MEMBERS PRESENT: Brenda Clevenger-Evans (CoTE), Linda Hemminger (Program Coord.), Walter Hurley (ACES), Marge Jerich (CoTE), Kristi Kuntz (Provost), Brenda Lindsey (SW), Chris Roegge (CoTE), Marian Stone (FAA), Mildred Trent (COE), Adva Steiner Waranyuwat (LAS)

MEMBERS ABSENT: Ave Alvarado (GC), Cynthia Helms (P-12 Rep), Christine Jenkins (GSLIS), Mary Kalantzis (COE), Renique Kersh (AHS)

OTHERS PRESENT: Georgeann Burch representing C. Jenkins (GSLIS), Kathy Gray (CoTE)

1. Approval of Minutes and Announcements: The meeting was called to order by Roegge at 3:10 p.m.
   a. Welcome and Announcements: Roegge welcomed all and asked Adva Steiner Waranyuwat, the new representative from LAS, to introduce herself. Following her comments, everyone in attendance introduced themselves. Roegge stated that the other newest member, Cynthia Helms, the P-12 rep from Centennial High School, was sick and would not be in attendance. Vacancies still remain for one or two student representatives.

   b. Approval of September 15, 2010 minutes (attached): Roegge asked if there were any additions or corrections to the September 15, 2010 minutes. Hemminger requested clarification on the use of the word “applicant” in the first paragraph of the Executive Director’s Report. Roegge explained and suggested the word be changed to “candidate”. Stone motioned to approve the minutes with the identified word change; the motion was seconded by Hurley, and approved by all.

   c. Additions to agenda: There were none.

   d. Executive Director’s report: Roegge said that he and Jerich attended the fall conference of the Illinois Association of Colleges of Teacher Education (IACTE). He identified two main topics discussed, engaging policy makers and measuring P-12 student progress and linking that progress to teacher preparation. Roegge explained that a significant amount of effort and manpower is being dedicated to the concept of a statewide database capable of tracking a single P-12 student throughout his/her entire educational career. The database would attach the P-12 student to the various teachers experienced over the course of the education period. The growth of the student under each teacher would be measured, and the institution that the teacher attended would be held accountable for the amount of growth the student experienced under each teacher. Separate teams have been appointed to work on specific segments of the process in order to make the database tracking successful. The presentation on engaging policy makers was made by a lawyer from Carbondale and was informative. The final conclusion drawn was that IACTE needs a full time lobbyist for teacher education in Springfield.

   Roegge stated that the NCTQ report for the University of Illinois was posted on their website the end of October. Since this subject will be covered later in the meeting, Roegge deferred comments until then.

   Roegge reported that Davida Bluhm attended the American Association for Employment in Education (AAEE) Conference last week. Bluhm gave him the conference booklet entitled 2010 Executive Summary Educator Supply and Demand in the United States that he referenced as it was passed around the room. The booklet identified areas of shortage, surplus, and balanced supply and demand for teacher candidates.

2. Proposals: There were no proposals. However, Roegge did introduce a topic for discussion. A lot of interest is being shown in post- baccalaureate programs for certification, and Roegge asked for the thoughts of this group on the idea. Contributions and questions from many in attendance followed regarding what might be needed to establish a post- baccalaureate certification program here. Clevenger found out from
Approved

ISBE that no further approval would be needed (from ISBE) for a post-baccalaureate if there was already a State approved program. Kuntz is working with Associate Provost Keith Marshall to determine if there would need to be formal campus approval for post-baccalaureates. Formal approval would enable post-baccalaureate programs to be marketed, appear on transcripts, and possibly allow students to receive financial aid. Roegge closed this discussion by stating that post-baccalaureate programs for certification will be considered and discussed at future meetings.

3. Matters for Discussion/Action:
   a. CoTE Bylaws – language on “Teacher Education Faculty”: Roegge read the purpose of the faculty on teacher education found in Section V of the Bylaws. Section V states,

   “The Council on Teacher Education will identify a Faculty on Teacher Education from all university faculty and staff and public school personnel to serve on the Council Executive Committee.

   The purpose of this faculty member shall be to improve communication among faculty members, staff, students, and public school representatives who participate actively in the preparation of teachers, school service personnel, and school administrators.”

   Roegge suggested that while the Bylaws are being updated it might be beneficial to consider this section from another standpoint or need. A greater degree of interaction with, and feedback from, school partners is desired. Therefore, Roegge proposed that maybe a formal executive advisory body needs to be established in the Bylaws and consequently formed. He asked if anyone had interacted with advisory groups, if any programs used them, and for attendees’ comments regarding the idea of forming such a body. This generated many contributions including the following. Burch mentioned that the co-op training program at GSLIS has generated good conversation and ideas. Hemminger commented positively and asked what criteria should be put into place. Stone proposed using an online exchange. She said over the summer her husband was involved in a teacher group that blogged. Lindsey supported the electronic community concept. Steiner Waranyuwat suggested the prospect of video conferencing. Hurley said that ACES has an external advisory committee, and he is familiar with advisory groups in other areas as well. The gathering hosted by CoTE for the CEPC and Coops held June 3, 2010 was referenced as a positive experience that might be used as a springboard. Roegge thanked everyone for their comments and said this topic will entertain further discussion at a later date.

   b. ISBE Annual Program Report procedures: Roegge explained that CoTE is deep into the process of gathering information for the program reports. We are under a tight timeline. Jerich added that the climate for this report is unstable and changing and that CoTE would be proceeding in steps. An email, to be sent November 18, will ask the accreditation point people to go into the CoTE Portal to update faculty information. Jerich identified the following specific points that might raise question or cause confusion. The faculty list to be updated includes university supervisors; more information about each faculty is requested; only one choice can be made from the drop down box and the choices are limiting. Do the best you can; use your best judgment when providing the updates as we have no additional guidance from ISBE to share with you. CoTE will provide the necessary information for the courses that go across programs, i.e.: EPS, EPSY, SPED. Spreadsheets and the Portal will be the means in which CoTE will exchange information with the programs. Ohlsson will take the information submitted on the Portal by the programs and enter it into the ISBE system. CoTE will collect, enter, verify and submit everything. Jerich went on to say that there is an increasing groundswell of pushback from across the state. The December 17th deadline might not be solid, but for now that is what we have to work towards. Roegge continued that the 25 member State Teacher Certification Board will review the findings. Roegge projected that this should end up being a good report, but this year’s is really a test version as details are still being developed. ISBE’s ultimate goal is to only examine program outputs.
c. Candidate performance assessment:
d. IPTS implementation/program revision: Roegge said this is the next major activity, to redo how candidates are assessed. He remarked that performance assessment and program revisions go hand in hand, and improvements can be made in two ways. Either programs revise existing matrices, or start with a blank slate, look at the new standards, and build fresh to meet those standards. The (ISBE) Professional Educational Advisory Committee is looking into a statewide evaluation process for teachers. CoTE is following the development of that system carefully. Roegge informed the group that all revised programs must be re-submitted for approval under the new standards. CoTE is starting the process of matching courses that address the new standards. ISBE is developing a form to help in that process. A significant change in the new standards is that all teachers will have the responsibilities that used to be considered those of special education teachers.

4. Updates/Reports:
a. NCTQ study update: Roegge stated that the results of the NCTQ report for the University of Illinois and all other institutions contacted by NCTQ were posted on their website the end of October. The results of our report were covered in the News Gazette as well as in the Chicago Tribune. More attention was received in the Chicago area, but in general, the University of Illinois fared well. Roegge distributed a copy of the official joint statement for immediate release dated November 9, 2010. He has a follow up meeting with the Executive Director of Advance Illinois this Friday.

b. ISBE update: Two hand outs were distributed, and Roegge explained them in detail. The handouts are entitled “Information on the Illinois Test of Basic Skills (November 16, 2010)” and “Illinois Certification Testing System Results September 11, 2010”. Students have only five opportunities and must pass the entire basic skills test in order to gain admittance into the certification program. It has been recommended that students do some test preparation to assist them to successful completion. Clevenger stated that she has posted two links to practice tests on the CoTE website. Clevenger asked attendees to encourage students to go to these websites and take the practice tests. Roegge stated that poor test results will significantly reduce the pool of applicants as well as the diversity of the pool of applicants.

Clevenger shared the following ISBE updates. The LBS I/SPED general curriculum test is scheduled to go online in March. ISBE is gathering committees to look at elementary/middle grade preparation programs in order to redefine program requirements and endorsements for elementary and middle school. ISBE would like to move toward having explicit standards for the middle grades. The Illinois Educator Code of Ethics appears on CoTE’s website front page “in the News” section and is supplied to this group in Information Items below. There is a new state law that requires any student going out for an early field experience MUST have fingerprints, sexual predator database, and child murder database checked. CoTE will check these databases. ISBE hopes to have the Professional Educator licenses in place by 2013. There will be three licenses: 1) professional educator license with listing of all endorsements; 2) professional educator license w/stipulations (i.e., provisional/transitional); and 3) a substitute license. ISBE is moving toward requiring school service personnel to have taken and passed the basic skills test as a requirement for admission to a program. ISBE is working toward removing the 5 year work experience rule for alternative certification programs for downstate people. Currently, one can be admitted to an alternative certification program in Chicago without 5 years experience working in the subject matter; downstate individuals must have 5 years work experience.

c. Accreditation update: Roegge distributed three items to aid in the discussion of Teacher Graduate Assessments. He asked all to look at the first handout entitled “TGA Questions” and said that we can add up to five open-ended questions to this survey for our graduates only. He reminded the group that this survey is a statewide project that is sent to teacher graduates at the end of their first year of teaching. Roegge asked
for suggestions to be submitted to him before the deadline of December 3rd. He then directed the group’s attention to the graph handout entitled “Percent of Supervisors Rating Graduates as “Extremely Prepared” in:” which illustrates how well our graduates rank compared to all graduates statewide. It should be noted that our graduates’ responses are included in the statewide graduate graph. This is another piece of information showing that our graduates are extremely prepared. Roegge stated that the third handout is the article he referenced earlier in the meeting about teacher education needing to be turned upside down. This article is from the November 17, 2010 edition of Education Week entitled “Momentum Builds to Restructure Teacher Education”.

5. Information Items: The following pieces of information were made available.
   a. Kappan article: “What Does It Take to Make a Teacher?”
   b. Fall 2010 10th day enrollment report
   c. Illinois Educator Code of Ethics

6. Adjournment: Roegge announced the next meeting will be held December 15th at the same location and adjourned the meeting at 4:55 pm.

Meeting dates for AY10-11: All meetings are 3-5 PM in Suite 203 (B), 505 E. Green unless otherwise indicated.

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