MINUTES OF THE EXECUTIVE COMMITTEE
COUNCIL ON TEACHER EDUCATION
November 19, 2008
3:05 p.m. – 4:35 p.m.
Conference Room A, 505 E. Green, Ste. 203

MEMBERS PRESENT: Bonnie Armbruster, Cheryll Douglas, John Grashel, Melissa Hayne, Bob Hughes, Marge Jerich, Kristi Kuntz, Brenda Lindsey, Chris Roegge, Marian Stone, Phyllis Vanlandingham, Chet Zych

MEMBERS ABSENT: Ave Alvarado, Brenda Clevenger, Christine Jenkins, Mary Kalantzis, Bill Stewart

1. Approval of Minutes and Announcements:

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

a. Welcome and announcements: Roegge thanked Lindsey for her participation in the re-envisioning teacher education forum sponsored by the College of Education on November 11th. Jenkins also participated, along with Lisa Crane from speech and hearing science and Don DeCoste from chemistry. Roegge said that the forum steering committee expects to produce a summary of the discussion by the end of spring semester.

Roegge asked for recommendations from the membership for students to serve on the executive committee. Hayne will be student teaching in the spring and, consequently, unable to attend most of the meetings. Roegge thanked Hayne for her service and commented that she has been an outstanding representative to the committee.

Roegge reported that the Council met on November 10th and approved the revision to the tuition and fee waiver policy that the executive committee recommended last February. He has forwarded the revision to Kuntz, who said that it will go before the Board of Trustees in January. Roegge also updated the Council on matters he considered it important for them to be aware of.

b. Approval of minutes of September 17, 2008: Roegge asked if there were any additions or corrections to the minutes of September 17, 2008. Grashel, seconded by Armbruster, moved approval of the minutes as presented. The motion was unanimously approved.

c. Additions to the agenda: Roegge added item 3.d.: Middle grade and foundations courses.

d. Executive Director’s Report: Roegge reported that he recently attended a meeting of the National Board for Professional Teaching Standards University Alliance. The discussion focused on what institutions can do to help prepare teachers for national board certification and how we might tap the expertise of those who are board certified as resources in our teacher preparation programs. He noted that we not do anything on this campus to help candidates prepare, but some institutions do offer specific course work for that purpose. He also noted that we have a significant number of board certified teachers in our local schools and we might want to consider how we could invite them to participate in our programs.

Roegge, Jerich, and Douglas attended the fall meeting of the Illinois Association of Colleges of Teacher Education (IACTE). He said that while the program is not always germane to our activities, it is important that we participate. The spring meeting will focus on response to intervention. Roegge asked for suggestions of faculty who might be particularly interested in that discussion. The meeting will be at SIU-Edwardsville in May.

Roegge reported that Bill Evans, technical information specialist on the Council staff, has taken another position. Roegge intends to fill the position by collapsing two current staff positions into one, combining...
Evans’ responsibilities with those of a staff member in the Educational Career Services Office (ECSO). There will be a concurrent change in the focus of the ECSO, which will no longer be maintaining a credential file system for candidates. ECSO will continue to sponsor Teacher Placement Day each spring and provide individual counseling and workshops targeted to needs identified by candidates.

Roegge informed the committee that clinical experiences program coordinators are sent electronic deficiency reports every two weeks that detail what assessment information is missing for their candidates. Under the authority granted to him by this committee, he is now withholding supervision funds until the information has been provided.

2. Proposals: None

3. Matters for Discussion/Action:

a. Revised accreditation timeline/implications: Roegge reported that NCATE decided to delay accreditation visits by one year out of consideration for the difficult economic situation that institutions are experiencing. ISBE decided to follow NCATE’s lead and postpone accreditation visits, as well. Consequently, as he indicated in an e-mail sent out earlier, our accreditation visit has been postponed to the spring of 2011. He handed out a revised preparation schedule prepared by Jerich, noting that the fall of 2010 will be the most intense focus of activity.

Roegge noted that while we have an extra year to prepare, the expectations will be higher. This is our second postponement so ISBE will expect everything to be in excellent shape. He and Jerich have noted, while reviewing program reports, that we do have shortcomings that need to be addressed. It is important that programs are able to show how assessment data is being used to evaluate and make improvements in programs.

Roegge commented that he had previously asked that programs not make changes during the preparation for the review. He has decided that any programs that wish to make revisions should go ahead with them.

b. CTE/ECSO Employment Follow-Up Survey: Roegge handed out a summary of the data collected so far from the Educational Employment Follow-Up Survey. The first e-mails were sent out to graduates on October 28th and produced 155 responses. A second e-mail was sent the following Tuesday, increasing responses to 201. One more e-mail will be sent, followed by a postcard mailing. The final step will be calling individuals who have not responded.

Roegge noted that we have received responses from all programs and nearly 90% of the respondents are employed in education. He also commented that most found their positions through school/district Web sites, other Web sites, or personal contacts. None indicated that the ECSO was significant in their job search, which is why he is refocusing the efforts of that office.

Roegge asked for feed back from the committee on the survey and any information that they might like to have from the survey.

c. Assessment committee: Roegge announced the he intends to establish a standing assessment committee, under the leadership of Jerich. He commented that information in the program reports that he and Jerich have been reviewing indicates that our portfolio assessment is weak and needs to be revised. There are also concerns regarding our student teaching evaluations. One of the significant concerns with these assessments
is that they do not show progress. Several committee members commented that the process of completing the portfolios does show progress, but the rubric does not.

Jerich noted that ISBE is currently reviewing state content standards and NCATE and TEAC appear to be moving toward a merger, which could result in yet another set of standards. She suggested that the assessment committee could take a broader view and work to develop assessments that encompass the needs of all of our various accrediting bodies.

Roegge said that he would like the assessment committee to include representation from the executive committee and others who have an expertise in assessment. He would welcome suggestions for individuals to serve on the committee.

d. Middle grade and foundations courses: Zych reported that he recently found out that the College of Education plans to discontinue offering the courses required for middle grade endorsements on campus and will be offering them only online. He said that he and the certification specialist have been advising on-campus and practicing professionals for years that these courses are offered on campus during the summers. He expressed his concerns that this decision was made without input from the certification staff and not even communicated to them. He became aware of the situation during a conversation with an advisor. In addition, the online courses preclude the use of tuition and fee waivers earned by our cooperating teachers, who are among those most likely to want to take these courses.

Zych reported similar concerns with the recent course changes in educational psychology, in which the Department of Educational Psychology has revised the course credit of most of its 400-level courses from 2 to 4 hours. He found out about this change by reviewing course updates from the campus. His concern is that this change in credit affects all graduate level teacher preparation programs, adding 4 hours of required course work in most cases, but, again, no one on the Council staff was notified of this plan or consulted before the course changes were approved. He has recently learned that apparently the Educational Policy Studies Department intends to make similar changes to its 400-level offerings, which would add another 4 hours to our graduate teacher preparation programs without any consultations with the departments that offer these programs.

Armbruster commented that she has serious concerns regarding the limitation of tuition and fee waivers because she does not believe that when our cooperating teachers agree to take our candidates they understand that they will be limited in how they can use their waivers. Roegge suggested that we need concrete data to show that we are losing cooperating teachers because of the limitations on their fee waivers. There is also a matter of trust between the cooperating personnel and the University; if you believe that you have a tuition and fee waiver and then find that you cannot use it to take the courses that you want to take, you will likely be less willing to work with us than other institutions that are providing stipends.

Roegge commented on a recent state-wide meeting he attended in which a longitudinal study of children was discussed. The study involves tracking every child through the P-12 schools, eventually linking their achievement to the teachers they have had. By tracking back the teacher to the institution where they were prepared, the data from this study would be used to assess the effectiveness of the teacher preparation program. There were apparently no individuals with expertise in assessment involved in the development of this plan, but it is gathering adherents anyway.

Roegge noted that these are all examples of not having the right people involved in decision making related to teacher preparation programs.
4. Updates/Reports:

a. TEACH Grants: Roegge handed out an information statement that he has drafted after discussions with the subcommittee and Dan Mann at OFSA. This can be used as our general response to questions, which directs interested parties to OFSA. He will publish this statement after he hears from Mann that we are approved to process the grants.

b. ISBE Update: Zych reported that ISBE is moving forward with its review of standards for teaching in the middle grades. He expects to see any proposed changes by next spring. ISBE is also seeking legislation that would allow a single certificate instead of requiring separate certificates for various grade levels.

Zych recently participated in an IACTE Certification Subcommittee meeting with ISBE’s certification testing staff. The purpose of the meeting was to discuss future testing schedules and the offering of certification tests online. At the request of the subcommittee, ISBE will request a standardized testing schedule for future years. Tests will be offered on the second Saturday of February, April, June, July, September, and November, with a special administration of the Basic Skills and Assessment of Professional Teaching tests every January. Low incidence tests will be offered every February, June, September, and November, eliminating the current problem of having a 6-month gap between administrations of these tests.

The Basic Skills test will be available online beginning in March 2009. The tests will be offered at Pearson Professional Centers for a one-week period every March, May, August, October, and December. Consequently, it will be possible to take the Basic Skills test each month during the year. The plan is to begin offering the Assessment of Professional Teaching test online starting in October, 2009 and then begin adding content tests to the online system the following spring. The first content test to be available with be the Elementary/Middle Grades test.

Online tests will cost $145-$160. There are currently 230 testing centers in the U.S., 6 of which are in Illinois. The closest centers to this campus are in Springfield, IL and Terre Haute, IN.

c. Accreditation update: See 3.a.

d. Annual Certification Reports: Roegge said that reports have been sent out to most programs. He will send committee members a link where they can review the reports. Programs now have concise reports regarding the data that we collect in the Council office and will need to use these data to evaluate their programs.

5. Information Items: Members were provided with a copy of the 10-Day Enrollment Report: Fall 2008 and the Certification Ethnicity Three Year Report: August 2005-May 2008. Zych commented that the 10-Day report is run on the same day as the campus report and reflects students enrolled in programs as of that date, based on the data provided to us by colleges and departments. If there are no candidates enrolled in a program it does not appear on the report.

6. Adjournment: The meeting adjourned at 4:35 p.m.
Future meetings: All meetings are scheduled for 3-5 p.m. in Ste. 203-B, 505 E. Green Street unless otherwise noted.

December 17, 2008 (subsequently cancelled)  January 21, 2009  February 18, 2009
March 18, 2009  April 22, 2009  May 13, 2009  June 17, 2009
July 15, 2009