MINUTES OF THE EXECUTIVE COMMITTEE
COUNCIL ON TEACHER EDUCATION

June 12, 2002
3:05 p.m.-5:00 p.m.
Room 242, Education Building

MEMBERS PRESENT: Bonnie Armbruster, Cheri Carlson, Gary Crull (for Kim Graber), Susan Fowler, John Grashel, Joe Harper, Eve Harwood, Christine Jenkins, Brenda Lindsey, Keith Marshall, Ann Mester, Patricia Wojtowicz, Chet Zych

MEMBERS ABSENT: Ave Alvarado, James Leach, Marisa Ptak, Linda Sloat, Leigh Witt

OTHERS PRESENT: Violet Harris, Head, Department of Curriculum and Instruction; Marge Jerich, CTE staff

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 May 8, 2002. Jenkins, seconded by Lindsey, moved approval of the minutes as presented. Unanimously approved.

b. Benson distributed the executive summary of Secretary of Education Rod Page’s annual report on teacher quality entitled, “Meeting the Highly Qualified Teachers Challenge.” A full copy of the report is available on the web at www.ed.gov/offices/OPE/News/teacherprep/. Harwood highlighted aspects of an article in the Chronicle regarding the report. Benson commented that the report is very negative toward teacher preparation programs and the federal government is moving in the opposite direction of ISBE.

Benson announced that Cheri Carlson has agreed to serve on the Executive Committee as a representative for admissions/records officers.

c. There were no additions to the agenda.

2. Proposals:

a. C&I 225 Information, Technology and Education: Benson distributed, for review and discussion, a copy of C & I 225 course mapping to the Illinois Common Core Technology Standards. The mapping revealed that not all indicators of the standards are met. Harwood suggested that the gaps could be filled by other courses, as well as through field experiences. Fowler asked if the assessments need to be accomplished through the use of technology. Benson responded that this would be a question for ISBE. She reminded members that all programs will need to meet the Illinois Common Core Technology Standards by fall, 2003.
Benson introduced Violet Harris, Head, Curriculum and Instruction, who was available to answer questions regarding C & I 225. Harris reported that the faculty designed the course to meet the needs of a broad audience across disciplines rather than to meet the Illinois Common Core Technology Standards. The course will be used by Special Education in the LBSI program. A special section, designed to address all the indicators, will be offered for LBSI candidates each spring. She said that it might be possible to offer additional sections of C & I 225, designed for professional education candidates, which would meet all of the Core Technology Standards.

Carlson asked how she should proceed with course articulation requests in light of the standards, noting that she has one articulation request for C & I 225. How would we assure that a course from another institution satisfies the standards? Fowler responded that course articulation should follow current procedures.

Benson noted that the bigger issue is the system by which to assure ISBE that programs will be in alignment with the State standards by fall semester, 2003. What is the role of the Council and who will be responsible for various assessment activities? Fowler stated that the role of the Council is to assure that all programs meet all of the standards.

Lindsey said that she would assume that her program is fine unless she had feedback indicating otherwise from a review of the program matrices. Fowler asked what barriers and supports exist for faculty to complete the program matrices. What information needs to be added for Phase II of completing each of the program matrices?

Mester suggested that, in order to satisfy the standards, revisions may be necessary to the professional education minor completed by candidates in secondary education programs. Zych said that it would be a good idea to look closely at those courses early this year, as well as other program issues.

Benson suggested that small sub-committees consisting of a CTE staff member, the appropriate council executive representative, and a CTE executive committee member from outside the content area review the program matrices and provide program feedback for meeting Phase II.

Harwood asked if it was possible to obtain a sample of an ISBE acceptable matrix that programs could use as a guide. Benson replied that ISBE does not have a sample of an acceptable matrix. ISBE has said that it plans to offer training sometime this fall on how to complete the matrices. Zych suggested that for Phase II, the matrices should be completed so that courses and assessments appear defendable in order to admit candidates for fall, 2003.

3. Matters for Discussion/Action:

a. Reading Course Option: Harris updated the committee on the development of a reading course to satisfy the new ISBE standards. The number of sections offered will depend upon available resources. Harris noted that a stable source of assistantships would be needed to support this course and C & I 225. Faculty are flexible in looking at different instructional models for a one- two- or three-hour course. Currently, a 3-hour course is being developed that will be offered each semester and in the summer. Harwood asked if the requirement could be
met through a 1-hour course. Benson suggested that we gain feedback from the programs for credit options, and encouraged everyone to work directly with Harris to communicate their program needs and develop solutions. Harris also suggested that students are welcome to take C & I 371, but it does have prerequisites.

b. ISBE Continuing Accreditation Review Draft Report: The draft of the ISBE Continuing Accreditation Report was distributed for review. Benson asked members to review the report for any factual errors, particularly in program specific areas. Committee members were asked to bring the report, along with any factual errors, to a full day retreat planned for July. Corrections of any factual errors within the report need to be sent to ISBE by July 17th.

Benson shared comments from a recent meeting at Knox College, which was attended by representatives of institutions who experienced team visits during 2001-02. There appeared to be a consensus among institutions that they felt a negative and punitive attitude on the part of ISBE and their draft reports from the review teams were extremely negative. The conceptual framework and attendant assessment plans were a problem for everyone. It was suggested that we write a strong rejoinder to the final report and that we consider hiring a consultant to help us with it.

c. Conceptual Framework Indicators Proposed Revisions: Benson reviewed proposed revisions to the Conceptual Framework indicators that were suggested by the CTE Conceptual Framework Development sub-committee. The consensus of the sub-committee was to revise the indicators to increase clarity and measurability across all programs. Council executive members suggested further modifications to the indicators. Benson said that these suggested revisions would be taken to the clinical experiences program coordinators meeting on June 24th for their review and comments. There will be further discussion of this matter at the July retreat.

Jerich reported on the results of the Conceptual Framework on-line survey conducted last spring. Although the end size was small, the results suggested that their needed to be enhancements to the clarity and measurability of the indicators.

d. CTE Retreat Agenda Planning: Benson suggested that a full-day retreat would provide time for in-depth discussion of the concerns raised by the ISBE review. Members agreed upon July 1st for the retreat. The retreat will focus on enhancements to the Conceptual Framework, assessment plans, responsibilities of Area of Specialization Committees, roles of clinical experiences program coordinators, discussion of the CTE governance structure, and the status of program alignment with ISBE standards for candidates entering programs fall semester 2003 or later.

4. Updates/Reports

a. P-16 Initiative: Fowler updated members on the P-16 initiative, a major, statewide activity focusing on P-16 education issues. The intent of the initiative is to utilize the University’s strengths, in collaboration with other sectors of the Illinois P-16 education enterprise, to improve teaching, learning and achievement statewide and beyond. The University of Illinois
effort will concentrate on the areas of 1) teacher recruitment and preparation, 2) teacher induction, retention and professional development, 3) creating opportunities for school leader development, and 4) policy issues, with a special look at the role of technology. The group is currently looking at an increased partnership role with community colleges to assure smooth transitions into four-year institutions for teacher education. An education summit is planned for after the November elections.

Fowler also reported that Golden Apple is proposing that colleges and universities match scholarships for their candidates, beginning in 2004. Most of our Golden Apple Scholars are in the Colleges of Education and LAS. Fowler does not see this as an issue for the Council. She will take it to the Provost. She did express a concern that we might be expected to provide scholarships for candidates that we do not select.

b. CTE Executive Committee Membership 02-03: Benson announced that a few deans have designated their representatives to the 02-03 CTE Executive Committee. Fowler will send a reminder letter to the remaining deans. Benson also asked members to send her recommendations for student and public school representatives.

c. Area of Specialization Committee 02-03: Benson announced that, to date, she has received no recommendations for Area of Specialization Committee members. Area of Specialization Committees will play a critical role for next year as programs are revised to comply with ISBE standards. Membership must be determined as soon as possible.

d. ED PR Course Numbering: Committee members approved re-numbering 200-level ED PR courses to 400-level as part of the University-wide course numbering change. Graduate candidates cannot count ED PR toward their degrees unless the course is numbered 400. Marshall offered to work with Benson to accomplish this task.

5. Information Items. None

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.

July 1, 2002, CTE Retreat, Hawthorn Suites
July 10, 2002
August 21, 2002
September 18, 2002
October 16, 2002
November 20, 2002

December 18, 2002
January 22, 2003
February 19, 2003
March 19, 2003
April 16, 2003
May 14, 2003