MINUTES OF THE EXECUTIVE COMMITTEE
COUNCIL ON TEACHER EDUCATION

November 14, 2001
3:05 p.m.-5:00 p.m.
Room 38C, EDUCATION BUILDING


MEMBERS ABSENT: Ave Alvarado, Susan Fowler, Christine Jenkins, James Leach, Brenda Lindsey, Linda Sloat

1. Approval of Minutes, Announcements, and Additions to Agenda
   a. The meeting was called to order by Benson at 3:05 p.m. Benson asked if there were any additions or corrections to the minutes of October 10, 2001. Grashel, seconded by Mester, moved approval of the minutes as presented. Unanimously approved.
   b. Benson asked that individuals who have parking passes let the council office know if they will be unable to attend the meeting. That allows the parking place to be released for use by someone else.
   c. Benson asked that a discussion of student teaching issues be added to the agenda as item 3.c.

2. Proposals: None

3. Matters for Discussion/Action:
   a. Proposed Revisions to Common Assessment for All Professional Education Preparation Programs: Benson reported that discussions with constituent groups subsequent to the last meeting have resulted in the development of three proposals instead of one. There is a proposal for undergraduate programs leading to initial certification, one for graduate programs leading to initial certification, and one for graduate programs leading to certification as school leaders or school service personnel. The three areas are sufficiently different that one common assessment would not reasonably apply to all three.

   The Common Assessment Plan for Graduate Professional Education Programs Leading to Certification as School Leaders or School Service Personnel is in draft form and requires further discussion by the programs affected. A subcommittee representing those programs, school social work and administration, is working on the proposal. A representative of speech and hearing science is also participating because that program will likely become a school service personnel program in the near future.

   The common assessment plans for undergraduate programs leading to initial certification and graduate programs leading to initial certification are color coded to show the various stages of the drafts. Four different colors represent consecutive drafts that lead to the proposals presented for the
committee’s review at this meeting. The most recent changes include an implementation date of fall semester 2003 and the inclusion of a requirement that candidates complete a minimum of 100 clock hours of pre-student teaching experience as a condition for admission to student teaching.

Benson said that a subcommittee will be convened and asked to identify implementation issues associated with the plans and suggest solutions for any anticipated problems that might arise. That group will include advisors and records officers who deal directly with high school and community college articulation. The major issue is the use of the ICTS test of Basic Skills as an admission to a professional education preparation program requirement for students who are not native to the UIUC campus.

Grashel suggested that music students would be required to pass the test as a prerequisite to registration in Music 140. The committee agreed that waivers to the requirements of the common assessment plans would be sought via petition to the Council on Teacher Education.

Benson noted that requiring passage of the appropriate subject-matter knowledge and common core knowledge tests for recommendation for certification will not assure a 100% pass rate on our annual Title II Report. We have chosen not to require the passage of the tests for graduation, so they are not taken into consideration when determining who our completers are for reporting purposes.

Ann Mester, seconded by John Grashel, moved approval of the Common Assessment Plan for Undergraduate Professional Education Programs Leading to Initial Certification and the Common Assessment Plan for Graduate Professional Education Programs Leading to Initial Certification, with an implementation date of fall semester 2003 for both plans. Unanimously approved.

Benson said that she hoped to be able to present the Common Assessment Plan for Graduate Professional Education Programs Leading to Certification as School Leaders or School Service Personnel for a vote at the next meeting of the Executive Committee.

b. UIUC Professional Education Assessment: Benson reviewed the prompts that have been developed for the professional education assessment of teacher candidates. The prompts, which are mapped to the conceptual framework, were developed by a committee of program coordinators working with Dr. Lizanne DeStefano and will be piloted with volunteer candidates in the spring. Some candidates will be at the beginning of their preparation program while others will be near the end. A separate set of prompts are being developed for candidates in administration and school social work.

Council will hire individuals to score the assessment and develop rubrics during the summer. The rubrics will probably be something like “meets, exceeds, does not meet” expectations.

Graber suggested that candidates for the pilot be drawn from all professional preparation programs. Benson replied that each program has been asked to identify at least nine volunteers.

c. Student teaching issues: Benson identified two issues related to student teaching that have been brought to her attention by program coordinators. The first issue regards the number of times that a student may be permitted to repeat student teaching. In the discussion that followed, it was noted that students have a limited number of semesters in which to complete their degree requirements and failure of a required course twice is cause for an automatic drop from the University. If
candidates are provided with growth plans and fail to meet the requirement of those plans, that should suffice. It was agreed that this was not an issue that required a Council policy.

The second issue concerns offering student teaching for graduate credit. Since Educational Practice is a 200-level course in all programs, graduate students pursuing certification are required to spend considerable time and energy in course work that does not apply toward their graduate degree. Benson reported that discussions began last year with representatives of the graduate college to determine whether student teaching could be offered as a 300-level course, which could be taken for either graduate or undergraduate credit. During the discussions, it was suggested that the requirements for student teaching have changed considerably over the last five years and it might be appropriate to look into changing the number. In the meantime, the University has developed plans to renumber all courses. It was suggested that Council staff seek to have student teaching numbered at the 400-level as part of the campus renumbering process. Members of the committee agreed that this item should be discussed further after the ISBE accreditation review in April.

4. Updates/Reports:

a. ISBE Update: Benson reported that there is a proposal going to the ISBE that would establish a separate certificate for the middle grades. There appears to be strong support for this and the proposal has a good chance of being approved. It is likely that the proposal will go before the ISBE in January. If approved by the ISBE, the proposal will be published for public comment. Benson will let everyone know when the public comment period is announced.

New certification tests, based on the new content standards, are supposed to be in place by July 1, 2003. This would mean that candidates who are currently completing programs based on the current standards may be required to pass certification tests based on standards that were not addressed by their preparation program. The IACTE has gone on record as being opposed to this and has asked the ISBE to change the implementation date for the new tests to July, 2005 or offer a two-tiered testing system for two years. The ISBE representative at the IACTE meeting suggested that an extension of the implementation date might be possible but that he was sure that the ISBE would not agree to a two-tiered testing system for any length of time.

b. ISBE Review: Benson reported that significant progress has been made on developing the website for the review. Staff has also initiated the preparation of exhibits for the on-site visit with what is currently known as “the crate project.” Council has purchased plastic storage crates which will be given to program coordinators to use in providing samples of candidates’ work in professional education courses. Programs are expected to include examples of work that is outstanding, average, and weak. Staff is developing a template for program coordinators to use in assembling the files and will be handing out the crates in December.

In response to a question, Benson said that she would consult with University legal counsel regarding the use of candidates’ work without their permission. She added that members of the review team are required to sign a confidentiality statement and she believed that we are able to use candidates’ work without their permission since an accreditation review falls under the University guidelines for who is able to have access to student records. The documents will be kept in a secure location and be available only to the members of the review team. They will be returned to the program coordinators immediately after the on-site visit.
Two more review workshops are scheduled before the on-site visit. There will be one in February and one in March. The official pre-visit is scheduled for February 28th. On that date, Marti Woelfle, our ISBE liaison, will meet with representative from the Office of the Provost and present an overview of the review process to deans and department heads, or their designees, at a luncheon meeting.

Woelfle wants cooperating teachers, current candidates, and alumni available for interviews on Sunday, April 14th. We will probably ask program coordinators to invite specific students and cooperating teachers to participate in those interviews. Food will be provided. Members of the Executive Committee will be needed for the opening presentation and brunch on Saturday, April 13th.

5. **Information Items:** Members were provided with copies of the Mapping of the Illinois Professional Teaching Standards to the UIUC Conceptual Framework. Benson noted that this document represents the consensus of two of three groups that reviewed it and was developed to assist those who are completing the program matrices needed for the review.

6. **Adjournment:** The meeting adjourned by consensus at 5:00 p.m.

**Future meetings:** All meetings are scheduled for 3-5 p.m. in 38C Education Building, unless otherwise noted.

December 12, 2001 (subsequently cancelled)
January 23, 2002
February 13, 2002
March 13, 2002
April 10, 2002
**April 13-17, 2002: ISBE on-site visit**
May 8, 2002

*time and location TBA