointments
  • We need to leverage this position to include the voice of the practitioner in our redesign – what makes sense?
• IB/M Redesign
  • Dr. Michael Alfano, Executive Director of Neag School of Education Programs will present
• Internships
  • Donalyn will share the make-up of next year’s class so that we can discuss what is needed (number and types of proposals)
• Data collection process used with IB/M interns:
  o In what ways do your experiences in your internship align with the original proposal that you chose?
  o Are there ways that your internship could be altered in order to improve it?
  o Do you think this internship should continue to be offered and, if not, please explain.
• 10-hour internship teaching requirement is needed
• Tutoring is discouraged
• Counseling is not an appropriate offering for IB/M students
• Data analysis, although helpful to school districts, often does not include the teaching component
• Data collection dilemma
  • We need to determine what our Neag faculty members are doing in partnership schools – how do we so this?
• TEAM Training
  • TEAM training being offered by CCSU on Jan. 5, 6 and 10. The cost is $60.00. Contact Holly Hollander for more information: 860-832-2144. We will pay for a teacher in one of our PDS’s
• Music Placements
  • Please send Donalyn a list of music programs and instructors, indicating which music teachers are TEAM trained
• Other

Next Meeting Date: ______________

**Schools as Clinic Committee Meeting Minutes**
December 15, 2011, 10:00-11:30am

**Attendees:**
Keith Martin, Assistant Principal, Manchester High School
Co-Chairs:
Robin Hands, Director of School-University Partnerships, UConn, Neag School of Education
Rene Roselle, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education

Introductions

PDS Memo of Understanding
Tabled until further notice from the Attorney General’s Office

Site Coordinator/Lead Teacher
Robin discussed the roles and responsibilities for this position

• Funding: $250 a semester/ $500 a year has been approved
• Will likely be funded for 5 years
• Idea would be to build a closer relationship with partner schools by having this on site person
• Robin brought up communication protocols and how each school district might want to define how that will work
• It would be possible to have this position ready for the spring if teachers could be identified

IB/M Redesign
Dr. Michael Alfano, Executive Director of Neag School of Education Programs presented about the IB/M program redesign

• Mike described the process of linking outcomes to specific assessments and coursework
• Theory/practice across courses and assessments
• Critical that partnership voices are present in the process - we want to be transparent and public
Internships
Robin discussed the internship proposal process

• Deadline of 2/12 was shared and an overview of the timeline

Robin shared the process of looking at data re: current internships and the continuation, revision or discontinuation of internships

• Data collection process used with IB/M interns:
  - In what ways do your experiences in your internship align with the original proposal that you chose?
  - Are there ways that your internship could be altered in order to improve it?
  - Do you think this internship should continue to be offered and, if not, please explain.

• Robin offered a reminder to all who are creating internships that interns must be assured 10 hours per week of student contact in the context of small and large group instructional settings as our student teaching experience is only three months long, including breaks and testing

• Emphasis was placed on not creating tutoring and counseling internships

• School district data collection/analysis piece can be woven in, but should not comprise the entire internship

Robin shared the numbers of students in various certification areas so districts can consider when crafting internships

Rosemary, from Glastonbury, inquired about whether or not a district can put in a proposal for a school we don’t typically work with and Robin clarified that we would not offer internships in schools where we are not partnering. A discussion about Professional Development Schools and our capacity as a university with limited clinical faculty ensued.

Data collection dilemma
We need to determine what our Neag faculty members are doing in partnership schools – how do we so this?
• Robin suggested that we need data collection and cross referencing of what currently is being done with Neag School of Education in partnership schools

• The data collection efforts would be done differently in each district based on central office protocols

• The first official task of the “lead teacher” in each school could be to find out how the Neag School of Education is participating in that particular learning community

Mike mentioned wanting to be more strategic about what is currently being done in order to maximize efforts of redesign

TEAM Training

• TEAM training being offered by CCSU on Jan. 5, 6 and 10. The cost is $60.00

• Contact Holly Hollander for more information: 860-832-2144

• We will pay for a teacher in one of our PDS’s

Music Placements

Please send Donalyn a list of music programs and instructors, indicating which music teachers are TEAM trained

• We need to know what is offered and who is trained for placing students

• We are trying to make an effort to bring music into our partnership schools instead of placing out of partnerships

Next meeting date:   **Thursday, February 9, 2012, 10:00-11:30**
Schools as Clinics Committee Meeting Agenda  
February 9, 2012  
10:00am to 11:30am  
Gentry, room 246

• Introductions
• Review Fingerprinting and Background Check policy
• PDS Memo of Understanding
  • We need to vote
  • If you feel that your district would not support an affirmative vote, we will need to schedule a meeting with your superintendent and other appropriate stakeholders
• Site Coordinator/Lead Teacher
  • Nominations and appointments
  • First assignment is to gather information regarding the involvement that the Neag School of Education has had in your school during the past three years
  • We need to leverage this position to include the voice of the practitioner in our redesign – what makes sense?
  • Robin needs to meet with all teacher leaders to go over standards and answer questions – any suggestions about what/when would work best?
• PDC redistricting decisions
• Internships
  • Reminder that proposals are due this Friday
• TEAM Training
  • Does anyone know of any TEAM trainings on the horizon?
• Other

Next Meeting Date: ____________

Schools as Clinic Committee Meeting Minutes
February 9, 2012, 10:00-11:30am

Attendees:
Fred Baruzzi, Superintendent, Mansfield
David Harding, Superintendent, Willington
Marcia Huddy, Supervisor of Secondary Curriculum and Assessment and Pre-Service Placement Coordinator, East Hartford
Elise Butson, Teacher Induction and Pre-Service Placement Coordinator, Hartford
Rosemary Tralli, Assistant Superintendent, Glastonbury School District
Michael Alfano, Executive Director of Teacher Preparation Programs
Susan Payne, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education
Donalyn Maneggia, Program Assistant for School-University Partnerships, UConn, Neag School of Education

Co-Chairs:
Robin Hands, Director of School-University Partnerships, UConn, Neag School of Education
Rene Roselle, Clinical Faculty and PDC Coordinator, UConn, Neag School of Education

• Introductions
• Review Fingerprinting and Background Check policy
  • Dave Harding talked about a situation where a student in his building showed evidence of having a conviction. He confronted the student and had to rely on student providing accurate information at the time.
  • What is the procedure when this student continues through the program? Robin reminded that there is a fingerprinting sub-committee that meets annually in the summer, but it can be convened at any time in order to discuss situations that arise.
  • Can we rely on the annual meeting to deal with the issues?
  • What happens if a student in their senior year commits one of behaviors listed? Response: students have to self-disclose and then apply to grad school.
• What happens if offense committed and student doesn’t self disclose? Mike: no perfect solution—background checks and due diligence, self-disclosure.
• The situation is multi-angled. Concern: how will districts know that student records are still clean from year to year?
  o Dave Harding pointed out that professional teachers are fingerprinted upon hiring, but are not fingerprinted subsequently and so it is the same situation with student candidates. Some ambiguity is inevitable, as a crime could be committed the day after anyone is fingerprinted and not show up until there has either been a self or public disclosure.
• EastConn coming for fingerprinting beginning of May.

• PDS Memo of Understanding
  • Voted to accept the MOU
  • Willington, EH, Glastonbury and Mansfield voted YES
  • Hartford abstained
  • Donalyn will email hard copies of the signed agreement to districts that voted YES and meetings will take place with those districts who cannot agree

• Site Coordinator/Lead Teacher
  • Some lead teachers have been named
  • Districts are in the process of making decisions
  • Glastonbury and EH had questions that were addressed after this meeting and amendments were made to the Lead Teacher roles and responsibilities document (attached) as a result
  • First assignment is to gather information regarding the involvement that the Neag School of Education has had in your school during the past three years
  • The purpose of the Lead Teacher role is to work with the IB/M teacher education faculty in order to generate ideas for the IB/M redesign and, in general, for the voice of the practitioner to be heard in the Neag School of Education
  • Robin would like to get together for an orientation to confirm standards, roles, and responsibilities. How to schedule? Go through district offices? Meeting to occur in the next 6 weeks. Too much to ask them to come to campus? Maybe find a place that’s in between- a middle ground for commute. It was indicated that teachers actually enjoy coming to university for PD. Maybe have a dinner? Robin will make a plan an keep all informed

• PDC redistricting decisions
  • Process of redesign and redistricting
  • Mike: taking best practice look and evaluating how we can grow with partner districts. When one considers a VENN diagram approach with the Neag School of Education on the right and PDS’s on the left, the middle represents the
simultaneous renewal that takes place through a variety of shared experiences. He said that if the middle part of Venn has evaporated then we need to take a look at the viability of a partnership.

- Going through this evaluative process, we have decided to not continue in a relationship with Manchester, nor will we place students at secondary levels in Windham.
- Looking at Windsor to build relationship—process of being developed.
- Expanding in Hartford, Capital Prep
- We would like to pursue another elementary school in Glastonbury
- Fred: is magnet school in Windham under consideration? Mike: Working with superintendent to expand—just elementary right now.
- Dave offered to have conversations with anyone who was considering becoming a partner
- Robin: we have to keep in mind that we’re doing what’s best for our students.
- Fred: How would we explain the drop and adds?
- Mike: Best practice. Professional development school model—variety of outcomes. Outcomes aren’t being realized for our students. We can’t live up to our part of the agreement if the school isn’t amenable to PDS model. Does come back to best practice.
- Fred: Clarify—does this have to do with the partnership understanding and separation? Robin: we sometimes become a burden with lots of change and it’s a mutual agreement.

- Internships
  - Reminder that proposals were due this Friday, February 10th, but have been extended to Monday, February 13th

- TEAM Training
  - The RESC’s just added several trainings starting in April or May and are all free of charge.

- Other
  - Junior Achievement—relationship in Willington. Come in to schools for training. Would we be interested in a conversation with them to work with our students? Training begins in March through May. Students might be able to extend classroom experience in May. Also in Mansfield. Someone will contact Mike.

  - TEAM Training Module #5: EH will offer to student teachers. Pilot for module 5, which has to do with teacher professionalism, strictly a conversation followed
up with survey. Looking at bullying. Good opportunity to look at professionalism and policies. Robin: we don’t do a great job on induction. Great for districts to help out with this piece. Sometimes a challenge for some of our students to transition from college student to professional. Glastonbury is also willing to offer PD to student teachers and interns with regard to Module #5.

- Next meeting date: Donalyn will send a Doodle Poll

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**Schools as Clinics Committee Meeting Agenda**  
November 15, 2012  
10:00am to 11:30am  
Gentry, room 246

- Introductions
- New developments in the IB/M and Neag Programs (TE Director, Cluster Hires, Endowed Professorship) - Marijke
- iPads in the Classroom - Marijke
- PDS Memo of Understanding
  - Districts that have not yet signed: Hartford
- Site Coordinator/Lead Teacher
  - Funding is in place
  - Nominations and appointments – some still need to be made
- Site Coordinator/Lead Teacher Orientation:
  - Develop a “job description” – how can we close the communication feedback loop?
  - Discuss ways to include the voice of the practitioner in our IB/M redesign
Define some sustainability factors – how do we keep the conversations going? Teacher Leader institute ideas . . .

Determine what our Neag faculty members are doing in partnership schools and what would be helpful

Describe some strategies for collecting data regarding simultaneous renewal

- Placements – what is needed to place 100% of our students within our partnerships?
  - Look at stats
  - Reminder about the CT State Department’s stand on 5/6 grade departmentalized placements for elementary ed students

- TEAM training – how can we support you?

- Music Placements
  - Dr. Linda Neelly will present the need
  - Please send Donalyn a list of music programs and instructors, indicating which music teachers are TEAM trained

Other

Next Meeting Date: _____________

**Schools as Clinic Committee Meeting Minutes**
November 15, 2012

**Attendees:**
Shirley Cowles, Lead Teacher, Sage Park Middle School, Windsor
Russell Sills, Principal, Windsor High School
June Cahill, Literacy Coach, Kennelly Elementary School, Hartford
Lisa Camargo, Lead Teacher, Bulkeley High School, Hartford
Marcia Huddy, Supervisor Professional Development, Program Improvement, and K-12 Curriculum
Bruce Silva, Superintendent, Region 19
Marijke Kehrhahn, Associate Dean, Neag School of Education, Uconn
Susan Payne, Professional Development Coordinator (E.O. Smith, Willington, Mansfield, East Hartford)

**Co-Chairs:**
Robin Hands, Director of School-University Partnerships, UConn, Neag School of Education
Rene Roselle, Professional Development Coordinator (Hartford, Windsor)
Introductions

New developments in the IB/M and Neag Programs (TE Director, Cluster Hires, Endowed Professorship) – Marijke

Strategic hiring will be changing the university in strategic ways

20 new faculty will be hired this year (we currently have 66 faculty in Neag, so this will increase our faculty by one third - some are replacements, some are new positions)

We will be hiring a new Executive Director of Teacher Education: Would you want to be involved in the process? How?

With guidance from state and federal government, we are looking to intensify the relationship between the university and K-12 Schools

Educational Equity, Achievement and Reform handout: these people would work with schools to study and inform issues of equity in chronically low performing schools

EDLR: center will focus on many grant projects

We will be moving some of the Neag School of Education to a downtown Hartford location

We will be moving our TCPCG Program from the West Hartford campus to downtown Hartford
Under new direction from Governor Malloy, the University is intensifying its engagement with the state and also with K-12 schools

Teacher evaluation system: EDLR

Early reading initiative: SPED in reading

Globally prepared students with global perspectives = globally prepared teachers

Internationally shifting (students from other places in schools)

We discussed the direction of Online education at the university level and some of the implications

The difficulty in hiring teachers from underrepresented populations was discussed
Currently, there are 8% people of color in Neag School of Education
There are 26% people of color university-wide; the goal is 28% (“that should be our goal in the Neag School of Education” - Marijke)

Marijke discussed scholarships, grants, Noemi’s role – as various strategies that we have in place in an effort to increase the diversity in our IB/M program
International teacher recruitment: global piece and people from underrepresented populations. Online learning may be a way to access these types of candidates. We may need to do some brainstorming about this.

Marcia Huddy talked about East Hartford’s implementation of student success plans, career goals inventory/identifying interests. Career day...have some faculty and students attend the career days to discuss going into education and what is possible in that field.

We discussed the possibility of hosting workshops with middle school students interested in becoming teachers. It is possible that such a discussion could lead to the development of an internship for “Young Educators.”

**iPads in the Classroom** - Marijke

Are you poised to adopt iPads? We need to consider this in preparing student teachers. Student teachers cannot all afford to purchase one.

Willington, every child in 7th grade has an iPad.

Windsor - 3-5 years from now….tablet based - likely to trickle to Sage Park in Windsor

East Hartford purchased iPads strategically. Purchased iPads for immigrant students for support and tier 2/3, as well, for interventions. Interested in expanding. Do not have the money for all.

Region 19 has updated the wireless system and has a 3-5 year plan, as well. Right now students are asked to bring their own devices. We need to create a minimum device criteria. Digital committee meets once a month - philosophy of supporting those who want to but not forcing the issue. Phasing out textbooks, but there are 24 ECE courses that will still need to use textbooks.

Hartford - BHS uses iPads through grant money but still a neighborhood school w/ student-based budgeting. Smartboards in every class in Kennelly and our students need a lot of support in learning this technology.

*Side note:* Who teaches our students how to use smartboards and could we have someone do a PD (like June) for students who want to learn?

**PDS Memo of Understanding**

Hartford is the only district that has not yet signed

Robin Hands needs to meet with their new Pre-Service Coordinator

**Site Coordinator/Lead Teacher**

Robin Hands offered a brief overview of the rationale for this position:
The IB/M Program is undergoing a redesign process and we want to ensure the voice of the practitioner in that process. For us to ensure quality, capacity, sustainability and integrity we need to close the communication feedback loop in our Professional Development Schools. We need a person on the ground to inform the university of the nuances and details that sometime get missed by Central Office folks. The other vision we have for this group is one of learning from each other…a professional development pool. We need to have lead teachers identified in each PDS school in order for the model to work.

Funding is in place

Nominations and appointments – some still need to be made – **PDC districts are URGED to nominate someone in each school as soon as possible**

Site Coordinator/Lead Teacher Orientation - We will be notifying districts of the date, time and place. The agenda will include:

- **Develop** a “job description” – how can we close the communication feedback loop?
- **Discuss** ways to include the voice of the practitioner in our IB/M redesign
- **Define** some sustainability factors – how do we keep the conversations going?
- Teacher Leader institute ideas . . .
- **Determine** what our Neag faculty members are doing in partnership schools and what would be helpful
- **Describe** some strategies for collecting data regarding simultaneous renewal

Robin Hands referred to the PDS standards document and the NCATE standards, both of which were used to create the Lead Teacher/Site Coordinator position (and both of which were included in the packets handed out at the meeting)

Rene Roselle mentioned that we are looking to systematize the way our students are integrated into the environment and how they are supported and we see the Lead Teacher/Site Coordinator role as integral to this process

It was decided that mid-January would be a good time to host an orientation meeting

**Placements** – what is needed to place 100% of our students within our partnerships?

We examined the stats – we still have 13 students placed outside of PDS schools

Reminder about the CT State Department’s stand on 5/6 grade departmentalized placements for elementary ed students - a brief discussion ensued – Uconn is not in a position to rally against this requirement, but K-12 schools have the prerogative to do so

**TEAM training** – how can we support you?

Districts were urged to help us build capacity so we don’t have to look at outside districts
Talked about the juniors in content area placements and how that has been a positive move in many ways, but has had a challenging impact on placement options, particularly in special education

**Music Placements**

Dr. Linda Neelly was not able to be present due to a family emergency, but the Teacher Education Office will follow up with an email request regarding the capacity of each PDS to place music students

*When you receive the email, please send Donalyn a list of music programs and instructors, indicating which music teachers are TEAM trained*

**Other**: Teaching job fair - schools try to attract our student teachers in an organized way

**Next Meeting Date**: We will send a *doodle poll* for the next meeting date.
Schools as Clinics Committee Meeting Agenda
May 16, 2013
10:00am to 11:30am
Gentry, room 246

❖ Introductions

❖ New developments in the IB/M and Neag Programs
  o We have hired a new Executive Director of Teacher Education Programs, Dr. Dorothea Anagnostopoulos – she will begin her appointment in September 2013

❖ PDS Memo of Understanding
  o Explore the option of adding the Lead Teacher/Site Coordinator piece and discuss signing for another year of partnership
  o DCF reporting by teacher candidates – how do we deal with this?

❖ Site Coordinator/Lead Teacher
  o Nominations and appointments – some still need to be made
  o Site Coordinator/Lead Teacher Orientation: Share data from two meetings (Feb. 28 & May 9)
    ▪ Developed a “job description
    ▪ Discussed ways to include the voice of the practitioner in our IB/M redesign
    ▪ Defined some sustainability factors
    ▪ Determined what our Neag faculty members are doing in partnership schools and what would be helpful
    ▪ Described some strategies for collecting data regarding simultaneous renewal

❖ CT Respect for All selection (NNER) – Dr. Rene Roselle

❖ Placements – what is needed to place 100% of our students within our partnerships?
  o Look at stats
  o TEAM training – how can we support you?
Dr. Joseph Abramo will present the need for music education placements

Please send Donalyn a complete list of TEAM trained teachers, including music instructors, indicating the specific music instructional options available at each school

- Other
- Next Meeting Date: _____________

Schools as Clinic Committee Meeting Minutes
May 16, 2013
10:00-11:30am
Gentry, room 246

Attendees:
Russell Sills, Principal, Windsor High School
June Cahill, Literacy Coach, Kennelly Elementary School, Hartford
Lisa Camargo, Lead Teacher, Bulkeley High School, Hartford
Marcia Huddy, Supervisor Professional Development, Program Improvement, and K-12 Curriculum
Bruce Silva, Superintendent, Region 19
David Harding, Superintendent, Willington
Kathleen England, Deputy Superintendent/Director of Schools, Windham
Marijke Kehrhahn, Associate Dean, Neag School of Education
Susan Payne, Professional Development Coordinator (E.O. Smith, Willington, Mansfield, East Hartford), Neag School of Education
Rebecca Eckert, Professional Development Coordinator (Glastonbury, Windham), Neag School of Education
Joseph Abramo, Faculty, Music Education, Neag School of Education

Co-Chairs:
Robin Hands, Director of School-University Partnerships, Neag School of Education
Rene Roselle, Professional Development Coordinator (Hartford, Windsor), Neag School of Education

- Introductions

- New developments in the IB/M and Neag Programs
  - Associate Dean, Marijke Kehrhahn announced that we have hired a new Executive Director of Teacher Education Programs, Dr. Dorothea Anagnostopoulos – she will begin her appointment in August 2013.
❖ **PDS Memo of Understanding**

- Explore the option of adding the Lead Teacher/Site Coordinator piece and discuss signing for another year of partnership
  - *Consensus from the Schools as Clinics Committee indicated that we make an addition to the MOU under the “district responsibilities” section, #3. The edited version will be sent to districts to sign for the 2013-14 academic year.*
- DCF reporting by teacher candidates – how do we deal with this?
  - *The group advised that we make communication protocols and the involvement of the university in the DCF reporting process more explicit to teacher candidates. The group was opposed to adding anything related to this event to the MOU, as they agreed that it was an isolated incident and does not warrant a reaction of this nature.*

❖ **Site Coordinator/Lead Teacher**

- Nominations and appointments – some still need to be made
  - *Only two of our Professional Development Schools need to identify a Lead Teacher/Site Coordinator and those two schools are new to our partnership, so the response to this initiative has been very positive and proactive. Thank you, everyone!*
- Site Coordinator/Lead Teacher Orientation: Share data from two meetings (Feb. 28 & May 9)
  - Developed a “job description
  - Discussed ways to include the voice of the practitioner in our IB/M redesign
  - Defined some sustainability factors
  - Determined what our Neag faculty members are doing in partnership schools and what would be helpful
  - Described some strategies for collecting data regarding simultaneous renewal

❖ **CT Respect for All selection (NNER) – Dr. Rene Roselle**
- Rene Roselle shared the details of the Respect for All pilot that UConn will be hosting in the fall. She offered detailed information in a handout and asked for the names of people interested in participating.
- Rene will find out if high school students are encouraged to attend.
- Rene will also find out if the program being piloted in the 2-day training is the curriculum or if there will be another curriculum that schools would be asked to implement – she will find out about the time commitment that would be required to implement the Respect for All program.

❖ Placements – what is needed to place 100% of our students within our partnerships?
  - Look at stats
    - We greatly appreciate the willingness of our partners to provide valuable clinical experiences and placements to our teacher candidates. We realize that all of the work we do at the university is irrelevant without these clinical placements where teacher candidates are able to practice the theory they have learned under the supervision of experts in the field.
    - We generally place about 120 teacher candidates per year, which means that, theoretically, if each Professional Development School hosted 4 teacher candidates, we would not have to go outside of the partnership for placements.
    - There was a suggestion that we limit the number of fifth year internship proposals that districts can offer to the number of student teachers they were willing to take the previous year.
  - TEAM training – how can we support you?
    - Classroom teachers do not want a TEAM training in August. We might consider offering something in the fall.
    - TEAM training is much more of an induction program and not as effective for classroom teachers who aspire to become cooperating teachers – we may need to work with Lead Teachers/Site Coordinators to discuss ways to implement a training that would be more beneficial to our cooperating teachers.
Dr. Joseph Abramo will present the need for music education placements

- Music education has now become integrated into the IB/M program, so the goal would be to begin placing music education juniors, seniors and fifth year students in partnership schools.
- The music education degree is a Pre K-12 degree with an emphasis on choral, instrumental and general music, so clinical experiences must be varied.
- We will have 10 Juniors, 12 Seniors, 8 Master’s level music education teacher candidates next year.
- Junior year - in the fall, we will place about 12 students in elementary general music classrooms. In the spring, those students will have placement in either a middle school or high school choral classroom.
- Senior year – fall semester the focus is on instrumental and spring semester (fulltime student teaching) teacher candidates are encouraged to choose a setting that most appeals to them professionally. Neag would prefer that the cooperating music teacher is TEAM trained, but we may be able to waive that requirement in specific situations.
- Fifth year – this year, all interns will be at Windham under the direction of Dr. Eckert.

- Please send Donalyn a complete list of TEAM trained teachers (who also exemplify the dispositions necessary to be effective cooperating teachers). For music instructors, please indicate their specific area(s) of expertise (instrumental, choral, general music).

**Other**

- Is there a way to send the lists of teacher candidates requiring placements sometime in February or March instead of in May?

**Next Meeting Date:** We will do a Doodle Poll for the week of **September 23, 2013**

**AS ALWAYS, WE SO APPRECIATE YOUR WILLINGNESS TO PARTNER WITH US IN THIS IMPORTANT WORK! PLEASE ENJOY THE SUMMER ;^)**
Schools as Clinics Committee Meeting Agenda
October 3, 2013
10:30am to 12:00am
Gentry, room 144
Introductions
CT Respect for All selection (NNER)
IB/M Program Redesign Process
Article
  - High leverage practices
Lead Teacher/Site Coordinator Meetings
  - Update on meetings (IB/M Program gaps & strengths identified, qualities/dispositions of cooperating teachers)
  - What will the role of the Lead Teacher/Site Coordinator be in making school placements of IB/M Seniors and Juniors and working with the clinic/cooperating teacher?
  - We have asked Lead Teachers/Site Coordinators to complete a School Placement Survey so that we can assess capacity
Partnerships – Assessment of needs/challenges and benefits
Other
Next Meeting Date: Thursday, December 12, 2013

Schools as Clinic Committee Meeting Minutes
October 3, 2013
10:30-12:00am
Gentry, room 144

Attendees:
Rosemary Tralli, Assistant Superintendent of Schools, Glastonbury
Fred Baruzzi, Superintendent of Schools, Mansfield
Mary Lou Duffy, Principal, Kennelly Elementary School, Hartford
June Cahill, Literacy Coach/Lead Teacher, Kennelly Elementary School, Hartford
Lisa Camargo, Lead Teacher, Bulkeley High School, Hartford
Bruce Silva, Superintendent, Region 19
Anthony Gasper, Deputy Superintendent/Director of Schools, Windham
Dorothea Anagnostopoulos, Executive Director of Teacher Education Programs, Neag School of Education
Susan Payne, Professional Development Coordinator (E.O. Smith, Willington, Mansfield, East Hartford), Neag School of Education
Rebecca Eckert, Professional Development Coordinator (Glastonbury, Windham), Neag School of Education
Donalyn Maneggia, Program Assistant

Co-Chairs:
Robin Hands, Director of School-University Partnerships, Neag School of Education
Rene Roselle, Associate Director of Teacher Education Programs/Professional Development Coordinator (Hartford, Windsor), Neag School of Education

Introductions

CT Respect for All selection (NNER)
René presented details and offered a handout

IB/M Program Redesign Process

Article read and discussed by the group: *The Work of Teaching and the Challenge for Teacher Education*, from the *Journal of Teacher Education* (Ball & Forzani, 2009)

The article recommends the implementation of high leverage practices in teacher education – the group discussion went as follows:

*Practice-based teacher education focuses on identifying specific core practices that lead to effective teaching, framed in the article as “high leverage practices.” In light of this focus, what would you want to see teachers doing when you walk into their classrooms?*

- Differentiation – Tomlinson’s five strategies
- Data – how does it inform us about our students?
- Student engagement needs to be a priority
- ELL – how prepared are teacher candidates? Project PREPARE has been implemented with UConn faculty and university students are exposed to the SIOP Model, but there is room to grow
- Perhaps we should consider a dual certification: elementary ed and special ed
- Perhaps we should consider an additional endorsement for TESOL
- The portfolio/repertoire/knowledge base of young teachers needs to be flexible so that they are able to function effectively in a variety of educational settings
- Teachers need access to standardized test results – IEP’s, etc. in order to really know the students
- Cooperating teachers and university instructors need to decompose the complex practice of differentiation to help teacher candidates understand the discrete elements
- YouTube could be a powerful tool for teacher candidates to view high leverage practices in partnership school classrooms – remotely operated cameras could showcase real-time clinical practices for use in university classrooms
- We could have Lead Teachers communicating more with cooperating teachers regarding Neag curricular pieces
- We could ask Lead Teachers to vet a common language/vocabulary for use in university methods classes
- A Teacher Quality Partnership Grant could help to launch some of these initiatives
- A Program Redesign suggestion was to have teacher candidates teach four days/week and spend one day doing data analysis/assessment with a curriculum coach
- It would be ideal to split the elementary student teaching experience between primary and intermediate grades, as they require different skillsets/mindsets
- All agreed that co-teaching is a model that could help enrich the student teaching experience - need co-teaching to accommodate new teacher evaluation system
- Summer school could offer an additional opportunity for teacher candidates to gain teaching experience
- Project “Lead the Way” is a STEM certificate program out of University of New Haven – a good resource to consider

Lead Teacher/Site Coordinator Meetings Update
The group has met three times and has engaged in meaningful discussions around issues related to:
- IB/M Program Gaps & Strengths
- Qualities/Dispositions of Cooperating Teachers
- Placement Surveys were handed out to Lead Teachers at the last meeting and they were asked to fill them out in order to help us to establish a cooperating teacher capacity baseline
- Partnership Benefits and Challenges – tabled until our next meeting
Next Meeting Date: Thursday, December 12, 2013 10:30-12:00

Schools as Clinics Committee Meeting Agenda
December 12, 2013
10:30am to 12:00am
Gentry, room 142

Introductions

Presentation by Alumni Association Representatives: Robin Wylgis and Joshua Proulx
CT Respect for All (NNER) follow-up

Fingerprinting
- There is a new person on staff at EastConn, so it would be helpful if each district could identify a fingerprinting contact person that we can communicate with and whose information we can verify with EastConn

Internships
- Proposal Forms and Navigating the Process Forms
- The importance of the role of the internship supervisor
- Look at expected numbers of students in various certification areas
- Quality Control: It seems like submitting 7 proposals per district makes sense with the understanding that not all proposals will be accepted or filled.
- We are going to categorize the internships this year when we post them for the students
- Would an internship fair help?

Lead Teacher/Site Coordinator Meetings
- November 12th we met and discussed high leverage practices, the fifth year internship and inquiry project and some of the ways in which Lead Teachers/Site Coordinators have been engaged in strengthening our partnerships within the schools

NNER Grant Proposal – on the horizon – save the date until further notice -March 13th, 2014

Other

Meeting Dates for the Spring: Tuesdays or Thursdays?

Schools as Clinic Committee Meeting Minutes
December 12, 2013
10:30-12:00am
Gentry, room 142

Attendees:
Russell Sills, Principal, Windsor High School, Windsor
Fred Baruzzi, Superintendent of Schools, Mansfield
Bruce Silva, Superintendent, Region 19
Mary Lou Duffy, Principal, Kennelly Elementary School, Hartford
June Cahill, Literacy Coach/Lead Teacher, Kennelly Elementary School, Hartford
Lisa Camargo, Lead Teacher, Bulkeley High School, Hartford
Todd Cunha, Talent Development Director, Windham
Dorothea Anagnostopoulos, Executive Director of Teacher Education Programs, Neag School of Education  
Susan Payne, Professional Development Coordinator (E.O. Smith, Willington, Mansfield, East Hartford), Neag School of Education  
Donalyn Maneggia, Program Assistant  
**Co-Chairs:**  
Robin Hands, Director of School-University Partnerships, Neag School of Education  
Rene Roselle, Associate Director of Teacher Education Programs/Professional Development Coordinator (Hartford, Windsor), Neag School of Education  

**Introductions**

**Presentation by Alumni Association Representatives:** Robyn Wilgis and Joshua Proulx  

Robyn and Joshua presented an overview of their roles and responsibilities.  

The Alumni Association is willing to offer support to partner schools and to IB/M students by helping to identify UConn Alumni within schools and connecting them with the IB/M juniors, seniors and fifth year students placed in those schools.  

The Alumni Association is looking for a pilot school that would be willing to join them in this initiative sometime in the near future.  

We discussed the possibility of an Alumni Association induction initiative that would include linking seasoned UConn teachers with new teachers in an effort to offer support that might be less formal than that currently offered by TEAM.  

Fred Baruzzi suggested that if we have an Internship Fair, we should invite the Alumni Association to get involved in order to help connect fifth year students with UConn alumni working in partnership schools.  

Schools as Clinics Committee members were urged to contact Robyn Wilgis and/or Joshua Proulx if they are interested in pursuing any of these initiatives. Each member was provided with contact information.  

**CT Respect for All (NNER) follow-up**

- René Roselle explained that the conference was very successful, which was validated by Lisa Camargo.  
  - René presented some resources (DVD’s and Curriculum Guides) that could prove useful to partnership districts and she encouraged Schools as Clinics Committee members to contact her if they are interested in any of these materials.  

**Fingerprinting**
➢ There is a new person on staff at EastConn, so it would be helpful if each district could identify a fingerprinting contact person that we can communicate with and whose information we can verify with EastConn.

➢ A form was passed around the room in order to collect information regarding a fingerprinting contact person in each district.

Internships
➢ Proposal Forms and Navigating the Process Forms
➢ The importance of the role of the internship supervisor
➢ Look at expected numbers of students in various certification areas
➢ Quality Control: It seems like submitting 7 proposals per district makes sense with the understanding that not all proposals will be accepted or filled.
➢ We are going to categorize the internships this year when we post them for the students
➢ Would an internship fair help?
   ❖ The discussion about internships focused on the importance of communication in the role of the internship supervisor and the necessity of time that level of communication requires.
   ❖ Data collected from current interns was used to shape a discussion of some of the things that make an internship successful.
   ❖ It was noted that, due to a truncated student teaching experience, IB/M students require and want more teaching time during internships. People creating proposals need to keep this in mind.
   ❖ There was general support for hosting an Internship Fair at UConn (something the IB/M program did for many years) in order to help prospective interns to make connections with school personnel, to get a better feel for what the internships entail and to promote a stronger sense of commitment from the schools with regard to articulating the nuances, as well as, the details and desired outcomes of an internship.
   ❖ It was noted that, if we plan to host an Internship Fair, we need to make the expectation explicit in the “Navigating the Process” information that we send to schools so that internship supervisors will know that this is an added responsibility.
   ❖ If we are considering an Internship Fair for this year, we would have to have it sometime during the week of February 24th.

Lead Teacher/Site Coordinator Meetings
➢ November 12th we met and discussed high leverage practices, the fifth year internship and inquiry project and some of the ways in which Lead Teachers/Site Coordinators have been engaged in strengthening our partnerships within the schools

NNER Grant Proposal – on the horizon – save the date until further notice -March 13th, 2014

Other
Meeting Dates for the Spring: We decided to try a Tuesday in order to make accommodations for some of the districts that were not represented at this meeting. Donalyn will send a Doodle Poll in order to schedule two spring meetings.