

Central Teacher Education Network (CTEN)
Program Meeting Notes
December 1, 2022, 3:15 – 4:30 pm HB 313 and via WebEX

In Attendance: H. Abadiano, B. Budaj, D. DeCarlo, J. DeLaura, J. Edwards, Flinn, B., A. Greenwell, L. Frazee, R. Fuentes, T. Goh, J. Kara-Soteriou, A. Loiselle, K. Love, M. Mackey, C. Mulcahy, K. McGrath, S. O'Connor, P. Talty, J. Thomas, J. Turner, L.Velasquez.

CTEN meeting minutes - approval of October 27, 2022 minutes. Motion moved (Jim DeLaura and Helen Abadiano). Minutes accepted

Announcements (CTEN Director, C. Mulcahy)

Schoolwide Announcements

- CAEP report
 - We received the National recognition and are accredited by CAEP. This is our first CAEP accreditation. Until now we were a NCATE legacy program. This is impressive. There are no stipulations. There are a few areas for improvement (AFI). Some of them we expected. Nothing we can't address. More information will come out shortly with plans to address the AFIs.
 - One of the main AFIs is assessment. One of the recommendations is that we move to CAEP-based assessment which eliminates the SPAs. We can continue to use our own assessments, but they must align with CAEPS standards.
 - Other AFIs have to do with partnership. Barbara Budaj has been charged to work on this. Recruitment is another AFI specifically with regards to diversifying our teacher candidates. Same issues apply to initial cert programs and advanced cert. programs.
- MAT admissions policy update
 - This discussion is to review the revisions to the initial proposal for a revision to the MAT admissions. There was good feedback at our last CTEN meeting. Cara shared this feedback with Dean Mulrooney in a follow-up meeting. Prior to this meeting I shared the State regulations that are relevant to this discussion and the Dean's revisions to the initial proposal.
 - Three ways to acquire initial teacher cert. BSED, post-baccalaureate program and MAT program. The post-baccalaureate and MAT requirements are somewhat different from the BSED.
 - This proposed revisions the proposal presented here is not done. The program is moving to Curriculum and instruction so this can move off the Dean's desk. Helen Abadiano will be taking this over. The faculty in that department will be looking over this document.
 - The shared document doesn't reflect the most recent set of revisions.
 - Curriculum and Instruction will take over the interview process. It will not be included in the admission policy. Because this is an Education program it is important that education faculty be included in the process.
 - The letter of recommendation and Praxis II are other areas that haven't been updated in this draft of the proposal. We also talked with Provost Kostelis and Dean Wolfe about making the Praxis II scores a preferred requirement and that this not included on this draft either. These factors impact our ability to assess applicants' content knowledge which is extremely important for the MAT program.
 - The Praxis II scores are a preferred requirement, students who have not taken the test prior to admission will be required to be taken in their very first semester in the program.
 - We have time to decide if we want an interview to be a part of the admissions process. This admission cycle is almost complete for Spring 2023. We can decide on the interview cycle before the next admission cycle begins November 1, 2023.
 - We need to make sure students will be successful in the program so an interview prior to acceptance is important. We may create more problems for ourselves if we don't conduct an interview.
 - Dean Mulrooney expressed concerns with the interview prior to admission. Because of the Spring start for the MAT, faculty would need to be available during Winter break to conduct the interviews.
 - Dean suggests we instead interview or observe candidates once in the program but prior to student teaching. If we find they need to improve content area knowledge we then suggest they take courses to strengthen their content.

- The purpose of the interview and consistency across majors is important. Is the interview to check on content knowledge or to determine if their communication skills are acceptable for a person going into teaching. I can see merit of interviews for the purpose of having an assessment of communication skills as opposed to content. Consistency is important as we consider the interview process and how it is scored.
- In previous years the MAT director was included in all interviews and there was a standard process which created consistency. Content faculty were also included in the interviews which allowed for input from multiple faculty. There were also times when a disposition issue was noted in the interview which did not show up on the written materials. The interview was powerful because as a cohort based program we could ask ourselves how will the impact the makeup of the cohort.
- Perhaps a compromise would be to include all faculty would complete a disposition assessment during the first semester for all candidates. If faculty raise a concern an intervention would take place to understand how the program may be supported.
- Going back to Praxis II. It could be stipulated that Praxis II must be taken and passed in the first semester. This, in combination with a disposition assessment and perhaps an interview, would provide a broader picture of the candidate. At that time the program faculty can decide the best course of action.
- Would they be given a conditional acceptance then?
- Yes. Until they pass Praxis II, they receive a conditional admit.
- The disposition component is important. I also want to echo some of the comments made about content preparations. To illustrate the concern, several years ago, there was a post baccalaureate student who met all the qualifications being proposed in the newly revised admissions. However, from a content perspective the student was astoundingly underprepared and did not exhibit competency in their major. Earning a bachelor's degree without having a professional program attached to it can come with lower expectations for the degree. This student consistently earned low grades and underperformed. This kind of situation negatively impacts the candidate as they lose money because unlike undergraduate students, MAT students and post-baccalaureate students cannot be redirected into to another program. Another concern aspect to consider it that while this is an education program, content knowledge is important to their certification. This also brings into question the value of our program. This is especially important as the MAT methodology courses are now integrated with the BSED students. This then impacts the quality of teachers we are graduating from our programs which impacts instruction for PreK-12 students. Not having a content knowledge check early on could have larger repercussions for enrollment in our programs later on.
- Next steps? This goes to grad studies at the beginning of next semester (Spring 2023). This will now transition to the Department of C&I.
- The CTEN director will share with Helen, the Chair of C&I, the suggested revisions to the proposed admissions policy. The Dean also wants to update the website.

Office of School and Community Partnerships (B. Budaj)

Student Teacher Interviews

- Midway through our week of student interviews for teacher candidates who will be student teaching in spring of 2023. There is an increase in the number of candidates being interviewed. An increase in community partners who are participating in the interviews. District administrators really enjoy being involved in the interviews. Emerging trends: teacher candidates express enthusiasm about student teaching, teacher candidates appreciate the feedback from the interviewers. The value of the field placement experiences is evident in candidates' responses to the interview questions. Areas for improvement: assessment and diversity.

Procedures for Requestions Field Placements

- Spring 2023 field placements. All placements must be completed through office or partnerships. The partners enjoy this system. ST for 2023 in progress. Contact Barbara if you have a concern about any candidate.

- Field experience in the same place as they will complete student teaching. There is a form to complete for our partners. This allows Barbara to provide information to our district partners. Barbara asks that you get the form to her no later than Jan 31. Same form for Feb 17th for the programs who have two placements. Feb 17th for field placement requests with no student teaching to follow.
- Barbara will send the forms out too.
- The deadline of January 31 seems very late. Should this be earlier?
- It is suggested by the dean that the January 31 deadline be changed to an ideal deadline but use January 31 as the possible latest date to submit the placement request.
- All faculty with students in field placements should send the form to Barbara.
- Barbara will update the form and send it to CTEN director.

Subcommittee Updates

- Appeals and student support: **Jessica Edwards**
 - Lisette had left the meeting so no update on TRIO. Will reinvite her for the beginning of the meeting.
 - No appeals to report.
 - Student end of year student is being held Dec 12 between 2 & 4pm in HB 316.
- Assessment: **Tan Leng Goh**
 - Continue to work on the Exit survey created last year. The response was low last semester. We will readminister this semester.
 - Taskstream also came up because faculty are struggling with it. Dean asked if faculty would appreciate professional development on Taskstream. We plan to get feedback on faculty about what kind of support they would like to effectively use Taskstream.
 - Taskstream will continue to be important to accreditation process.
 - Important for Taskstream tech support to know what we need will in advance of when we need it. Faculty need to understand what the deadlines are for getting necessary assessments to the tech person to upload to Taskstream.
 - What is on Taskstream are our key assessments. BBL is used for any other assessment. Professors teaching the same courses should be using the same key assessments.
 - Spring applications to the professional program are due February 10th. The DRF application is open now on Taskstream.
- Partnership: **Jeremy Visone**
 - Barbara B., Paula and Cara will discuss new membership on our District Partner's advisory board and consider different tiers of partnership.
 - Barbara, Leah and Cara met to discuss how we should proceed with the field placement alignment work.
- Policy and advocacy: **Amanda Greenwell**
 - A document for funding sources to share with students has been drafted.

We did not get to discuss the proposed bylaws for the creation of a School wide Research Reassigned Time committee. We will discuss those at our next CTEN meeting February 23. Recommendations for the latest round of research reassigned time proposals will go to the Dean today.

Meeting adjourned 4:30pm.