**Central Teacher Education Network (CTEN)**

**Program Meeting Notes**

**February 3, 2022, 3:15 – 4:30 pm via WebEx**

**In Attendance:** H. Abadiano, B. Budaj, C. Ciotto, B. Clark, D. DeCarlo, J. Edwards, L. Frazee, R. Fuentes, T. Goh, A. Greenwell,

J. Kara-Soteriou, H. Koulidobrova, M. Mackey, C. Mulcahy, J. Mulrooney, J. Nicoll-Senft, G. Robinson, F. Russell, J. Turner,

J. Visone

**CTEN Meeting Minutes** – Motion to approve December 2, 2021 minutes. Motion Approved (H. Abadiano, J. Nicoll-Senft)

**Upcoming CTEN meetings for 2021-22 academic year**

Thursday, March 3, 2022

Thursday, April 7, 2022

Thursday, May 5, 2022

**Announcements**

**Dean’s Office (Dean Mulrooney)**

* Updates will be made to the Student Teaching Handbook and Field Experience Handbook.
* The student appeals pilot for applications to the professional program for student appeals was introduced last semester and it worked out well. Undergraduate students were admitted conditionally if they had a gpa below 2.7 but could reach 2.7 by the end of the semester. The outcome was that 6 of the 8 students were over 2.7 and did not need a waiver. J. Mulrooney and C. Robinson will draft and discuss requirements for graduate students applying to the PostBacc and he will report back to CTEN.
* J. Mulrooney shared a document regarding Temporary Suspension from Program and/or Experiential Learning language that will need to be added to all of our professional handbooks. If a student is removed from a site, and not able to complete experiential learning, the process must ensure constitutional rights for the student.

1. The student is notified in writing that their actions can result in certain consequences depending on the nature of the offense.

2. A meeting must be held with the student where it is shared with the student what the allegations are and how they violated the codes from the handbook; and the student must be given an opportunity to share their side of the story.

3. Then, the faculty member or coordinator takes the information into consideration to make the final decision as to what the outcome should be.

Contact J. Mulrooney for the policy and the form. Nothing really changes for our partners in the field since there is a contract in the Business office for all of our partners.

* The State Department of Education is working on a program for dual enrollment pathways to entice and encourage students’ interests in education so they will have an opportunity to earn credits in their Senior year to apply towards a college degree.

P. Talty is leading this charge.

* Forum on Diversifying the Educator Workforce: SEPS will continue with the NextGen student educators’ program for students to gain valuable experience in the school system. Also, J. Mulrooney thanked J. Kara-Soteriou for the drafted schedules that are offered in a way for student to be able to have time to participate in NextGen. We are trying to meet the needs of the districts and hope to keep moving forward with our success and growth. He gave thanks to C. Ciotto and P. Talty who are working on meeting the needs of the faculty, students, and districts.
* The SEPS email box to send information to or questions is SEPS\_profprog@ccsu.edu.
* Welcomed D. DeCarlo, Assistant Dean, SEPS Dean’s Office. She has already been a big help with student applications to the professional program and with Taskstream.
* Welcomed B. Budaj, Director of School Community Partnerships, SEPS Dean’s Office. She has already been a big help with student teacher issues.

**Faculty Announcements**

* J. Nicoll-Senft announced a book discussion coming to CCSU on March 2 at 6:00 pm (with free books). Author: Ron Suskind,

a Pulitzer-Prize Journalist, will share his story about raising a son with autism. Faculty and students are welcomed to attend.

* + **Shared in the chat box:** Natsuko Takemae and Gil for a series of informal discussions of Pulitzer-Prize-winning journalist Ron Suskind's book and documentary, Life, Animated, the chronicle of his family’s twenty-year journey raising and connecting to their son with autism. Where: Willard Hall 301 When: Thursdays, 2/10, 2/17, and 2/24 -- 2:15-3:30. Need a copy? Contact me @ gigliotti@ccsu.edu or Sue Sweeney @ sweeney@ccsu.edu Come for all, or one or two! All are welcome. All this is in preparation for: "An Evening with Ron Suskind" at CCSU on Wednesday, 2 March, at 6 PM in Alumni Hall. (Link to attend lecture virtually: [https://ccsu.webex.com/ccsu/j.php?MTID=m169b4292855e63a23082191f5e0f2508)](https://ccsu.webex.com/ccsu/url.php?frompanel=false&gourl=https%3A%2F%2Fccsu.webex.com%2Fccsu%2Fj.php%3FMTID%3Dm169b4292855e63a23082191f5e0f2508)) Here's a link for the Ron Suskind event on March 2nd and book discussion meetings in February: [https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:c4e67281-b847-4e7e-9adb-3c26fd6b5df2](https://ccsu.webex.com/ccsu/url.php?frompanel=false&gourl=https%3A%2F%2Fdocumentcloud.adobe.com%2Flink%2Ftrack%3Furi%3Durn%3Aaaid%3Ascds%3AUS%3Ac4e67281-b847-4e7e-9adb-3c26fd6b5df2)

**Updates (CTEN Director, C. Mulcahy)**

* C. Mulcahy welcomed Barbara Budaj, who is now leading the Office of School and Community Partnerships – B. Budaj spoke to the group and introduced herself. She has experience as an educator, teacher, principal, and district administrator.
* C. Mulcahy gave her thanks to everyone who helped with the social that was held at the end of last semester. It was held in-person and we had a good turnout. We hope to do this again at the end of the Spring semester.

**Report on CAEP feedback to our SSR (C. Ciotto & H. Abadiano)**

* + C. Ciotto gave thanks to the writing teams that have come together and stepped up to pull all of the needed information together for the standards.

**Overview - Accreditation Cycle**

* + The Accreditation Cycle is designed for our EPP to show that we are invested in continuous improvement and demonstration that our programs meet the high standards of quality that are required to improve P-12 student learning.

**Program and State Review Process**

* + All providers seeking CAEP accreditation must complete program review, which states use to examine the content and efficacy of preparation in the different preparation fields for teachers, school leaders, school psychologists, reading specialists, librarians, and other school professionals.
  + States define the program review option available to providers as part of the CAEP partnership agreement.

**Annual Reporting (Due in April each year)**

* + Each year we are required to submit an annual report to CAEP that gathers common data for eight annual measures.
  + These measures demonstrate impact around student learning, teacher effectiveness, employer and completer satisfaction, and specific outcomes and consumer information, such as graduation, licensure, employment, and student loan default rates.
  + The data is useful for multiple audiences.
  + They inform CAEP about the degree to which we continue to meet CAEP Standards between accreditation visits.
  + The data also provides important information for the benefit of consumers.
  + It also allows us to use the data within our self-study to analyze various trends and for us to use for continuous improvement efforts.

**Self-study process (Submitted at the end of June)**

* + Overall, the self-study is designed to critically examine our program strengths and weaknesses. While one goal is to show that we have met all the CAEP standards, another important goal is to examine places where we can improve.
  + The gathering of evidence that is an ongoing process integrated into our own quality assurance systems.
  + Throughout the accreditation cycle, it is critical that we gather and organize evidence to make a case that our programs meet the CAEP standards.
  + Within the Self-study Report we provided a collection of various evidence and wrote a supporting narrative that formed the basis of our accreditation review and is the first source of information for the CAEP Visitor Team that will be meeting with us in March.

**Formative Review (Received at the end of December)**

* + After submitting our self-study report, a formative review was completed by our assigned Visiting Team and provided to us where they explored both the quality and depth of the evidence, we submitted to make our case for meeting the standards and determine the focus of the site review.
  + The feedback report included but not limited to the need for clarifying or verifying some of the evidence, providing additional cycles of data, and

**Site-Visit (March 27, 28and 29)**

* + The team will conduct a two- to three-day site review to review our evidence, verify our data, and examine various pedagogical artifacts (e.g., lesson plans, student work samples, and videos).
  + During the visit, the team will also interview SEPS leaders, faculty, mentor teachers, students, P-12 administrators, and others.
  + The team will identify at this time the extent to which our evidence supports each standard, including any strengths or deficiencies that we may have.
  + Following the visit, the team will provide a written report to both SEPS and the Accreditation Council that will include a summary team evaluation of the completeness, quality, and strength of evidence for each standard.
  + Accreditation is a seal of approval that declares quality within our EPP.
  + Accreditation makes sure that our programs are preparing new teachers to know their subjects, their students, and that they have the clinical training that allows them to enter the classroom ready to teach effectively.

**Subcommittee Updates**

**Appeals and student support: C. Mulcahy** (no report at this time)

**Partnership:** **J. Visone** [Update on work to develop coherency in field experience expectations across programs](https://docs.google.com/document/d/1muud8J3n61PNMv241ZbJkWf2LUbirm9lj0Btf6trg4Q/edit?usp=sharing)

* J. Visone noted that the link is included to help with the CTEN goals of providing some coherence around field experiences. This is good for us to know what our colleagues are doing, and to understand what we are doing with our students to fit into coherence sequencing for them and for our partners, to understand the expectations on the students who are coming to them for experiences. The document (created by L. Frazee and C. Mulcahy) will help us try to put together what we do with field experiences at various points in student programming. We want to get some groups of folks together to talk about field experiences to share with colleagues about what we are doing. The first conversation will be held on February 22 and C. Mulcahy will send out some information. (The Google document is a work in progress and can be changed. It is being used as a starting point for conversations per C. Mulcahy.)
* J. Visone noted that our preK-12 educator workforce is a priority in CT and across the nation. We are trying to do our part at CCSU and connect to another CTEN goal to try to have some conversations about equity. We are going to host a panel discussion about diversifying the preK-12 educator workforce. We will bring in some panelist who represent different roles in preK-12 such as teachers, instructional coaches, and administrators. All will be invited. This event is scheduled for Thursday, March 10 at 4:30 p.m.

**Policy and Advocacy: A. Greenwell** (no report at this time)

**Assessment:** T. Goh (Review of the remediation protocol)

* T. Goh noted that as C. Mulcahy reported that work is still being done on the SEL Dyslexia, and CS Modules. J. Mulrooney &

F. Abed, with the support of graduate students, will check that the CS Modules and workflow will work well. The subcommittee is working on putting together a survey and focus group discussions to find out students’ perceptions on key assessments, and opinions and perceptions on key assessments for student teaching evaluations, etc. The subcommittee discussed the CTEN remediation plan, which has been around for a few years but hasn’t been widely used. The committee will do a refresher of the four-step remediation process, which is located on the CTEN site under faculty resources. She requested COC members to share this resource with their faculty and to let them know that there is a remediation plan in place in case there is a student that needs this.

**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.

/ml