**School of Education and Professional Studies**

**Central Teacher Education Committee (CTEC)**

**MINUTES for February 16, 2017, 3:15 – 5:00, 1849 Room (second floor), Student Center**

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|  | **In attendance:** M. Alfano; N. Hoffman; K. McGrath; C. Ciotto; M. Mitchell; B. Clark; C. Mulcahy; M. Bigley; J. Nicoll-Senft; S. Ostrowski; M. Bednarski; C. Doyle; J. Kara-Soteriou; D. Collins; H. Koulidobrova; M. Nunn**Welcome** Please sign in and pick up meeting agenda if you need it. (Agendas at meeting will include additional supporting materials.)**CTEC meeting minutes** - approval of December minutes **FINAL 120 credit proposal update –** All education programs have made the required120 credit program changes. Now we can move on to meaningful redesign.**Universal Design for Learning (UDL) book group---** Joan has the schedule.(3) dates and the schedule to be found on bookmarks provided**Other news to share???**Another curriculum grant this summer would be particularly helpful for secondary methods |  |
|  | **New information---lots of it!!!**1. State has issued guidance on use of **basic skills tests scores** (we need another program coordinator meeting….) **SAT or ACT or Praxis Core** can be used as basic skills scores (some CAEP issues here). State sets no standards--- CAEP does….
2. Basic skills test **Waivers** will now be issued only by EPPs based on GRE or PAA scores.

If a student has no SAT, ACT or Praxis Core scores, the institution has an option to issue a waiver based on GRE or PAA scores. From the state perspective, each EPP is empowered to decide what standards apply in what ways regarding basic skills test scores--- but we are NOT empowered to (a) say never mind, no scores needed or (b) operate without CAEP accreditation. CAEP standadrd3 sets basic skills standards programs must meet for each cohort admitted.1. **Remediation** of basic skills guidance….

It is up to each institution to decide what that looks like and when it is relevant.1. State now requires that educator preparation programs be **CAEP accredited**--- the parallel state approval process is gone.
2. **edTPA** has been adopted by CT. All candidates are required to submit for national scoring in 2018-2019. Scores are consequential starting Fall 2019 but passing scores are not yet established. Deans have advocated for a gradual ramping up of passing scores. Watch for local scorer training opportunities. State has not yet decided if edTPA will be a certification or a program completion requirement.
3. The **CT Association of Public School Superintendents (CAPSS)** is reaching out to higher ed to offer feedback on our programs and graduates. We want program coordinators to hear that feedback---TBA. Currently no date issued for this
4. **NOW—THE BIG NEWS:** President Toro has indicated that she would support the redesign of CCSU teacher education programs for “early deciders” as integrated, five year programs that yield a bachelor’s and a master’s degree. Let’s all make a solemn pledge**:** *No undergraduate content major will have more credits than it had before the 120 revision.* **PLEASE!!!!!!**
5. Dean Alfano will fund sending four folks to the **NNER summer symposium** at Lehman College in Yonkers NY (July 17-22). (We are looking for a rep from SEST, a rep from CLASS, and a partner rep--- (he asked me to attend if possible as SEPS rep)

 Please let Nancy know if you are available to attend in her place.1. Elementary education and special education are moving proposals toward academic standards and graduate policy. Feedback sought.
2. President Toro plans to attend our April meeting. Let’s have a good turnout for this.
3. In light of all these exciting events, Dean Alfano is planning to schedule a strategic planning retreat. We need a long-term action plan so we move forward in a coherent and efficient way over the next few years! Date to be announced.
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| VII. | **SEPS Dean update** NNER……and more |  |
| VIII. | **Assessment Subcommittee report****CAEP update**—admissions and CAEPAt least 51% of SPA-eligible programs must be fully approves at the time of site visit in Fall 2022, for us to retain CAEP accreditation. SEPS must be CAEP accredited to prepare educators in CT. **Student teaching eval** and CAEP--Given the need for reliable and valid assessments, we suggest considering using the CT SEED evaluation for our common student teaching evaluation--- programs could add items as needed for their SPA but added items will need to mirror the structure/format of the common evaluation items. The CT SEED rubric was attached to the agenda email.This assessment is automatically considered validated which is required for accreditation.**edTPA update**Mel is anticipating that the state will offer local scorer training and edTPA 101 sessions in late March, early April.We must determine how our program outcomes will align with the state’s set of targets for beginning teachers. |  |
| IX. | **Partnership Subcommittee report** Reminder that our formal partners for 2016-2017 are Cromwell, Meriden, Middletown, New Britain, Plainville, and Wethersfield school districts and the Bristol world language departments. Members of the subcommittee have visited each district to discuss individual needs and how we might work together. We are also working with partners to schedule a meeting on April 24 or 25 to talk about ways we can collaborate to foster recruitment to teaching in middle and high school. Your ideas would be welcome! Share them now or email Lauren, Sally, Cara, Jim, or Nancy later. |  |
| X. | **Curriculum Subcommittee report** Now trying to sort out how we can become integrated into the CCSU curriculum process…..Joan is on the case. |  |
|  | **Coming Attractions****CTEC meetings for 2016 – 2017 academic year** **March 2, 3:15 – 5:00, Blue and White Room, 1849 Room (note changes!)**April 6, 3:15 – 5:00, Student Center, 1849 Room May 4, 3:15 – 5:00, Student Center, 1849 Room **UDL Book Group** **Half day retreat****Meeting with CAPSS group for feedback on our graduates****What did we forget?** Share thoughts now or email later!  |  |
|  | 1. Facilitate approval and implementation of 120 credit programs as mandated by the BOR
2. Propose policies to govern how students are admitted to and progress through our current teacher preparation programs in light of current accreditation requirements, state policies, and best practice
3. Develop and pilot a common field experience evaluation instrument that incorporates assessment of non-academic behaviors
4. Integrate K-12 partners in all CTEC work with goal of further refining the partnership model for 2017-2018
5. Develop system for assessing non-academic behaviors at admission and throughout program
6. Finalize and approve the draft core practice oriented program outcomes that will guide redesign of teacher education at CCSU
7. Begin redesign of teacher education at CCSU integrating K-12 partners in that work
8. Support pilot implementation, faculty professional development, and evaluation of edTPA as a CCSU assessment tool
9. Develop common lesson plan and long range plan formats to be integrated across programs and courses
10. Pilot modules on UDL and classroom climate/behavior management developed through summer curriculum grants as well as SEL and dyslexia modules
11. Communicate CTEC work to larger teacher educator community, CCSU department chairs, and K-12 partners, facilitating discussion and engagement with our work and integration of CTEC into departmental by-laws.
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