

COUNCIL FOR TEACHER EDUCATION: 2019-2020

Ex-Officio/Deans' Representatives

Wolfinger, James (College of Education)	<i>Ex Officio</i>
McLoda, Todd (College of Applied Science & Technology) Rep.: Bazan, Christy	<i>Ex Officio</i>
Zosky, Diane (College of Arts and Sciences) Rep.: Parry, Sally	<i>Ex Officio</i>
Samant, Ajay (College of Business) Rep.: Connor, Tamra	<i>Ex Officio</i>
Miller, Jean (College of Fine Arts) Rep.: Wilde, Darby	<i>Ex Officio</i>
Zeck, Shari (Milner Library) Rep.: Vacant 2019-2020	<i>Ex Officio</i>
Murphy, Jan (Provost's Office) Rep.: Hurd, Amy	<i>Ex Officio</i>
Borders, Christy (CELP)	<i>Ex Officio</i>
Jones-Bock, Stacey (COE)	<i>Ex Officio</i>
Graduate Curriculum Committee Rep.: TBD (Ad Hoc)	<i>Ex Officio</i>
University Curriculum Committee Rep.: TBD	<i>Ex Officio</i>
Laboratory School Representative: Graziano, Vickie (U High)	<i>Ex Officio</i>

Faculty

Arnett-Hartwick, Sally (FCS-CAST)	17-20
Martin, Tami (MAT-CAS)	19-22
Ely, Mindy (SED-COE)	18-21
French, Sarah (Milner)	17-20
Hash, Phillip (MUS-CFA)	18-21
**Hatt, Beth (EAF-COE)	18-21
***Mountjoy, Kathy (BTE-COB)	17-20
****Noraian, Monica (HIS-CAS)	19-22
Mikulec, Erin (TCH-COE)	18-21
Mustian, April (SED-COE)	17-20
Thomas, Jill (GEO-Program Coordinator Rep-CAS)	19-22
Osorio, Sandra (TCH-COE)	17-20
Zimmerman, Corinne (PSY)	17-20

Student Members:

Lee, Zavier (HIS-CAS)-Undergraduate Student	19-20
Fontanetta, Alexa (BIO-CAS)-Undergraduate Student	19-20
Johnson, Christian (HIS-CAS)-Undergraduate student	19-20
Zoltek, Sophia (HIS-CAS)-Undergraduate student	19-20
Lawton, Carrie (MAT-CAS) – Graduate Student	19-20

Chairs/Director: Non-Voting Ex-Officio:

Bates, Alan (Interim Director, TCH)	<i>Ex-Officio</i>
Hildebrandt, Sue (Interim Chair, SED)	<i>Ex-Officio</i>
Sutton, Lenford (Chair, EAF)	<i>Ex-Officio</i>

**** Dr. Hatt will serve on the CTE for Dr. Otto for the 2019-2020 academic year**

*****Dr. Mounjoy will complete the term of Dr. Tamra Davis (2017-2020)**

****** Dr. Noraian will serve on the CTE for Dr. Hildebrand for the 2019-2020 academic year**

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Samant, Ajay (College of Business)	
Rep.: Tamra Davis	<i>Ex Officio</i>
Miller, Jean (College of Fine Arts)	
Rep.: Chrismon, Jimmy	<i>Ex Officio</i>
Zeck, Shari (Milner Library)	
Rep.: Vacant 2019-2020	<i>Ex Officio</i>
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Jones-Bock, Stacey (COE)	<i>Ex Officio</i>
Graduate Curriculum Committee Rep.: TBD (Ad Hoc)	<i>Ex Officio</i>
University Curriculum Committee Rep.: Jadallah, May	<i>Ex Officio</i>
Laboratory School Representative: Graziano, Vickie (U High)	<i>Ex Officio</i>

Faculty

Arnett-Hartwick, Sally (FCS-CAST)	17-20
* Barker, David (MAT-CAS)	19-22
**Crumpler, Tom (TCH-COE)	17-20
Ely, Mindy (SED-COE)	18-21
French, Sarah (Milner)	17-20
Hash, Phillip (MUS-CFA)	18-21
***Hatt, Beth (EAF-COE)	18-21
Mikulec, Erin (TCH-COE)	18-21
****Mountjoy, Kathy (BTE-COB)	17-20
Mustian, April (SED-COE)	17-20
*****Noraian, Monica (HIS-CAS)	19-22
Thomas, Jill (GEO-Program Coordinator Rep-CAS)	19-22
Zimmerman, Corinne (PSY)	17-20

Student Members:

Anderlik, John (TCH-COE)-Undergraduate Student	19-20
Brixium, Melanie (THE-CFA)-Undergraduate Student	19-20
Roberts, Abbie (FCS-CAST)-Undergraduate Student	19-20

Zoltek, Sophia (HIS-CAS)-Undergraduate Student	19-20
Lawton, Carrie (MAT-CAS) – Graduate Student	19-20

Chairs/Director: Non-Voting Ex-Officio:

Bates, Alan (Interim Director, TCH).....	<i>Ex-Officio</i>
Hildebrandt, Sue (Interim Chair, SED)	<i>Ex-Officio</i>
Sutton, Lenford (Chair, EAF)	<i>Ex-Officio</i>

*** Dr. Barker will serve on the CTE for Dr. Martin for the Fall, 2019 semester**

**** Dr. Tom Crumpler will serve on CTE for Sandra Osorio for the Fall, 2019 semester**

***** Dr. Hatt will serve on the CTE for Dr. Otto for the 2019-2020 academic year**

******Dr. Mountjoy will complete the term of Dr. Tamra Davis (2017-2020)**

******* Dr. Noraian will serve on the CTE for Dr. Hildebrand for the 2019-2020 academic year**

CTE Subcommittees 2019-2020

<u>Curriculum Committee</u>	
<i>DEG 304</i>	
CTE-CAS	S. Parry
CTE-CAST	S. Arnett-Hartwick
CTE-CFA	D. Wilde
CTE-COE	T. Crumper
CTE-COB	T. Davis
CTE-Milner	S. French
UCC Rep	M. Jadallah
GCC Rep	
Student Rep	C. Lawton

<u>Vision Committee</u>	
<i>DEG 506A</i>	
CTE**	A. Bates**
CTE**	J. Wolfinger
CTE**	S. Jones Bock
CTE**	J. Chrismon
Teacher Ed Faculty/Staff**	A. Eberline
Teacher Ed Faculty/Staff**	
CTE Student*	S. Zoltek
non-CTE student*	
non-CTE student*	
CTE	J. Thomas
*one student must be a grad student	
**one faculty must represent a grad program	

<u>University Liaison and Faculty Interests Committee</u>	
<i>DEG 232</i>	
CTE-COE	S. Hildebrandt
CTE-COE	L. Sutton
CTE-CAS	T. Martin
CTE (non-COE)	T. Davis
CTE-Lab schools	V. Graziano

Student Interests Committee

DEG 331

CTE* (CAS)	M. Noraian
CTE* (COE)	B. Hatt
CTE* (COE)	A. Mustian
CTE* (CAS)	C. Zimmerman
CELP (non-CTE)	M. Monts
at large CTE**	E. Mikulec
CTE student*** (COE)	J. Anderlik
CTE student***	M. Brixius
CTE student***	A. Roberts
*priority to have various colleges represented across CTE members	
**representing another relevant campus TE program	
***representing different colleges	

University Teacher Education Assessment Committee (UTEAC)

DEG 551

CTE	C. Borders
CTE-CAS	D. Barker
CTE-CAST	C. Bazan
CTE-CFA	P. Hash
CTE-COB	K. Mountjoy
CTE-COE	M. Ely
CELP (non-CTE)	L. Sexton
non-CTE* (CAS)	S. Boesdorfer
non-CTE* (COE)	J. Donnel
non-CTE* (COE)	B. Hutchison
non-CTE* (CAST)	L. Maxwell
non-CTE* (CAS)	M. Morris-Davis
non-CTE* (CAST)	
non-CTE*	
Additional Member	T. Hinkel
*from at least 3 colleges	

**Illinois State University
Council for Teacher Education
Tuesday, September 3rd, 2019 3:00 p.m. - 4:30 p.m.
DeGarmo Hall, Room 551**

Minutes

Members Present: J. Anderlik, S. Arnett-Hartwick, D. Barker, C. Bazan, C. Borders, J. Chrismon, T. Crumpler, T. Davis, M. Ely, S. French, V. Graziano, P. Hash, B. Hatt, S. Hildebrandt, A. Hurd, S. Jones-Bock, C. Lawton, E. Mikulec, K. Mountjoy, A. Mustian, M. Noraian, S. Parry, S. Sanden (for A. Bates), L. Sutton, J. Wolfinger, C. Zimmerman

Absent: A. Bates, M. Brixium, M. Jadallah,

Guests: J. Hobbs, T. Hinkel, B. Jacobsen, C. Rutherford, L. Sexton

I. Call to Order by Chair:

Chair J. Wolfinger called the meeting to order at 3:00 p.m.

II. Roll Call: S. Conner conducted roll call.

III. Introductions: J. Wolfinger indicated he had been at DePaul University for 16 years. He thanked all the committee members for their service on CTE as it is a big commitment every 1st and 3rd Tuesday of the month for CTE and every 2nd and 4th Tuesday of the month for Executive committee and Subcommittee meetings.

IV. Election of Officers:

Nominations for Chair: C. Borders nominated Dean Wolfinger.

Second: S. Parry

Dean Wolfinger was approved unanimously for Chair with no abstentions.

Nominations for Vice Chair: S. Jones-Bock nominated S. Parry.

Second: E. Mikulec

S. Parry was approved unanimously for Vice-Chair with no abstentions.

Nominations for Secretary: B. Hatt nominated A. Mustian

Second: E. Mikulec

A. Mustian was approved unanimously for Secretary with no abstentions.

V. Approval of Minutes from April 16, 2019: Motion to approve the minutes from April 16, 2019: Minutes were unanimously approved with no abstentions.

VI. Subcommittees:

a) Committee Assignments: J. Wolfinger indicated that it is best to have a faculty member as the committee chair. CTE members disbursed into their subcommittees to elect we committee chair/co-chair and secretary.

b) Committee Chair/Co-Chair Elections:

Chairs/Co-Chairs were elected as follows:

A. Curriculum: Co-Chairs: S. Parry/S. French

B. Student Interests: Chair: B. Hatt

C. University Liaison and Faculty Interests: Chair: T. Davis

D. Vision: Chair: J. Chrismon

E. University Teacher Education Assessment: Co-Chairs: P. Hash/C. Borders

c) Committee Secretary Elections:

A. Curriculum: Secretary: E. Mikulec

B. Student Interests: Secretary: T. Crumpler

C. University Liaison and Faculty Interests: Secretary: V. Graziano

D. Vision: Secretary: J. Thomas

E. University Teacher Education Assessment: Secretary: J. Janes

VII. Information Items:

A. CTE member responsibility: J. Wolfinger indicated CTE is an extension of Academic Senate and it is the responsibility of the CTE members to share any information to their respective programs and to be present at all meetings.

B. CTE bylaw status: C. Borders stated that the bylaws were approved and received Presidential approval on 5/1/19. There was discussion of new non-CTE student members. The student selection has now been tabled and there will be more updates to come.

C. CAEP update: C. Borders reported that the EPP received initial feedback to which we submitted a Rejoinder. We recently received feedback to the Rejoinder. The feedback from CAEP indicated that a change to the original recommendations will likely not occur. Official report is due in October. There were two stipulations and 5 areas for improvement. Stipulations must be lifted within 2 years. The stipulations were:

1. Working with P-12 partners/external stakeholders; and
2. Align with INTASC standards. These must be added back into the AAR.

Technology assessment will be required as an area of improvement.

For advanced programs that still want to be accredited, they must undergo onsite virtual visit. A letter to CAEP is due 9/15/19. The leadership team will make a decision tomorrow.

D. E-portfolio update: C. Borders stated LiveText contract is good through FY21. There is an ad-hoc committee of CTE looking into a replacement. M. Henninger is chair of the ad-hoc committee. Mark Walbert and S. Brown will assist with the procurement process, if needed.

E. Lauby Center travel awards: C. Borders indicated that D. Garrahy established the travel awards for faculty and students. There is \$20,000 each year (\$10,000 for students/\$10,000 for faculty). The student awards are for undergraduate and graduate students in a teacher education program. The faculty is for teacher education faculty across the 5 colleges. J. Hobbs added there is an online application that goes to C. Borders once submitted. T. Jenkins or S. Conner can assist if anyone needs assistance in completing the reimbursement form. One faculty member used \$100.00 for 10 of her students to attend a conference. Applications will be accepted July 1 – May 30.

F. Implications of basic skills removal in school code: A. Hurd reviewed the draft handout with to steps the enrollment committee identified regarding the removal of the basic skills test. Departmental websites will need to be updated. C. Borders added that the Lauby Teacher Education Center is adjusting the gateways. L. Sutton suggested we make a concerted, explicit outreach to students to let them know of the option to return. The Lauby Center is gathering data to reach out to students who will be impacted to let them know they have the change to finish their degree. Only those who completed their degree post-2012 can benefit. A. Hurd suggested going back to their advisor regarding their degree. These students would return as students seeking a second bachelor's degree. This will allow them access to financial assistance.

G. Legislative Updates:

PA 101-0220: Eliminates Basic Skills and allows for paid student teaching. CTE should discuss because our documents do not allow for paid student teaching

Part 25 Rules: Take 18 hours for endorsements for licensure; must have a PEL 1st. There were several public comments. ISBE vote on September 18th. There will be an additional vote at the meeting about whether to increase the edTPA score by 2 to 41 or maintain at 39. L. Sexton and C. Borders are going to Springfield next week to testify.

C. Borders distributed a hand-out:

Council for Teacher Education **Public Act 101-0220 Impacts**

Overview of the changes to the law:

- 2012 – dropped “typed” licenses (e.g., Type 75 license) in lieu of PEL
- As of Feb. 1, 2013 – entitlement required teacher candidates to have course work in exceptional learners, reading, and students who were ELL
- Any student returning to your programs has their courses judged on the current catalog expectations for licensure.

Changes needed:

There are several changes/updates that are needed to comply with the state law and help teacher candidates complete their degree and receive licensure.

1. Departmental websites need to reflect the changes and remove references to the Basic Skills Test/TAP.
 - a. Responsibilities: Departments
 - b. Deadline: ASAP
2. The Gateways in Campus Solutions need to be updated to remove references to the Basic Skills Test/TAP.
 - a. Responsibility: Dr. Borders
3. "Apply to": Many programs reference the Basic Skills Test/TAP for those applying to the program through "Apply to". This language needs to be removed.
 - a. Responsibility: Program faculty
 - b. Deadline: September 15, 2019
4. Departmental catalog copy: Several teacher education programs mention the Basic Skills Test/TAP in the catalog. This language needs to be removed through an editorial request.
 - a. Responsibility: Program faculty
 - b. Deadline: November 25, 2019
5. General teacher education catalog copy needs to be edited. This will be done during catalog revisions and does not require an editorial change.
 - a. Responsibility: Dr. Borders
 - b. Deadline: Spring 2020 catalog review

The following paragraph will be added to the Teacher Education section of the catalog.

Test of Basic Skills

In August 2019, the Test of Basic Skills was eliminated as a requirement for licensure for teacher candidates currently enrolled in an Illinois educator preparation program or those seeking the Professional Educator License. For teacher candidates whose application is currently deficient only for the Test of Basic Skills, ISBE's evaluation team will update each evaluation to remove the Test of Basic Skills requirement and issue licenses that have no additional requirements missing. Candidates who did not successfully complete a preparation program because they did not pass the Test of Basic Skills should contact the department and request an audit of their transcripts to determine if the candidate is eligible to re-enter the program and complete any remaining program requirements prior to entitlement based on the current catalog.

6. Communicate with Admissions to ensure any reference to the Test of Basic Skills/TAP is removed.
 - a. Responsibility: Dr. Hurd
 - b. Deadline: September 10, 2019
7. Any references to the Basic Skills Test/TAP in course syllabi should be removed.
 - a. Responsibility: Program faculty
 - b. Deadline: ASAP

8. Communicate with faculty, staff, advisors, chairs, and other stakeholders several pieces of information including:
 - a. The required changes mentioned above and their corresponding deadlines.
 - b. Students who have completed a bachelor's degree will reenter ISU as second bachelor's degree-seeking students. They will not actually graduate with a second degree unless the course requirements are such that a second degree is warranted.

Discussion:

L. Sutton: The students that are now reinstated due to the removal of Basic Skills and completed, feels CTE should be interested to see how many are successful.

T. Crumpler: What is the rationale from going from a 39 to 41 for edTPA score.

The response is that the pass rate now is 97%, it would only go to 91% if changed to 41.

S. Hildebrandt: This is not unprecedented at the state level, New York has teacher shortage also and they brought their edTPA score back down.

S. Jones-Bock: SCALE is working on edTPA 2.0. We don't know how this will impact rubrics. ISU is engaged in the conversation.

C. Bazan: Is it the programs decision to go from 24 hours to 18 hours.
For licensure requirements they have to have 18 hours of content.

C. Borders stated they have to have 18 hours of content and a MLE methods course.

M. Noraian: Can a non-major take their methods course?

J. Thomas: Only 1 methods course count as content.

M. Noraian suggested a document that all programs could have to reference.

C. Borders wants to hold off on documents until we see what the state will do in 2 weeks.

J. Wolfinger indicated they would compile information and reach out to ISBE or their liaison.

VIII. Discussion Items: None

IX. Action Items: None

X: Announcements and Last Comments:

√ L. Sutton just wanted members to know that EAF is going for accreditation. Some of the grant programs important to faculty require accreditation for consideration. Accreditation is important to a lot of programs for those beyond teacher education.

√ M. Noraian announced that the secondary education meeting is September 11th from 12 – 1 for secondary programs. Any guests that would want to speak at any of the meetings, email M. Noraian.

Meeting adjourned at 4:00 p.m.

**Illinois State University
Council for Teacher Education
Tuesday, September 17th, 2019 3:30 p.m. - 4:30 p.m.
DeGarmo Hall, Room 551**

Minutes

Members Present: J. Anderlik, S. Arnett-Hartwick, A. Bates, D. Barker, C. Bazan, C. Borders, T. Crumpler, M. Ely, S. French, V. Graziano, P. Hash, B. Hatt, S. Hildebrandt, A. Hurd, S. Jones-Bock, C. Lawton, E. Mikulec, K. Mountjoy, A. Mustian, M. Noraian, J. Thomas, J. Wolfinger, C. Zimmerman

Absent: J. Chrismon, T. Davis, S. Parry, L. Sutton

Guests: J. Donnel, E. Jones, J. Hobbs, B. Jacobsen, M. Monts

I. Call to Order by Chair:

Chair J. Wolfinger called the meeting to order at 3:30 p.m.

II. Roll Call: A. Mustian conducted roll call.

III. Approval of Minutes from September 3, 2019: Motion to approve the minutes from September 3, 2019:

T. Crumpler

Second: S. French

Minutes were unanimously approved with no abstentions.

IV. Information Items:

A. NCBC: T. Hinkel not present. J. Hobbs, T. Hinkel's assistant gave an update on the NCBC process. They have been very busy. In August, completed over 1400 NCBC. Approximately 20 hits and C. Borders has been meeting with these students to clear them. About 30 students completed incorrect boxes on the forms, 61 still pending – Bushue is having a difficult time with Cook County and DuPage County. The NCBC notification to professors indicated over 500 were going to expire and now that number is down to 200.

B. Catalog – Clinical Hours: C. Borders indicated that all program coordinators would have received an email asking them to confirm their courses which have clinical requirements. This information has been sent to the Registrar's Office. NCBC will be a pre-requisite for all clinical courses. This must be updated in the catalog for all courses with clinicals. If there is an issue with how a course is listed, it will need to be fixed through the curricular process.

C. CAEP Advanced Programs: C. Borders informed the CTE members that all three advanced programs have voted to seek accreditation through CAEP.

J. Wolfinger asked what the timeline was.

C. Borders responded Spring 2021, but not certain and will bring timeline for advanced program accreditations to next CTE meeting. C. Borders thinks advanced programs have three years to complete for accreditation and will do so through a virtual site visit.

D. CTE Subcommittee Representation Needs: C. Borders stated that there is still not full

representation for the CTE sub committees. C. Borders sent email to program coordinators to pass along information to their faculty. Still need a UCC and a GCC representative for Curriculum Committee, CTE/Non-CTE students; one additional non-CTE teacher education faculty/staff member needed for the Vision Committee and one more non-CTE teacher education faculty/staff member on UTEAC. C. Borders encouraged the CTE members to spread the word.

A. Hurd commented the representative for GCC is typically the Chair of the committee and only comes to CTE for concerns related to graduate proposals.

V. Discussion Items:

A. Paid Student Teaching: C. Borders indicated that paid student teaching has always been allowed in school code. Bill passed at state, Public Act 101-0220 that clarified that it is allowed. In the past, paid student teaching at ISU was not allowed and is indicated in the handbook that paid student teaching is not allowed. Do we move forward into exploring this to allow paid student teaching?

Discussion:

J. Wolfinger: There are a couple of issues to think about conceptually:

- Equity – preparing teachers to go into Illinois and under-resourced districts do not have the funding to pay their student teachers, while more financially privileged districts do. Managing 800 student teachers a year; how to be equitable in who gets paid student teaching opportunities and who doesn't.
- Prioritize candidates in most financial need to gain student teaching opportunities and what to do about the parents that raise questions.

Other colleges of Education around the state have addressed through policies for student teaching placement where typically “your student teaching placement is final – where we place you is where it stays”.

B. Hatt: We have a lot of ISU low-income students that can't afford going into teaching as they cannot afford student teaching and not getting paid for it. It gets further complicated by districts who offer and don't offer paid internships. If districts want to pay, can we tell them no? B. Hatt posted on FB for feedback, shared anonymized student response:

“I just finished student teaching, and I'd love to talk about this! I can think of some pros for paid student teaching. It would cover a majority of meals and gas money. I travelled to ***** every day and there were times when I had to choose between meals and driving to class. Because, student teaching is a huge time commitment, I didn't have enough energy and time to get a second job. I had free weekends, but I used that time to lesson plan and grade for the following week. Additionally, we must consider that there are college students who come from low-income families. They do not have much financial support from home. Many of these students are also paying rent and other bills at their universities, and student teaching costs about the same as a regular class at ISU. Additionally, we have to pay for edtpa, our licenses, graduation, etc. Finally, I'm being a little picky here, but a paid experience will cover some supplies and materials needed for a classroom. Such as pens, markers, and even a laptop. Many of us relied on technology as many local schools switched towards using google classroom and other online services to communicate with their students. Of course every situation is different, but it will benefit a majority.”

This stood out to B. Hatt and she indicated we need to ask what is best for students and not what is convenient.

J. Wolfinger: Stated he is a parent of a daughter who is a junior in college. If he found out that she was offered \$10k for student teaching and the university said “no”, he would have an issue with that. The leadership team has been discussing increasing the recruitment scholarship amount on the front end and adding \$1000 scholarship in student teaching.

A. Mustian: National Louis has application online for paid student teaching opportunity. Maybe we should reach out to see how they are doing it. Teach for America prepares teachers and they have paid student teaching and paid interns. If students are in Chicago, why would they come to ISU if they can get it fast through Teach for America and ISU does not have paid student teaching? We need to ask other institutions if they have paid student teaching, and, if so, how they are doing it.

M. Ely: Can we capture those funds being dispersed at the university level so that we can distribute to students more equitably?

J. Wolfinger: Indicated these are district funds, not university funds and districts would use as they see fit..

M. Noraian: Rockford is offering paid student teaching.

V. Graziano: Explore the expectations being placed on students in districts where the pay is being offered; want to be sure the student teaching experience is not diminished in any way.

C. Borders: Reiterated the complex process to place student teachers – it is an iterative process.

C. Bazan: Has anyone thought of a lottery for interested students? Maybe we need to bring in Career Center and professional practice on how they approach paid/unpaid internships. It is about the competition and likelihood of getting a job.

C. Borders: We look at it from the lens of district partnerships – it is also one of the stipulations we need to lift in CAEP.

B. Hatt: Arizona State has interesting approaches to paid student teaching. There is more co-teaching; 3 candidates-to-1 CT. University of Milwaukee give provisional licenses to student teach.

J. Wolfinger: If they complete student teaching in fall in a SW suburb district, they can get hired for the spring semester. It is not a paid student teaching semester, but they get 50% of what they would get paid when they get hired. The handbook needs to change to be in compliance with the state law regarding paid student teaching.

E. Mikulec: Scenario – Barrington pays \$10,000 for student teaching, but family does not live in Barrington, how much of the money is going towards rent. She also stated that A. Mustian had a good idea to investigate other institutions doing this work.

C. Bazan: Can we get a list of districts offering paid student teaching?

C. Borders: Indicated no one has really gone on record of saying they will offer paid student teaching.

J. Wolfinger: I don't think ISBE has a list; maybe some placements are paid and some are not (the high-demand fields). J. Wolfinger will talk with my other contacts at other universities. The only real policy I have heard of is "your student teaching placement is final".

B. Hatt: Can connect with State Superintendents Associations.

P. Hash: Are guidelines in place? - sounds like we need a better bridge of communication because it is likely districts do not know what colleges are dealing with on this issue.

M. Noraian: There are stipulations of having students.

S. French: The dual role of student and employee is really sticky.

J. Wolfinger: Short-term, I think we need to address the handbook and empower C. Borders to ensure the handbook is in compliance with state law. Does this make sense? I would entertain a motion for Christy to revise the handbook.

Motion to allow C. Borders to revise the handbook to make sure it is in compliance with state law regarding paid student teaching:

P. Hash

Second: S. Hildebrandt

Motion unanimously passed with no abstentions for C. Borders to revise handbook to make sure it is in compliance with state law.

B. Basic Skills – Student Teaching Agreement: C. Borders indicated our district contracts and the student teaching agreement form still have reference to pass the Basic Skills. Legal Counsel has agreed to remove the Basic Skills and criminal background to change from CBC to NCBC.

Motion for C. Borders to change and correct language for student teaching agreements and district contracts:

A. Mustian

Second: J. Thomas

Motion for C. Borders to change and correct language for student teaching agreements and district contracts passed unanimously with no abstentions.

IX. Action Items: None

J. Wolfinger raised consideration to have a conversation in the Executive Committee for a student appeal of dispositions concerns. The process needs to be more systematic so the students understand how to write their appeal and we determine how we judge the appeal.

X: Subcommittee Reports

A. Curriculum Committee: No Report

B. Student Interest Committee: B. Hatt reported they looked at their charge and not a lot of students know about CTE. The committee discussed conducting a survey for teacher education majors.

C. University Liaison and Faculty Interests Committee: S.Hildebrandt reported there doesn't seem to be much on faculty interest in description of their charge. Conversations were initiated about dispositions concerns and edDispositions, intentions of their use, and how the data is used.

One of the committees primary responsibilities is the Spring Colloquium, which has not been well-attended in the past and the committee is trying to determine a better way to engage constituents without it being a Colloquium.

D. UTEAC: P. Hash reported the committee discussed the formative Pedagogy common assessments and coming up with a formative Pedagogy that has to do with Danielson Domain I. CAEP indicated we need better and common assessments across all areas. They also indicated we do not have enough people looking at AAR data, especially small programs that don't have many faculty, students and K-12 teachers, stakeholders and ST supervisors. If any of the CTE members would like to volunteer at some point to assist with the AAR date, please send an email to the committee stating you would like to volunteer to review AAR data from the smaller programs.

E. Vision Committee: No Report.

X. Announcements and Last Comments

√ J. Wolfinger informed members to congratulate K. Appel if they see her on the tremendous job she has done developing relationships with districts for the New Teacher Conference on October 18th. There are 350 signed up and we had to cap the registration. Next year we will reserve more space.

√ J. Wolfinger announced Maria Luisa-Zamudio, NCUE has two bus trips from CPS and one from Elgin coming done for recruitment purposes. The Lauby Center, TCH, and SED are supporting the underwriting costs.

√ J. Thomas is looking for students to do panels for the New Teacher Conference on October 18th.

√ C. Bazan wants to email everyone in CAST to have them assist at the New Teacher Conference as she feels a lot of them are passionate about recruitment. C. Borders added that information needs to truly get out to all teacher education faculty.

√ C. Borders announced that the CTE agenda should always have a legislative update. Tomorrow is ISBE meeting. They bumped the edTPA score debate (stay at 41 or go back to 39) discussion to October. A lot of public comment from special education opposition to the 4 area licensure requirement other than the 18-hour endorsement requirement. She added there was a shout-out from President Dietz for the CCRC conference.

√ A. Mustian announced that proposals were being accepted for the CCRC until XX. She noted there was a shout-out from President Dietz for the CCRC Conference.

√ J. Wolfinger reminded members that the T21Con is coming up on September 27, 2019 from 8:30 – 3:00 at State Farm Hall of Business. There are 1700 students in the Provosts' column that are undeclared. **Most** are all undergraduates. I asked K. Appel to develop some kind of program to entice undeclared majors to come to COE. M. Noraian will be brought in to fold for secondary.

XI. Adjournment

1. C. Borders

2. P. Hash

Meeting adjourned at 4:24 p.m.

**Illinois State University
Council for Teacher Education
Tuesday, October 1st, 2019 3:00 p.m. - 4:30 p.m.
DeGarmo Hall, Room 551**

Minutes

Members Present: J. Anderlik, S. Arnett-Hartwick, A. Bates, D. Barker, C. Bazan, C. Borders, J. Chrismon, T. Crumpler, T. Davis, S. French, V. Graziano, P. Hash, S. Hildebrandt, A. Hurd, S. Jones-Bock, C. Lawton, K. Mountjoy, A. Mustian, M. Noraian, S. Parry, L. Sutton, J. Thomas, J. Wolfinger, C. Zimmerman, S. Zoltek

Absent: M. Ely, B. Hatt, E. Mikulec, A. Roberts

Guests: J. Donnel, T. Hinkel, B. Jacobsen, M. Monts, C. Rutherford

I. Call to Order by Chair:

Chair J. Wolfinger called the meeting to order at 3:00 p.m.

II. Roll Call: A. Mustian conducted roll call.

III. Approval of Minutes from September 17, 2019: Motion to approve the minutes from September 17, 2019:

C. Borders

Second: P. Hash

Minutes were unanimously approved with one abstention.

IV. Information Items:

A. CAEP Advanced Programs (C. Borders): C. Borders indicated the letter from CAEP regarding the advanced program accreditation outlines the timelines for the due dates. The self- study report is due January 3, 2022. The virtual site visit is due Spring 2020 and must be concluded by June 30, 2022, decision will be made by October 2022.

J. Wolfinger added a number of people went to CAEP conference in Washington, D.C. (C. Borders, S. Jones-Bock, A. Bates, J. Donnel, L. DeMartino, G. Banicki, R. Brown, and T. Hinkel) and asked if any of the attendees would like to inform the committee about what they learned about the CAEP process.

C. Borders stated the timeline was interesting for us to hear – over 50 programs on this cycle for the advanced program accreditation. Rules on what has to be considered advanced and what isn't continues to change. Programs, such as Principal, Superintendent, DOSE, etc. will require data across all standards of the expected programs. Master's in SED and Reading Specialist in TCH will need data combined to cover all required elements.

L. Sutton debriefed with Guy and Nancy; asking for norm-referenced test or reasons why you should or should not use it.

C. Borders responded that if it's not proprietary and already normed, our institution creates our own assessment tool and is required to prove validity and reliability. Due to our institution being

at the 3-year mark, most of the self-study reports can consist of plans, without a full set of assessment data. Graduate numbers are not the same as undergraduate numbers and therefore, programs will need to think about how to define their data cycle. For undergraduates, a semester was considered the cycle, but graduate programs may want to consider their cycle as a year. Will probably need to have created and piloted by the 2022 time in order to collect 3 cycles of data prior to the next full accreditation cycle.

S. Jones-Bock stated that CAEP was a little hesitant with answering some of the questions. Will need to look at their manual repeatedly in case any changes come through. Their will be a new manual fall 2019.

B. Student Representatives (B. Hatt): B. Hatt not present today. J. Wolfinger stated that they had to shift some students around on the sub-committees. There are two new student CTE representatives: Sophia Zoltek, who will also serve on the Vision subcommittee and Abbie Roberts, who will serve on the Student Interests subcommittee.

C. Bylaws – Committee Charges (J. Wolfinger): S. Hildebrandt indicated that the titles of subcommittees and their charges do not necessarily match. University Faculty and Liaison subcommittee is responsible for the bylaws and colloquium. Who is the committee liaison to? S. Hildebrandt also added that the workloads across the subcommittees seems to be inequitable. Revisions to the subcommittees may need to happen.

P. Hash stated that when we try to revise our bylaws, they must go to Academic Senate. Suggested we rewrite our charges as we currently function and send to Academic Senate but operate on those committees' charges.

S. Jones-Bock asked J. Wolfinger if he wanted us to go back to our committees and revisit our titles and charges.

J. Wolfinger responded that was the consensus of the executive committee.

A. Mustian added that the subcommittees that do not have a demanding workload could possibly serve as an Adhoc to another subcommittee (like UTEAC) on their tasks.

C. Bazan asked if we are in need of reimagining all subcommittees?

S. Hildebrandt responded that she can only speak on behalf of University Faculty & Liaison committee.

C. Borders stated that related to the bylaws, questions came up with Academic Senate but the bylaws were approved. Maybe we need to evaluate the bylaws as they do not match what the subcommittees do right now.

J. Wolfinger indicated the Executive Committee is working out a strategy and re-thinking how to get this done. Take A. Mustian's thought into consideration and look at other work as needed by CTE. That way when there is a critical imbalance of work load, there is some flexibility.

D. Teacher Education Communication – Listserv (C. Borders): C. Borders stated that previously all communication has fallen solely on the CTE members to take back to their respective programs and colleges. There have been times where the information did not get

disseminated out to all faculty teacher education members. We are creating a Listserv that will include all teacher education faculty. A survey has been sent out to programs to ask for all names and emails for teacher education faculty.

V. Graziano asked if the survey went to anyone in the lab schools?

C. Borders responded that it did not but will send it to the lab schools. She will send to S. Meyer to send to the lab schools.

E. TEC Document Updates (C. Rutherford): C. Rutherford indicated that recent legislation requires the removal of language that says student teachers cannot get paid and modification to language from Illinois State Police to NCBC for criminal background requirements.

F. Community Colleges (J. Wolfinger): J. Wolfinger stated that he has reached out to 5 or 6 universities regarding paid student teaching and they were undetermined how they were going to handle it and asked how ISU was going to handle the situation. We are unsure at this time what the process will or will not be and how we are going to handle paid student teaching.

J. Wolfinger indicated that K. Appel will be hosting the Future Teacher Education Conference. There are 350 attending. Media, state representatives and presidents of six community colleges (will be attending for the first 30 minutes). J. Wolfinger will then be meeting with the presidents afterwards to discuss dual credit, teacher pipeline and how we can become better partners.

K. Appel will be the recruiter and additional people in the meeting will be A. Bates (TCH) and C. Borders (TEC). President Dietz wants us to take our partnerships with community colleges serious.

V. Discussion Items:

A. Teacher Education Review Board Disposition Concerns Appeal Process (S. Hildebrandt):

S. Hildebrandt indicated TERB had their first appeal of this year. We need to create a systematic process for appeals to ensure it is the same procedure for each case and the student's case is presented in the same manner and TERB supports their argument in the same manner.

J. Wolfinger stated that this process is going to be given to the Vision Subcommittee to establish a protocol. If a student has three disposition concerns that are flagged and they appeal, do we say they are "in or out" of teacher education and/or do they start over?

T. Hinkel added that he reads every single disposition that comes through. Four years ago, there was no such thing as a resolvable disposition. T. Hinkel has to reach out to professors to request more evidence, better documentation to make the disposition valid.

T. Davis indicated that if student appealed a second disposition, there is no language in the document.

C. Bazan teaches two programs: one teacher education and one non-teacher education. In the non-teaching programs, they do the same behaviors that would warrant a disposition in teacher education, but they do not have the disposition system.

J. Donnel: Does TERB have a historical document that we could view to see what kind of

appeals have come through?

A. Mustian added that there is a larger conversation that needs to take place regarding disposition concerns. If we have a good student by a broad set of norms – it is punitive of how it becomes. On the forms, it is not formative anymore, needs to be a part that creates a support plan. How many good future teachers are we keeping out; it needs to be a good research-based disposition.

C. Borders indicated that the state committees are looking at disposition concerns across the state. Collecting data from the institutions and the work is being done at the state level.

J. Donnell stated that TCH tracks their dispositions internally; 90-95% are about taking responsibility and they do require their professors to write a plan of action.

P. Hash added the everyone should be using the same dispositions concerns form as it was CTE approved.

C. Borders stated that some staff, faculty, etc. drift from the form they are supposed to use, programs pick up and modify the forms.

S. Jones-Bock indicates that we need to look at the process of the dispositions and the language and what we are measuring – resolvable/unresolvable.

J. Wolfinger stated that we want our dispositions to be fair and a transparent appeals process.

J. Chrismon will take these issues to the Vision Subcommittee so that we have fairness and a due transparency process.

C. Borders will send documentation to the Vision Subcommittee.

J. Wolfinger added real guidance is needed to support students in how to appeal; inconsistencies in how long students have to complete the resolvable dispositions and the right to legal counsel.

T. Hinkel added that there are 40,000 disposition milestones and only 246 disposition concerns on file to date.

B. Video Permission Form (L. Sexton): C. Borders indicated this form is needed and we requested to be translated into languages reflected in the student body of schools where our teacher candidates are placed. It was determined that all the video permission forms are in a variety of different versions, especially pre-clinical. edTPA video permission form is the main one and has been adapted into other languages. When this occurs, it has to go to Legal Counsel. We are working on more standardization for the permission forms.

XI. Action Items: None

XII. Subcommittee Reports

A. Curriculum Committee: S. Parry reported the committee met on September 24, 2019 and approved the following two proposals:

1) Revision to Chemistry 161: Introduction to Teaching Science

The course is adding 15 clinical hours and is removing the statement that the course is “Also offered as BSC 161” because it no longer is cross listed.

S. Parry would like to propose, on behalf of the committee, that the following proposal be done as a written vote.

2) Revision of the Technology and Engineering Education major

They are adding SED 344 as a requirement and removing EAF 228/231/235 as a requirement. They have added 10 clinical hours to TEC 305 and supplied information on how the IPTS alignments will be met.

Motion to approve adding SED 344 to Technology and Engineering Education major and removing EAF 228/231/235:

Second: S. French

Motion to add SED 344 to Technology and Engineering Education major and removing EAF 228/231/235 approved unanimously;

15 – Approve

1 – Rejected

3 – Abstentions

L. Sutton asked how the changes in sequences impacted faculty – would like information/updates moving forward.

A. Mustian added that she feels this is important to know. The concerns on how it has been impacted has not been fully addresses.

S. Jones-Bock stated that B. Hatt had talked about the process of when a department decides to create a new course, they talk about this with units impacted before course is formally submitted.

C. Borders indicated that if we drop TCH 216, two out of the four key assessments collected will fall on the programs to collect.

J. Thomas agrees with A. Mustian and added that it is important to note that secondary programs are not one size fits all.

S. Parry added that the committee also started discussing the new graduate program in Low Vision and Blindness from Special Education, but are waiting on some of the curricular pieces before we can vote on it.

B. Student Interests Committee: T. Crumpler reported here has been a lack of awareness among students about disposition concerns. What can our committee do to raise awareness? The survey of student needs will be going out in approximately two weeks and a question about dispositions will be added. They will be revisiting the three strikes, you’re out, rule. They will be returning to the topic on Tuesday.

C. University Liaison and Faculty Interests Committee: S. Hildebrandt reported the committee has a bit of an identity crisis. They are brainstorming aspects of their work that they could more accurately represent faculty interests. Most of the members at the table represent faculty interest. They are in the process of helping review scholarship process.

D. UTEAC: P. Hash reported the committee looked at a couple different options and narrowed it down to one for the formative pedagogy. Hopefully, will have something to bring to CTE soon. At the next meeting, R. Seglem will talk about assessment for technology for CAEP that she has worked on that may give useful data.

E. Vision Committee: S. Jones-Bock reported that the committee went over their charge in the bylaws and realized the language does not really fit, either. Areas are: research for paid student teaching, dispositions – gathering information for CTE, NCBC – having an external committee to look at the hits that TEC has been getting and determining a process for that.

XIII. Legislative Updates: C. Borders reported that HB 256 has been revived (video-taping bill). The bill passed the House in the last session and has been reassigned to special interest committee. It was picked up by Senator Murphy (chief sponsor) and co-sponsor, Bill Cunningham. C. Borders and J. Lackland are to meet with Senator Murphy on 10/16/19 to find out why this is being picked up. Part 25 changes passed ISBE and have been moved on the JCAR - looking at 18 hours and the content test score for all subsequent endorsements with the exception of SED..

IX. Announcements and Last Comments

√ M. Noraian informed the committee that the IDS 274 course: Preparing for the edTPA will be taught online for the winter session. The course will run from December 14, 2019 through January 12, 2020. She will send the flyer to S. Conner to email to the CTE members so they can distribute within their programs.

√ L. Sutton wanted to know how many students have we reached out regarding the TAP/ACT test no longer required? C. Borders responded that we are still collecting data as the data pull is much more extensive. The state has reached out to students who only needed the TAP test to pass to into student teaching. L. Sutton suggested that this does not have to be a centralized process and asked if program coordinators could do it. C. Borders responded that if the students were in a program then the program coordinators could do it. M. Noraian added that History sent an email to all students for history education and non-education that indicated if they got flagged due to TAP or ACT, please contact their advisor. C. Borders stated that an email with language to send out to program coordinators will be sent so the programs can send out to their students.

√ J. Wolfinger informed the members that T21 Conference was last Friday and M. Noraian added that it was a very energetic meeting. J. Wolfinger also added that a pipe busted underneath the stage at Metcalf and they have a nasty issue going on. Making alternative arrangements for their students and ours.

X. Adjournment

1. P. Hash

2. S. Parry

Meeting adjourned at 4:24 p.m.

**Illinois State University
Council for Teacher Education
Tuesday, October 15th, 2019 3:00 p.m. - 4:30 p.m.
DeGarmo Hall, Room 551**

Minutes

Members Present: S. Arnett-Hartwick, A. Bates, D. Barker, C. Bazan, C. Borders, M. Brixium, J. Chrismon, T. Davis, M. Ely, S. French, P. Hash, B. Hatt, S. Hildebrandt, A. Hurd, S. Jones-Bock, K. Mountjoy, A. Mustian, M. Noraian, L. Sutton, J. Thomas, S. Zoltek

Absent: J. Anderlik, T. Crumpler, V. Graziano, C. Lawton, E. Mikulec, S. Parry, A. Roberts, J. Wolfinger

Guests: J. Donnel, S. Finley, T. Hinkel, B. Jacobsen, M. Monts, C. Rutherford, A. Thoennes, J. Watson

I. Call to Order by Chair:

C. Borders called the meeting to order at 3:00 p.m.

II. Roll Call: A. Mustian conducted roll call.

III. Approval of Minutes from October 1, 2019: Motion to approve the minutes from October 1, 2019:

T. Davis

Second: S. Arnett-Hartwick

Minutes were unanimously approved with no abstentions.

IV. Information Items:

A. Basic Skills Email (C. Borders): C. Borders stated an email was sent to all program coordinators last week to forward an email with potential language to forward to their students and past students to let them know that the Basic Skills is no longer required and their option of readmission to their sequence. They will need to contact their advisor for guidance and the next steps.

V. Discussion Items

A. Formative Pedagogy (P. Hash/C. Borders): D. Barker indicated that UTEAC recommends using the formative assessment that is used in TCH 216 and based on hand-out distributed, *Formative Pedagogy*, putting forward UTEAC's recommendation to be used for all programs.

Discussion:

C. Borders: For clarity purposes, use tool for a couple of semesters

P. Hash: Rubrics are from TCH 216 planning and not reflection and instruction. If adopted, can use pedagogy.

C. Borders: Every program has different assignments they use within formative pedagogy. We need to determine common points and scores for annual assessment. CAEP's requirement is a common assessment and we need to come up with something that can be applied to any number of assignments and multiple lesson plans that all programs would use. Students from a real group or

case study would look at a particular written context, commentary in lesson plan. Assignment fit rubrics.

T. Davis: How many times will programs be assessed?

C. Borders: Programs would assess formative pedagogy one time. Programs can grade assessment based on the three rubrics. If students are taking TCH 216, then the formative pedagogy will already be embedded. Programs that do not have 216, the assessment rubric would need to be used. Across the 28 programs, we had six different formative pedagogy assessments.

B. Clinical Attire Guidelines (C. Borders): Hand-outs were distributed for ELED Clinical Handbook (page 7), QEB Dress Code Statement, and article on gender inclusive dress codes. C. Borders indicated that this topic was brought up in the CTE Executive Committee regarding the concern of our students in clinicals not dressing in professional attire. This brought up the idea to bring to CTE a discussion about whether departments have policies in place to address.

Discussion:

B. Hatt: There is a lot out there about how dress code policies should be – tend to target girls.

A. Hurd: There is a dress code policy at the University level but has been sitting at Academic Senate for two years with no movement.

P. Hash: The Music program specifies what their students should wear. P. Hash indicated he brought it up in the Executive Committee as to him some of the students do not dress professionally like teachers.

C. Bazan: Indicated she had an incident with a student at Metcalf as the lab school did not think she was dressed appropriately so was given a scarf. C. Bazan received an email about the inappropriateness of her dress.

B. Hatt: Everyone has their own issue, not appropriate to say to a female student's attire that you would not say to a male student's attire.

S. Jones-Bock: Found a K-12 student dress code but not a teacher dress code. Metcalf is for children. There was a conversation and student dispositions for dress code as a student had a spaghetti strap on under a cardigan and her strap was showing.

J. Thomas: A male student who was presenting got docked points for not wearing a tie.

B. Hatt: That's another example of bias in dress code.

M. Ely: What about school partners that we are begging to take our students and they have dress code policies.

B. Hatt: If the school partners have inequitable policies then we need our own policy.

J. Thomas and P. Hash: We need to work with the lab schools to create a policy rather than one being dictated to our students as they have a dress code for our students but not their teachers.

C. Bazan: There would be some issues with dress code depending on the content area.

C. Borders: One of the things the Executive Committee discussed was that there are content areas that require specific dress. If we craft a policy, we would allow for content-specific variance.

J. Thomas: Added that is the case for some of her Science Education majors; content-specific.

B. Hatt: One of the items discussed was does every program have written guidelines and that U-High needs a written policy.

C. Borders: Moving forward we will reach out to lab schools to see if they have a dress code policy and then go from there.

J. Thomas: On TCH 216 course site, provide document that might have some guidance.

B. Hatt: Do we want to officially adopt the queer ed birds guidelines or at least indicate we support it?

A. Mustian: Partnerships are critical. Where do we draw the line for dress code? At what point do we have some autonomy in being able to support our students who are experiencing bias in a

school placement's dress policy. We should advocate for our students; queer ed birds go beyond.
K. Mountjoy: Does this need to be broadened beyond the lab schools? We need to think about our school partners as to not infringe.

C. Borders: We need program's responses that do not have many options.

B. Hatt: What she likes about the Queer Ed Birds statement is that it is really inclusive. At some point, we need to educate our partners on inclusive policies. S. Jones-Bock: We have a dress code policy for the student teaching handbook, but what about pre-student clinicals? The policy should be guided by the faculty dress code at their assigned school.

M. Noraian: They ask their students to go over and beyond for dressing appropriately as the students do not have jobs yet.

B. Hatt: What if a female wanted to wear a tie? There needs to be an equitable policy.

P. Hash: A bigger issue will be when a man wants to wear a skirt.

B. Hatt: How would we create a policy that would allow a person to dress in alignment with their gender identity.

M. Noraian: We cannot force a school to adopt a policy that is counter to their culture, but we can move placements.

M. Noraian and K. Mountjoy: For transgender, appears education is not comfortable with having the student. K. Mountjoy added she had one and was a good student. Need to make the connection.

S. Zoltek: Indicated her best friend is transgender. The goal should be acceptance. Queer ed bird statement – should not be able to be reprimanded based on ethnic or gender identities. M. Brixius: In her actual TCH classes, she does not think she has ever seen written guidelines about what is considered appropriate attire or what is not appropriate attire. Agreeing with B. Hatt, having written standards for dress would be helpful in guiding what is expected of students. If a school disagrees, then address it.

K. Mountjoy: Some of the intercity schools have guidelines because of gangs and certain colors are not allowed. Maybe we should consider that as well if we create guidelines.

C. Fall Gateway Completion Date (A. Thoennes): On the website, there is a 12/15/19 completion date for all gateways. A. Thoennes stated that the issue is registration closes 12/13/19. Students following the 12/15/19 deadline will be late and will not be able to register until spring. The question is, “does the 12/15/19 deadline each year have to be a set date or can it be a general deadline that better aligns to registration closing.”

Discussion:

C. Borders: A. Thoennes, S. Finley, and S. Alford are the ones that track the gateways and impacts them as they are tracking down students t.

T. Davis: It makes sense to indicate the deadline is by the close of registration each December.

M. Noraian: We have been clear about the firm dates of July 15th and December 15th for the deadline of the gateways being completed.

C. Borders: If we change the deadline date, we need to make a communication plan about it.

J. Watson: As a placement coordinator for student teaching, if we are going to connect it to a date that moves (based on Registrar's registration dates each year), do not allow it past 12/15/19 as partners need two weeks of December to plan for moves. If their gateways are not completed, the student should technically be pulled.

M. Noraian: I think we should keep the dates we have of July 15th and December 15th.

M. Ely: Why don't we move the deadline date to December 10, 2019?

J. Thomas: I would have students rioting.

C. Borders: This is also about content test passing, scores being received, etc. – all part of gateway completion.

J. Thomas: In the last couple of years we have gateway 2 requirement that CBC must be active but now it is the ROE's job to do that, does this delay student teaching?

C. Borders and T. Hinkel: Gateways are only internal to us, which would be our NCBC.

T. Hinkel: This year, we will still accept external CBC to save students money, however, moving to NCBC. I see both sides of it. We put those dates as solid dates so the Freshmen through Senior know the dates and can stick into the student teaching application. Static date is best than fluctuating from semester to semester. If CTE agrees to set it earlier, that's fine. But, we always make exceptions for students.

C. Borders: M. Noraian mentioned if we make the gateway completion deadline 5 days prior to registration deadline date, we would have to create a communication plan. TEC has no say on the date, this is a CTE decision, so we brought it to you for discussion.

P. Hash: Would it help if we move the date to 12/10/19?

A. Mustian: If the student does not procrastinate communicate over and over 5 days before registration closes.

J. Thomas: It will take a lot of time and communication.

P. Hash: What would the Lauby Center like to see happen?

J. Watson: Maybe CTE could give power to the Lauby Center to change date when needed.

C. Borders: The people who have to chase students down would like that date moved back.

S. Jones-Bock: So are you proposing a new date?

C. Borders: I would like to see it 5 days before the close of registration.

J. Watson: Juniors are currently applying for student teaching. The signing agreement indicates they will have it completed by 12/15/19.

C. Borders: They would not be able to register then until 1/6 which means they cannot go into their student teaching placement.

M. Ely: They would be irresponsible need to look at the deadline dates.

J. Thomas: Why didn't the Registrar look at our deadline dates?

P. Hash: This seemingly simple solution seems far more complicated. What if we leave the dates the same but program coordinators this year informed the students they cannot wait until 12/15/19.

T. Davis: There are a couple of issues. PDS students might have to come in on January 2nd. Not all students are procrastinating on the content test. BTE has one student that is talking it for the 6th time (ADA issue with exam). The cost is \$122.00 each time.

S. Hildebrandt: Some content tests are not offered at that time.

P. Hash motioned to move changing the gateway deadline date from Discussion Item to Action Item.

Second: T. Davis

Motion to move changing the gateway deadline from Discussion Item to Action Item unanimously approved with no abstentions.

P. Hash motioned to leave the gateway registration date as 12/15/19.

Second: M. Noraian

Motion to leave the gateway registration date as 12/15/19 was unanimously approved with no abstentions.

VI. Action Items:

P. Hash motioned to leave the gateway registration date as 12/15/19.

Second: M. Noraian

Motion to leave the gateway registration date as 12/15/19 was unanimously approved with no abstentions.

VII. Subcommittee Reports

A. Curriculum Committee (S. French): No report

B. Student Interests Committee (B. Hatt/M. Noraian): M. Noraian reported that they did not meet but sending out a survey.

C. University Liaison and Faculty Interests Committee (S. Hildebrandt): S. Hildebrandt reported that the committee did not meet but would like to request that each committee put in their list of tasks, a list of their current duties and responsibilities (descriptions) and send to S. Hildebrandt so they can be as accurate and equitable as possible in the bylaws.

D. UTEAC (P. Hash/C. Borders): P. Hash reported that the formative assessment was discussed earlier. Tuesday Bylaws review and will be looking at tech assessment for CAEP requirement.

E. Vision Committee (J. Chrismon): J. Chrismon reported the committee met and discussed disposition concerns and are researching teacher dispositions in general. Also, they are researching paid student teaching. C. Borders added that we have a GA researching paid student teaching data outside of Illinois.

VIII. Legislative Updates (C. Borders)

C. Borders reported that Jonathan Lackland and C. Borders will be meeting with Senator Murphy on the videotaping bill.

Please see attachment for the updates.

IX. Announcements and Last Comments

√ C. Borders announced that Part 25 is going from 24 to 18 credit hours. This was approved by ISBE and now moves to JCAR. J

J. Thomas asked if it that was only for subsequent after their first teaching license?

C. Borders responded that it was.

J. Thomas also asked if C. Borders has heard anything about middle school endorsement?

C. Borders stated the language is in Part 25; must be approved by JCAR and then put into the rules and ISBE has to give guidance.

√ C. Borders requested the subcommittees please send the minutes from their subcommittee meetings to her, April or Suz.

√ L. Sutton asked if program coordinators have had any success in reaching students who had barriers due to the basic skills tests or has the adhoc committee been unsuccessful? I keep asking the question, feels like collectively this body is not interested.

C. Borders stated she had one and the data pull is very time consuming. She recommends the programs identify these students.

S. Jones-Bock indicated she met with M. Zamudio, P. Williams and E. Skinner in Waukegan to look at students who had to go IDS due to basic skills to re-engage them.

A. Mustian asked if there a lot of programs who haven't gotten to this?

P. Hash stated his program do not have students that qualify.

M. Noraian sent out an email before the support email and received two. She will have the secondary programs share at the secondary meeting.

B. Hatt asked if we are collecting data on the numbers of students who do come back and earn degree after initial. A. Bates and S. Hildebrandt are collecting data,

X. Adjournment

1. P. Hash

2. B. Hatt

Meeting adjourned at 4:17 p.m.

**Illinois State University
Council for Teacher Education
Tuesday, November 5th, 2019 3:00 p.m. - 4:30 p.m.
DeGarmo Hall, Room 551**

Minutes

Members Present: J. Anderlik, A. Bates, , C. Bazan, C. Borders,
M. Brixium, T. Crumpler T. Davis, S. French, V. Graziano, P. Hash, B. Hatt, S. Hildebrandt, A. Hurd, S. Jones-
Bock, C. Lawton, A. Mustian, M. Noraian, S. Parry, L. Sutton, , S. Zoltek, J. Wolfinger

Absent: S. Arnett-Hartwick, J. Chrismon, D. Barker, M. Ely, E. Mikulec, K. Mountjoy, A. Roberts, J. Thomas

Guests: T. Hinkel, Kristina Falbe, Heidi Olson

I. Call to Order by Chair:

J. Wolfinger called the meeting to order at 3:01 p.m.

II. Roll Call: A. Mustian conducted roll call.

III. Approval of Minutes from October 1, 2019: Motion to approve the minutes from October 15, 2019: T. Davis

Second: S. Arnett-Hartwick

Minutes were unanimously approved with no abstentions.

IV. Information Items:

- a) **Community colleges (J. Wolfinger):** Jim gave overview of ISU visit community college provosts had on 10/18; 5 community colleges represented; mostly coming from more rural areas. Considering two groups of students: traditional students looking to save money and also adult-education students (career changer...) Jim will convene team from COE to start conversation and meet with HCC president to develop a charge and timeline. Borders, Appel, Bates will be on this team. Dual credit is a question to resolve—dual admission might be a solution with an advisor here at ISU but students admitted to community college at the same time.
- b) **edTPA retakes for scores of 39-40 (L. Sexton)** Borders reported the vote to go from 41 pass score back to 39 has been postponed again regarding the cut score. Now November before it goes to a vote. Operating right now on the 41 cut score until the vote occurs with students submitting right now who receive a 39 or 40 having them retake. The motion on the table for vote is to return to a cut score of 39. ISBE had them do a data pull; 738 students submitted and 21 scored at 39/40 range (that is 2.8% of our students)
- c) **Basic skills data pull (C. Borders)** Christy reports they pulled data from 2012 and generated 6 different lists of students, decided to begin by looking at students who met the PBA requirement, took and failed TAP test (basic skills) (total of 65 students) and reaching out to those. Request to PERPA and alumni group to obtain personal emails to contact this group of students. If access not granted, will send post cards to notify this group of students.
S. Parry- Where do most of these students primarily come from? College of Ed?
C. Borders- Not sure
Troy Hinkel- Spread out across secondary, elementary, special ed
M. Norian- Can you also notify the program coordinator so they can also do outreach?

C. Borders- Yes

H. Olsen- Who should students reach out to? We have gotten some calls.

C. Borders- Their previous advisor

B. Hatt-a couple of questions about the data; were these students who got a degree or no?

T. Hinkel-I just focused on whether or not they got assigned the basic skills as a milestone

B. Hatt-when is the PBA requirement?

T. Hinkel-Teacher education workshop to learn about milestones; many of them do it early as freshmen or sophomores; it's one of the first things they do

B. Hatt-why would students take basic skills if not going into teacher ed?

C. Borders-next group; didn't meet PBA, took and failed basic skills adds 223+ students

B. Hatt-what I'm wondering as a secondary priority, how hard would it be to notify them as well?

T. Hinkel-you will get into some students who could have made it through with the ACT score change (approved in 2013)

B. Hatt-If it's not that much more work...why not?

C. Borders-4 groups who had met PBA but took and failed basic skills, that's 242; we could absolutely reach out; I can tell you next level is they did not take TAP, did not PBA, and did not have ACT minimum on record or did not meet ACT minimum

B. Hatt-do we know anything about demographics? Do we see overrepresentation at all?

C. Borders-we have not run demographics

M. Norian-if we go back too far, can't count classes

A. Mustian-how long?

A. Hurd, T. Hinkel, C. Borders- 7 years

C. Borders-2012 date isn't random; ISBE gave that date to reach out

T. Crumpler-why not contact all of them?

C. Borders-2438?

T. Crumpler-We just hear this rhetoric about teacher shortages, why not reach out to whoever was interested?

S. Hildebrandt-I think these standardized tests present barriers to students from underrepresented backgrounds including who aren't native English speakers

M. Norian-they were teacher ed majors?

T. Hinkel-anyone who completed teacher ed milestones; any teacher ed major

C. Bazan-programs send general email "Come back to teaching at ISU"?

C. Borders-Okay;

B. Hatt-Christy and Troy, thank you for pulling that data

J. Wolfinger-postcard and email?

C. Borders-postcard for sure;

C. Bazan: email address to direct them to if they have questions?

H. Olson: they call our office; requirements have changed; courses have changed; questions I've gotten from the ones so far is that they think they don't have to take new courses.

T. Hinkel-only 289 took TAP and failed it; within that grouping, a large # were "dismissed"; difficult # to get from FERPA; dismissed for some reason from university

J. Wolfinger: will of the group, reach out to as many people as possible (none that have been removed from the University); by email if possible and postcard; are we okay as a committee for Christy, Troy, and maybe exec committee to move forward with this?

General agreement

- d) CAEP initial program review-timeline (C. Borders) Christy reported she and Dean Wolfinger met with final review board on October 19, 2019. During the meeting they were not allowed to present any new information, just to answer CAEP's questions. Were asked three clarifying questions. Were told their recommendation would be sent to the council for vote on October 21, 2019 and we should receive the final recommendation on November 21, 2019. Anticipating two stipulations (that must be lifted within two years) and eight areas for improvement.

V. Discussion Items:

- a) Eportfolio ad hoc committee (J. Donnel absent, K. Falbe) Kristina reported on whether to continue with Watermark or is this no longer needed. The committee started meeting in the spring when Watermark started making changes, then realized it wasn't going away as quickly as they initially thought. Charge of committee was to decide if we need some type of eportfolio system, what should it include, and then go to procurement. The first question is do we feel like we need one, committee decided yes. Needs: easily generate reports for accreditation, IBHE reports; interface compatibility with Pearson for edTPA and data need to stay here as well (if went directly to Pearson, we wouldn't be able to access assessments), video capability, student value-added features (they can see their work after their subscription is up; see work from semester to semester); should be more than submission of assignments or program assessments; shouldn't make students pay for something that's useful for us but not for them; if we can't add value in these ways, then students shouldn't have to pay.

Borders- timeline?

Kristina- worked out with Watermark to keep Livetext and support through end of 2020-2021 academic year because we already had a contract, our committee is ready to fill out our recommendations for procurement, ready to move forward.

- b) Formative Pedagogy (P. Hash/C. Borders) Phil reports plan is to use rubrics TCH 216 uses to assess the planning portion of an assignment. Use this across all TE programs. Timeline is to look at data from this Fall, check reliability among TCH faculty and some program faculty, then pilot in Spring for full implementation in Fall 2020. Need to create simple, same set of instructions for all programs to use. Christy added the TCH 216 reflection from this fall will be uploaded into LiveText and teacher education faculty will be asked to review these artifacts, specifically from own program, to calculate reliability. Will also be asked to provide feedback on the tool—feasibility, language edits. Instructions will be brought as an action item.

Phil- Does anyone see any roadblocks?

Mustian- Have programs like Special ed/Elem Ed seen rubrics? Just thinking about having input from programs who don't take TCH 216

Phil- We could send rubrics to all programs and seek feedback?

Christy- When we ask for volunteers for reliability we will definitely ask for feedback

Monica- look for consistency from larger viewpoint, terminology across tools (ie: edDispositions)

- c) Dress Code Guidelines for Clinicals (C. Borders) Christy would like to invite QueerEdbirds to the next meeting for input regarding gender neutral guidelines as she didn't get to set that up before today's meeting.

VI. Action Items:

- a) Curriculum changes requiring CTE vote (S. Parry)

Chemistry education

- GEO 102 replaces GEO 100 and PHY 208 replaces PHY 205 in the science competency courses, reducing the science competency course hours by 1 credit hour.
- SED 344 replaces EAF 228/231/235 in the Professional Education requirements.

Vote conducted on paper ballot: 12 yes, 2 no, 3 abstentions

J. Wolfinger- any other questions?

B. Hatt- I want this comment on record, I think that dropping these foundations courses is related to the Anti-blackness issues that our students are voicing, primarily taught by black faculty in a department that is led by the only black chair on campus

S. Parry- We have other black chairs

A. Mustian- In teacher ed? Regardless I think we are missing the point here

J. Wolfinger- Any other questions

A. Mustian- Can we get impact numbers? How many secondary programs have dropped EAF and picked up SED 344? How many are doing both? How many kept EAF and not adopting SED 344? I don't think we have a holistic picture of the impact of this on EAF teaching load

S. Zoltek- Foundations courses are often achieved through study abroad in secondary programs, removing foundations requirements is counter

M. Norian- Two masters programs online, are these impacted?

S. Parry- not impacted by these proposals

VII. Subcommittee Reports

a) Curriculum Committee (S. French/S. Parry)

- Chemistry teacher education

Program revision information item (full vote can be requested at any time):

- A new course, CHE 261 Laboratory Methods in Teaching Chemistry (1 cr hr), has been added to the requirements, increasing the Chemistry course hours by 1 credit hour. They met all the requirements regarding approval by provost to add 1 hour to the program, rationale- not a methods course in lab, just in science overall

- SED

Three new courses – can't be considered until new program is approved

- #### **b) Student Interests Committee (B. Hatt/M. Norian)** Beth and Monica reported they have sent a survey out to students and scholarship essay contest continues, will be finalizing soon
- #### **c) University Liaison and Faculty Interests Committee (S. Hildebrandt)** Sue reported they are awaiting bylaw updates and those can be sent directly to her via email. Jim added that he met with Susan Kalter and discussed how bylaws subcommittee charges are not true to the work that needs to be done. Susan said to keep doing the work and get the bylaws more accurately reflected.
- #### **d) UTEAC (P. Hash/C. Borders)** Phil reported bylaws were edited and will be sent to Sue, looking at tech assessments that will also need to be implemented as part of CAEP.
- #### **e) Vision Committee (J. Chrismon, absent)** Stacey reports continuing research and next steps in two areas: paid student teaching and dispositions

VIII. Legislative Updates (C Borders)

- #### **a) HB 256-videotaping bill**—continuing to discuss with the sponsor. If you eliminate videotaping in the classroom, students will not pass edTPA, but they have to pass edTPA as an exam to obtain licensure. Chief Sponsor indicated she would not move forward in veto, proponents of the bill are not backing down. Conversations continue in effort to come to a compromise.

T. Crumpler- If you take away the video component, it's critical. Then we go back to something like Praxis.

P. Hash- Any evidence that privacy of minors has been violated?

C. Borders- Absolutely

P. Hash- I will look and see if that's the case. I look for example videos on YouTube couldn't find any

C. Borders- If edTPA ever does go away, what would be okay with you all as an authentic performance-based assessment for licensure?

- b) SB 10, revision 2- Christy reported the basic skills for paraprofessionals bill was moved straight to the floor, bypassing the Education committee, assigned to the Rules committee. Expecting it will be heard Nov 12 or 13 in second veto session. As part of IAACTE, will be submitting a letter of concern about the language "or" and in opposition of the bill.

IX. Announcements and Last Comments

A. Mustian- CRCC Conference registration closes Friday. We are already at 500 registrants; as chosen leaders of teacher education sitting in this room, I believe we all have a responsibility to be there.

A. Hurd- 1st generation recognition week to celebrate first generation students. Thursday evening is the 1st gen gala, Friday at Bone from 12-3 pm workshops, feel free to attend; 1st gen program coming out of my office soon, to bring together faculty/staff and students

X. Adjournment

All said yes

Meeting adjourned at 4:25 p.m.

Illinois State University
Council for Teacher Education
Tuesday, November 19th, 2019 3:00 p.m. - 4:30 p.m.
DeGarmo Hall, Room 551

Minutes

Members Present: John Anderlik, Dave Barker, Alan Bates, Christy Bazan, Christy Borders, Melanie Brixius, Jimmy Chrismon, Tom Crumpler, Mindy Ely, Sarah French, Vicki Graziano, Sally Arnett-Hartwick, Phil Hash, Beth Hatt, Amy Hurd, Carrie Lawton, Kathy Mountjoy, Erin Mikulec, Monica Noraian, Sally Parry, Len Sutton, Jill Thomas, Corinne Zimmerman,

Absent: Stacey Jones Bock, Tamra Davis, Sue Hildebrandt, April Mustian, Abbie Roberts, Sophia Zoltek

Guests: Gary Higham, Barb Jacobsen, Heidi Olson, Laurie Sexton

- I. Call to order:** J. Wolfinger called the meeting to order at 3:00 p.m.
- II. Roll call:** C. Borders conducted roll call
- III. Approval of Minutes from November 5, 2019 Meeting:** Motion to approve minutes from November 5, 2019: S. French, Second: C. Borders; Minutes were unanimously approved with no abstentions.
- IV. Information Items**
 - a) CAEP accreditation – initial programs (C. Borders):** Initial accreditation has been granted and C. Borders read a statement from D. Garrahy
 - b) Protected information/data (W. Smith, J. Lange, A. Engel, L. Gray):** Postponed to January or February meeting due to last minute unavailability of guest speakers. C. Borders explained PRPA and General Counsel were invited to present on legalities regarding data pulls within teacher education.
- V. Discussion Items**
 - a) CTE bylaw suggestions from Academic Senate (C. Borders):** J. Wolfinger reported that he met with Susan Kalter regarding Senate's questions and suggestions concerning CTE bylaws and revisions needed. One item is regarding student representation on CTE. Concern is that current policy is to select students based on first come first serve. Other bylaw revision concerns will be discussed in Exec committee to begin with. Student representation: C. Borders reported Senate would like CTE to reconsider selection process for student representation. Recruitment has been difficult, even when partnering with SGA, Senate would like CTE to implement election process as opposed to first come first serve.
 - V. Graziano* asked who would be voting in the student rep election
 - J. Wolfinger* students should vote
 - C. Borders* which student, Teacher ed only? How would we accurately identify only those that can vote are invited to participate, asked Melanie and John for their suggestions as current student representatives
 - C. Bazan* suggested webpage advertising for voting similar to Homecoming royalty voting
 - M. Brixius* surveys have shown students are unaware of this opportunity to serve, anticipates rough transition
 - J. Anderlik* could CTE set up a booth at Festival ISU or table at COE back to school pizza party
 - B Hatt* agreed with that suggestion and thought Student Interest committee would be an appropriate group for the booth
 - M. Noraian*, stated timing of pizza party and election wouldn't match
 - K. Mountjoy* would reps still rotate among college/programs?
 - C Borders* verified bylaw terms for student rep from colleges to confirm representation across programs
 - B Hatt* student interest committee also suggests revisions to expand student representation
 - C. Zimmerman* how do we avoid bystander effect to focus on those students who even have an interest, asked current student reps how they came to be on CTE
 - J. Anderlik* saw a post and responded (first come first serve)
 - M. Brixius* was recruited by Chrismon and agreed
 - C. Borders* agreed with Brixius that the beginning transition will be rough
 - P. Hash* asked if we should recruit from COE RSOs to zero in on those most interested
 - C. Borders* mentioned RSO newsletter as an outreach tool
 - C. Bazan*, Department/Program/School student ambassadors could be expanded to serve on CTE, maybe edit the title to reflect ambassador role
 - C. Zimmerman* asked if there is a Spring semester festival for additional recruitment

C. Borders said spring recruitment could collect names for voting during Fall festival

J. Wolfinger return to election process—recruitment would be an issue to resolve as well as actual election details. Will take input to CTE Exec for logistic discussion and bring proposal back to CTE for vote. Additional suggestions from Senate regarding bylaws will continue discussion in Exec committee

- b) Antiracism (B. Hatt):** B. Hatt shared how this topic came to be on the agenda. Exec committee discussed and suggested it should be a discussion item in a full committee meeting. Student panel is presenting at this time at CRCC on this topic, otherwise they would be in attendance today. What does antiracism in teacher education look like. Mentioned Courageous Conversations about Race as a resource to move concern over the topic and implement action in daily living and professional practice, and shared a few quotes from the book. Also mentioned the need to discuss this in a way that is not about specific individuals but rather systemic—whiteness, systems, structures that produce racism. What gaps do we have in teacher education? B. Hatt Played a podcast discussing desegregation and its role in diminishing diverse teachers and administrators (when black schools were shut down, those teachers stopped teaching and our schools have not recovered from that). Encouraged CTE to have the conversation regarding the impact that just one black teacher can have on students, ISU lacks black faculty especially in Teacher Education programs. Even increasing the number of black teachers that serve as clinical supervisors for our teacher education students. Even so far as identifying what courses in our teacher education curriculum address black history and other diverse cultures' histories.

C. Bazan mentioned her program uses some references.

C. Borders mentioned Deaf Education exposes students that sign linguistics are different between black sign than white sign...

P. Hash stated Music Ed does not include any diversity education in their program which is a reason why their program did not drop EAF courses.

C. Borders added that Special Education sequence includes many diversity issues in their program but that is an anomaly for teacher education as a whole.

B. Hatt shared she has had students of color actively seek out black faculty in EAF, desperate for a role model. Issue is not just in recruitment but also in retention of black students and faculty. Encouraged members to go back to programs and start discussions on how to implement change. Also shared stories of racism that she has witnessed and encouraged members to actively advocate for change.

M. Noraian commented that closure is not attainable but commitment to continue working for change is.

B. Hatt would like to invite students to attend CTE.

C. Zimmerman stated in her educational psychology course she assumed other teacher education curriculum was addressing diversity while her course only touches briefly on it and asked if others thought the same assumption.

B. Hatt mentioned conversations and curriculum mapping would help avoid those misconceptions.

S. French stated curriculum committee wanted to bring antiracism to the table as a conversation.

J. Wolfinger CTE Exec will continue to discuss this topic and revisit in full committee.

- VI. Action Items:** S Parry reports Curriculum committee just approved a new master's program in Low Vision and Blindness. Online program for currently licensed teachers. Would the council like to bring it to a vote today or put on the next meeting's agenda. T. Crumpler asked about faculty resources available to staff this program. M. Ely indicated adjuncts will likely need to be hired and will run in a cohort to meet full-cost recovery model. C. Zimmerman motioned to move this to an action item. C. Lawton seconded. Motion approved as action item. P. Hash motioned to approve master's program in Low Vision Blindness, K. Mountjoy seconded. Motion approved, vote passed with one abstention

VII. Subcommittee Reports

a) Curriculum Committee (S. French/S. Parry):

- **SED:** Curriculum decision was moved to action item, see above. S. Parry reports group identified needed revisions to bylaws and forwarded to Sue Hildebrandt.

- b) Student Interests Committee (B. Hatt/M. Noraian):** Beth stated bylaw revisions were sent to Sue Hildebrandt. Monica shared work continues on scholarship award that CTE will issue to students, revised call and application materials and will then send to programs and students.

- c) University Liaison and Faculty Interests Committee (S. Hildebrandt):** Hildebrandt absent, Vickie Graziano provided the update. Continue to receive subcommittee bylaw revisions

- d) UTEAC (P. Hash/C. Borders):** Formative pedagogy work continues and technology assessment. AARs are being submitted.

- e) Vision Committee (J. Chrismon):** no report

VIII. Legislative Updates (C. Borders)

- a) **HB 256 (videotaping):** In waiting, no further conversations at this time.
- b) **SB 10, revision 3 (paraprofessional test):** 3rd amendment was just to revert to the original language. Passed both House and Senate at the end of veto session.
- c) **edTPA score should go to a vote this week:** may not have the votes to lower cut score to 39 so may remain at the higher cut score. M. Ely asked about the status of paid student teaching, J. Chrismon reported that issue is in the Vision Committee who is still conducting research. M. Noraian commented about NCAA approval to pay student athletes and this paid student teaching issue may be similar. T Crumpler asked the status of student dress guidelines and C. Borders reported this topic will be on the next meeting with Queer Ed Birds in attendance.

IX. Announcements and Last Comments: *J. Wolfinger*-NCUE future: will be meeting with CPS Nov 22 to take next steps, 450 of our NCUE students have then been hired in CPS, 350 remain, 100 working in NCUE community partners. Advance IL meeting: discussing teacher pipeline, focusing on recruitment, retention, advancement in career, and diversity; working groups moving forward to work on policy issues, if anyone here is interested in having a voice let Dean Wolfinger know.

X. Adjournment: All said yes; Meeting adjourned at 4:25pm

Illinois State University
Council for Teacher Education

December 3, 2019 3:00-4:30 pm
DeGarmo Hall, Room 551

Minutes

Members Present: John Anderlick, Christy Bazan, Christy Borders, Melanie Brixius, Jimmy Chrismon, Tom Crumpler, Mindy Ely, Sarah French, Vickie Graziano, Phil Hash, Beth Hatt, Sue Hildebrandt, Amy Hurd, Carrie Lawton, Erin Mikulec, Kathy Mountjoy, April Mustian, Monica Noraian, Sally Parry, Len Sutton, Jill Thomas, Sophia Zoltek,

Absent: Sally Arnett-Hartwick, Alan Bates, David Barker, Stacey Jones Bock, Tamra Davis, Abbie Roberts, Jim Wolfinger, Corinne Zimmerman

Guests: Becky Beucher, Jill Donnel, Terrelle Jackson, Kathryn Mudd, Abby Bartle, Barb Jacobsen, Troy Hinkel, Carolyn Rutherford, Heidi Olson

- I. **Call to order** *S. Parry* called the meeting to order at 3:00 pm
- II. **Roll Call** *A. Mustian* conducted roll call
- III. **Approval of minutes from November 19, 2019 meeting** Motion to approve minutes from November 19, 2019: *P. Hash*, Second: *J. Chrismon*. Minutes unanimously approved with no abstentions.
- IV. **Information Items**
 - a. **edTPA cut score** *C. Borders* reported that the recommendation to lower the cut score to 39 was approved at the November 22, 2019 ISBE Board meeting. ISBE had a system in place to rescore anything with a 39 or 40 so that those were considered passing scores as this change is retroactive to September 1, 2019.
- V. **Discussion Items**
 - a. **Professional attire guidelines for teacher education clinical placements (B. Beucher/T. Jackson)** *Queer Edbird* members, *Terrell Jackson* (senior English Education), *Kathryn Mudd* (ECE), and *Abby Bartle* (freshman History Education) presented on dress code for teacher candidates. They identified problems with current dress codes such as targeting identity through exclusionary restrictions that promote stereotypes and do not support cultural needs. Mentioned that “traditional” norms do not treat men and women the same and do not allow for inclusion of anyone outside of that gender binary. They encourage use of language that supports inclusivity. Encouraged the council to avoid exclusionary language that does not allow for nonbinary gender identities and to avoid codes that are clothing specific which could attack identities. Also encouraged to avoid language that sexualizes. Also cautioned against policy that impedes hairstyles, body modifications, and clothing that are culturally based. They mentioned that there is an accessibility issue for some teacher candidates who do not have financial resources to obtain additional clothing specific to their clinical placements. They are working to start a clothing drive to help meet this need. They believe receiving a disposition for clothing reinforces sexism and racism and is not in line with the other reasons that warrant a disposition. They shared guidelines for an inclusive professional dress code.

Council requested to receive the PowerPoint for further discussion.

S. Parry asked for more information regarding their clothing drive for professional attire
Students stated clothing drive is in early planning stages

M. Noraian asked if the College would have space to host the drive

A. Hurd SGA may be a good partner as they are also conducting a clothing drive for students to use for interviews, they are partnering with Heartland's Dress for Success program

S. French This is a great idea. Ever academic position I applied for I did with recycled clothes so great idea for a clothing drive for students to obtain professional attire.

C. Borders commented benefit of "guidance to student teachers" statement mentioned in the presentation. I like the idea of students going into a placement and learning the culture to form dress decisions.

B. Hatt Thank you for putting this together. It has been very helpful as we think about how to have an inclusive dress code in COE. What we have talked about is what to do if our policies conflict with what a school's policies are. That's where a statement like this would be helpful, when we have teacher candidates who are in schools disrupting norms.

K. Mountjoy I wonder if a conversation with our school partners is needed. Sometimes they have a reason why their policies are what they are, such as gang affiliation and other reasons.

J. Thomas and T. Crumpler I think we can help be an advocate for more inclusive dress and open up conversations that haven't been had before. This is an opportunity for us to educate and support our districts. Would a subcommittee take this on?

M. Noraian and B. Hatt agreed for the student interest subcommittee to take on this initiative and move forward toward implementing these inclusive guidelines

VI. Action Items

- a. **Student representation on CTE** *C. Borders* reported that last meeting the council agreed to move to an election for student representation rather than the first come first serve procedure currently used and that Exec committee would develop logistics for that and bring forward; however, Exec committee did not meet last week in order to discuss logistics so she asked the council if they needed to know logistics before motioning to move this item to a vote. Several members asked what the bylaws currently state. *S. Hildebrandt* read the bylaws to the group. Council agreed that Exec committee will need to formulate exact language to be voted on so this item was tabled until then.

VII. Subcommittee Reports

- a. **Curriculum Committee (S. French/S. Parry)** did not meet, waiting for science proposal
- b. **Student Interests Committee (B. Hatt/M. Noraian)** did not meet, but planning to send survey to students in the spring for feedback on dispositions
- c. **University Liaison and Faculty Interests Committee (S. Hildebrandt)** Crisis of identify for this subcommittee is ongoing, several subcommittees have sent forward their information, still waiting for UTEAC and Vision
- d. **UTEAC (P. Hash/C. Borders)** no meeting last week, awaiting AAR report submissions
- e. **Vision Committee (J. Chrismon)** did not meet

VIII. Legislative Updates

- a. **ISBE Part 25 input** *C. Borders* reported JCAR signed Part 25 last week and there will be 4 webinars ISBE will host during December to learn how these changes will impact programs. ISBE is going to be holding some meetings in January asking for input on ways

programs would like to see changes to Part 25. They want teacher education programs to join the conversation on what needs to be changed. Input received so far includes allowing CTs in their 3rd year (completed two years), clarifying ESL and bilingual requirements for CTs (who can supervise bilingual/ESL candidates), and training for CTs. Asked for additional input from the council.

C. Bazan I'm curious about the TCH courses and what is included around edTPA to help CTs

J. Donnel we have modules for mentoring and induction with district leaders. We do things with edTPA with documents shared that are used in conferencing with CTs. I'd be happy to share those with anyone.

C. Borders What about TCH 473?

J. Donnel That is a master's level course for CTs, an elective, around mentoring. It is more theoretical, but could be tweaked if needed

C. Borders What are thoughts about the concept of a packaged training for CTs? If we ask ISBE to require some sort of training statewide—do we feel like that would be beneficial?

P. Hash Some sort of training is a great idea--having a course available, conference workshops, but not as a requirement. We have enough difficulty getting CTs as it is.

M. Ely We use the same people over and over and they are exhausted now, can't imagine they would be agreeable if we require training

C. Borders Remember we are suggesting this to come down from ISBE, not ISU, for all CTs in the state who supervise students

M. Ely SED may have to modify clinicals and eliminate some if difficulty finding CTs increases.

J. Donnel Elgin has experience with requiring training, they have a strong mentoring and induction program for their CTs

C. Borders I think D 216 may also have required training for their CTs.

S. Parry Did any other folks say they have fewer CTs because of required trainings?

Borders No, most schools see it as a cost-benefit piece. They view student teaching as a job interview (to help fill vacancies) It sounds like we do not have consensus on requiring CT training so I will not be bring that forward as a recommendation. What about 3rd year in teaching rather than 4th or clarifying ESL/bilingual?

T. Hinkel May I clarify the ESL/bilingual? The issue is that districts are giving names that are not qualified to host a student teacher in ESL/bilingual but just happen to have an endorsement (ex: bilingual teacher certified in secondary but is currently teaching bilingual first grade cannot be a CT for elementary ed teacher candidates) This is making it harder to find placements.

C. Lawton I have a question about 3rd year requirement-is that total in teaching or in the same grade level? If the teacher has moved grades every year that would be a problem because they are still inexperienced.

C. Borders it is three total years of teaching

P. Hash CTs don't have to be tenured?

C. Rutherford That is not a state rule from ISBE but some districts do have that requirement.

P. Hash I would prefer CTs to be tenured but realize it is difficult to place, but if the state says they allow 3rd year teachers to be CTs ISU does not have to use those younger teachers as CTs.

C. Borders As a reminder, clinicals are not assigned to specific CTs but through the school administrator, the administrator decides whether to accept teacher candidates based on whether he/she has a current teacher willing/recommended to be a CT.

A. Mustian CTs are hard enough to find so if we make it harder by saying they need to be tenured instead would that be counter intuitive.

L. Sutton We need to check with administrators, a lot of admins don't want student teachers near their tenured teachers where there is a lack of innovation since they have been teaching the same way for 20+ years.

M. Ely 3rd year in that district or 3rd year total?

T. Hinkel 3rd year total and proficient on their teaching evaluations

S. Parry Are we all in agreement that teachers in their 3rd year could be CTs but it will ultimately be up to the administrator to decide when to select a "young" teacher to serve in that role?

C. Borders Correct, if we recommend that amendment to Code it would allow administrators to do that but does not require them to do so.

S. Hildebrandt Research shows that attrition rates decline after 5th year teaching so maybe allowing younger teachers to be CTs might encourage them to remain in the field? Would it help them re-engage, serve as validation of their pedagogy?

S. French Or could it place additional stress on them?

S. Parry Is there any research that CTs remain in the field longer than others?

C. Borders I don't know the research on that specifically but at the last SEPLB meeting admins reported how difficult it is to ask anyone to take student teachers because their (CTs) evaluations are tied to classroom performance/student outcomes.

L. Sutton There is a disconnect from between student teachers who embrace edTPA going into schools that don't speak that language. CTs (younger who have done edTPA) who know and understand edTPA might be more willing to embrace a student teacher going through this and be willing to relinquish control of their classroom.

C. Bazan I agree and would hope that a younger CT with familiarity with edTPA might be more open to handing over control of the classroom to their student teacher.

V. Graziano Not all seasoned CTs are bad. I am familiar with edTPA and there are some good CTs, I feel like we are bashing them all for a moment.

L. Sutton I did not say all, not bashing, telling the truth from my experience.

T. Hinkel ISBE's new rules about permanent subs being teacher of record while also student teaching are making it harder to even define a CT.

C. Borders Clinical coordinators have voiced their concerns based on their experiences trying to find placements. Does the council support any feedback to be sent forward? Council agreed and Christy will submit feedback at the next ISBE meeting and then update the council.

IX. Announcements and Last Comments *S. Parry* reminded everyone of upcoming meeting dates.

X. Adjournment *E. Mikulec* motioned to adjourn, *A. Mustian* seconded. Adjourned at 4:04 pm



Council for Teacher Education

Meeting Minutes

January 21, 2020

3:00-4:30 pm

Members Present: Jim Wolfinger, Christy Bazan, Sally Parry, Amy Hurd, Christy Borders, Vicki Graziano, Sally Arnet-Hartwick, Tami Martin, Sarah French, Phil Hash, Kathy Mountjoy, Erin Mikulec, April Mustian, Jill Thomas, Sandra Osorio, Corinne Zimmerman, Carrie Lawton, Alan Bates, Sue Hildebrand, Len Sutton

Absent: Tamra Conner, Beth Hatt, Jimmy Chrismon, Stacey Jones Bock, Mindy Ely, Abbie Roberts, Sophia Zoltek

Guests: Chandler Kaiden, Troy Hinkel, Jena Hobbs, Wendy Smith, Jeff Lange, Angela Engle, Lauren Gray, Heidi Olson, Barb Jacobsen, Marlene Monts, Carolyn Rutherford, Jill Donnel

- I. **Call to order** *Jim Wolfinger* called the meeting to order at 3:00 pm
- II. **Roll Call** *April Mustian* conducted roll call
- III. **Approval of minutes from December 3, 2019 meeting** Motion to approve minutes from December 3, 2019: *S. French*, Second: *C. Bazan* Minutes unanimously approved with one abstention.
- IV. **Information Items**
 - a. **Protected information/data (W. Smith, J. Lange, A. Engel, L. Gray)** *C. Borders* shared that several CTE members have asked if they can look at data for diverse students versus non-diverse students; can this be accommodated and if not, could you explain. *W. Smith* explained protected information. Protected data such as race and gender cannot be shared so as to not unintentionally disclose identity of individuals. Examples were given such as breaking down dispositions by gender and race when examining if race or gender are being targeted when issuing dispositions. *A. Mustian* shared SED was examining department edDisposition process as part of program evaluation, and asked for guidance on what and who can view those documents in effort to evaluate if there are disparities and remain within legalities. One option would be to look at socioeconomic status or first-generation student.... *W. Smith* stated one would have to separate the reasons from the race so that race could get sent to PERPA to be de-identified. Best practice would be for departments to talk it over with Jeff or Wendy first, to develop plan; however, requests could still pass IRB and not be allowed with PERPA.
 - b. **NCBC Process (W. Smith, T. Hinkel, C. Borders)**
 - i. **CTE teacher education criminal review flow chart attached** *C. Borders* introduced the flow chart as the process that explains if a student receives a "hit" on their national criminal background check. *W. Smith* explained all "hits" are reviewed by a committee, of which members include representation on CTE, Legal, Police, and HR. Committee uses a four-factor process to assess hits: what, how serious, how long ago, and any mitigating factors. Essentially the nature and seriousness of the offense, the number of such offenses, the nature of student's placement, and if offense will prevent licensure are all examined. After review, committee votes yes/no to continue in program, if yes, student signs letter of acknowledgment. If committee votes no, student can appeal to teacher ed review board who can say yes or no, if no, student could appeal to CTE. All "no"s slow student's progress. *C Borders* shared clinical courses will show registration block until student has completed NCBC.
 - c. **COE and IDS Graduates Data (L. Gray)**
 - i. **Education Graduation Rates- Fall 2009 to Fall 2013 Cohorts data chart attached** *Lauren Gray* explained process she used to pull requested data. *A. Mustian* asked when looking at data like this is it possible to calculate a risk ratio (How much more likely is a male student to graduate in another program...). *C. Borders* added that Lauren sent the overall trends: Total FTC beginning in education cohort=approximately 54% graduated in education, 23% graduated in another plan and 2% graduated in interdisciplinary studies; Male sub-cohort=approximately 34% graduated in education, 36% graduated in another plan and 1% graduated in interdisciplinary studies; Female sub-cohort=approximately 60% graduated in education, 19% graduated in another plan and 2% graduated in interdisciplinary studies; Minority sub-cohort=approximately 37% graduated in education, 31%

graduated in another plan and 2% graduated in interdisciplinary studies . *L Gray* explained predictive analytics could be added to future requests. *Angela Engel* shared other departments on campus are starting to request predictive analytics—beginning stages of software use.

- d. **Basic Skills email (T. Hinkel)** Relay email went out to student group via Alumni Services on January 7, 2020. 1,300 emails were sent, 3 recipients have responded with interest as of today.
- e. **CAEP Areas of Improvement (C. Borders)**
 - i. **CAEP Accreditation Report attached** Outlined Areas of Improvement versus Stipulations from CAEP report. Have until next accreditation cycle in 2026 to address issues. Will include steps to improve areas in annual reports each April.
- f. **Subsequent endorsement (T. Hinkel)** Explained these changes will not impact initial certification but will hopefully make it easier for certified teachers to add subsequent endorsements. Old structure will be grandfathered in under new structure. Will allow teachers to go outside of their Professional Educator License grade level (ex: secondary teacher can take 18 hours in ECE, pass the content test, and be able to teach ECE). Subsequent endorsement in ECE, EI Ed, and Middle Level require 18 hours, SED did not change requirements but did reclassify to being K-12 instead of PK-12—would have to complete additional ECE hours to have PK option. *J Wolfinger* shared he is looking into options to provide content specific coursework at the University to aid students in obtaining requirements for endorsements. *A. Bates* shared TCH has begun discussions on how to meet this need. *C. Bazan* asked a question regarding the ISBE site: where they provide a list of approved courses, swimming and aerobics are approved for health ed but not for physical education—how can we advocate for that to be changed? *T. Hinkel* replied that is directly from ISBE and he isn't aware of a forum to submit feedback to them.
 - i. **Part 25 Changes FAQ attached**
 - ii. **Part25_rule_change_121019 attached**
 - iii. **Part-25-Rule-Change-Impact attached**
- g. **edTPA videos (L. Sexton)**
 - i. **Guidelines for Programs Using edTPA Portfolios for Educational Purposes attached** *C. Borders* shared new procedures. Biggest item is #2: if you want to use a previous candidate's work to show current candidates what edTPA is like, must verify permission to share was obtained and cannot post the examples on LiveText, ReggieNet or anywhere students could copy (download, screen record...) due to privacy and plagiarism concerns.
- h. **Travel awards (J. Hobbs)** Students: \$4,900, faculty: \$7,769 awarded to date

V. Discussion Items

- a. **Academic Senate request: Subcommittee membership assignments (C. Borders/C. Kaiden)** *C. Kaiden* shared idea to randomly assign equitably without “drawing names from a hat”. Walked through proposed Excel tool. *C. Borders* reminded committee Academic Senate raised concern about subcommittee assignment and this is an option to randomize the assignment. *A. Mustian* praised the proposed process. Concern expressed from a couple members regarding the down side of randomization is losing continuity of work or members who have strong talent/interest in sub-area. Will move to action item at next meeting.
- b. **Theatre Ed student concern (C. Borders)**
 - i. **Letter of Concern to CTE attached** *C Borders* introduced the letter and Dean opened for discussion. *Sally Arnett-Hartwick* shared students are being placed in non-FCS classes and subsequently report not feeling prepared, it is not just Theatre Ed students. *J. Thomas* suggested reaching out to Methods instructors and then TCH 216. *C. Borders* shared letter came to CTE to address all pre-student teaching clinical placements so students receive content-specific experience. TCH 216 has always been connected to U-High and when they don't have the content (or availability due to oversaturation) how can students' needs be met. *J. Wolfinger* suggested surveying programs to learn which content areas are having difficulty. Identify problem areas and then reconvene towards solution discussion. *V. Graziano* stated she has a list started. *E. Mikulec* stated instructors don't object to having students placed outside Bloomington-Normal area if that means they can gain content specific experience further away. *C. Borders* shared local market saturation (more and more students requesting to be placed locally for student teaching and pre-student teaching clinicals) is part of the problem.

VI. Action Items

- a. **Academic Senate request: Student representation process (C. Borders)**
 - i. **CTE Student Recruitment Process attached** *J. Wolfinger* explained reasoning behind proposed language (Academic Senate identified this as area needing high priority attention). Motion to approve: *J Thomas*, Second: *V. Graziano*. Discussion commenced. Clarify language about those being voted on (2 from COE and 2 from other colleges). Include term language (1-year). Add this to student interest subcommittee charge. Vote: motion carried.

VII. Subcommittee Reports

- a. **Curriculum Committee (S. French/S. Parry)** did not meet, no report
- b. **Student Interests Committee (B. Hatt/M. Noraian)** did not meet, no report

- c. **University Liaison and Faculty Interests Committee (S. Hildebrandt)** Waiting on Vision subcommittee bylaw revision
 - d. **UTEAC (P. Hash/C. Borders)** did not meet, no report
 - e. **Vision Committee (J. Chrismon)** did not meet, no report
- VIII. Legislative Updates** Memos are going out as needed, updated those being tracked.
- a. **ISBE: PEP report (C. Borders)**
- IX. Announcements and Last Comments** *J. Wolfinger* reports teacher pipeline work continues
- X. Adjournment 4:32 pm** *S. Parry* motion, *S. French* second

Next CTE Executive Board Meeting: January 28, 2020, 2:00-3:00 pm, DeG 506A

Next CTE Subcommittee Meetings: January 28, 2020, 3:00-4:30 pm

Curriculum, DeG 304

Student Interests Committee, DeG 331

University Liaison and Faculty Interests, DeG 218

University Teacher Education Assessment Committee, DeG 551

Vision, DeG 506A

Next CTE meeting: February 4, 2020, 3:00-4:30 pm, DeG 551



Council for Teacher Education

Meeting Minutes

February 04, 2020

3:00-4:30 pm

Members Present: Jim Wolfinger, Christy Bazan, Sally Parry, Amy Hurd, Vicki Graziano, Sally Arnet-Hartwick, Tami Martin, Sarah French, Kathy Mountjoy, Erin Mikulec, Jill Thomas, Sandra Osorio, Carrie Lawton, Alan Bates, Sophia Zoltek, Mindy Ely, Stacey Jones Bock, Phil Hash, Len Sutton, Monica Noraian

Absent: Christy Borders, Tamra Conner, Darby Wilde, Beth Hatt, Corinne Zimmerman, Abbie Roberts, Sue Hildebrand, April Mustian

Guests: Chandler Kaiden, Troy Hinkel, Heidi Olsen, Maggie Morris-Davis

- I. **Call to order** *J. Wolfinger* called the meeting to order at 3:01 pm
- II. **Roll Call** *J. Janes* conducted roll call
- III. **Approval of minutes from January 21, 2020 meeting** Motion to approve minutes from January 21, 2020: Sally Parry, Second: Sarah French. Minutes unanimously approved with no abstentions.

IV. Information Items

- a. **CTE Attendance Policy** (A. Mustian) April absent so *J. Wolfinger* reminded members that council is governed by Academic Senate and as such must abide by their attendance guidelines. April will send that language out to members as a reminder of the guidelines as some members are in jeopardy of violation.
- b. **English Ed letter of concern for student mental health and wellness** (M. Morris-Davis) *J. Wolfinger* introduced this item stating it was discussed at Exec and this is a pervasive issue across campus. Mentioned it becomes a retention issue when it prevents students from remaining in their course of study. Exec discussed how to advocate for students. *S. Parry* added Exec members are interested in next steps. *M. Morris-Davis* explained the English Ed program found they had run out of places to seek assistance for their students which resulted in writing the letter to make the council aware in the hopes of locating additional resources. *C. Bazan* shared D. 87 announced a new position with the focus of social emotional care for students. Added Health Ed is looking to add a course for students to prepare them to support students in this area of need. *Bazan* went to a mental health first aid training and said it was helpful, encouraged others to seek out trainings like that for themselves to then support students. Suggested ISU host train the trainers for mental health first aid, including students to then support peers. *S. French* shared she was a counselor for 20 years and peer counseling can be helpful but supervision is needed because of the toll it takes on the care-giver. Cautioned members to consider when faculty/staff are overwhelmed by the topics, peers may feel even more so. Agreed mental health first aid is a great resource and low-cost investment. Having a resource booklet to give to students would be helpful. *T. Martin* asked *C. Bazan* to elaborate on the course that Health Ed is seeking to develop and if other students would be allowed to take. *C. Bazan* provided a brief description and because Health Ed is a small program there may be space for non-majors to take the class, but happy to share resources with other programs. Health Ed is developing this course to fill a gap and help better prepare their students for supporting social-emotional needs in the classroom. *K. Mountjoy* asked if there is no colloquium on the horizon if the resources *C. Bazan* has identified to assist in their new course would come and speak to CTE to inform the group. *J. Wolfinger* added that this is bigger than CTE and want to make sure that faculty outside of CTE are equipped as well as students all over campus.

Need to narrow down to next steps feasible to CTE. Suggested the Student Interest subcommittee draft a letter of advocacy for increased resources for students: colloquium, hire more staff counselors, institute a required training for students to complete.... *S. Osorio* reported that the Student Interest Committee briefly spoke on this topic and would like to invite someone from Student Counseling to speak to them to better inform them of what is currently in place and where the barriers are. *A Hurd* shared Student Affairs is well aware and suggested reaching out to Jillian Richardson to have her explain issues in more detail. *S. Zoltek* liked the idea of students having a required intro course similar to what they take for sexual harassment, drug use...regarding mental health because it is so hard to get into professional resources.

V. Discussion Items

- a. **Academic Senate request: administrator and faculty representation, meeting times** (*J. Wolfinger*) *J. Wolfinger* explained Academic Senate brought these concerns. They question the nature of representation on CTE: should we have a House of Representative approach or a Senate approach to representation on the council. *P. Hash* stated the House approach would result in more members from COE and fewer from secondary programs, not sure if that is good or bad but just what would happen. Do we want to burden a college with sending more reps? Current plan works fine. *S. Parry* agreed current plan is working. *A. Hurd* stated if based on enrolment such as which programs have the most education students, trends go up and down and that mean representation would fluctuate as a result. *T. Martin* asked if there is concern from a specific program that prompted Academic Senate's concern. *J. Wolfinger* reported he has not heard that personally, it was just sent from Senate. *P. Hash* reiterated current plan is working fine. Members agreed current representation is working well.
- b. **Licensure requirement for degree** (*T. Hinkel*) *T. Hinkel* reported registrar's office has brought the idea of separating licensure and graduation, second bachelor students are already treated differently, and some undergraduate students do run into problems: late edTPA scores would not allow fall graduates to get their degree until May, as a result of this delay those impacted lose out on job options at times. *S. Parry* asked how many students are impacted, *T. Hinkel* reported around 25 per year. *C. Bazan* asked if programs made this decision a few years ago? *T. Martin* shared some programs created a separate sequence for those students who don't pass edTPA so students can still graduate (Math did that) but cannot go back and retroactively receive teaching license if they change their mind. Currently students can change their major to IDS and still graduate but they give up the chance to be licensed by doing that. *H. Olsen* shared that path takes time for the registrar to process though, it is not automatic. *J. Wolfinger* shared ISU is the only university in Illinois as far as he knows that links degree and licensure. Shared that DePaul had an education degree without licensure and licensure could be completed once passing edTPA. *S. Parry* shared Mennonite has decoupled licensure from graduation. *S. Jones Bock* asked if we can do a rule change without a program change for catalog purposes and *T. Hinkel* answered that should be possible. Troy also explained the licensure with stipulations is an option for these students with the change, but ISU's current procedures would not allow for anyone to go that route. *P. Hash* stated agreement with the separation so long as students meet student teaching requirements (must pass content test). *T. Hinkel* shared other licensed programs do not couple licensure with degree (CPA...) and graduate level at ISU is already operating on an un-coupled basis. *J. Wolfinger* asked for an informal poll from members regarding openness of exploring de-coupling: in favor(17), opposed (0) abstentions (0). Will take back to Exec to explore next steps, with Troy's input, and bring proposal back to CTE.

VI. Action Items

- a. **Academic Senate request: Subcommittee membership assignments** (*J. Wolfinger*) Shared Exec discussed four options and settled on option presented today—3-year term and accommodate preferences as much as possible. Motion to approve proposal for discussion: *S. Parry*, Second: *P. Hash*. Discussion ensued: *T. Martin* asked if this happens every year for staggered terms. *J. Wolfinger* stated that would be highly likely but not sure it could be guaranteed. *C. Bazan* stated that the representation from across colleges would ensure a subcommittee does not ever have all new members. Vote: all approved verbally.

VII. Subcommittee Reports

- a. **Curriculum Committee** (*S. French/S. Parry*) *S. Parry* stated the subcommittee had 3 proposals to share with the council, two are information only: change in Math 201 from 3 to 4 hours, added additional

material to justify and clinical experience; Bio 231 minor/editorial changes, addition of min 60 hours required, removal of Chem 161 as pre-req. With no discussion/concern from council, both proposals approved. *S. Parry* presented third proposal to council for discussion: Revision of Bio program, adding 3 hours to major (Provost approved), adding 5 hours of electives and STEM content from TECH 210, total hours now 92. Opened to questions: clarified they are not dropping gen eds, just meeting those hours in other courses. With no concerns from council, *S. Parry* motioned to move to a vote, Second: *S. French*; Vote: all approved verbally.

- b. **Student Interests Committee** (B. Hatt/M. Noraian) *M. Norian* reported subcommittee is finalizing essay contest, emailed programs to receive nominations, nominations will close 2/7/2020. Students will be notified they were nominated and will need to turn in lesson plan and essay in March.
- c. **University Liaison and Faculty Interests Committee** (S. Hildebrandt) *A. Hurd* reported they did not meet.
- d. **UTEAC** (P. Hash/C. Borders) *P. Hash* reported subcommittee is completing AAR reviews, sending feedback to programs.
- e. **Vision Committee** (*Vacant*) Did not meet, no report.

VIII. Legislative Updates

- a. Kathy Taylor from IACTE and Jonathan Lackland in Springfield meeting with House and Senate sponsors of HB4059 and SB2503 concerning edTPA; bills would eliminate high stakes licensure testing at end of teacher licensure programs.

IX. Announcements and Last Comments: *T. Martin* commented regarding the subcommittee membership, current language states assignments will be made every 3 years; suggested language to clarify, accepted by committee as clarification, vote to approve still stands. *J. Wolfinger* shared a student disposition appeal raised issues that need to be addressed: website pages contain mixed messaging, working with General Council to clean up policy language so that all posted communication is consistent and will bring that finalized language to CTE. Also realized the need to clean up website and work on guidance for students and faculty engaged in dispositions and appeal process. *J. Thomas* shared Vision committee has conducted some research and could provide data regarding dispositions and what guidance is needed as well as what the appeal process looks like. *J. Wolfinger* also shared update regarding developing the pipeline for teacher preparation, finance meetings have been held, moving forward.

X. Adjournment: adjourned at 4:09p.

Next CTE Executive Board Meeting: February 11, 2020, 2:00-3:00 pm, DeG 506A

Next CTE Subcommittee Meetings: February 11, 2020, 3:00-4:30 pm

Curriculum, DeG 304

Student Interests Committee, DeG 331

University Liaison and Faculty Interests, DeG 218

University Teacher Education Assessment Committee, DeG 551

Vision, DeG 506A

Next CTE meeting: February 18, 2020, 3:00-4:30 pm, DeG 551



Council for Teacher Education

Meeting Agenda

February 18, 2020

3:00-4:30 pm

Members Present: Christy Bazan, Sally Parry, Amy Hurd, Vicki Graziano, Sally Arnet-Hartwick, Tami Martin, Sarah French, Kathy Mountjoy, Erin Mikulec, Jill Thomas, Sandra Osorio, Carrie Lawton, Alan Bates, Sophia Zoltek, Mindy Ely, Stacey Jones Bock, Phil Hash, Len Sutton, Monica Noraian, April Mustian, Darby Wilde, Sue Hildebrand

Absent: Jim Wolfinger, Christy Borders, Tamra Conner, Beth Hatt, Corinne Zimmerman, Abbie Roberts,

Guests: Barb Jacobsen, Heidi Olsen, Carolyn Rutherford

- i. **Call to order** *S. Parry* called the meeting to order at 3:00 pm
- ii. **Roll Call** *A. Mustian* conducted roll call
- iii. **Approval of minutes from February 4, 2020 meeting** Motion to approve minutes from February 4, 2020: *S. French*, Second: *E. Mikulec*. Minutes unanimously approved with no abstentions.

IV. Information Items

- a. **Student mental health concerns** (*J. Cooper-Richardson*) Not present, *J. Janes* will follow up to reschedule
- b. **TEC Hatch Project** (*C. Borders, B. Jacobsen*) *B. Jacobsen* shared TEC Hatch project is to pay the edTPA fee for student teachers. Explained different levels of donations and giveaways for donations. Shared that TEC currently provides vouchers for students in need but the Hatch Project would ideally cover that cost. *J. Janes* read student "thanks" sent to Laurie Sexton after being notified of their voucher. *B. Jacobsen* shared this is education-wide, not just COE. Asked Council members to spread the word to their alumni and stakeholders. *D. Wilde* shared Dance has an alumni page and she would share information there. *B. Jacobsen* reported Andy Read, Molly Davis and Van Miller are involved in the planning and communication stages. March 2nd is the official kickoff date. *C. Bazan* asked what happens if edTPA goes away. *B. Jacobsen* reported there will be a statement notifying participants that their donation will be use for "edTPA or other clinical licensure costs" so that donors are fully informed. *S. Parry* stated once Council members receive the Hatch information from Barb they will share with their constituents.

V. Discussion Items

- a. **Academic Senate request: meeting times** (*C. Borders*) *Mustian* explained Academic Senate's concern regarding meeting times and whether that is a barrier to membership/attendance. *J. Janes* read statement from Senator Kalter from Academic Senate minutes specific to this issue. *C. Bazan* stated she's been on many committees and CTE has the best attendance of any of them. *S. French* stated COE does teach cohort classes on Friday evenings so there really is no "perfect" option. *T. Martin* added that COE often teaches practicing teachers in the evenings. *A. Hurd* commented it may not be the meeting time, but that this committee is labor-intensive, and that could be the real deterrent. Council unanimously agreed to keep the meeting time as is, no action needed.

VI. Action Items

- a. **Separation of licensure and degree** (Exec Committee) *A. Mustian* recapped that at the last meeting council stated they are interested in exploring separation of licensure from degree; Exec committee discussed last week with intent to bring to full council today for an official vote. *T. Martin* asked if it would be effective immediately. *A. Mustian* and *S. Parry* stated it would likely need to go to Academic Senate due to its current tie to graduation. *A. Hurd* agreed and stated it will likely take time for Academic Senate to make a decision. With *J. Wolfinger* (chair) absent and unable to provide specific language for the council to vote on, decision was made to table the issue until the next meeting.

VII. Subcommittee Reports

- a. **Curriculum Committee** (*S. French/S. Parry*) *S. Parry* reports revision to Ag Ed program, reducing major by 1 hour: deleting one course and increasing another course's hours for a net difference of 1 hour. Presented to council, no questions. *S. Parry* motioned, Second by *J. Thomas* Verbal vote carried with no abstentions.

- b. **Student Interests Committee** (B. Hatt/M. Noraian) *S. Osorio* reported scholarship process moving forward and students who were nominated are now being contacted, also brainstormed how to recruit additional students.
- c. **University Liaison and Faculty Interests Committee** (S. Hildebrandt) Did not meet, still waiting on one subcommittee's bylaw revisions.
- d. **UTEAC** (P. Hash/C. Borders) *P. Hash* reports AAR reviews continue.
- e. **Vision Committee** (*A. Bates/S. Jones Bock*) *J. Thomas* reported three agenda items including voting new chair (Stacey and Alan as co-chairs), dispositions, and goals for Vision committee. Looking to establish a training platform (short videos perhaps) regarding disposition protocol and working through logistics. *A. Mustian* posed question regarding disposition work as Student Interests Committee is also working on that topic. Vision is exploring the process, not appeals or when they are warranted.

VIII. Legislative Updates

- a. **State Superintendent Strategic Plan update:** *J. Janes* read State Superintendent's message regarding workgroup to examine Illinois' teacher candidate pedagogy assessment.

IX. Announcements and Last Comments: *S. Zoltek* shared acapella performance this past weekend went well.

X. Adjournment Adjourned at 3:34 pm with no objections

Next CTE Executive Board Meeting: February 25, 2020, 2:00-3:00 pm, DeG 506A

Next CTE Subcommittee Meetings: February 25, 2020, 3:00-4:30 pm

Curriculum, DeG 304

Student Interests Committee, DeG 331

University Liaison and Faculty Interests, DeG 218

University Teacher Education Assessment Committee, DeG 551

Vision, DeG 506A

Next CTE meeting: March 3, 2020, 3:00-4:30 pm, DeG 551



Council for Teacher Education

Meeting Agenda

March 3, 2020

3:00-4:30 pm

Members Present: Jim Wolfinger, Christy Borders, Tamra Conner, Beth Hatt, Corinne Zimmerman, Christy Bazan, Sally Parry, Amy Hurd, Vicki Graziano, Sally Arnet-Hartwick, Tami Martin, Sarah French, Kathy Mountjoy, Erin Mikulec, Jill Thomas, Carrie Lawton, Alan Bates, Sophia Zoltek, Mindy Ely, Stacey Jones Bock, Phil Hash, Monica Noraian, April Mustian, Sue Hildebrand, Corinne Zimmerman, Xavier Lee, Alexa Fontanetta, Christian Johnson

Absent: Sandra Osorio, Darby Wilde, Len Sutton

Guests: Jess Ray, Troy Hinkel, Sherry Sanden, Pam Hoff, Taryn Bradley, Sarah Dolan, Derrek Drenckpohl, Nicole Poggendorf, Terrelle Jackson, Holly Goldsmith

I. Call to order: *J. Wolfinger* called the meeting to order at 3:00 pm

II. Roll Call: *A. Mustian* conducted roll call

III. Approval of minutes from February 18, 2020 meeting: Motion to approve minutes from February 18, 2020: *S. French*, Second: *A. Hurd*. Minutes unanimously approved with no abstentions.

IV. Information Items

- a. **CTE documentation of guidelines** (*C. Borders*) CTE Exec committee discussed developing a document to house historical information for all guidelines voted on/approved by CTE that can be referenced when questions arise. TEC GAs generating a list of events as far back as the 1998-1999 academic year, Vision subcommittee will then organize into a guidelines document.
- b. **TCH 216 letter of concern- program feedback** (*C. Borders*) Theatre student addressed letter to CTE, shared at the Jan 21, 2020 meeting. *J. Wolfinger* asked to survey programs to determine if the concern is an isolated issue. Six out of ten programs that use TCH 216 stated it is an issue that their students are placed in a discipline outside of their major/not placed in content-specific clinical setting. *A. Mustian* asked "what's next?" *J. Wolfinger* stated return to letter as discussion item at next meeting. *M. Noraian* stated Secondary Ed is meeting in March and could be an avenue for talking to many programs impacted. *C. Borders* asked Secondary ed to add this item to their agenda as a discussion item and then report back to CTE via *M. Noraian*. *E. Mikulec* asked for TCH to be invited, specifically Amber Bostwick who coordinates the TCH 216 placements and Ryan Brown, the interim TCH 216 coordinator. *V. Graziano* asked to be invited also as Lab School representative. *C. Bazan* stated that a related issue is that students being placed outside of their content area are taking spots from those content-students (ex: FCS students placed in a Health ed class take spots away from Health Ed students), so the flip side of this issue is also a concern. Will revisit at next meeting.
- c. **Clinical Course Designation** (*C. Borders*) All courses that include teacher candidates interacting with a child must be designated as a clinical course because that signals the need for a NCBC. The determining factor is whether teacher candidates will have interaction with children. *A. Mustian* asked how it will impact courses with multiple sections but only one section has a clinical component (SED urban classes). *T. Hinkel* stated some students are flagged during Preview because their clinical courses begin immediately so there is a process in place to notify students early. *A. Hurd* asked *J. Ray* for suggestions. He stated ideally the pre-requisites should be consistent across sections of a course. *T. Hinkel* stated if a course number remains consistent for that section (in SED) then that unique pre-req (need for NCBC) can be locked in to that one section. *T. Hinkel* shared that General Council continues to state the three most important factors are protecting children, protecting student teacher candidates, and protecting faculty. *A. Mustian* asked if it could be a program decision that students have their NCBC completed prior to starting major-classes, *J. Ray* stated there are different points of entry for different programs and students change majors. *A. Mustian* reiterated that Urban tagged courses will be impacted. *T. Hinkel* stated Minors Policy can use the TEC process for NCBC but we cannot use HireRight There is a group of individuals on

campus who will meet to try to streamline these processes. Field trips are a different policy, send him the names and Lauby staff can look to see if students have CBCs on file and notify the faculty member leading the trip.

V. Discussion Items

- a. **Academic Senate concern: Administrators: voting vs nonvoting; Executive committee of CTE be faculty majority** (C. Borders) Academic Senate asked if all administrator ex-officios should be voting and should it be a requirement that the Exec committee be faculty majority?
C. Zimmerman What is their concern?
C. Borders 15 members are ex officio and all are administrators or representing administrators. 18 members are faculty and students.
M. Noraian I think Senate was concerned that this should be a faculty led group and they consider AP to be administrators while many in teacher ed consider APs to be faculty.
T. Martin Thinking back historically (I've been involved 23 years) during times when EPP-wide decisions were imposed onto all programs there could have been a sense of administrator pressure.
B. Hatt Making sure the chairs of subcommittees and Exec are faculty is important so that different voices are heard.
A. Mustian Exec is also TERB so that is another reason it is important to be faculty majority.
J. Wolfinger Anyone interested in moving this issue forward as a rule change to bylaws should to write a motion and bring it forward as an agenda item at a future meeting.
- b. **Antiblackness** (B. Hatt) Follow-up from conversation started this past fall based on student protest and the anti-blackness climate and what should council be considering in teacher education. Impact of having black teachers increases the chances of black students complete their programs.
B. Hatt: I am not the person to lead this talk so I've asked Dr. Hoff noting that in asking her to come and have this talk also adds to the burden of black faculty members.
P. Hoff stated anti-blackness issue here is that black people cannot tell their own stories without being perceived as a troublemaker. I've always been black, I've always been a proud black woman, but I've never had to be so black as I've been here. I provide a perspective that is counter to the whiteness present here at ISU. I've invited student Terrelle Jackson to help lead the conversation today.
J. Terrelle shared his experiences as a black student on this campus. Social justice being discussed in classrooms is through the lens of whiteness. He hasn't had a single teacher education professor who is not white. There are false notions of inclusivity and equity that are actually oppressive. We, as students of color, need faculty of color. Silence and discomfort in the room—your comfort (white faculty, white students) comes at my discomfort. Disposition concerns are problematic and a means to further marginalize students of color. White people and whiteness should not be at the center of race discourse; you are killing us intellectually, mentally, and spiritually.
P. Hoff This body (CTE) has been knowing about anti-blackness. When students came to CTE a little over two years ago to speak, nothing has changed with this body since then. They said "Gladly we teach...WHO?" People are also forgetting that oppression is intersectional.
B. Hatt I think what's important is that Terrell's not a unique case, this is happening with so many other students. One thing that I want to point out is that our silence is evidence that maybe, we as white folks, don't want to talk about race. Even thinking about our own lack of abilities—ex: if I have a student of color who comes to me who has experienced racism, I can't say "here's how I've handled this before" so it's so important to recruit and retain faculty of color. The few who are here today are overly burdened and underappreciated.
C. Borders This is a reminder why it is important to have a faculty voice on this body but also why administrator voice is important because they are in the role to make changes that are needed in hiring and setting unit climate expectations.
C. Bazan CAST is offering a lot of forward-thinking trainings and resources, what is COE doing?
J. Wolfinger COE is sending a team to AACU, developing a pipeline for CPS and community colleges with large LatinX and African American populations. Student Success Center will have two full-time employees including a diversity officer.
P. Hoff Interrogate the words "diversity" and "inclusion."
J. Wolfinger What is next for this issue, given time constraint in today's meeting?
B. Hatt Anyone interested could form a subcommittee to continue the discussion and dialogue and then bring back to programs.
T. Martin Leadership from the institution needs to be involved also.
C. Borders The new teacher education faculty list serve could also be utilized to broaden the membership of a subcommittee.
T. Jackson Students of color need to be included.
T. Hinkel A training could be developed with student involvement similar to Mandated Reporter training.
A. Mustian We have to go past the training and address policy.

C. Borders What would be the best way to get the invitation out to students for involvement on this subcommittee? Student Interest Committee will work on recruitment of students.

VI. Action Items

- a. **Separation of licensure and degree** (Exec Committee) *J. Wolfinger* shared a recap that ISU is one of few, if not the only, institution in IL that links licensure and degree. *A. Bates* asked for reasoning to consider separation. *J. Ray* shared that no other licensure programs on campus require the partnership. Ex: nursing licensure is outside the degree. Not all of our students need IL licensure if they are planning to teach out of state. Some international students may not be able to obtain licensure for a variety of reasons but shouldn't they still be able to obtain their degree. *J. Wolfinger* asked if an external body should be deciding what our internal degree requirements are especially when external requirements (for teacher licensure) changes often. Ex is edTPA. *C. Bazan* shared example for current student who has this issue. *C. Borders* clarified that the big question is do we need to continue amending our degree requirements every time ISBE changes licensure changes. Time ran out so issue has been tabled until next meeting.

VII. Subcommittee Reports

- a. **Curriculum Committee** (S. French/S. Parry) New course in Health Ed to meet Middle level endorsement, recommended to approve. CTE voted to accept, one abstention.
- b. **Student Interests Committee** (B. Hatt/M. Noraian) Gathering submissions from students for award committee, looking to draft recommendations for dress code using QueerEdbird guidelines
- c. **University Liaison and Faculty Interests Committee** (S. Hildebrandt) No meeting
- d. **UTEAC** (P. Hash/C. Borders) Finished AAR reviews
- e. **Vision Committee** (A. Bates/S. Jones Bock) Discussed new charge concerning Disposition Concerns process, will be working on guideline document with input from General Council

VIII. Legislative Updates

- a. **Teacher performance assessment** (SB2503, HB4059) (*C. Borders*) These two bills would eliminate ALL teacher performance assessment (not just edTPA). Working on language for amendment to possibly develop state-wide student teaching assessment in place of edTPA if these bills pass. HB3640 collapses grade bands for endorsements. Meeting with Senator next week.

IX. Announcements and Last Comments: *J. Wolfinger* COE spring career fair today well attended, had to turn away 30 districts due to lack of space.

X. Adjournment: Adjourned at 4:47 with no objections.

Next CTE Executive Board Meeting: March 10, 2020, 2:00-3:00 pm, DeG 506A

Next CTE Subcommittee Meetings: March 10 2020, 3:00-4:30 pm

Curriculum, DeG 304

Student Interests Committee, DeG 331

University Liaison and Faculty Interests, DeG 504

University Teacher Education Assessment Committee, DeG 551

Vision, DeG 506A

Next CTE meeting: March 17, 2020, 3:00-4:30 pm, DeG 551



Council for Teacher Education

Meeting Agenda

April 7, 2020

3:00-4:30 pm

<https://illinoisstate.zoom.us/j/194050725>

Members Present: Jim Wolfinger, Christy Borders, Tamra Conner, Beth Hatt, Corinne Zimmerman, Sally Parry, Amy Hurd, Vicki Graziano, Sally Arnet-Hartwick, Tami Martin, Sarah French, Erin Mikulec, Carrie Lawton, Alan Bates, Mindy Ely, Stacey Jones Bock, Phil Hash, Sandra Osorio, Monica Noraian, April Mustian, Darby Wilde, Sue Hildebrand, Jill Thomas, Xavier Lee,

Absent: Christy Bazan, Kathy Mountjoy, Corinne Zimmerman, Alexa Fontanetta, Christian Johnson, Sophia Zoltek, Len Sutton,

Guests: Jillian Cooper-Richardson, Marleen Monts, Troy Hinkel, Heidi Olsen, Annette Raver, Janet Tulley, Maria Zambudio, Megan Baxter, Jena Hobbs, Rachel Johnson, Maggie Morris-Davis, Barb Jacobsen, Gary Higham, Janet Caldwell, Kate Roberge, Laurie Sexton, Sara Porter, Jen O'Malley, Lindsay Schwend, Jane Koscialek

- I. **Call to order:** *S. Parry* called the meeting to order at 3:01pm
- II. **Roll Call:** *A Mustian* conducted roll call
- III. **Approval of minutes from March 17, 2020 meeting:** Motion to approve minutes from March 17, 2020: *P. Hash*; Second: *M. Ely*. Minutes approved unanimously.
- IV. **Information Items**
 - a. **Student mental health** (J. Cooper-Richardson) Shared overview of services available to students in general (ie: in a traditional semester with students on campus): Individual therapy, group therapy, workshops, and day-time emergency services to students. 20 individual sessions during academic program, bi-weekly, intake with students (strive to conduct within one week of student reaching out), connect with community provider when needed. Case Manager on staff who assists with referral to community and insurance needs. No cap to group therapy, 8-10 participants and 2 staff. Can participate in group if seeing community provider for individual therapy. In-house workshops (anxiety...) psycho-educational based to teach resources. "Feel better" workshops, 1 hour drop in sessions, (depression, self-care, communication/relationship issues...) will be brought back. 24-hour services available as "on-call" counselor (phone or walk-in). Emergency does not mean on the verge of hospitalization (suicidal, break-down...). Also available for faculty/staff if concerned about a student. After hours on-call available as well. Average wait time for an appointment depends on timing in semester. During peak semester periods it helps if faculty/staff also reach out. Services available now during pandemic: daytime on call is still available, as well as after hour phone calls. Telehealth was not in place prior to pandemic, today was given ok to continue therapy with current students in care via telehealth. Not accepting new on-going clients, referring to their local community. Looking into ways to better utilize telehealth should pandemic extend past this current semester. Looking to offer online resources to students. Virtual workshops rolled out today, managing anxiety and social isolation. New programming and resources can be found here: <https://studentaffairs.illinoisstate.edu/keepthriving/> and also on RedbirdLife website. Jim asked if there were materials available for staff to help our students supporting pK-12 students. Jillian agreed that will be a big issue to address, people facing PTSD..., on the RedbirdsKeepThriving site, in grief and loss section there are some resources that could be helpful. This might be a time to think about developing specific programming—virtual workshop for those students going back into the classroom to support their students. Current resources are not geared specifically to this issue, but could be developed. Tami Martin mentioned domestic violence is up across the county and will be a challenge for student teachers to cope with. If interested in developing a program for teacher candidates Jillian is happy to help and facilitate.
 - b. **Separation of licensure and degree update** (C. Borders) Last CTE meeting voted to move forward. Amy Hurd and Christy have met to develop next steps. UCC may be needed. Amy agreed UCC will be needed, not a full process such as changing a degree requirement, more of a program change, hope to know more by end of this week.

- c. **Communication concerns:** (C. Borders)
 - i. **edTPA requirement for licensure**, still no guidance from ISBE, phone call this afternoon
 - ii. **content test**, all testing centers are still closed, no re-open date set
 - iii. **pre student teaching clinical hours** Added video option for pre-student teaching clinical hours. Asking ISBE about counting those hours for ESL. J. Thomas asked if TCH 216 observation hours are on hold? Christy reiterated all pre-student clinicals have stopped in-person and all instructors were notified of the option to use videos for observation hours. T. Martin asked if faculty can select video they deem to meet diversity requirements. T. Hinkel answered that faculty can over-ride the generic documentation form to classify a video as being diverse.

V. Discussion Items

- a. **Student teaching application** (C. Borders) Asked by the Community College taskforce to bring this question to CTE. There are currently questions on the student teaching application asking where the candidate went to school and where they have worked. Would CTE be willing to have flexibility on this issue, especially as we work with community colleges and are working to develop pipeline programs for paraprofessionals. We don't want these questions to be barriers to the teacher pipeline. M. Noraian stated these questions are still needed for the traditional student; however could another question be added, rather than remove those, to gain more information from the applicant to better filter; something along the lines of "Are you currently working in a school and would like to utilize that placement for clinical requirements?" A. Mustian agreed with that idea. Christy asked if the TEC should propose additional language. Jim suggested to email ideas, take to Exec and then bring back to full council.
- b. **Delayed Gateway 2 deadline for Fall 2020 Student Teachers until August 14, 2020** (C. Borders) ISBE has not provided guidance yet so hands are really tied as far as answering many questions students have right now. With that in mind, we are doing all we can on our end to ensure students can still graduate, but many issues are still up in the air. ISBE may waive some requirements but right now content tests are required in School Code, so perhaps we back up the requirement as far as we can. Proposing delaying deadline so that our students have the best chance to stay on track. J. Wolfinger asked what the downside would be. Christy stated the only downside is postponing registration for student teaching, but those courses do not have a cap. P. Hash chimed in that if a program has to pull a student at the very last minute it would not help with relationships with the school but that may be necessary given the current issue. M. Noraian agreed but given current issue it's a risk that needs to be taken. J. Wolfinger asked regarding implementation, do we need to vote today? Christy stated CTE does need to vote but could be postponed to next meeting but students are already very anxious about the current July deadline. T. Martin asked if the August 14th date is a date by which students get an informal or official score? Christy stated this would be the unofficial score. M. Ely asked if you can anticipate how many students could be down to the wire like this? Christy stated there are hundreds of students who have not yet completed their content test, which is normal—most hold off until their spring break to take that test, but we have no idea when testing centers will reopen. T. Hinkel stated that last year there were over 900 content tests entered into the system from March 1-May 31. T. Connor moved to make this an action item, Second: S. Parry. Vote passed unanimously.

VI. Action Items

- a. T. Connor motioned to delay the deadline for Gateway 2 deadline to August 14, 2020; Second: T. Martin. No discussion. Vote passed unanimously. Christy will work on getting the communication out to all Fall student teaching applicants with this information.

VII. Subcommittee Reports

- a. **Curriculum Committee** (S. French/S. Parry) 4 proposals, first requires a vote: new sequence in bilingual ESL, 30 hours for current educators, includes one new course-no questions/discussion. S. Parry motioned to move to a vote, T. Martin second; vote passed unanimously. New course TCH 495, revision to TCH 238, and revision to El Ed program: ECO options have been updated. No questions.
- b. **Student Interests Committee** (B. Hatt/M. Noraian) Faculty working on scholarship applications from students, continue to discuss dress codes and dispositions. Dress code is being addressed in academic senate and will collaborate with them.
- c. **University Liaison and Faculty Interests Committee** (S. Hildebrandt) Did not meet, but will be meeting next week.
- d. **UTEAC** (P. Hash/C. Borders) Did not meet, will meet next week.
- e. **Vision Committee** (A. Bates/S. Jones Bock) Did not meet, plan to meet next week and continue discussions regarding dispositions.

VIII. Legislative Updates

- a. **Status of General Assembly** still paused due to stay at home order

IX. Announcements and Last Comments: None

- X. **Adjournment:** Adjourned at 4:01pm with no objections.

Next CTE Executive Board Meeting: April 14, 2020, 2:00-3:00 pm, DeG 506A

Next CTE Subcommittee Meetings: April 14 2020, 3:00-4:30 pm

Curriculum, DeG 304

Student Interests Committee, DeG 331

University Liaison and Faculty Interests, DeG 504

University Teacher Education Assessment Committee, DeG 551

Vision, DeG 506A

Next CTE meeting: April 21, 2020, 3:00-4:30 pm, DeG 551



Council for Teacher Education

Meeting Minutes

March 17, 2020

3:00-4:30 pm

<https://illinoisstate.zoom.us/j/194050725>

Members Present: Jim Wolfinger, Christy Borders, Tamra Conner, Beth Hatt, Corinne Zimmerman, Christy Bazan, Sally Parry, Amy Hurd, Vicki Graziano, Sally Arnet-Hartwick, Tami Martin, Sarah French, Erin Mikulec, Carrie Lawton, Alan Bates, Sophia Zoltek, Mindy Ely, Stacey Jones Bock, Phil Hash, Sandra Osorio, Monica Noraian, April Mustian, Darby Wilde, Sue Hildebrand,

Absent: Jill Thomas, Kathy Mountjoy, Corinne Zimmerman, Xavier Lee, Alexa Fontanetta, Christian Johnson, Len Sutton,

Guests: Barb Jacobsen, Jill Donnel, Laurie Sexton, Jen O'Malley, Emily Jones, Sarah Dolan, Maggie Morris Davis, Deanna House, Taryn Bradley, Kate Roberge, Nicole Poggendorf, Paul Meister, Sara Porter, Ryan Brown, Jena Hobbs, Carolyn Rutherford

- I. **Call to order:** *J. Wolfinger* called the meeting to order at 3:02 pm
- II. **Roll Call:** *April Mustian* conducted roll call
- III. **Approval of minutes from March 3, 2020:** Motion to approve minutes from March 3, 2020: *P Hash*; Second: *A. Bates*
Minutes approved.
- IV. **Information Items**
 - a. **Peoria District 150 Placements** (C. Borders) Peoria has requested one point of contact for all placements in their district, similar to Unit 5's process. Teacher education faculty with clinical courses asking for pre student teaching placements will receive a survey to complete to indicate their needs. Teacher Education Center will handle secondary, Amber Bostwick will handle TCH placements and Sarah Porter will handle for SED.
 - b. **Anti-blackness in Teacher Education adhoc subcommittee** (J. Wolfinger) Exec committee needed to put this matter on hold for the moment due to COVID 19 emergency, will be placed on upcoming agenda as soon as possible.
 - c. **Coronavirus implication for clinical placements** (C. Borders) Emergency Contingency Response recap: pre clinicals done for the semester due to ISU ceasing face-to-face course work for semester. Student teachers should engage with district if doing e-Learning, otherwise stay in close contact with Cooperating Teacher if/when classrooms reopen. E-Learning days are counted as Student teaching placement days. *J. Wolfinger* added all questions should be sent to the Teacher Education Center unless reiterating the Emergency Contingency Response in order to maintain consistent and centralized communication. *D. Wilde* asked if a student teacher (in CPS) has not completed video for edTPA what are options? *L. Sexton* stated awaiting guidance from SCALE before giving recommendations. *C. Borders* reminded everyone that the Emergency Contingency Response states what Student teachers can do if their edTPA video or additional weeks of placement are still needed and if schools begin to reopen (attempt re-placement if their district remains closed but others nearby reopen) and we are still awaiting ISBE's response for those who have not completed edTPA video if schools do not reopen. *Emily Jones* asked if there is a plan for pre student teaching clinical hour documentation. *C. Borders* stated to document on Blue Docs what was completed prior to closure. Next CTE meeting will need to address what needs to happen for those students, but remember, pre student teaching clinical hours are a program requirement, not an ISBE requirement (licensure), programs will need to consider being flexible. ESL hour will need to be addressed. One option would be to waive pre student teaching clinical hours for this semester if CTE approves. *A. Hurd* reiterated Provost does not want to extend time for degree for things that are not required for licensure.
 - d. **Database of educational placements** (C. Borders) The Teacher Education Center needs to be able to quickly and accurately identify where students are placed for any/all clinical placement. Currently are able to do that for student teaching placements only need to also have this information for pre student teaching clinical placements. All programs will need to send all clinical placements to the Teacher Education Center going forward and asking for cooperation from programs.

- e. **E-Learning opportunities for student teachers** (C. Borders) As mentioned above, if student teachers are involved in eLearning with their Cooperating Teachers that will count towards their hours and is great experience for them.

V. Discussion Items

- a. **Start dates for student teaching** (C. Borders)
- b. **Length of student teaching** (C. Borders)
- c. **Timing of edTPA during student teaching** (C. Borders)

C. Borders: Different start dates across programs is now a problem given the COVID 19 emergencies and now some students being ready for graduation but others are not. Across 28 programs, we have about ten different models of what student teaching looks like; we have some that just completed their 9th and some that only completed their 4th. Consistency across campus needed, we don't have one answer for what that looks like as some programs are 12 weeks long (four-week course before they go into clinicals). Many districts are requesting that student teachers start on the first day of school for that district. Start date will impact the length of student teaching, which then impacts the timing of edTPA video. Had a conversation with the three programs most impacted by this, got their feedback, and really our recommendation at this point would be that all student teachers from all programs would start when the district starts, for a length of 16 weeks, and we ask that the edTPA videotaping would be finished by the eighth week.

T. Martin: Do we mean the first day of the district, the first day after winter break?

C. Borders: Yes, the first day after winter break.

P. Hash: Is there is value in starting when ISU begins?

J. Donnel: We used to do that but districts did not like that so we moved to starting with districts.

C. Borders: Districts feel like it's a smoother transition if student teachers follow their district calendar. We will be revising the Student teaching handbook to reflect these changes; will get the language out for review since this impacts a number of different programs, with goal to take effect this coming Fall.

VI. Action Items

- a. **Separation of licensure and degree** (Exec Committee) Reviewed discussion that lead to motion to bring as an action item. Recommend process be initiated to separate licensure from degree requirements at ISU. Motion to approve: *A. Bates*; Second: *P. Hash* Discussion:
J. Wolfinger: Any discussion? We need a vote from CTE to move forward.
C. Borders: Does this need to go to Academic Senate?
J. Wolfinger: We could strike last two sentences to not specify steps, just leave it as 'initiate the process'
S. Parry: Yes, keep it simple.
Friendly amendment to strike last two sentences (approved)
T. Martin: Will this take effect this current semester?
C. Borders: We will work as fast as possible, ISBE could make a rule that allows current students to graduate if this decoupling does not move through in time, still awaiting direction from them.
A. Bates: We (TCH) expressed concerns last meeting, some of it is reputational of Redbirds being able to obtain license upon graduation, worried about students who may not be as motivated to complete edTPA if licensure is not tied, worried we will see decreases in numbers.
C. Borders: Programs can still require edTPA.
A. Bates: Students may not put all their effort if licensure isn't tied.
J. Donnel: Who supports students after they don't pass the edTPA?
C. Borders: We have some students who are no longer in student teaching and we are still supporting them
L. Sexton: School code says you must complete the edTPA during the student teaching semester, then they would need retake support so we would need to get input from Legal what will be allowed but would support as much as allowed.
A. Bates: If they graduate, we will still give them support?
C. Borders: Yes, that is the responsible thing for ISU teacher ed to do is to support them if they don't pass because that is the metric on which we are held accountable.
J. Wolfinger: How many people are we talking?
L. Sexton: Not passing in the same semester? 3
J. Donnel: We (TCH) do fear we would lose several people.
C. Borders: How many of your students do you think this would impact, if they did not have to pass edTPA? As of now, all students have to pass edTPA to be licensed in IL.
J. Donnel: We are concerned students will wait on edTPA and delay licensing.
C. Bazan: Decoupling would put us in the same position as Nursing, CDS, accounting...I had concerns but reached out to Jess Ray and now better understand. Licensure is not issued by ISU it is issued by ISBE. If we couple, it could be three or four semesters before students could graduate. I'm happy to share communication from Jess to anyone else still wanting additional information.

A. *Bates* I think the difference is that we have a PBA

S. *Jones Bock* I have questions about capacity to support students, cut score will it continue to increase in the future?

C. *Borders* No, there is no indication to for that to increase.

S. *Jones Bock* So still looking at the same # of students needing support. I'd feel more comfortable if we had a policy about what support will be offered to help prevent students from leaving education before getting licensed. Something that says "hey, we are going to stick with and support you to make sure you are moving toward licensure."

L. *Sexton* Support students who will retake edTPA after student teaching? If that is the route we need to go, to have something drafted, then I'd be more than willing to draft language and happy to provide that support.

E. *Mikulec* Can I ask a question? I know our advisors had some questions and concerns, faculty have not had a chance to discuss, why do we need to vote today?

J. *Wolfinger* You would have to make a motion to table the vote.

C. *Bazan* What about our current 45 students who cannot graduate right now given the current coupling and the COVID 19 implications?

M. *Noraian* We've discussed this before, are we ready to see how the vote would go to know if we need to table?

Kate *Roberge* Advisors have had discussions about this in AAC education meetings, we just need a decision on how to move forward so we can advise students appropriately.

P. *Hash* For a student who does not pass edTPA, they could do an IDS degree or a content area, non-education, degree and still have a path to graduation.

J. *Donnel* The problem with that is would we allow them to come back into education?

S. *Parry* Secondary programs would get content degree just not education but EI Ed and ECE have a different problem because they don't have a non-teacher path

C. *Borders* Anyone in COE would be most impacted.

D. *Wilde* Is it possible to have this be a contingency plan for these current students only because of the emergency situation only (45 who haven't been able to finish edTPA) and then come back for long-term discussion?

J. *Wolfinger* Legally, we could run into problems by making a change now for these students only and then different for next graduating class; it is risky.

E. *Mikulec* I'd like to make a motion to table the motion to decouple, Second: _____,

Vote to table: 5 in favor, 10 opposed, 2 abstentions. Vote to table fails, Motion to decouple remains up for vote.

Vote on motion to decouple: 13 in favor, 2 opposed, 1 abstention. Motion carries to begin process of decoupling

VII. Subcommittee Reports

a. **Curriculum Committee** (S. French/S. Parry) Did not meet

b. **Student Interests Committee** (B. Hatt/M. Noraian) Did not meet, continue individually to review scholarship submissions

c. **University Liaison and Faculty Interests Committee** (S. Hildebrandt) Did not meet

d. **UTEAC** (P. Hash/C. Borders) Did not meet, no meeting next meet, will meet in April

e. **Vision Committee** (A. Bates/S. Jones Bock) Did not meet

VIII. Legislative Updates

a. **Teacher performance assessment** (SB2503, HB4059, SB3640) (C. Borders) General Assembly is on hiatus this week due to COVID-19, latest report indicated the only bills likely to be called this session will be related to budget or COVID-19

IX. Announcements and Last Comments: C. *Borders* Thank you all for your grace and patience over the past couple weeks.

X. Adjournment: Motion: P. Hash; Second: A. Bates; Adjourned at 4:04 with no objections.

Next CTE Executive Board Meeting: March 24, 2020, 2:00-3:00 pm, DeG 506A

Next CTE Subcommittee Meetings: March 24 2020, 3:00-4:30 pm

Curriculum, DeG 304

Student Interests Committee, DeG 331

University Liaison and Faculty Interests, DeG 504

University Teacher Education Assessment Committee, DeG 551

Vision, DeG 506A

Next CTE meeting: April 7, 2020, 3:00-4:30 pm, DeG 551



Council for Teacher Education

Meeting Minutes

April 21, 2020

3:00-4:30 pm

<https://illinoisstate.zoom.us/j/194050725>

Members Present: Sally Arnet-Hartwick, Christy Bazan, Alan Bates, Christy Borders, Tamra Connor, Mindy Ely, Sarah French, Vicki Graziano, Phil Hash Sue Hildebrandt, Amy Hurd, Stacey Jones Bock, Xavier Lee, Tami Martin, Erin Mikulec, Kathy Mountjoy, Monica Noraian, Sandra Osorio, Sally Parry, Jill Thomas, Darby Wilde, Jim Wolfinger,

Absent: Alexa Fontanetta, Beth Hatt, Christian Johnson, Carrie Lawton, April Mustian, Len Sutton, Corinne Zimmerman, Sophia Zoltek,

Guests: Troy Hinkel, Jena Hobbs, Barb Jacobsen, Emily Jones, Marleen Monts, Heidi Olsen, Jen O'Malley, Paul Meister, Annette Raver, Carolyn Rutherford, Lindsay Schwend, Laurie Sexton

- I. **Call to order:** *J. Wolfinger* called the meeting to order at 3:02 pm
- II. **Roll Call:** *J. Janes* conducted roll call
- III. **Approval of minutes from April 7, 2020 meeting:** Motion to approve minutes from April 7, 2020: *S French* Second: *S Parry*
Minutes approved unanimously.
- IV. Information Items
 - a. **AAR Presentation from UTEAC** (P. Hash, L. Sexton) *P Hash* and *L Sexton* shared a PowerPoint recapping who is on UTEAC and the work they conducted to complete AAR process with all teacher education programs as well as changes for the next academic year to the process.
 - b. **Dispositions Update** (C. Borders) *C. Borders* shared that she has met with the Vision committee, Student Interests Committee, Faculty Liaison committee as well as General Council to make sure everyone is on the same page regarding dispositions. SED 344 and EAF foundations sequence are considering adding a data point to those courses to be taken early in the programs and will be shared each semester. Likely to not begin this coming fall but as soon as possible.
 - c. **CTE Membership updates** (C. Borders and Student Interest Committee) *C. Borders* thanked those whose terms are ending, acknowledging each by name, and also announced new members that have been appointed so far. *M Noraian* shared Student Interests is reaching out to current student members to ask if they are able to continue serving next academic year.
 - d. **Executive Order—Impact on Teacher Education** (C. Borders) *C Borders* stated a new Executive Order is forthcoming, but not posted as of the time of today's meeting, regarding the latest order stating K-12 remaining closed to in-person contact the remainder of this academic year and the implications that will have on our students in their teacher preparation programs. *D. Wilde* asked if the Executive Order will address content tests for endorsements. *C. Borders* reiterated the official language has not been posted yet but will be sure to disburse as soon as it is released.
 - e. **Fall Placements** (C. Borders) *C. Borders* shared concerns for Fall placements. Coordinators are working very hard but many districts do not want student teachers in the fall, some for a few semesters. Districts have other concerns to address right now so facing a lot of closed doors, but coordinators continue to attempt to make placements. Some districts have been receptive to accepting placements for the fall but many that previously have accepted are not interested right now. *J O'Malley* shared that Chicago is moving forward with good success for Fall placements but agreed we have to be patient with districts right now. She also shared that districts do understand they won't have teachers to hire if they don't take student teachers but it's a difficult time for them to think about these requests.

V. Discussion Items

- a. **TCH 216 Placement Concern-update from secondary programs** (M. Noraian) *M. Noraian* stated she brought the TCH 216 placement concern to the Secondary Programs. Identified two concerns with a goal developed to have better communication. Concerns: secondary ed programs that are majors on campus that don't have counterpart classes for their students at U-High and their preference is to have all students in U-High for that shared experience, possible solution would be to bring advisors and faculty into conversations. Lab sections is another concern—when those are available and how many seats are available—logistical and finding a way to meet the needs from a Lab School perspective as well as from a COE and secondary prospective. *J Wolfinger* asked if this could be resolved by the Fall semester. *M Noraian* shared small conversations are happening but larger conversations are needed institutionally. Long term need would be to add courses to U-High. *J Wolfinger* stated conversations will continue.
- b. **Communications Assessment** (C. Borders) *T Hinkel* explained this item is still listed in the catalog but is obsolete to all programs. Stated that the 2018 CTE minutes showed it was discussed and decided it would be removed while they explored if it was still needed; sounds like that never moved forward which would indicate there is no need but until CTE votes to make that official it is still a milestone and student requirement. *T Hinkel* explained that summer is a great time to make those PBA changes if CTE is willing to take this up for a vote today. He further explained that it is possible that CAEP needs took over the CTE agendas in 2018 when this was last discussed and as a result, this item was overlooked. *J Wolfinger* shared that Exec discussed this issue and showed no real interest in keeping it as a requirement; asked for a motion to move this from a discussion to an action item. Motion by *S French*, Second by *P Hash*. Discussion: none. Voted unanimously to move to an action item.

VI. Action Items

- a. **Communications Assessment:** *T Hinkel* referred to 2018 CTE minutes for language: Motion to remove Communications Assessment from student requirements and milestones: *S. French*, Second by *P Hash*. Discussion: *S French*: it discriminates against a variety of students, such as those on the autism spectrum who may be excellent teachers, role models... but they would miss out on these opportunities. No other discussion. Vote: unanimously approved.
- b. **Language for student teaching application** (C. Borders) *T Hinkel* stated current language prevents students from being placed in districts where they have worked (substitute taught, coached...) Proposed language would be added to no longer eliminate entirely those that fit into this category. *J Wolfinger* shared the Exec committee discussed trying to make things easier for students to move back home to student teach and to support teacher pipeline programs. Discussion: *T Martin* asked if there will be safeguards in place to ensure this is applied with an even hand so as to avoid students claiming discriminatory decisions. *T Hinkel* explained as it plays out different protocol may be needed but it is hard to anticipate exact situations that will be faced so as scenarios arise, if protocol needs to be tweaked to avoid issues that will occur. Motion to adopt language by *C Bazan*, second by *J Thomas*, voted unanimously to approve language for student teaching application. (language was attached to meeting invitation)

Student Teaching: Start date, length of placement, edTPA videotaping (C. Borders) *T Hinkel* shared the need to grant this change given the current circumstances. *J Janes* read the March 17 minutes when this was a discussion item. *M Noraian*, *A Hurd*, and *J Wolfinger* chimed in that some programs will have difficulty fully implementing in the Fall but having the 20-21 academic year as the year of transition to this model as the goal. *P Hash* asked if we are standardizing the end date as well. *T Hinkel* shared that language is still being worked out. *K Mountjoy* asked how to address programs with two student teaching placements. *T Hinkel* stated those that do split placements would still need to have the same start date as other programs which should not be a problem. Goal is to move everyone to the same timeline while allowing flexibility for program specific needs. *T Martin* asked if Spring Break is counted in the 16 weeks. *T Hinkel* clarified it would be based on 16 weeks of student attendance. *E Jones* asked for an update on the uncoupling of licensure from degree. *A Hurd* reported that CTE voted to approve that separation, it will be an editorial change for UCC to approve. C Borders is drafting language to finalize those steps. *A Hurd* clarified that the upcoming Executive Order will waive edTPA as a requirement for current student teachers (SP 20) and if it does not, ISU will grant that, including for retakes. *C Borders* rejoined the meeting and clarified that for the student teaching start date/length/ videotaping, the 20-21 academic year would be a year of transition with the intent that by the 21-22 academic year all programs would be on this timeline. *K Mountjoy* again shared that for those in split placements they may only be in their first placement for 6 weeks and in their second placement only 2 weeks before edTPA needs completed. *C Borders* reiterated that unique situations will be worked out on individual basis. *J Wolfinger* stated this motion should be authorization language to allow the Teacher Education Center to be flexible. *M Noraian* asked if this could be a guideline to allow for flexibility among programs. *J Wolfinger* reiterated the need to have something stronger than a guideline so that in instances like we are currently in, it is enforceable. *A Hurd* encouraged not to tie hands with too strong language because exceptions will be inevitable. Motion made for all programs to move to a semester-long student teaching placement

beginning on the first teacher work day and ending by the end of ISU's semester. Transition to take place in the 2020-21 academic year and effective Fall 2021. *P Hash* motion, *S French* second. Vote: passed unanimously. Motion that edTPA videotaping should be completed within the first 8 weeks of student teaching, rare exceptions will be handled by program coordinators. Transition to take place in the 2020-21 academic year and effective Fall 2021. *T Martin* motion, Second *S French* Vote: unanimously approved.

VII. Subcommittee Reports

- a. **Curriculum Committee** (S. French/S. Parry) *S Parry* reported the curriculum committee has four items to bring to the council: TCH 433-new course (information item, no vote needed), BIO 307-adding "C or better in TCH 216" and BIO 231 (information item, no vote needed), BS in Music Ed: adding MUS 371 as option to SED 344 (revision to program, vote needed: passed unanimously) Accelerated Masters in History Ed: new program requiring vote: passed unanimously
- b. **Student Interests Committee** (B. Hatt/M. Noraian) *M Noraian* states they will meet next week on Tuesday, finishing student contest.
- c. **University Liaison and Faculty Interests Committee** (S. Hildebrandt) *S Hildebrandt* stated revisions to bylaws were sent around, waiting on one more.
- d. **UTEAC** (P. Hash/C. Borders) *P Hash* reported that in addition to AAR presentation they sent a survey to student teachers regarding their experiences with remote learning.
- e. **Vision Committee** (A. Bates/S. Jones Bock) *S Jones Bock* stated they tabled the dispositions discussion in order to complete their bylaw revisions.

VIII. Legislative Updates

- a. **Teacher education updates** (C. Borders) addressed above
- b. **General Assembly** (C. Borders) *C Borders* reported the GA is still not meeting, will be focused on the budget when they can reconvene.

IX. **Announcements and Last Comments:** Save the Date-Teacher Education Fall Kick-Off August 11, 2020 11-1 and 1-4 Teacher Education Data meeting at Bone in Ballrooms 1 &2

X. **Adjournment** at 4:45pm

Next CTE Executive Board Meeting: April 28, 2020, 2:00-3:00 pm, DeG 506A

Next CTE Subcommittee Meetings: April 28 2020, 3:00-4:30 pm

Curriculum, DeG 304

Student Interests Committee, DeG 331

University Liaison and Faculty Interests, DeG 504

University Teacher Education Assessment Committee, DeG 551

Vision, DeG 506A

Next CTE meeting: August 18, 2020, 3:00-4:30 pm, DeG 551