

Central Teacher Education Network (CTEN)

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The Central Teacher Education Network (CTEN) is an interdisciplinary committee of University and community representatives who assemble to review, analyze, and provide input on all aspects of teacher education at Central Connecticut State University (CCSU). Teacher education requires a tripartite collaboration of disciplinary faculty from the College of Liberal Arts and Social Sciences (CLASS) and the School of Engineering, Science, and Technology (SEST); education faculty from the School of Education and Professional Studies (SEPS); and preK-12 educators and schools. The partners' unique and essential roles must be articulated and integrated for teacher education to be effective. A special shared governance structure is required to facilitate this collaboration and ensure that CCSU teacher education programs and their Connecticut public school partners are capable of and committed to educating the coming generations of teachers and children.

Mission of CTEN

The Central Teacher Education Network (CTEN) is a community of educators preparing teacher candidates to meet the diverse needs of 21st century students. CTEN prepares teacher candidates who demonstrate excellence in content and pedagogical knowledge, develops and fosters mutually beneficial preK-12 partnerships and high-quality clinical practices, and ensures continuous improvement of the teacher preparation program. Essential to the success of this mission is a unified and coherent tripartite relationship whose on-going collaboration is facilitated through CTEN.

Vision of CTEN

To prepare creative educators who:

- demonstrate academic and pedagogical excellence,
- are civic-minded,
- are culturally responsive/aware,
- are compassionate and recognize the social and emotional needs of students,
- are critically minded and transformational thinkers.

CTEN's Core Values

Accountability and Excellence: CTEN is accountable to its teacher candidates and to ensure a high-quality teacher education program that prepares effective educators who can meet the academic, social and emotional needs of an increasingly diverse society. Employing a wide variety of measures CTEN engages teacher preparation programs in a continuous cycle of programmatic analysis that informs our practices and continuously improves the experiences of our teacher candidates.

Collaboration and Engagement: CTEN subscribes to the stance that the improvement of preK-12 schools and the improvement of teacher education are interdependent goals best achieved by an on-going process of renewal that simultaneously remakes and improves both teacher education and schools. Through the tripartite alliance, disciplinary faculty, district partners, and education faculty continuously collaborate to provide high-quality teacher education programs grounded in best practice, academic excellence and compassion, and to create opportunities for on-going professional learning and community engagement.

Equity: CTEN is firmly grounded in the belief that all students deserve equal access to a high-quality education. To that end teacher candidates are exposed to teaching practices that address issues of social justice, cultural responsiveness, advocacy, and democratic ideals of education. CTEN’s policy and advocacy subcommittees further ensure our own policies and practices work toward equity for our teacher candidates.

Functions/Responsibilities of CTEN

- foster the development and enactment of a shared vision for teacher education and school renewal that ensures every teacher candidate enters the field “learner ready” and every preK-12 school supports the continual professional development required to enable district faculty to meet the needs of all students;
- foster mutual understanding, trust, respect among all members, via tripartite collaboration to develop and maintain high-quality clinical practices to ensure continuous improvement of the teacher preparation program;
- facilitate ongoing review within and across CCSU teacher education programs, including but not limited to collection and dissemination of relevant data for program improvement.

BY-LAWS

1. Governance Structure

- 1.1 The membership and leadership structures of CTEN are intended to ensure that each part of the tripartite collaboration has a voice through membership in CTEN. Relevant CCSU departments will elect disciplinary faculty and faculty from SEPS to serve as representatives to CTEN. Methods of election shall be determined by the respective units. CTEN representatives drawn from the CCSU faculty will serve for an academic year with the option of re-election.
- 1.2 Stakeholder groups are encouraged to name alternate representatives to ensure representation in CTEN when the elected representative must be absent for a meeting or other CTEN function. If an elected representative is unable to actively participate in CTEN, the department shall name a new representative to complete the unexpired term. Because the work of CTEN is so important to teacher preparation, active engagement in CTEN should be documented, recognized, and valued in the promotion and tenure process at CCSU.
- 1.3 The preK-12 partners of CTEN will include superintendents or their designees from identified partner districts, principals, and cooperating teachers. The preK-12 representatives will include at least one superintendent, one building principal and one cooperating teacher from each district. The preK-12 partners of CTEN will belong to the Partner advisory board. This board will inform the work of CTEN.
- 1.4 Graduate and undergraduate student representatives will be identified by the dean based on faculty recommendations. There will be at least one undergraduate student representing elementary education, one representing secondary education, and one representing all-level programs. There will be at least one graduate student representing special education and interventions, one representing the MAT program, and one to represent each of the advanced

certifications. Student representatives will belong to the student advisory board. This board will also inform the work of CTEN.

1.5 In addition to the CCSU faculty, preK-12, and student representatives, the certification officer, the dean of SEPS, and the representatives appointed by the SEPS dean to the appeals and student support subcommittee, the assessment subcommittee, the partnership subcommittee, and the policy subcommittee will be *ex officio* members of CTEN.

1.6 Voting members of CTEN will elect faculty representatives to serve on four standing subcommittees: appeals, assessment, partnership, and policy and advocacy. The dean of SEPS will also appoint a representative to each standing committee. Each sub-committee will elect a chair.

Table 1. Governance structure

Voting members			Non-voting members	
School of Education faculty	Disciplinary faculty (secondary & all-level)	Advanced Certifications	Public school partners⁵	<i>Ex officio</i> (6)²
<ul style="list-style-type: none"> • elementary education • secondary education/all level • inst. Technology • literacy • MAT 	<ul style="list-style-type: none"> • art • English • history • math • modern languages • music • physical education • sciences • Special education and interventions • TESOL • technology/pre-engineering ed. 	<ul style="list-style-type: none"> • Educational Leadership • Literacy 	<ul style="list-style-type: none"> • One superintendent representative • One principal representative • One cooperating teacher representative 	<ul style="list-style-type: none"> • Dean of SEPS • Dean's representative to assessment subcommittee • Dean's representative to policy subcommittee • Dean's representative to appeals and student support • Dean's representative to partnerships subcommittee • Certification officer
Student advisory board ³			District partners' advisory board ⁴	
Notes <ol style="list-style-type: none"> 1. Elected by relevant department faculty via method decided by that group 2. The maximum number of six <i>ex officio</i> CTEN committee members is realized if the dean appoints a different representative to each of the three subcommittees and to the leadership committee. 3. Appointed by SEPS Dean in consultation with elementary, secondary, all-level, and graduate faculty. 4. Appointed by SEPS dean in consultation with partner-district administrators and liaisons to achieve a balance of representation from elementary, secondary, and all-level, principals, cooperating teachers. 5. When items relevant to PK-12 schools are being voted upon, an exception to the voting policy may be made so school partners have a vote. 6. UG = undergraduate AC = advanced certificate 				

2. CTEN Leadership Structures

- 2.1 The work of CTEN will be facilitated by five standing committees: the steering committee and subcommittees on appeals and student support, assessment, partnerships, and policy.
 - 2.1.1 The CTEN director will convene meetings of CTEN membership and of the CTEN Steering committee; convene meetings of the district partners' advisory board and the student advisory board; facilitate communication and collaboration among the tripartite on matters such as accreditation, policy, and program alignment.
 - 2.1.2 The CTEN steering committee will include the CTEN director, the four subcommittee chairs and a representative appointed by the SEPS dean. This group will meet regularly to coordinate the work of the subcommittees and further the work of the group.
 - 2.1.3 The CTEN appeals subcommittee will include the CTEN director, two faculty members from the disciplinary areas, two from elementary education, and a representative appointed by the SEPS dean. This group makes recommendations on student appeals of teacher education program decisions on admission, retention, and program completion to the SEPS dean. Appeals will be conducted in accordance with the appeals policy.
 - 2.1.4 The CTEN assessment subcommittee will include two faculty members from the disciplinary areas, two from elementary education, a representative appointed by the SEPS dean. This group will meet regularly to facilitate the ongoing review within and across CCSU teacher education programs; coordinate the ongoing assessment of initial teacher certification programs, teacher candidates, and program graduates; monitor student progress, and contribute as needed to the accreditation of teacher education programs.
 - 2.1.5 The CTEN partnership subcommittee will include two faculty members from the disciplinary areas, two from elementary education, and a representative appointed by the SEPS dean. This group will meet regularly to support the development of productive preK-12 and CCSU partnerships that foster the simultaneous renewal of teacher education and the public schools; promote development of and access to high-quality field placements for teacher candidates; foster inquiry that supports the shared vision for teacher education and school renewal; and support the continual professional development required to enable schools to meet the needs of all students.
 - 2.1.6 The CTEN policy and advocacy subcommittee will include two faculty member from the disciplinary areas, two from elementary education, and a representative appointed by the SEPS dean. This group will meet regularly to review and revise university policies impacting graduate and undergraduate students; and stay abreast of state legislation impacting teacher education.
 - 2.1.7 In the spring semester, subcommittees will present a report to CTEN documenting the work undertaken for that academic year.
- 2.2 The district-partner advisory board will meet at least twice an academic year: once in the Fall semester and once in the Spring semester. The partner advisory board will include district superintendents, school principals and cooperating teachers, the director of CTEN, and the SEPS

dean. This group will inform the CTEN body on matters of clinical and practicum experiences, student teaching, program alignment, and collaboration between SEPS and the school districts.

- 2.3 The student advisory board will meet twice an academic year: once in the Fall semester and once in the Spring semester. The student advisory board will include alumni, graduate and undergraduate students enrolled in initial teacher certification programs and in advanced certification programs, the director of CTEN and the SEPS dean. This group will inform the CTEN body on matters of clinical experiences and practicum experiences, student teaching, programmatic requirements, and program alignment.

Table 2. CTEN Subcommittees

Steering	appeals*	assessment*	partnership*	policy & advocacy*
<ul style="list-style-type: none"> • CTEN director • dean's representative • appeals chair • assessment chair • partnership chair • policy chair 	<ul style="list-style-type: none"> • dean's representative • CTEN director • 2 education faculty • 2 disciplinary faculty 	<ul style="list-style-type: none"> • dean's representative • 2 education faculty • 2 disciplinary faculty 	<ul style="list-style-type: none"> • dean's representative • 2 education faculty • 2 disciplinary faculty 	<ul style="list-style-type: none"> • dean's representative • 2 education faculty • 2 disciplinary faculty
<p>*All SEPS faculty and disciplinary faculty teaching in teacher education programs are eligible to serve on a subcommittee.</p>				

3. CTEN Meetings

- 3.1 The membership of CTEN will meet as a committee of the whole at least four times each academic year, typically at 3:15 on the first or fourth Thursday of the month. CTEN may meet more often if deemed necessary. Requests by members for additional meetings should be directed to the CTEN director. CTEN meetings are held in the afternoon to ensure all partners can participate.
- 3.2 Subcommittees will meet at a time that works for all members of the committee. Once a time has been decided upon, they will notify the CTEN director or the meeting schedule.
- 3.3 The CTEN steering committee will meet regularly and disseminate regular updates on their work to CTEN members, relevant departments and deans, and partner districts.
- 3.4 A special CTEN meeting may be called in response to a request signed by no fewer than 15 CTEN members. Such a call must be submitted to the director of CTEN no later than 10 days prior to the requested meeting date. An agenda item must be included with such a request and members may discuss only the business that is stated in notification (i.e., the "call to the meeting").
- 3.5 Curriculum proposals being brought before the SEPS curriculum subcommittee may be shared at CTEN monthly meetings.

- 3.6 CTEN shall operate in the spirit of Robert's Rules of Order (Revised). A quorum requires no fewer than 12 members of CTEN and must include representation from elementary, secondary, and all level programs. In all CTEN votes, matters are determined by majority vote, which is 50% + 1 in favor of the motion of those members present. Thus, a tie vote is a defeat for a motion.

4. Elections

- 4.1. Voting members of CTEN will elect a director of CTEN from the faculty of the School of Education and Professional Studies. Elections shall take place during the Spring semester of every third year.
- 4.2 The dean of SEPS will approve the appointment of the director of CTEN. If the dean of SEPS does not approve the nomination of the director, he or she will request another nomination. The director of CTEN will serve a 3-year term and will be eligible for reappointment. The director of CTEN will report to the dean of SEPS who determines between 3-6 credits of reassigned time for this shared governance work.
- 4.3 The election of the members for the four subcommittees shall take place every year during the Spring semester. CTEN voting members shall elect subcommittee members. Each subcommittee will name its own chair.

5. Miscellaneous Rules and Regulations

- 5.1 These by-laws shall become effective upon passage by CTEN voting members.
- 5.2 These By-Laws may be amended by a majority vote. Proposed amendments to these by-laws shall be submitted in writing to all members of CTEN no fewer than five working days prior to the date upon which action regarding said amendments is to take place. Any member of CTEN may propose amendments to the by-laws through the leadership committee. Updates to the by-laws that reflect editorial changes (e.g., names of departments or organizations) shall be made and disseminated by the leadership committee and do not require a vote by the membership.