

## Central Teacher Education Network (CTEN)

### Program Meeting Notes

May 5, 2022, 3:15 – 4:30 pm via WebEx

**In Attendance:** H. Abadiano, B. Budaj, C. Ciotto, D. DeCarlo, J. DeLaura, A. Greenwell, L. Frazee, R. Fuentes, T. Goh, J. Hernandez, R. Kalder, E. Koulidobrova, A. Loiselle, M. Mackey, C. Mulcahy, J. Mulrooney, J. Nicoll-Senft, F. Rocio., F. Russell, P. Talty, J. Thomas, J. Turner, J. Visone.

**CTEN meeting minutes** - approval of April 7, 2022 minutes. Motion moved (H. Abadiano and J. Turner). Minutes accepted

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

- Student End of Semester Social May 10, 11:30-1:30 in the Barnard Community Room.
- Yesterday's *Reading the Truth* event hosted by the Department of Literacy, Elementary, and Early childhood Education was a success.
- The CSDE and CEEDAR are hosting a virtual convening: Educator Preparation Provider and District Partnerships: Bridging the Journey from Preparation through Professional Practice on Thursday, May 26, 2022 3:00–5:30 p.m.

#### Dean's Office

- Waiting on official feedback from CAEP.

#### Subcommittee Updates

- **Appeals and student support:** C. Mulcahy (no report at this time)
- **Partnership:** J. Visone
  - On May 3 Advisory board meeting and Round Table event took place. Information gathered from the participants validated that our faculty work on field experiences is going in the right direction. We also got many compliments on how well our students are prepared especially in terms of lesson planning.
  - A question regarding EdTPA timeline for the K-12 program was raised. In one of the break out groups this issue also came up. One suggestion from a district partner was to modify the length of time spent in their placements (10/6) to accommodate the EdTPA requirement. C.Ciotto followed up stating that such an arrangement had been considered and is something we can look into for next semester.
- **Policy and advocacy:** A. Greenwell
  - There are two items we have been continuing to work on over the course of this year. One is a letter to the CSDE regarding the CT Code of Professional Responsibility to update gendered language. A letter was sent to Chris Todd. Chris needs to check with the lawyers to know if the language can be changed without going through legislation. Chris has since left the CSDE to work in the ECE program at the University of Connecticut.
  - The second is the Future Teacher Fellowship Collaborative Bill. We are in the process of identifying who our partners might be in support of that Bill. At our next subcommittee meeting we hope to have that become more solidified.
- **Assessment:** T. Goh
  - The subcommittee revised the student exit survey for student teachers based on the feedback they received at the April CTEN members. The surveys will go out via Taskstream this Friday.

#### New Business

- Elections for membership on the CTEN subcommittees for the 2022-23 AY. Thanks to all who worked on the committees this year. The time you dedicated to the subcommittee work is much appreciated. Thanks too to those who have put their names on the ballots for next year's subcommittees. The Partnership committee is still short a nomination on the ballot. If we don't fill it now, we can look to fill it in the Fall as we have done on occasion in the past. J. Turner moved to vote on the ballot and J. Visone seconded the motion. All voted in favor of the slated ballot.
- B. Budaj shared information about the mock interviews she organized for our student teachers. 52 teacher candidates participated. Just a little under half of them were from Elementary Education. The interviewers consisted of CCSU faculty and staff, university student teaching supervisors, cooperating teachers, and district administrators. Teacher candidates performed well in most areas. Weaker areas had to do with diversity and analyzing students assessment data. Feedback on our students from district partners was very positive. Faculty feedback from our TCs about the interview was positive.
- Jessica Hernandez joined us to talk about the TRIO grant.
- The Trio programs are part of a large umbrella of federally funded grants specifically focused on helping students who are first generation college students and who come from disadvantaged and/or who may also identify with a learning disability. Most recently CCSU has received two college level continuation pipeline programs which are, Student Support Services and Student Support Services - Teacher Preparation. The purpose of which is to ensure students can access higher education, are retained

and graduate. The programs are designed to provide academic advising and support. This support may come in the form of monitoring students' progress, providing support in financial literacy and planning, and in advising students on personal and academic matters and academic with the goal to understand what barriers students may be facing and to connect them with resources to help alleviate the barriers. There is a summer component in place to better prepare students for the fall semester and there is a FYE course offered as well. For students participating in the Teacher Preparation grant there is support provided for Praxis preparation or other key points that faculty may have identified as being problematic. Small scholarships are also available. We are looking to staff those areas. Getting students to apply has been difficult.

- How do we encourage students to apply? There is an application on the TRIO webpage on the CCSU webpage. Students apply online and the Jessica Hernandez's office will follow up with them. It is preferred students apply as soon as possible. But up until junior year students can apply. Once accepted they remain through graduation. Faculty can encourage students at the beginning for their tenure in our EPP to apply to the grant. We have the capacity to serve about 60 students per year. There may also be available to the EEP to host workshops for students or to provide them with resources that would help them meet requirements of the program.

Meeting adjourned 4:00pm.

- **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.