**Central Teacher Education Network (CTEN) – Program Meeting (Webex)**

**MINUTES**

**Apr. 1, 2021 ~ 3:15–4:30 p.m.**

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| **MINUTES** | | |
|  | **Topic** |  |
|  | **In Attendance:** H. Abadiano; F. Abed;S. Armstrong;M. Bartone; C. Broadus-Garcia; M. Ciscel; D. DeCarlo; J. DeLaura; J. Edwards; L. Frazee; R. Fuentes; T. L. Goh; A. Greenwell; Julia Kara-Soteriou; Y. Liu; C. Mulcahy; J. Mulrooney; G. Robinson; F. Russell; S. Ostrowski; A. Stewart; L. Tafrate; J. Thomas; J. Turner; J. Visone  **Welcome/Sign-In Webex**: 3:15 p.m.  **CTEN Meeting Minutes:** Mar. 4, 2021 CTEN minutes were approved.  **Announcements - Cara Mulcahy**   * + April 6th Education Fair 3pm-6pm   + April 19th Next Gen Educators Information Session 5:30p.m.- 6:30p.m.   + Research reassigned time submitted   **Subcommittee Reports:**  **Appeals and Student Support**: Michael Bartone – minor revision to bylaws, made it a tighter process. Discussion on whether the program coordinator should be able to vote on appeal when they already denied the student. Should the student be invited also? It was decided with no objections that the Program coordinator would be a non-voting member of the committee.  **Competency Review Process** – Student teaching - Student should have an advisor or faculty advocate in addition to university supervisor notes. Students might not understand the ramifications of their decision. BSNC process is confusing to students and faculty and should be added to the policy somewhere. Should students have the right to attend and bring an advocate or parent with them? Possible two versions to revisit? Maintain the vote of three, so there is never a tie.  **Assessment**: Yan Liu – Received some alignments and looking forward to receiving all the other alignments to generate reports for each program. We will be working on those in the next week or two.  **Partnership**: Jeremy Visone **–**Working ona short form to use asa data collection tool to gather information on what partnerships across programs are included within SEPS. We are requesting information from chairs and program coordinators on partnerships that you have.  **Policy and advocacy**: Amanda Greenwell– Main feature of a meeting with our Student Advisory Board was a visit with SEPS advisor Donna DeCarlo who reviewed the structure of advising. Discussed Speak Out Day April 15th efforts to students and had a great response for volunteers. Living and Learning Communities feedback included the enjoyment of peer mentoring, sense of community very important to them, interested in professional preparation, and faculty invitations to speak.  **Motion to Vote**: Praxis Core passing score – Students applying to the Professional Program for teacher certification shall take the Praxis Core academic skills or educators tests in Reading, Writing, and Mathematics, or meet the requirements for a waiver. A passing score must be achieved by the semester before applying to student teaching. Students who have not met passing scores by that point in the program will receive the four sessions offered by the School of Education and Professional Studies prior to retaking Praxis.  A motion was made and seconded.  Discussion on the difference between what CSDE requires and what CAEP requires. Every student will be given the support they need to pass. Pre-program support sessions will be offered.  Will Advising or the department be responsible? Should we consider the tests earlier? Where do the cutoff scores come from?  No one is in favor of this motion. What can we change to this motion to make you vote yes?  What was the basis of the passing score? But, if it is state law, why are we debating it? Should we wait for more clarity from the CSDE? |  |
|  | **Adjourn**: 4:31 p.m. |  |

~Respectfully submitted: Lorraine M. Petro

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| **CTEN Goals for 2021** | **Appeals and Student Support**  Examine ways to communicate and address student financial concerns related to Taskstream, testing, and edTPA.   * Develop academic supports students. * Revise Appeals policy   **Assessment**   * Continue aligning Unit-wide assessment processes and practices to CAEP Standards and edTPA. * Continued review of disposition assessments and of student remediation referrals * Continued examination or overview of edTPA and Praxis II data to inform our performance within and across programs.   **Partnership**   * Expand, define and fully activate K-12 and University partnerships. * Put in place the district-partner advisory board. * Clarify Field Experience expectations and establish consistency in observations 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)   **Policy and Advocacy**   * Clarify policies on admittance to Educator Preparation Programs, acceptance to student teaching and grade appeals. * Put in place student advisory board. |  |