

**Central Connecticut State University**

UNIVERSITY SENATE ACTION

**Senate Motion Number FS 14.15.009B**

TO: President Jack Miller

FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **Central Teacher Education Committee** is presented to you for your consideration.

2. This motion was adopted by the University Senate on **10/27/2014**.

3. After considering this motion, please indicate your action on this form, and return it together with the original copy to the President of the University Senate.

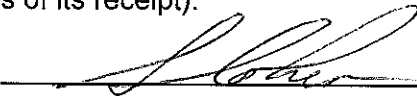
4. Under the By-Laws of the University Senate, Section 3.7, the following schedule of action is to be observed.

a) By **11/03/2014**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).

b) By **11/17/2014**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

**11/03/2014**

Date

  
\_\_\_\_\_  
Stephen Cohen, President, University Senate

ENDORSEMENT:

TO: President of the University Senate

FROM: President Jack Miller

1. Motion Approved :  \_\_\_\_\_

2. Motion Disapproved: \_\_\_\_\_ (Explanatory statement must be appended).

3. Action "is deferred": \_\_\_\_\_

4. Resolution Noted: \_\_\_\_\_

5. Other: \_\_\_\_\_

11/5/2014  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
President Jack Miller

*Motion: The CCSU Faculty Senate supports the creation of the Central Teacher Education Committee.*

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

To be effective, teacher education at Central Connecticut State University (CCSU) requires a tripartite collaboration of disciplinary faculty from the College of Liberal Arts and Social Sciences (CLASS) the School of Engineering, Science, and Technology (SEST), education faculty from the School of Education and Professional Studies (SEPS), and K-12 educators and schools. The partners' unique and essential roles must be well articulated and well integrated for teacher education to be effective. A special shared governance structure is required to facilitate this collaboration and insure that CCSU teacher education programs and their Connecticut public school partners are capable and committed to educating the coming generations of teachers and children.

At CCSU this governance structure, which is called the Central Teacher Education Committee (CTEC), serves as a coordinating structure to foster the tripartite collaboration essential to the ongoing simultaneous renewal of teacher education and public schools.

### **Purposes of CTEC**

We subscribe to the National Network for Educational Renewal (NNER) stance that the improvement of schools and the improvement of teacher education are interdependent goals best achieved by an ongoing process of renewal that simultaneously remakes and improves both teacher education and schools. "Having better schools requires having better teachers; having better teachers requires having exemplary schools in which to prepare them" (Patterson, Michelli, & Pacheco, 1999, p. xi). To foster the simultaneous renewal of teacher education and the public schools, CTEC has four primary functions:

- Foster the development and enactment of a shared vision for teacher education and school renewal that insures that every teacher candidate enters the field "learner ready" and every school supports the continual professional development required to enable the faculty to meet the needs of all students;
- Foster inquiry that supports the shared vision for teacher education and school renewal;
- Foster mutual understanding, trust, respect, and a belief that the tripartite collaboration is worthwhile for all members;
- Facilitate the enactment of the shared vision for teacher education by:
  - Coordinating the development and approval of well-grounded programs that prepare candidates for initial teaching certification;
  - Coordinating the delivery, staffing, and scheduling of programs that prepare candidates for initial teaching certification;
  - Coordinating the admission, retention, and assessment of candidates for initial teaching certification;

- Coordinating development of and access to high-quality field placements for teacher candidates;
- Coordinating the ongoing assessment of initial teacher certification programs, teacher candidates, and program graduates; and
- Contributing as needed to the accreditation of teacher education programs.

**Members of CTEC**

The membership and leadership structures of CTEC are intended to insure that each part of the tripartite collaboration has a voice through membership in CTEC and representation on CTEC Leadership Councils. CTEC members will serve a 2 year term with the option of reappointment. (Initial membership terms will vary from 1 to 3 years to insure that in the future no more than 1/3 of the CTEC membership will be new members.) While this proposal sets out membership and leadership structures that insure tripartite representation in shared governance, the details of member and leadership selection processes will be established in bylaws developed by the CTEC membership in spring 2015.

Relevant departments (see Table 1) will recommend potential disciplinary and education faculty representatives to the Dean of their school and the Dean of SEPS. In addition to these disciplinary and education representatives, the Dean of SEPS will appoint faculty and staff charged with (a) leadership of assessment, (b) leadership of field experiences, and (c) leadership of public school partnerships to CTEC membership.

The membership of CTEC will include representation from each of the CCSU and public school stakeholder groups listed in the appended Table 1. Unless otherwise noted, each group will have one representative in CTEC.

CTEC will include no less than three student members representing elementary/early childhood, secondary, and all level initial teacher certification programs. Program faculty will recommend possible student representatives to the SEPS Dean's who will appoint at least three student representatives.

The public school members of CTEC will include superintendents (or their designees) from identified partner districts, principals, and cooperating teachers. The public school representatives will include at least three building principals from partner schools and at least three cooperating teachers. Superintendents will recommend possible CTEC members to the Dean of SEPS who will appoint members to insure a balance of representation from elementary and secondary levels, each partner district, principals, and cooperating teachers.

**CTEC Leadership Structures**

In keeping with the processes set out in the bylaws of CTEC and after consultation with the other deans, the provost, and public school partners the Dean of SEPS will approve the appointment of the leader of CTEC. The leader of CTEC will serve a 3 year term and will be eligible for reappointment. The leader of CTEC will report to the Dean of SEPS who will provide reassigned time for this shared governance work. The leader of CTEC will convene meetings of CTEC membership and the meetings of the two CTEC leadership teams.

The CTEC Teacher Education Leadership Team will include the CTEC leader, the CTEC member charged with leadership of assessment, two public school partner representatives chosen by the dean of SEPS in consultation with district and school leaders, two disciplinary faculty representatives, and two members of the education faculty.

The CTEC Partnership Leadership Team will include the CTEC leader, the CTEC member charged with leadership of partnerships, the CTEC member charged with leadership of assessment, the CTEC member charged with leadership of field experiences, two public school partner representatives chosen by the dean of SEPS in consultation with district and school leaders, two disciplinary faculty representatives, and two members of the education faculty.

### **Meetings**

The membership of CTEC will meet as a committee of the whole at least four times each academic year. To insure that all partners can participate, CTEC meetings will typically be held late in the afternoon. Smaller working groups may meet more often to address specific programs or initiatives. The CTEC leadership teams will meet regularly and disseminate regular updates on their work to CTEC members, the deans, partner districts, the provost, and SEPS Governance Council (SEPS-GC).

### **CTEC Role in Curriculum Process**

As part of the SEPS dean's review of all curricular and academic standards proposals that affect initial teacher preparation, CTEC will replace SEPS-GC in the curricular review process. To expedite the curriculum submission process, CTEC will serve as a single point of contact for any curricular submissions related to initial and advanced programs for educators that fall under CAEP accreditation. CTEC will forward submissions that fall under CAEP standards for advanced programs to an advanced program review committee named by the SEPS dean.

The CTEC Teacher Education Leadership Team will review all proposed undergraduate and graduate course additions, deletions, and revisions; program additions, deletions, and revisions; and academic standards proposals that affect initial teacher certification programs. As part of reviewing such proposals, this team will disseminate proposals to all CTEC members for feedback. The university's curricula are controlled by its faculty; however, this process insures that our K-12 partners have an

opportunity to share advisory feedback with the CCSU faculty. The process for feedback and review is illustrated in the appended Figure 1.

The SEPS Dean will sign off on curricular and academic standards proposals related to initial teacher preparation programs after consultation with the CTEC Teacher Education Leadership Team. The review of advanced educator program proposals will follow a parallel process. To expedite this process, we respectfully request that the leader of CTEC be named an exofficio member of the University Curriculum Committee in Section 1.2 of that committee's bylaws.

**Collaboration**

The School of Education and Professional Studies Governance Council (SEPS-GC) brings together all departments in SEPS to facilitate scholarship and community within the school and collaboration within and outside the school. SEPS-GC provides a resource that CTEC can use to facilitate collaboration with departments across SEPS in ways that enrich school and community partnerships and inform teacher education. The CTEC leader will regularly report on CTEC to SEPS-GC and seek the input of SEPS-GC.

**Reward Structure**

CTEC seeks to engage faculty and public school partners in challenging and important work. Engagement in CTEC work should be documented, recognized, and valued in the promotion and tenure process at CCSU.

Table 1. Groups to be represented in CTEC by a single member unless otherwise defined

<b>Elementary and Early Childhood (EC) Focus</b>	<b>Secondary Focus</b>	<b>All Level Focus</b>	<b>Public School Partners</b>
Elementary/EC English	Secondary English	Technology and pre-engineering education	Superintendent representative for each identified partner district
Elementary/EC literacy	Secondary natural sciences	Visual arts	No less than 3 building principals
Elementary/EC math	Secondary world languages	Music	No less than 3 cooperating teachers
Elementary/EC science	Secondary mathematics	Physical education	
Elementary/EC social sciences	Secondary history/social studies	TESOL	
Elementary teacher education	Secondary literacy	Instructional technology	
EC teacher education*	Secondary teacher education	Special education	
Student representative	Student representative	Student representative	

NOTE: Early childhood education membership would begin when an early childhood program is approved.

The figure on the next page provides an overview of the role proposed for CTEC in the review of curricular proposals for CAEP accredited programs.

