**Central Teacher Education Network (CTEN)**

**Program Meeting Notes**

**December 2, 2021, 3:15 – 4:30 pm via WebEx**

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| **In Attendance:** F. Abed, M. Bartone, C. Ciotto, B. Clark, D. DeCarlo, J. Delaura, J. Edwards, L. Frazee, R. Fuentes, T. Goh, A. Greenwell, H. Koulidobrova, C. Mulcahy, J. Mulrooney, J. Nicoll-Senft, F. Russell, P. Talty, J. Thomas, J. Turner, J. Visone, J. Werblow**CTEN Meeting Minutes** – Motion to approve November 4, 2021 minutes. Motion Approved (E. Koulidobrova, F. Abed)  **Upcoming CTEN meetings for 2021-22 academic year**Thursday, February 3, 2022Thursday, March 3, 2022Thursday, April 7, 2022Thursday, May 5, 2022 |
| **Announcements** * Dean’s Office: No announcements at this time.
* Faculty Announcements: J. Nicoll-Senft noted that the Department of Special Education is bringing in two book authors to do some virtual work with them to develop some learning outcomes. She will share any outcomes from the discussion at a later date.
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| **Updates** (CTEN Director, Cara Mulcahy)* + - * Spread the word about a drop-in [Student Social that will be held on December 8 from 11:30-1:30pm](https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:57a6ba7a-aee5-481c-b73b-4fa08c4f5e61), Barnard Community Room. Students may stop by to meet with faculty. This event is encouraged for all students interested in the professional programs. [Student Social Dec 8, 11:30-1:30pm](https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:57a6ba7a-aee5-481c-b73b-4fa08c4f5e61)
			* C. Mulcahy sent out information regarding a presentation opportunity, which comes from the Critical Urban Education Speaker Series. The information will include a link to register. Thanks to J. Nicoll-Senft for sharing the information.
			* C. Mulcahy will send a webinar link from Education Diversity on Building a More Racially Diverse Teaching Force. This is a follow-up webinar which was held earlier this semester. Thanks to J. Visone for sharing the information.
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| **Subcommittee Updates:**Appeals and Student Support: M. Barone did not have anything to share at this time.Partnership: * [J. Visone provided an update](https://docs.google.com/document/d/1muud8J3n61PNMv241ZbJkWf2LUbirm9lj0Btf6trg4Q/edit?usp=sharing) on one of the CTEN goals that he has been working on which relates to trying to create more coherence across our programs with respect to field experiences. Conversations have led to create a forum where we can talk across programs to find out what others are doing. From the partnership perspective with our pre-K-12 partners, they see us as one entity at CCSU. It would be good to work together on coherence to be able to see what is coming before our course and after our course to benefit the students. Also, CAEP looks for this type of coherence that we are able to speak about what our expectations are for our students and programs. The CEEDAR work also points us in a direction to have some conversations with our students. We hope to create a series of forums this spring to have conversations about what we are all doing and will collect some information in advance of the forums. [Update on work to develop coherency in field experience expectations across programs](https://docs.google.com/document/d/1muud8J3n61PNMv241ZbJkWf2LUbirm9lj0Btf6trg4Q/edit?usp=sharing)
* C. Mulcahy shared a document form as a useful tool to help facilitate ongoing conversations and gather information about changes that take place with our programs, syllabi, needs of the schools, needs of the students, etc. Prior to the pandemic, we had sent out some forms asking what were some of the expectations for the students, host teachers, the knowledge and understanding to be developed during the sequence of their field placements, and how it might have been related to the courses being taught. We are currently following a very similar format that comes from the CEEDAR work that was done several years ago, and out of the Teachers Voice event. Teachers were asking for some type of alignment regarding what was being done in the field and with the course work. If you have already completed a similar form, you may want to cut and paste your information in. We would like to regroup and get a sense of coherence as to where we are with this to become acquainted with new faculty and what happens with each of the sequences/programs. The chart information for each program is due by the end of January so that we can begin to have conversations during the spring semester with interested faculty who complete the form. Then, conversations can begin to tighten the alignment and how to make sure that within courses with similar work that the post-teachers will know what to expect of us, etc. L. Frazee provided a demonstration as to how to complete the form. An email with this information will first be sent out to the program coordinators as a starting point and then it may be shared with faculty who teach the related courses. J. Mulrooney suggested to remove the third column since this might be a good opportunity for collaboration with our partners regarding what we are teaching and for them to talk with us about what a collaborating teacher should be doing in the classroom. You may send an email to C. Mulcahy with the course you are looking for and she will check if she has it on any previously submitted forms.
* J. Nicoll-Senft shared a link for CT CEEDAR Guide for language, field-based work, sequencing examples: <https://docs.google.com/document/d/1muud8J3n61PNMv241ZbJkWf2LUbirm9lj0Btf6trg4Q/edit?usp=sharing>

District Partners’ Advisory Board:F. Russell is a member and faculty representative for the District Partners’ Advisory Board; she attended the first meeting of the academic year held on December 1. She was able to share updates with the Board on SEPS NextGen as well as the panel on Social Justice and Equity Partnerships Subcommittee. We want to get an idea from our partners on how they might find the information and to be engaged with us and how to include our partners with the work on the panel that will take place in the spring semester. We shared a survey last spring with the district partners and the results of the survey suggestions are as follows…* Faculty/teacher collaborative round table discussions and goals
* Being aware of what is happening in districts with initiatives and programs so that we can be more responsive with our course work and how we are talk to the candidates in the field.
* There was enthusiasm around having CCSU faculty to teach onsite in schools so that teacher candidates could be in a classroom on one end of the building and then work with teachers already in the building.
* Concerns in our programs about students knowing the realities of the job and how to make theories in class and then making practical connections, as well as expectations in course work and in the field, and course work alignment
* Speed/dating type conversations for faculty to talk to host teachers and administrators

Policy and Advocacy**:** * A. Greenwell noted that the committee has been working on creating a preliminary draft of a bill to work on with some state legislation representatives. The proposed bill is to establish a future teacher’s fellowship program to support the recruitment, preparation and retention of underrepresented populations and areas of teaching shortage. The collaboration will focus on the state providing financial support and recruiting and retaining teacher candidates from underrepresented groups. C. Ciotto is the liaison representative for AACTE and there is interest in collaboration from this group. The group will meet again in a couple of weeks to review the feedback received.
* The first meeting of the Student Advisory Board was held. One item discussed was the best places for the modules. A. Greenwell has sent the meeting notes to C. Mulcahy and she will use the information as a guide to move forward.

Assessment: * C. Mulcahy congratulated T.L. Goh for being invited to speak at a national conference for the Association in Kinesiology for Higher Education in January.
* T.L. Goh noted that the Assessment Committee is still working on updating the content of the dyslexia and SEL modules. The process to register students so that the modules show on the transcript is being discussed by C. Mulcahy and J. Mulrooney.
* The Assessment Committee is also working on getting a group of students together from the Education Club to gather some feedback regarding the modules and the placement of them in the curriculum.
* The Committee is working on the remediation plan to discuss what is working and what needs to be changed. One discussion from the subcommittee is to gather data from the EDA Assessment and then they hope to share the data with CTEN members in the spring. Then, they will be able to examine the core relation between EDA and remediation for further analysis.
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| **New Business*** J. Mulrooney discussed the upcoming procedural changes to the professional program for the application process. The admissions standards are not changing. This is a focus on being more student friendly, increasing efficiency, and being more consistent with university procedures across campus.
* The Taskstream application portal has been opened much earlier (December 1). Previously, the timeline was too compressed and hectic with students trying to add/drop, override permission, obtain letters of recommendation, and students struggling with the Taskstream application process delays, etc.
* The biggest change is for the coding and status assigned to students. Previously the only options were admitted, deferred, and denied. It has been updated to include fully admitted, conditionally admit, deferred, and denied. Please see attached procedural changes for further information. [Procedural Changes to the Professional Program Application Process.](https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:65bdf42c-6a8b-4424-b8df-54c0d9dd4c58)
* J. Mulrooney is opened to discussing this further and hopes to meet at the end of the semester with the Appeals Committee as well as further discussion with CTEN.
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| **CTEN Goals for 2021-2022*** Ensure clarity around Field Experience expectations and establish across programs:
* Monitor expectations for our students during each semester of field experience (What common understandings do students have from the previous semester and what are they being asked to do for that semester)
* Continue to develop and engage K-12 and University partnerships.
* Increased engagement with first- and second-year students who have declared an interest in the Teacher Education program.
* A review of the placement, and monitoring of the social and emotional, dyslexia and computer science modules.
* Develop a series of panels on social justice and anti-discriminatory education.
* Create a list of resources for faculty on social justice and anti-discriminatory education.
* Cycle back to Praxis I cut score decision.
* Develop supports to aid students with PRAXIS I & PRAXIS II exams.

Meeting adjourned at 4:22 p.m. Approved. (J. Nicoll-Senft, J. Mulrooney)/ml |