**School of Education and Professional Studies**

**Central Teacher Education Committee (CTEC) Meeting**

**9/15/2016, 3:15 pm – 4:45 pm**

In attendance: M. Alfano, M. Horton, N. Hoffman, H. Abadiano, L. Tafrate, S. Ostrowski, K. Kostelis, C. Ciotto, J. DeLaura, M. Mitchell, J. Nicoll-Senft, J. Tully, R. Fuentes, B. Clark, K. McGrath, M. Bednarski, M. Ciscel, C. Mulcahy, S. Drew, M. Nunn, T. Rigazio-Digilio

Guests: M. Bigley

1. **Praxis Core** 
   * In late May, the CT legislature voted to remove the regulation that an applicant to a state teacher preparation program must pass Praxis Core. CSDE has directed that we may not deny any candidate program admission based on a Praxis Core score. The legislation also indicates that the universities must provide remediation in any area where an applicant’s score does not meet the CSDE guidelines. The remedial services guidelines are due to be published by January 2017. M. Horton mentioned that data shows correlation between Praxis I and effective teaching. The Dean is now the leader of AACTE CT and indicated that the group’s intention is to have the diagnosis and mandate language amended and to broaden the definition of testing to include the SAT/ACT reading and math in order to meet requirements. Stay tuned
2. **Praxis II**
   * Currently, we are the only teacher preparation program in CT that does not require an applicant to pass Praxis II before student teaching. CTEC will be exploring the possibility of changing this. J. Tully voiced favor in making the decision this semester and no one in attendance voiced opposition. N. Hoffman asked for volunteers for n ad hoc group to develop proposals on policy for how students should progress through the professional program.
3. **State dashboard**
   * The state dashboard will soon publish the Praxis II first time pass rates. This will always reflect a less than 100% pass rate at CCSU given our current stance on not requiring passing Praxis II for program completion. The dashboard will be fully accessible to the public.
4. **edTPA**
   * The state edTPA implementation pilot was successful and will continue to gradually be expanded this year. The submission of materials for edTPA must occur within the student teaching placement and the pilot assessment data suggest it places no additional burden on the cooperating teacher. CCSU had a 67% pass rate for the pilot students whose work was submitted for national scoring, using 42 as the assumed passing score (as New York does). M. Horton displayed data breaking down the results. We noted that some of the most successful candidates appeared to benefit from student teaching seminars that set structured timetables for completing edTPA components. Going forward, focus will be on improving student performance in Task 3 (assessment). We will also need to ensure that students have plenty of opportunity to develop the needed skills prior to student teaching.
5. **Assessment Subcommittee Report**
   * Items to work on include assessment of non-academic behaviors, early field experience assessment, and ongoing refinement of a common lesson plan/rubric that aligns well with CCT and edTPA.
6. **Partnership Committee Report**
   * An update by J. Delaura included district involvement and requests to be given priority for minority student teachers and those in shortage areas. This privilege makes the partnership appealing to those districts. He also noted that districts have expressed concerns about requests for extremely brief (one or two visit) placements. Many districts have indicated that these placements are not possible.

The Office of School-Community Partnerships will be assisting with placement for early field experiences. All requests should go through L. Tafrate. A form is being developed to assist with ensuring the proper information is being provided by the course instructor to the office in order to ask for the appropriate type of experience in the field. It is very important that these requests come in early based on preregistration data.

1. **Reminders**
   * An online survey has been distributed to our partner districts (and to program coordinators for distribution to adjunct faculty, supervisors, key informants, etc.) for input on the proposed core practice/High leverage practice program outcomes. The HLP ad hoc committee will use that feedback to finalize a draft set of practice-oriented program outcomes for CTEC review with a goal of approval in November.
   * Please let Nancy Hoffman know if you have interest in working on the ad hoc group for field experience evaluation and/or the ad hoc committee which will propose policies on how students are admitted to and progress through the program.