MINUTES OF THE EXECUTIVE COMMITTEE
COUNCIL ON TEACHER EDUCATION
October 18, 2006
3:10 p.m. – 4:40 p.m.
Conference Room B, 505 E. Green, Ste. 203

MEMBERS PRESENT: Bonnie Armbruster, John Grashel, Christine Jenkins, Marge Jerich, Lizanne DeStefano (for Mary Kalantzis), Brenda Clevenger (for James Leach), Jill Pitcher, Chris Roegge, Linda Sloat, Phyllis Vanlandingham, Chet Zych

MEMBERS ABSENT: Ave Alvarado, Kristen Bauer, Eve Harwood, Linda Hemminger, Bob Hughes, Brenda Lindsey, Keith Marshall, Lorna Mesri, Jennifer Themanson

GUESTS: Jerry Packard, Professor of Chinese

1. Approval of Minutes and Announcements:

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

a. Announcements: Roegge announced that Lorna Mesri will be joining the committee as a public school representative.

Roegge reported that National Evaluation Systems is looking for individuals to serve on panels to review the content of ICTS tests for certification. He handed out materials regarding the application procedure to serve on panels and encouraged faculty participation. Armbruster said that she volunteered to serve on the panel to review the Elementary/Middle Grade test. Vanlandingham intends to volunteer to serve on the review panel for the English Language Arts test.

Roegge announced that the annual AACTE meeting will be in New York City, February 24th-27th. He and Jerich plan to attend and he is willing to fund registration for any members of the Executive Committee who would like to attend.

b. Approval of minutes of August 30, 2006: Roegge asked if there were any additions or corrections to the minutes of August 30, 2006. Vanlandingham, seconded by Grashel, moved approval of the minutes as presented. Unanimously approved.

c. Additions to the agenda: None.

d. Executive Director’s Report: Roegge reported on the following items:

1. Recent IAPDCE meeting: the issue of requiring fingerprints of student teachers has come up again. Naperville is requiring that anyone who wishes to student teach submit to fingerprinting, even though this is not required by state law and the State Superintendent has told districts that they should not require it. Naperville wants the fingerprint requirement written into our contract with them but we cannot legally do that since we do not have the authority to request fingerprints through the Illinois State Police or the Federal Bureau of Investigation. Roegge summarized that, for now, we are leaving this up to individual programs and candidates to deal with, but we need to be aware that this could become a larger issue for our programs.

2. IBHE is focusing its attention on teacher education. There are concerns that IBHE will ultimately impose new requirements on teacher preparation programs.
3. Teacher Graduate Assessment: two years’ worth of data from this follow-up survey is housed at EIU. There are some concerns regarding the accuracy of the data. The IAPDCE has decided not to move forward with the administrator survey until it is comfortable with the data from the teacher survey.

4. Accreditation: NCATE program reviews are not going well; many programs are not passing. The stakes for these reviews are very high because programs can be terminated and candidates required to transfer to other institutions to complete their certification.

5. Illinois Education Research Council: This group, housed at Southern Illinois University-Edwardsville, has published a report entitled Teacher Quality Index. The report is available at http://ierc.siue.edu. This is the only study of its kind that has been published so it is getting a lot of attention. Concerns have been raised, however, regarding the methodology of the research and the indicators used to determine “quality”.

2. Proposals:

a. Director of Special Education Endorsement: Report: Zych reported that the electronic voting on this proposal was 9 votes in favor with no opposition. The proposal is therefore approved and was forwarded to the Office of the Provost as an information item on September 25, 2006. Because this program does not affect degree requirements, it does not require campus approval beyond the Council on Teacher Education. The program cannot be implemented, however, until it is approved by the Illinois State Board of Education (ISBE). The sponsors are currently preparing the proposal for submission to ISBE.

b. Creation of the Concentrations Preparatory to the Teaching of East Asian Languages: Zych provided a summary of this proposal, which would establish teacher preparation programs in Chinese-Mandarin and Japanese. The certification programs would be options within the current bachelor degree structure in the Department of East Asian Languages and Cultures (EALC). He noted that the proposal has been written in such a way that additional languages, such as Korean, could be added easily if EALC desires to do so at some future time.

Zych introduced Prof. Jerry Packard, who offered to answer questions regarding the proposal. Armbruster, seconded by Grashel, moved approval of the proposal with a small modification to the Justification section. The proposal was approved as amended.

3. Matters for Discussion/Action:

a. Early Field Experience Requirements: Roegge referred to a summary of early field experience requirements, by program, which was handed out at the table, noting that there is a wide variety among the programs. Some require one experience, while others require as many as five. Some are strictly observation, while others require participation. Some are supervised, some are not. Roegge then raised the question of what is the purpose of early field experiences in the preparation of teachers and how should they be evaluated.

Discussion followed in which it was suggested that early field experiences should provide candidates with an opportunity to be sure that they wish to continue in a teacher preparation program. It was suggested that this experience should be provided to candidates before they are admitted to a program. Vanlandingham noted that students applying to the programs housed in LAS must have 50 hours of volunteer experience with appropriate aged students in academic settings before they are considered for admission. Armbruster noted that those hours do not count toward the early field experience requirement and suggested that
consideration should be given to what the goals and expectations are for early field experiences and whether those goals and expectations are being met.

Vanlandingham noted that the quality of the experiences continues to surface as an issue with her advisees. Pitcher said that she thinks candidates should have more practice and experience working with students; the field experiences currently provided are not adequate to prepare candidates to student teach. Sloat indicated that the scheduling of the experiences makes them disjointed and she has observed that candidates are not always sure of what they are supposed to be doing. Pitcher noted that the number of candidates sharing a single field placement limits the experience of each of them.

Roegge asked if we should consider implementing a uniform standard for early field experiences. We currently require 80 clock hours of experience with no standard for what those experiences should accomplish. Armbruster suggested that we might want to rethink the current requirement and that we begin by looking at some exemplary programs. Roegge will bring additional information to the next meeting of the committee.

b. Time Limits for Graduate Certification Audits: Zych explained that he does certification audits for all graduate students pursuing certification. For many years he has followed the ISBE rule that audits are valid for a period of three years from the date that they are produced. Now that ISBE no longer does certification audits that rule does not apply. Some time limit is needed, however, because we are not permitted by ISBE to recommend candidates for certification indefinitely based upon completion of a program that has been revised and is no longer current. The Department of Educational Organization and Leadership recently requested that the time limit be changed from three to five years so that it matches the time limit for completion of a master’s degree. The proposal before the committee would establish a 5-year time limit for candidates who are pursuing a master’s degree and retain the 3-year time limit for candidates who do not need to earn an advanced degree in order to be recommended for certification.

Armbruster suggested that the policy make clear that the time limit is calculated from the date that the audit is completed. Armbruster, seconded by Jenkins, moved that the proposed policy be approved as amended. Unanimously approved.

c. Educating School Teachers, Levine: Roegge suggested that the committee engage in a discussion of what this report means to us in terms of our own teacher preparation programs. He passed around a table that he constructed based on Levine’s report which takes data from the Teacher Graduate Statewide Survey questions. The table shows that Illinois appears to be doing well against Levine’s criteria but UIUC is “average”. The only item that indicates a significant problem is our graduates’ assessment of their ability to teach English Language Learners; only 14% reported that they felt very well or moderately well-prepared in this area. Zych noted that this area will be focused upon during our next accreditation visit.

Roegge reported that Walter Feinberg, Hardie Professor in the College of Education, has expressed an interest in formulating a response to Levine’s report. Feinberg suggested that the Executive Committee of the Council on Education meet with the Hardie Forum, which is primarily concerned with issues of equity and diversity, to discuss the report and its implications for democratic accountability. Any additional activity would arise out of the discussion of this group. Roegge suggested that we might have this discussion during a regularly scheduled Executive Committee meeting and there would be no other agenda items at that meeting.

d. IBHE Response to Education Trust Report: Roegge explained that the IBHE document is a response to the Education Trust report Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher
Quality. The draft provided for this meeting has not yet been submitted to IBHE for discussion. Roegge noted that we would not have much difficulty with some of the five specific points proposed in this document. He handed out a report that shows that the mean grade-point averages of our current candidates are above what the IBHE draft proposes as a minimum.

4. Updates/Reports:

a. ISBE Update: Zych reported that ISBE staff is meeting with the IACTE/ISBE certification subcommittee in late October to discuss possible changes to the Social Science and Science tests, the schedule of testing dates for next year, and implementation of the new testing report that will be required for the first time in August, 2007. He asked that anyone who has ideas about any of these matters contact him so he can share that information at the meeting.

DeStefano reported that ISBE has funds to devote to a realignment of all standards.

b. TFW Subcommittee Update: Roegge reported that the subcommittee met recently. Since that meeting, he has met with DeStefano and Kalantzis to discuss more options. A meeting is being scheduled with area superintendents to get their input on what we can offer to them. The idea is to put together a package of options that might include professional development along with or in place of tuition and fee waivers.

c. Program Data Update: Roegge distributed a report showing a summary of our current candidate grade-point averages by program and aggregated. He said that Council staff is working on producing more data reports to share with programs and prepare for the accreditation review. The goal is to place these reports on a secure web site so anyone who needs the data has easy access to it.

d. Proposed Revision of Student Teaching Evaluation Form: Roegge said that a draft of a revised student teaching evaluation form will be presented at the next meeting. The current form is being revised to bring it into line with the recently revised CTE Early Field Experience Evaluation Form.

5. Information Items:


6. Adjournment: The meeting adjourned at 4:40 p.m.

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

Meeting dates for 2006-2007

November 15, 2006
December 13, 2006
January 17, 2007
February 21, 2007
March 14, 2007
April 18, 2007
May 16, 2007
June 20, 2007
July 18, 2007