MINUTES OF THE EXECUTIVE COMMITTEE
COUNCIL ON TEACHER EDUCATION
March 15, 2006
3:10 p.m. – 4:45 p.m.
Conference Room B, 505 E. Green, Ste. 203

MEMBERS PRESENT: Jennifer Anderson, Kristen Bauer, Cheri Carlson, John Grashel, Eve Harwood, Bob Hughes, Christine Jenkins, Marge Jerich, Marilyn Johnston-Parsons, Kristi Kuntz, Brenda Lindsey, Ann Mester, Jill Pitcher, Chris Roegge, Linda Sloat, Chet Zych

MEMBERS ABSENT: Ave Alvarado, Bonnie Armbruster, Jillian Forestiere, Susan Fowler, Jennifer Heinhorst-Busby, James Leach

1. Approval of Minutes and Announcements:

The meeting was called to order by Roegge at 3:10 p.m.

a. Announcements:
Roegge welcomed Jill Pitcher (junior in mathematics) and Kristen Bauer (junior in elementary education) as new student representatives to the committee. Committee members introduced themselves.

Roegge announced that Todd Tomaszek has accepted a position with Campus Information Technologies and Educational Services. Eric Ohlsson has accepted a full-time appointment with CTE. A local search has begun for an academic professional to complete the data management staff.

Zych announced that he needs EDPR 203 number projections for the next academic year by April 7, 2006. CRNs will not be released without these projected figures.

b. Approval of minutes of January 25, 2006: Roegge asked if there were any additions or corrections to the minutes of January 25, 2006. Mester, seconded by Johnston-Parsons, moved approval of the minutes as presented. Unanimously approved.

c. Additions to the agenda: Roegge added an item 4e: Disposition Statement under Updates and Reports.

d. Executive Director’s Report: Roegge emphasized the importance of all program personnel complying with accreditation requirements. See item 3.c. for discussion of specific issues.

Roegge conveyed information discussed at the Illinois Public Deans meeting. He stated that Texas is conducting a longitudinal study seeking to tie teacher education effectiveness to performance of the P-12 students they teach.

There is legislation pending to permit early childhood certificate candidates who are teaching or working in day care centers to be allowed to remain in their jobs and student teach under the supervision of a qualified and certified teacher/mentor.

ISBE is 2 years behind in the evaluation of program reports. However, institutional accreditation reviews will remain as scheduled.

2. Proposals: None.

3. Matters for Discussion/Action:
a. Conceptual Framework Revision: Jenkins reported that she had a computer malfunction and lost the language regarding technology that she proposed to add to the conceptual framework. The review and final approval of the revised conceptual framework was postponed to the next meeting in order to provide time for Jenkins to submit her proposed language.

The clinical experiences program coordinators are currently preparing assessment instruments that will match the expectations of the revised conceptual framework. CTE common early field experience (EFE) and student teaching evaluation forms will subsequently be revised.

b. NCATE accreditation: Roegge shared comments he gathered from peer NCATE and Non-NCATE institutions regarding their decision to join or not join NCATE. Mester asked if joining NCATE would guarantee that we would be reviewed by people from peer institutions. Roegge replied that the NCATE pool of reviewers is drawn from the same categories as ISBE. A question was asked about the extent to which public school personnel can serve as chair of the ISBE review team. Zych stated that institutions have a choice of whether to have P-12 personnel serve as their review team chair.

Jerich stated that ISBE needs to know 2 years in advance of the scheduled review if we are going to join NCATE. Zych added that we need to know by fall if we will be writing program reports for the SPAs or for ISBE.

Lindsey said that a self study required for national accreditation is valuable. Johnston-Parsons stated that institutions that are struggling join NCATE to inform external constituents. We don’t really need it. It is very expensive and time consuming. Jenkins reported that students who have certain scholarships are required to attend an NCATE-accredited institution.

The committee determined that just as the conceptual framework is a compliance document, the accreditation process is also a compliance requirement. If we want to do a meaningful self study, we can establish our own parameters. Harwood liked Wisconsin’s practice of having their own review and selecting their own reviewers. Mester stated that she sees no compelling reason to join NCATE at this point because the only reason to join NCATE is to have a review team comprised of Research I faculty. Johnston-Parsons added that politics might indicate in favor of NCATE.

Questions were raised regarding who would pay the cost of NCATE accreditation, are we losing students because we are not NCATE-accredited, and is there a way to find out who comprises the Board of Examiners (BOE) for NCATE. Roegge said that he will see if he can determine if there is a BOE directory.

Discussion will continue at the next meeting and a vote will be taken on whether to seek NCATE accreditation.

c. EFE evaluations for common assessment: Roegge reported that EFE assessment forms are not being received from all programs as required by the common assessment plans. He emphasized the importance to our continuing accreditation of getting information in a timely manner. We are unable, under current conditions, to demonstrate compliance with our own assessment plan. In addition, field placements are not being entered into the database in a timely manner. Entry of placements in the database triggers the tuition and fee waiver process. Staff spend a great deal of their time solving problems related to waivers. Roegge reviewed stats from the fall semester and asked for options for getting this information on time.

A brief discussion followed. Options discussed include holding funds allotted for supervision until all information is sent to CTE or charging a fine for every time CTE staff needs to fix a problem.
Committee members requested a calendar of activities and deadlines to determine the best way to facilitate the work to be done. It was also suggested that meetings with individual program personnel might be needed to determine the best approach for each program to assure compliance.

**d. Key issues in UIUC teacher education:** Roegge said that he would like to devote some meeting time to identifying key issues and determining what actions could be taken by CTE to address them.

Clinical field placements: Sloat stated that her district tries to save some field placement slots for UIUC, but placements are being requested by many institutions and she has to limit them. There are too many new teachers who are not ready to supervise student teachers. Lindsey added that Chicago treats placements as if they are jobs, not placements. Johnston-Parsons stated that we need to develop strong school relationships and think about establishing partnership schools.

Other issues briefly discussed were early childhood certification and the number of students assigned per field supervisors.

**e. CTE Structure:** Roegge ask members to think about the pros and cons of the CTE moving from the College of Education to the Office of the Provost. He stated that people find it confusing that we are campus-wide but “under” the College of Education. Perceptually, the move makes sense. Grashel asked if the move would help the CTE gain greater authority to hold people accountable. This will be discussed further at future meetings.

**4. Updates/Reports:**

**a. College and department access to CTE testing data base:** Roegge reported that the CTE staff is working with program staff to improve and simplify the exchange of information. The current focus is on streamlining the way that program staff communicate admission information to the CTE staff..

**b. ISBE Update: None.**

**c. Fall 2005 CAP Report:** Zych reported that 7 drop letters and 20 warning letters were sent to various program candidates for Fall, 2005.

**d. Secondary programs oversight committee:** Roegge reported that the newly formed secondary program oversight committee will have its first meeting on April 13th.

**e. Disposition Statement:** Roegge reviewed a disposition statement developed by Cheryll Douglas for use with early childhood and elementary education candidates. The one-page document allows for various individuals associated with the program to express concerns regarding a candidate’s dispositions. Douglas plans to pilot it in fall semester. Roegge will e-mail the document to committee members.

**5. Information Items:**

**a. ISBE Institutional Data Report: Fiscal Year 2005:** No discussion.

**b. Title II Report: 2004-2005:** No discussion.

**6. Adjournment:** The meeting adjourned at 4:45 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:

April 19, 2006 (subsequently cancelled)
May 17, 2006
June 21, 2006
July 19, 2006
August 30, 2006