**Central Teacher Education Network (CTEN)**

**Program Meeting Notes**

**November 4, 2021 at 3:15 – Webex**

**In Attendance:** C. Ciotto, B. Clark, D. DeCarlo, J. Delaura, J. Edwards, L. Frazee, R. Fuentes, T. Goh,

A. Greenwell, R. Kalder, H. Koulidobrova, C. Mulcahy, J. Mulrooney, J. Nicoll-Senft, S. Ostrowski, G. Robinson,

F. Russell, L. Tafrate, J. Thomas, J. Visone

**CTEN Meeting Minutes** – Motion to approve September 30, 2021 minutes.  (J. Mulrooney, A. Greenwell) Approved.

**CTEN meetings for 2021-22 academic year** (3:15 – 4:30 p.m.)

Thursday, December 2, 2021

Thursday, February 3, 2022

Thursday, March 3, 2022

Thursday, April 7, 2022

Thursday, May 5, 2022

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

**Dean’s Office Update (J. Mulrooney)**

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|    | * L. Turenne (previously from Admissions) has joined our SEPS Advising Center as a staff member. The Center has recently moved over to the 3rd floor of Barnard Hall.
* Open House will be held on Saturday, November 6, 2021. J. Delaura will join SEPS in the Barnard Hall Community Room. The set up will be different this time and we will have some secondary education information available at one of the tables. Then, potential students will be directed to the Innovation Hub.
* J. Mulrooney thanked D. DeCarlo for her help with the professional program applications.

**Faculty Announcements:*** B. Clark announced that an Elementary Education meet and greet will be held on November 17 from 3:00-5:00 in Barnard 102. This will be a way to help students make new friends and meet professors.
* J. Nicoll-Senft announced that the CEDAR National Grant that we have in CT is hosting an affinity group around virtual learning. The six optional sessions will be with experts across the country. They will provide resources, guidance, and strategies for teaching candidates on virtual teaching. C. Mulcahy will send out the informational flyer to faculty. The event is free, but students and faculty will need to register.
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|  | **Updates** (CTEN Director, C. Mulcahy)* Modules: We will look at the modules more closely. C. Mulcahy has been in touch with the Assessment Committee and will contact others as well. It would be good to look at the best fit and content for each of the modules (SEL, Dyslexia, CS). We will also look at the workflow to see how it is managed, administrated, and how to follow up on student completion. T. Leng and C. Mulcahy will discuss linking a 400 level PE course with a Dyslexia module. J. Mulrooney noted that he could work with Registrars to set up Blackboard shells with a CRN for students to register for certain modules. We may also be able to have a page with assignments so we could have a way to monitor when students have completed the assignments. In order to track the modules this semester, L. Tafrate included it in the student teaching application and made sections in Taskstream to upload the certificates to assist with the mandated reporting for DCF.
* Next Gen Educators: C. Ciotto and P. Talty met with the group of coordinators. Based on the feedback received, we decided to take a step back and meet with individual programs to gather more information on the best course of action for individual programs and programs as a whole. Then based on the information received, we will bring in L. Tafrate and the full group of coordinators to see where we want to go from here. We will review the process in the Spring and then come back in the fall with a clearer picture and plan for all programs and faculty involved. C. Mulcahy, P. Talty, and J. Visone will meet with the New Britain Academy of Public Service to discuss the options for a community service partnership. We hope to expand this to include other community partnerships as well.
* Social Emotional Center: C. Mulcahy thanked P. Donohue for stepping up to facilitate and organize the meetings. She will work with faculty at the Center to create a shared leadership format in order to guide the program through the spring. There may be some new developments and leadership changes in the fall.
* Praxis II Waiver Continues for February Student Teaching Applications: The Praxis II waiver will continue for students as they apply for student teaching for the upcoming February deadline.
* District Partner’s Advisory Board meeting is set for December 1 from 4:30-5:30 pm
* Student Advisory Board meeting is set for November 17 from 7-8:00 pm: At this meeting, B. Clark will let students know about the upcoming Student Social on December 8.
* Student Social Scheduled for December 8 from 11:30-2:30 pm: This event will be discussed at a Student Advisory Board meeting. We would like to foster and create a sense of community for our students especially since the Learning Community did not work out. This event will be a good opportunity to meet and greet faculty and students.
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|  | **Subcommittee Updates:****Appeals and Student Support (M. Bartone)** * No report was given at this time.

**Assessment (T. Leng Goh):** * T. Leng Goh: Vote on H. Abadiano’s nomination to the Assessment Subcommittee. Motion to add Helen Abadiano as a member of the Assessment Subcommittee. Motion Approved (A. Greenwell, C. Ciotto) H. Abadiano will join the subcommittee in the spring since she is currently on sabbatical leave.
* The subcommittee would like to achieve when it is best to administer the SEL, CS, and Dyslexia modules, and where it would best fit in the student’s curriculum before student teaching.
* C. Mulcahy and J. Visone will reach out to students in the Education Club to gather some feedback from them on their perspectives of the modules. The student feedback will be helpful since it aligns with CAEP standards.
* The subcommittee will also discuss the remediation plan set forward last year and the efficacy of the plan.

**Partnership Committee (J. Visone):*** C. Mulcahy reported that the committee will plan to create a conversation for the spring on issues of equity and social justice for current and prospective teachers to attract more people to the field and to create a more diverse group of teachers. We are working on developing a panel to be offered and presented in the spring and this will include our community partners as well to create a mutual relationship.
* C. Mulcahy reported that there has been a long-standing request to create coherence around experiences that our field placement students have in each of the sequences. We would like to hear from the program contacts and coordinators:
	+ What is each program currently doing with field placements?
	+ How can we support them?
	+ What knowledge do they already come with for the sequencing in your classroom?
* This information will be helpful to have so that when L. Tafrate talks to the school districts about placements, she can offer them information about what they can expect at the program and course to course level. C. Mulcahy or J. Visone may send out a meeting invitation to discuss this further.

**Policy and Advocacy: A. Greenwell*** Will work on the formulation of a bill with legislation in the State of CT to provide financial support for students with costs for certification and teacher preparation. Also, will advocate for more inclusive gender language.
* Revisions to the CT Code of Professional Responsibility
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|  | **New Business*** C. Mulcahy: Would like to revisit the current practice of placement for Praxis II exams. In Spring 2019 it was implemented that students must pass the Praxis II exam in order to apply and get accepted to student teaching. The reasoning behind doing this was so that students would be competent in their content area for student teaching. One issue that has come up is that many students don’t pass the exam prior to student teaching which leads them to a lengthy appeals process. Is this the best appeals practice? The group discussed if the process was working or not…
	+ There doesn’t seem to be a correlation between students who don’t pass Praxis II and how they do with student teaching.
	+ Since Covid, we have waived the requirement and there have been three application cycles without it.
	+ There is slightly over 1/3 of student appeals which end up being granted each time.
	+ It seems like the only benefit of this it to help the students with the accountability piece and planning to get the exams completed before student teaching.
	+ We would want students to be ready to apply for certification. If they continue to take the exam, then they will know where they stand before their final year and if additional preparation is needed.
	+ Students in Elementary Education are given a plan to help them map out the best time sequencing for taking the exams. Math and Science are the first sequence exams and required to come into the program. B. Clark brought in a Senior student, who had passed all of the tests, to show a presentation on the tips, preparations, and ways to help study for the exams. There is also an additional $60 cost if a student needs to retake the exam.
	+ It would be good to keep the Praxis before student teaching and to provide some resources, such as a type of remediation program, to help support the students. There should be an emphasis on passing the exam but not blocking someone’s progress and to find a solution in the middle. J. Mulrooney asked for ideas on some type of support program that we could offer to students. Some ideas mentioned are to run it through the TRiO Grant and through the Advising Center. Also, we could possibly have resources and practice exams included in a Blackboard shell for student information and support.
	+ Currently the SEPS Advising Center has hardcopies of the Praxis guides and the state department website has updated information for tutoring and pdf study guides/plans. SEPS Advising Center will advertise the available resources and to continue with student registration.
	+ L. Tafrate noted that J. Kara-Soteriou used to hold a Saturday workshop for the Foundations of Reading Exam with data on student passing rates vs students who didn’t attend. Putting together resources specifically for the foundations of reading to provide support to the students would go a long way.
* D. DeCarlo noted that professional program acceptance letters have been sent out to students. You may contact her if you need a copy of the letter.
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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.
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Motion to adjourn meeting at 4:16 p.m. (J. Delaura/A. Greenwell) Motion approved.

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