

CEAC Meeting April 4, 2023

COE: Carol Fleres, Liz Hickey, Sam Kozar, Mary McGriff, Zandile Nkabinde, Michelle Rosen, Belinda Stokes, Lourdes Sutton, Brandi Warren, and Laura Zieger

District Partners: Wachera Brown (Bayonne), Susan Chenelle (UACHS), Chevelle Clinton, Eric Lugo (UACHS), and Jim Pedersen (Essex County), Steve Ricciardi (Hudson County), Edwin Rivera (Jersey City), and Krystle Santaniello (Union City)

Welcome: Brandi N. Warren, Director, Center of Teacher Preparation and Partnerships

Greetings: Dr. Lourdes Sutton, Acting Dean, College of Education

Quality Assurance System Overview

- Stakeholders, such as alumni, faculty and school partners should be at the center of this work.
- Data, Advisory Groups, Feedback, Ongoing Improvements, and Standards
- The NJCU system is cyclical. **Data** driven changes are made based on **feedback** received from **advisory groups**, which also guides **ongoing improvement** in order to achieve **standards**.

Small Group Collaborative Work:

- **Ideal Cooperating Teacher Characteristics**
 - *When did you have a teacher who went above and beyond working with a teacher candidate?*
 - *What are some of the attributes?*
 - *How can an ideal cooperating teacher scenario become the norm?*
- **Selecting Clinical Faculty**
 - *How can these individuals be more effective?*

Notes from the guided conversations listed above can be accessed from the link below.

<https://jamboard.google.com/d/1kBXrsTvZfddK2mog1xzJoCuLcjRZXZO49noAWYELz2c/edit?usp=sharing>

EDTC STEM Certificate Programs

- Dr. Sam Kozar and Dr. Laura Zieger shared details about the STEM certification program options.
- Credits completed for the STEM certificate program can be applied to a graduate degree.
- Courses are designed for working professionals and offer extensive flexibility.
- Each course offered involves guided activity pathways.
- Highlight: STEM certificate programs are useful for educators and administrators.

In closing, CEAC members were advised of the possibility of a summer meeting.



Please think about a situation in which a cooperating teacher did an exceptional job of guiding a student teacher through the ordinary and sometimes extraordinary challenges that accompany classroom teaching.

- What professional attributes did the cooperating teacher possess?
- What enabled them to be so effective?
- How can this type of ideal mentoring relationship be replicated more consistently?

like to make more available- zoom meeting before semester for cooperating teacher to help interns understand the school's focus, goals, etc...

Capitalized on the power of her students. Empathetic.

Is able to relinquish power and nurture. Provide constructive feedback.

Master teacher to create the rapport.

There should be clear and consistent rubrics that are used with cooperating teachers that also align to common evaluative frameworks used: Danielson, Marzano, etc. Dr. Kozar

Amazing teacher- 30 years experience in the district- the "student whisperer"- finding learners, able to implement technology although not well versed- gave up her power

Cooperating teacher was patient and kind, and was very facilitative in how to address the issue that arose in terms of grading so it was a learning process. Dr. Kozar

self awareness, dress appropriately, understand and culture of the school, being involved in "non school hours.

Allowing the pre-service teacher to be part of the school culture. Attend PLCs, take part in Admin discussions.

classroom management, preparation, personable, strong communication skills, works well with others. CT involved in "extra" stuff, not just classroom content.

The cooperating teacher allowed the pre-service teacher to work with small groups with guidance. This contributed to the reflective piece.

flexibility, ability to relinquish control. Overprepare so not time is wasted.

Wealth of strategies to share with student teacher.

The cooperative teacher allowed the student teacher to observe best practices at first and then discuss these practices together. This allowed for reflective sessions.



The College of Education is currently reviewing the criteria we use to select clinical supervisor faculty, and we would appreciate your insight. In general, how can clinical supervisor faculty be more effective than they presently are?

Clinical supervisors could meet with a school administrator to learn about the school culture, demographics, and expectations

Announcing to the Admin that they are present. Additionally, partnering with the Admin for at least one observations to share thoughts.

Supervisors should be knowledgeable of framework to evaluate teachers, instructional strategies, and coach. Develop relationship



As a member of the College of Education community, how do you define equity, diversity and inclusion? Please share your responses on our Padlet linked below. Thank you!

<https://padlet.com/mmcgriff1/as-a-member-of-the-college-of-education-community-how-do-you-ivvj3wt3wofaz030>

