MINUTES OF THE EXECUTIVE COMMITTEE
COUNCIL ON TEACHER EDUCATION
April 22, 2009
3:05 p.m. – 5:05 p.m.
Conference Room A, 505 E. Green, Ste. 203

MEMBERS PRESENT: Brenda Clevenger, John Grashel, Linda Hemminger, Bob Hughes, Christine Jenkins, Marge Jerich, Brooke Kennedy, Kristi Kuntz, Brenda Lindsey, Chris Roegge, Chet Zych

MEMBERS ABSENT: Ave Alvarado, Bonnie Armbruster, Melissa Hayne, Mary Kalantzis, Renique Kersh, Marian Stone, Phyllis Vanlandingham

OTHERS PRESENT: Vanna Pianfetti

1. Approval of Minutes and Announcements:

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

a. Welcome and announcements: Roegge introduced Vanna Pianfetti, Asst. Dean for Learning Technologies in the College of Education. She has been invited to share information on the preparation of electronic portfolios.

Roegge reminded everyone that the Illinois Education Research Council annual symposium will be held at the I Hotel and Conference Center on June 9th and 10th. He shared the agenda and noted that the registration deadline is May 15th.

Roegge reported that the chancellors and provosts of all three campuses have come out in favor of the Global Campus 2.0 option. Under that plan, Global Campus will function as a coordinating body, not a separate campus.

Roegge drew attention to the ECSO publication, Career Talk, and noted that additional copies are available in Suite 202. This newsletter is published by ECSO twice each year.

Roegge announced that he has Grand Jury duty every other Thursday for the next three months, so he may be difficult to get in touch with on those days.

CoTE is conducting on-campus fingerprinting for new admits to teacher preparation programs all week. Several hundred candidates have signed up. There will be another on-campus session scheduled in August.

b. Approval of minutes of February 18, 2009: Roegge asked if there were any additions or corrections to the minutes of February 18, 2009. The minutes were accepted as presented.

c. Additions to the agenda: none

d. Executive Director’s Report: Roegge reported that has received approval from the Office of the Provost to fill Zych’s position. He is also requesting that Jerich be given the title of Assistant Director for Accreditation, which would better reflect the actual work that she does. He is revising her position description to reflect her enhanced responsibilities.

Roegge will be a panelist at a Phi Delta Kappa brunch forum on Saturday, April 25th, at Kennedy’s. The topic of discussion will be “Educational Policy in the Obama Years”. The forum is 11-1, at a cost of $10.
Roegge reported that faculty in the College of Education plan to apply for a Teacher Quality Enhancement Grant, in the amount of $5 million, which will focus on developing an alternative program for individuals who want to be certified in early childhood special education.

2. Proposals:

a. Rename BSLAS in History Teaching Option: Report: Zych reported that the proposal changes the name of the teaching option from “Social Studies Teaching Concentration” to “Social Science: History Teaching Concentration” to bring it into alignment with ISBE certification nomenclature. Because these changes have no impact on hours or degree requirements, Zych approved the proposal administratively and forwarded it to the Office of the Provost.

b. Revise BSLAS Biology Teaching Option: Report: Zych reported that the proposal replaces one course in genetics and evolution, which is no longer offered, with one course in genetics and one course in evolution. The additional hours in required courses is off set by a reduction in the required number of electives. Because these changes have no impact on hours or degree requirements, Zych approved the proposal administratively and forwarded it to the Office of the Provost. This proposal has already been approved by the campus.

c. Discontinue the BA: Teaching of Russian: Report: Zych reported that this proposal terminates the program in the teaching of Russian. No one has indicated an interest in this program for at least 10 years and many of the required courses are no longer offered. Zych approved this proposal administratively and forwarded it to the Office of the Provost. It is on the Senate agenda for April 27th. Once it has final approval, he will notify ISBE that Russian should be removed from the list of designations in our foreign language program.

d. Reading Specialist Proposal: This proposal seeks to establish an online program leading to certification as a reading specialist. The proposal has been reviewed favorably by the Committee on Extended Education and External Degrees (CEED), but the committee declined to approve it until the Graduate College approves the request to offer a master’s degree in the Department of Curriculum and Instruction that does not require the foundations courses in educational psychology and educational policy studies that are currently required in all master’s programs.

A separate proposal is moving through committees seeking this waiver. The argument is that the ISBE standards for certification as a reading specialist require that the candidate have two years of teaching experience and earn a master’s degree. The program requires 34 semester hours of credit in reading courses and candidates will have already completed foundation courses for their initial teaching certificate. If this proposal is approved, CEEED will then reconsider the original proposal.

Assuming that both proposals are approved, a separate proposal will have to be prepared for ISBE approval. Because it is possible that both committees will approve these proposals in the next month, Zych asked the committee to consider approving the reading specialist proposal on the condition that these other committees approve the two contingent proposals. That would allow him and Armbruster to move the ISBE proposal forward and, potentially, implement the reading specialist program by January 2010.

Jenkins, seconded by Grashel, moved that the reading specialist proposal be approved on the condition that it receives the approval of the Graduate College and CEEED. The motion was approved unanimously.

3. Matters for Discussion/Action:

a. Systematic strategies for preparing candidates to address the needs of English Language Learners:
Certification requirements for endorsements/approvals in bilingual education and English as a second
language (ESL) are too extensive for most candidates to meet them while completing their undergraduate programs. It is possible to begin the required course work as an undergraduate student, but generally it must be completed after degree completion. Most candidates interested in bilingual certification enroll in Dr. Garcia’s graduate program. It is essential that a way be found to assure that all candidates are grounded in working with English language learners while pursuing their undergraduate programs.

Roegge met with Georgia Garcia, Professor in the Department of Curriculum and Instruction, to discuss current options and approaches to providing this training for all candidates in teacher preparation programs. Garcia’s area of expertise is in bilingual education. She and her colleagues in the department have recently developed a course, CI 415, which is currently required in the elementary education program. She suggested making it a requirement in the early childhood education program, as well. She also indicated that she could recommend resources that faculty in other programs could use in their methods courses. In the long term, she suggested that methods course instructors need to be provided with opportunities for professional development and exposure to English language learners. Grant funding should be sought to develop English language learner courses in all programs.

Clevenger said that she has a great many inquiries from prospective candidates who want to pursue bilingual or ESL certification. Zych added that he receives many inquiries, as well. Kennedy reported that she recently served on a panel of certification candidates and when the panel was asked about areas in which they did not feel adequately prepared, they all agreed that they need more preparation in working with English language learners.

Roegge commented that we will continue to discuss how to implement this instruction in all of our programs. He will be meeting with Garcia and Zych for further discussions. In the meantime, he asked members to gather information about what is currently done in their programs. Zych suggested that faculty from the Department of English as an International Language be brought into the discussions.

**b. Electronic portfolios presentation:** Pianfetti said that she has been working with the Department of Special Education for the last 6 years developing electronic portfolios for their certification candidates. She also taught CI 335 this year, which includes introducing secondary education candidates to portfolio development.

Pianfetti said that she is interested in working to develop a standard electronic portfolio for all teacher preparation candidates that can be used as both an “assessment” and “presentation” portfolio. She has been monitoring portfolio development at our peer institutions and has discovered that we are the only institution that has not adopted a standard portfolio requirement.

Pianfetti has been working with TaskStream on electronic portfolio development and has found it to be an excellent company to work with. UIC and UIS already use TaskStream for their portfolios. The company is very flexible in terms of allowing institutions to make modifications to their product to meet institutional needs and their product also provides for the inclusion of course work completed at community colleges. The TaskStream system, in which course requirements are mapped to standards, also permits aggregation and disaggregation of data, as necessary, and allows the candidate to use the the portfolio for “presentation” and/or “assessment” purposes.

The cost for TaskStream is $69 per user. Pianfetti suggested that each candidate could simply pay the cost, a course fee could be implemented to cover the cost, or candidates could be charged a higher fee of $80-90 and the extra money could be used to hire someone to maintain the system.
Pianfetti is very interested in moving forward with TaskStream to implement electronic portfolios for all teacher candidates on this campus. She would like support from CoTE in the form of making electronic portfolios a requirement in all programs. To that end, she is interested in piloting a program for a year to determine if this is economically feasible and would produce a portfolio that would meet all of the candidate’s needs in a simpler and more efficient way than the current system does.

Hemminger and Lindsay expressed strong interest in participating in the pilot. They will meet with Pianfetti to discuss next steps. Jenkins noted that GSLIS already has a similar system in place and would not be interested in adding student fees for something that they do not need.

c. **AY09-10 meeting schedule:** Zych noted that the tentative meeting schedule for next year is printed at the bottom of the agenda. Anyone who has concerns about dates should contact him within the next week. Otherwise, the schedule will be considered final.

Roegge asked if members were open to other meeting times or days. He is particularly interested in changing to a morning meeting. Several members indicated that they have standing Wednesday morning meetings that would make it impossible to attend CoTE meetings at that time. Several members indicated problems with other days and times. Roegge will send out some suggestions before the next meeting.

4. **Updates/Reports:**

a. **ISBE update:** Zych reported that he and Jerich recently attended a state-wide certification meeting sponsored by IACTE. This annual meeting brings certification officers and Regional Office of Education (ROE) personnel together to discuss certification matters of mutual interest. ISBE staff are invited to share information with the attendees.

At this meeting, ISBE staff presented an overview of proposed changes in rules governing certification that they intend to present to the State Teacher Certification Board in May. Among the proposed changes are the following:

- Revising requirements for 9-12 endorsements, effective Feb. 1, 2011: all endorsements at this level would require 24 hours of course work plus passing the content test in the subject; 12 of those 24 hours must be “upper division”. An exception would be the additional designations to endorsements in Science and Social Science, which would require 12 hours of course work in the subject and passing the content test (currently the only requirement is to pass the content test).
- Adding endorsements at the K-4 level, which would require 24 semester hours of course work in the subject. An example would be mathematics, which would allow an individual to have recognition for depth of study in mathematics and qualify them as a Title I mathematics teacher.
- Requiring a grade of “C” or higher in any course work presented for initial certification and additional endorsements, effective Feb. 1, 2011.
- Implementing new standards for middle grade certification by fall 2012 and requiring 24 hours of content (in place of the current 18), 12 of which must be “upper division”, for middle grade endorsements. Also proposed is the development of specific content and assessment of professional teaching tests for the middle grades and requiring a field experience at the middle grade level for anyone seeking middle grade certification/endorsements.
- Requiring that all course work presented for certification and additional endorsements be completed within the last 10 year
- Effective Jan. 1, 2010: limiting to 5 the number of times that an individual will be allowed to take the same ICTS test. Also, barring from any future test anyone caught violating any of the testing rules.
Zych commented that many of these proposed changes will impact current juniors in teacher preparation programs and that many at the meeting objected to the proposed implementation dates. A quick review of some of our programs completers showed that we would not have been able to recommend 86 candidates for certification during the last 3 years if the no grade lower than a “C” rule had been in effect. Thirty-seven of those candidates were in mathematics.

ISBE staff also encouraged institutions to develop undergraduate level programs for reading certification. The agency is also considering empowering institutions to grant additional endorsements after certification, eliminating the “Initial” certificate, and preparing legislation that would move to a single license, on which all endorsements would be placed.

If these proposed rules changes are approved by the State Teacher Certification Board in May, they will go before the Illinois State Board in Education in June. After they are approved by ISBE, they will be posted for public comment for 45 days before final action is taken to implement them. Zych said that he would keep everyone informed regarding the status of these proposals.

Representatives of ROEs who attended the meeting prepared a list of concerns that they wished to share with higher education institutions. Zych handed out copies and noted especially items 7 and 8 on the list, which relate to co-teaching skills, RTI, The American Diploma Project, and other state initiatives. ROEs also encouraged institutions to offer programs and courses at times that accommodate practicing teachers.

b. Accreditation Update: Jerich handed out a proposed redesign and transformation of the accreditation process that has evolved from talks between NCATE and TEAC. Both organizations are taking these proposals back to their respective constituencies for discussion. The document presents two options for the accreditation process: Continuous Improvement and Transformation Initiative. Jerich discussed the major components of both options and reported that Stanford University is piloting the Transformation Initiative option. Roegge asked the membership to think about the options; we will have further discussion.

c. CAP Report: Fall 2008: There was no discussion of this item.

d. Teacher Graduate Assessment: there was no discussion of this item

e. Deficiency Reports: Roegge handed out deficiency reports to those programs that have data missing from last semester and the current semester.

5. Information Items: The committee was provided with copies of the ICTS Annual Institution Report: 2007-08 (052) and the ICTS Annual Institution Report: 2007-08 (094). There was no discussion of these items.

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.

May 13, 2009       June 17, 2009       July 15, 2009
TENTATIVE meeting dates for AY09-10: All meetings are 3-5 p.m. in Ste. 203-B, 505 E. Green unless otherwise indicated

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