MINUTES OF THE EXECUTIVE COMMITTEE
COUNCIL ON TEACHER EDUCATION
November 16, 2005
3:05 p.m. – 5:05 p.m.
Conference Room B, 505 E. Green, Ste. 203

MEMBERS PRESENT: Jennifer Anderson, Bonnie Armbruster, David Brown (for Marilyn Johnston-Parsons), Cheri Carlson, Eve Harwood, Jennifer Heinhorst-Busby, Bob Hughes, Christine Jenkins, Marge Jerich, James Leach, Ann Mester, Chris Roegge, Linda Sloat, Kristi Kuntz

MEMBERS ABSENT: Ave Alvarado, Jillian Forestiere, Susan Fowler, John Grashel, Kristi Townsend, Brenda Lindsey, Chet Zych

1. Approval of Minutes and Announcements:

The meeting was called to order by Roegge at 3:05 p.m.

a. Announcements:

Roegge announced that the December 14th Executive Committee meeting has been cancelled.

An invited lecture entitled “New Teachers, High-Stakes Accountability, and the Meaning of Social Justice” will be presented by Professor Greg Mache, Illinois State University on Tuesday, November 29, 2005, in room 242 Education Building from noon-1:30 p.m. The lecture is sponsored by the Department of Curriculum and Instruction and Department of Educational Policy Studies.

b. Approval of minutes of October 19, 2005: Roegge asked if there were any additions or corrections to the minutes of October 19, 2005. Mester, seconded by Jenkins, moved approval of the minutes as presented. Unanimously approved.

c. Additions to the agenda: None.

d. Executive Director Report: Roegge reported that NCATE will work with testing companies to develop national benchmarks on teacher licensing examinations. The U.S. Department of Education has encouraged NCATE to ensure that it has consistent expectations regarding candidate performance on state licensing exams. To that end, NCATE has entered into a partnership with Educational Testing Service to take preliminary steps toward setting benchmarks. The NCATE Executive Board’s action is the first time in history that benchmarks will be developed for a common quantitative measure for state licensing of teachers.

Roegge reviewed a NCATE document that responds to press accounts that have portrayed NCATE as an organization that requires accredited institutions to indoctrinate candidates with a particular set of social and political ideologies, that if not adopted, limit the candidates’ ability to matriculate through programs. The document explained what NCATE defines as a disposition. As stated in the document, “NCATE expects candidates to demonstrate classroom behavior that is consistent with the idea of fairness and the belief that all students can learn. Consistent with their mission, colleges of education may determine additional professional dispositions they want their candidates to develop.” NCATE expects institutions to assess candidate dispositions based on observable behaviors in the classroom and does not recommend that attitudes be evaluated.

2. Proposals: None.
3. Matters for Discussion/Action:

a. Conceptual Framework: Roegge presented a proposal for the revision of UIUC Conceptual Framework. The proposal recommends 1) keeping the pillars, 2) including the “UIUC teacher candidate expectation” in order to add greater clarity and specificity for upgrading unit assessments, 3) including additional language to emphasize the “disposition of inquiry” as a “unique signature” of UIUC and, 4) reviewing and revising common performance-based unit assessments. The proposal included a breakdown showing the explication of standards and elements, UIUC teacher candidate expectations, and a list of current common assessments under each of the elements of NCATE standard 1: Candidate Knowledge, Skills and Dispositions.

In the discussion that followed, concerns were raised about the conceptual framework’s third pillar: Fostering a Commitment to Service. Armbruster asked how committed we are to keeping service as a pillar because service is at the essence of what teachers do. How can we assess service endeavors? Heinhorst-Busby added that service is difficult to measure for both cooperating personnel and university supervisors during the student teaching period. Jenkins offered that service is important and an important part of a land grant institution. After additional discussion, Armbruster, seconded by Harwood, moved to remove Fostering a Commitment to Service as a pillar from the UIUC Conceptual Framework. Ayes:8; No:1. Motion passed.

It was also suggested that technology, in itself, should not be a pillar, as it is in our current conceptual framework. Understanding how to use technology and evaluate what is available for use is important to each field, but not in the same way. Jenkins said that technology is extremely important and a signature of the University. She cautioned not to move too quickly in removing elements of the conceptual framework. Roegge agreed and stated that he will work with the current revisions discussed and bring the revised conceptual framework back to the committee. Roegge stated that he intends to present the proposal and revisions at the next program coordinators meeting.

b. Accreditation: Roegge presented an overview of the costs of becoming a member of NCATE and the potential costs that the state task force recommended for an ISBE review. He reported that the U.S. News and World Report, in its Best Graduate Schools publication, uses NCATE accreditation as an indicator of quality in listing graduate schools of education. A brief discussion followed.

Roegge presented a list of requirements for NCATE membership based upon the ISBE/NCATE partnership protocol. If the decision were made to join NCATE, ISBE requires notification of the intent to seek membership two years prior to the next review. The NCATE/State partnership protocol agreement states that the review would be conducted on the date that is set by the state. Members of the NCATE team would include the ISBE state consultant who would serve to provide information on any state requirements. A brief discussion followed. It was suggested that information regarding the NCATE process be gathered from other institutions.

c. Area Committee revision/bylaw change: Roegge presented a proposed revision to the CTE bylaws to reflect the new responsibilities of the Area of Specialization committees. In order to avoid a change in the University Statutes, Roegge proposed that the name of the committee remain Area of Specialization Committee. Brown asked how the new governance structure of the area committee would work with multiple departments. Roegge stated that he would meet with the department heads from multiple departments to discuss area of specialization committee responsibilities. The committee approved the revision to the
b. Roegge will begin contacting department heads to discuss the new governance structure and explain their roles.

d. **TFW survey results and recommendation:** Roegge presented the results of a survey sent to recent recipients of tuition and fee waivers. He reported that about 64% of the recipients indicated that they would not have enrolled at UIUC without the waiver, 22% indicated that they would have enrolled with or without the waiver, and 14% were not sure. The survey results indicate that the TFW is an important incentive. Sloat indicated that she is not sure how many UIUC student teachers she would allow to student teach without the tuition and fee waiver incentive. Roegge stated that he will meet with the sub-committee to discuss the findings.

e. **Allocation of CTE supervision funds:** Roegge stated that he intends to study the allocation of CTE supervision funds. He intends to review the current formula used for fund allocation to the programs.

4. **Updates/Reports:**

a. **Graduate Follow-up Study:** Roegge reported that he, Jerich and Johnston-Parsons attended the Teacher Graduate Assessment Symposium held on November 3rd at the Abraham Lincoln Presidential Library. The event was funded by the Joyce Foundation. Brochures presenting the state aggregate findings for the twelve Illinois public colleges of education were disturbed to the committee.

b. **CTE data feedback to programs:** Roegge presented an overview of the report format for performance-based assessment data feedback to each program. The data would be reported in a format that fits under the five elements of *NCATE standard 1: Knowledge, Skills and Dispositions*. Jerich is working on the Early Childhood Education data report based on this format.

5. **Information Items:** None.

6. **Adjournment:** The meeting adjourned at 5:05 p.m.

**Future meetings:** All meetings are scheduled for 3-5 p.m. in Ste. 203-B, 505 E. Green Street unless otherwise noted.

**Date:**
January 25, 2006
February 22, 2006
March 15, 2006
April 19, 2006
May 17, 2006
June 21, 2006
July 19, 2006
August 30, 2006