MINUTES OF THE EXECUTIVE COMMITTEE RETREAT  
COUNCIL ON TEACHER EDUCATION  

July 1, 2002  
8:30 a.m.-4:30 p.m.  
The Grand Prairie Rooms 1 & 2, Hawthorn Suite

MEMBERS PRESENT: Ave Alvarado, Bonnie Armbruster, Cheri Carlson, Sheryl Benson, Susan Fowler, Eve Harwood, Christine Jenkins, James Leach, Brenda Lindsey, Keith Marshall, Ann Mester, Linda Sloat, Patricia Wojtowicz, Chet Zych

MEMBERS ABSENT: Gary Crull (for Kim Graber), John Grashel, Joe Harper, Marisa Ptak, Leigh Witt

OTHERS PRESENT: Marge Jerich, CTE staff

1. Overview and Goals:

a. **Summary Report from the College of Education summer institute “Enhancing Teacher Education in Illinois: The Role of Community Colleges and Four-Year Institutions”:** Fowler presented an overview of the summer institute that provided a forum for 2- and 4-year institutional teacher education faculty and administrators to discuss current issues regarding teacher education/preparation in Illinois, including current policy, state standards, articulation issues, and best practices. A number of community colleges currently offer 2-year associate degrees for individuals to work in para-professional positions within the public schools and provide courses for current teachers to earn CPUs. Due to the teacher shortage, some community colleges have indicated an interest in enhancing their programs, including consideration of partnerships with 4-year institutions and offering alternative certification programs. Interest was also expressed in developing an Associate Arts in Teaching degree. A major issue will be how community colleges will be held to the same standards as 4-year institutions. Fowler added that many community colleges would prefer to work with 4-year institutions to provide seamless transitions from 2-year education programs into completing their last 2 years at a 4-year institution. Fowler added that one of the activities of the P-16 initiative is to create a partnership role with community colleges to assist in developing these transitions.

Benson added that she has already met with Andrea Cortez, associate professor of education at Parkland College, who shared her course syllabi and took a copy of the Illinois Professional Teaching Standards in order try to map her course to the standards.

b. **Updates related to Meeting the Highly Qualified Teachers Challenge Report:** Benson highlighted an article from *Education Week* and a statement from NCATE President Art Wise regarding Secretary of Education Rod Page’s annual report. Both the article and the NCATE statement expressed concerns about the some of the data cited in the report, indicating that Page’s argument was flawed because the data does not support the preconditions of the administration that alternative routes to teaching are superior to spending time in colleges learning how to teach. Benson added that she would update the committee as further reactions to the report appear.
c. **Retreat Goals:** Benson stated that the goals of the retreat are to 1) respond to the ISBE Continuing Accreditation Review Report, 2) approve a final plan for program alignment procedures and review the timeline and 3) if there was time, discuss NCATE membership. Responding to the ISBE Continuing Accreditation Review Report will focus on issues related to the Conceptual Framework, candidate assessment, and the CTE governance structure. These are the major areas of concern identified by the team during the on-site visit.

2. **Enhancement of the UIUC Conceptual Framework.**
   a. **Proposed Conceptual Framework Indicators and Approval Process:** Members reviewed the proposed revisions to the Conceptual Framework indicators suggested by the clinical experiences programs coordinators during their June 24th workshop. Council members made additional suggestions and revisions to the indicators. Benson said that these revisions will be taken to public school personnel as well as to area of specialization committee members for their review and suggestions before bringing the final set of revisions to the next council executive committee meeting in August for final approval.

   b. **Future Distribution Plans and Text Revisions:** Benson stated that the ISBE review team reported that in their interviews with candidates and school personnel, many of them said they were not familiar with our Conceptual Framework. She suggested that we enhance our current marketing strategies to reach a greater number of individuals. Once the proposed indicators are approved, distribution of brochures to key college/school and departmental personnel, public school personnel as well as new building posters will need to be completed.

   The Conceptual Framework development sub-committee will update the text in the Conceptual Framework document to reflect the revisions and add a section that clearly addresses assessment. The revised document will be presented to the full committee for review in October.

3. **Assessment Plan Enhancements.**
   a. **Common Portfolio Discussion:** Benson distributed, for review and discussion, a draft matrix of common elements that could be included in a portfolio for undergraduate professional education programs. The matrix included common elements, assessment points, data source, person responsible for monitoring and person responsible for evaluation. A number of comments were made and the committee concluded that the common elements contained both administrative and academic elements that could be divided. It was suggested that the CTE staff fill in the administrative elements and that the elements included in the matrix would need further review and discussion.

   Mester moved, seconded by Marshall, that a common portfolio be adapted for all teacher professional preparation programs. Unanimously approved.

   Benson shared feedback she received from various institutions on how they have devised common elements for multi-performance-based assessments and how they track candidate progress within their programs. She reported that many institutions use electronic portfolios that allow candidates to upload and organize various artifacts that meet course requirements which also enable them to align their work samples with national, state and institutional standards. Course syllabi can also be aligned to the standards. Several companies offer electronic portfolios for this purpose and Benson announced that two such companies have been contacted for a phone presentation of their software.
b. **Current Common Assessment Plan Revisions:** The committee reviewed the common assessment plan for Undergraduate Professional Education Programs Leading to Initial Certification. Benson mentioned that when the governor signs and approves Senate Bill 1953, beginning with the 2002-2003 academic year, a candidate may not enroll in a teacher preparation program until they have passed the test of Basic Skills. Beginning with the 2004-2005 academic year, a pre-service education teacher may not student teach until they have passed the subject matter test in the discipline in which they will student teach. Benson noted that this would impact our common assessment plans and we need to review and discuss any issues for admission requirements as well as recommendations for certification. She suggested that the numbering sequence under recommendations for certification be changed so that part of number 9 regarding the passing of the ICTS appropriate subject-matter knowledge test(s) be moved to number 4 and that passing the APT test remain at number 9. Requiring the Basic Skills test for admission will impact transfer students. Harwood wondered what happens if a candidate does not meet the admission requirements outlined in the common assessment plan to an undergraduate professional education program.

c. **Report from the Clinical Experiences Program Coordinators’ Workshop:** Benson updated members on the program coordinators June 24th workshop. The clinical experiences program coordinators divided themselves into work groups to identify common 1) expectations for evaluating early field and student teaching across programs, 2) student teaching requirements and common elements that exist across programs for student teaching application forms, 3) qualifications, responsibilities and training procedures for supervisors, and 4) requirements and expectations for cooperating teachers. The work groups made several suggestions for each of these areas. CTE staff will review the suggestions and develop a proposal for clinical experiences program coordinators to review in August.

4. **CTE Governance Structure.**
   a. **Current Governance Structure:** Members reviewed the current administrative reporting line flowchart as reported in the ISBE institutional accreditation report. Benson reported that this was an area of confusion for the ISBE review team and the team report stated that the council does not exercise its authority. Benson also reported that many of the area of specialization committees do not meet and/or function properly. The area of specialization committees will play a crucial part in aligning programs to national, state and institutional standards. Benson also mentioned that the roles of clinical experiences program coordinators have evolved over time. She asked for suggestions on how to modify the current structure so that the area of specialization committees might fulfill their responsibilities effectively.

   Mester stated that many of their area of specialization committees don’t meet because a number of issues and points of discussion, some of which would not pertain to teacher education, are combined into one faculty meeting. Other members reported similar situations in their colleges and departments. Further committee discussion followed with a variety of possible suggestions.

   Benson asked for volunteers to serve on a sub-committee to take these suggestions, further discuss them, and formulate a revised governance structure for council review. This would include the roles and responsibilities of the area of specialization committee and the clinical experiences program coordinator. Jim Leach, Ann Mester, and Eve Harwood agreed to serve on the sub-committee.

4. **Program Alignment Approval Procedures and Timeline.**
Benson reminded the committee that programs under the purview of the Council on Teacher Education must be in compliance with all ISBE and institutional standards in order to admit students into their programs for Fall Semester, 2003 and beyond.

Zych said that if programs find, through the review of their matrices, that they need to add a course, it will be critical that the necessary paperwork required for program approval at the campus level be submitted to CTE early in the fall.

Benson distributed a draft Program Compliance Statement to be sent to college/school deans explaining the procedures that will be used by CTE to assure that all programs are in alignment with the state and institutional standards by Fall, 2003. The proposed policy includes the process by which all program matrices will be reviewed and approved by the council executive committee. No program will be permitted to admit candidates for Fall, 2003 or later without the approval of the CTE Executive Committee. A cover letter from the chair of CTE would accompany the program compliance statement.

Marshall suggested that the compliance statement include a sentence clarifying that this is a requirement of the state and that CTE is exercising its responsibility to assure compliance with the ISBE standards. Leach suggested that a copy also be sent to the Provost and the Chancellor.

Mester, seconded by Marshall, moved approval of the compliance statement as revised during the discussion. Unanimously approved. The revised policy and a draft of the cover letter from the chair will be distributed at the July 10th workshop for final approval.

5. Adjournment: The retreat was adjourned by consensus at 4:30 p.m.

Future meetings: All meetings are scheduled for 3-5 p.m. in 242 Education Building, unless otherwise noted.

July 10, 2002, Workshop 2003
August 21, 2002 2003
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