

**Illinois State University  
Council for Teacher Education  
Tuesday, September 1, 2015, 3:00 p.m.-4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, M. Coleman, T. Davis, S. Doering, S. French, D. Garrahy, M. Henninger, R. Hughes, S. Jones-Bock, L. Kendall, T. Lorschach, C. Lukehart, K. Mountjoy, B. Oates, S. Onozato, S. Otto, S. Parry, K. Probst, J. Rosenthal, S. Semonis, L. Sutton, M. Temple

**Members Absent:** A. Beaman, C. Cullen, S. Hildebrandt, O. Landa-Vialand, A. Meyer, N. Uphold, P. Schoon

**Guests:** E. Bularzik, G. Higham, T. Hinkel, B. Jacobsen, A. Lyde, K. Mills, M. Monts, E. Palmer, A. Parrott, A. Raver, C. Rutherford, L. Thetard

- I. Call to Order by Vice-Chair:** S. Parry called the meeting to order at 3:02 p.m. Dean Schoon is out of town at a donor event. All members of the CTE and guests introduced themselves.

D. Garrahy thanked the student representatives for being members of CTE.

Nominations for Vice-Chair:

A. Adkins nominated S. Parry

Second: J. Rosenthal

S. Parry elected unanimously

Nominations for Secretary:

J. Rosenthal nominated M. Coleman

Second: D. Garrahy

M. Coleman elected unanimously

- II. Approval of Minutes from May 5, 2015:** Motion to approve the minutes from May 5, 2015:

A. Adkins

Second: M. Henninger

Minutes were approved unanimously with one abstention.

- III. Subcommittee Reports:** Subcommittee members shared the duties and responsibilities of each committee. A hand-out was distributed which assigned members/non-members to each of the subcommittees. At the end of today's meeting, each subcommittee will disperse in their committee groups and elect their chairperson/co-chair. Each chair also serves on the CTE Executive Board. The Executive Board meets the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month in the Dean's Conference Room from 2:00 – 3:00.

**A. Curriculum (Chair TBD):** S. Parry reported that the committee reviews any curricular proposals connected with teacher education and will be meeting next Tuesday. D. Garrahy added that S. Williams, a professor in CAST will be joining this committee.

**B. Student Interests (Chair TBD):** S. Semonis indicated the committee is a liaison

between students and the College of Education. This committee works on anything related to students in teacher education, especially facilitating dialog between programs and students. Last year, they worked the University-wide Academic competition and surveys of teacher education students.

**C. University Liaison and Faculty Interest (Chair TBD):** L. Kendall reported the committee has three purposes each year:

- Review CTE By-Laws
- Plan and promote annual Spring Colloquium
- Responsible for determining Scholarship awards

The scholarship awards were a massive undertaking with members of other committees assisting. A. Adkins added that the scholarship process has been streamlined and assistance should not be needed this year.

**D. Vision (Chair TBD):** D. Garrahy reported she co-chaired with Dean Schoon last year to collaborate with Unit 5 colleagues on clinical placements. This year they will be working on the Realizing the Democratic Ideal framework.

**E. UTE Assessment (Chair TBD):** A. Adkins reported this committee is responsible for the assessment process with respect to accreditation and provides information to programs so they can make changes as needed. They are also responsible for the Teacher Graduate Assessment survey and edTPA results. Last year, the committee moved on the new disposition form and will be piloting the new form this year.

#### **IV. Information Items:**

**A. CAEP Update:** D. Garrahy distributed a card with teacher education information that is pertinent to all teacher education majors and programs. The committee that worked on it consisted of:

- A. Raver
- M. Monts
- K. Grimes
- S. Alford
- C. Steffen
- C. Rutherford

It was distributed at the Festival ISU. If any programs would like copies for some to distribute within their programs, please let the TEC know and we will send them out.

D. Garrahy reported that ISBE has yet to sign an agreement with CAEP. Nothing can happen with accreditation until that happens. A. Adkins added that once an agreement is signed, ISU will move forward with decisions from each program. Each program will decide whether to go with their SPA (Specialized Professional Associations), or not, in regards to accreditation. A SPA may have standards to guide CAEP reports, but not every discipline has SPA. Programs that elect to go with National Recognition must have their reports submitted to their SPA by 3/20/16. L. Thetard, English, stated that they have already missed their SPA deadline. Programs electing to go with a “Program Review with Feedback” type of report will

submit their report with institutional report in 2018. A point of emphasis is that all members of CTE act as representatives from various department and colleges, and it is everyone's responsibility to help distribute this information.

S. Parry added that the CTE Acronym List was sent out to members and requested them to review it. If any of the members want new acronyms listed, please notify S. Parry or S. Conner.

D. Garrahy reiterated ISU is NCATE accredited and that we do not become CAEP accredited until 2019.

A hand-out was also distributed on the Performance-Based Assessment requirements and the estimated costs that are the responsibilities of the students. The hope is to be as transparent as possible regarding all charges. D. Garrahy worked on this to get accurate monetary amounts. The fee for edTPA was added as edTPA became a State mandated requirement for licensure today (9/1/15). S. Otto asked about the omission of EAF 228/231/235 with a C grade or better requirement from Gateway II. A. Adkins replied that this has not been a Gateway requirement previously.

A. Adkins described how Program Review was a major task that all Program Coordinators had to complete each year. However, the actual committee rules do not require it. When CAEP comes into play, that report will not be required. Instead, programs will analyze test performance, flag poor test scores on Content tests, and answer any questions that the licensure board may have. Additionally, the PEDS Report that used to be compiled by L. Steffen and now would be compiled by T. Hinkel, has also been removed as a requirement.

## **B. Lauby Center Updates:**

**1. APT and the ISBE:** D. Garrahy reported that currently the APT exam is still an ISBE requirement and Gateway 3/licensure requirement. However, it is understood that the intention is that ISBE will do away with the APT due to the state required edTPA that will no longer be a requirement for student teachers starting in fall 2015. J. Helfner, Assistant Superintendent, from ISBE indicated removing the APT requirement. It went for public comment in July, 2015. It is now and is now an action item before the Joint Committee on Administrative Rules, a body of the General Assembly, board meeting in October. It is anticipated that the change in requirements should be approved sometime in October. As ISBE has not yet acted on this, ***ISU must still advise our students to take the APT.*** It remains an ISBE requirement, until we have official confirmation from the state. The policy should occur in October due to edTPA.

**2. Criminal Background Check (CBC) Requirement:** D. Garrahy indicated that new faculty in all teacher education departments should know that an Illinois State Police Fingerprint Criminal Background check is a university teacher education requirement and must be completed before beginning any ISU teacher education clinical experience. Students must also complete CBC/requirements for the district/school where they will be doing their clinicals and/or student teaching as it is school code law. The CBC is our assurance that our students should be in the schools.

**3. Introduction of Associate Director for Lauby Center:** D. Garrahy introduced T. Hinkel to the CTE members. He was previously a principal in Oakwood, Illinois.

**4. Campus Solutions Transitions for Teacher Education:**

- T. Hinkel has been spending much of his time working on Campus Solutions, the new system that is replacing the mainframe. TEC has been working with Campus Solutions for the last 2 years. LiveText has been launched with Campus Solutions.
- The most notable transition is the “blue doc” forms and “red doc” forms are on-line and no longer paper products. This will be a change for faculty as they will have to approve each item for pre-student teaching experience and student teaching experience. Campus Solutions is developing on-line video resources for faculty who will need to review/approve each candidate’s submission. The “blue doc” form is now called the “Pre-Student Teaching Experience” form. The “red doc” form is now called the “Student Teaching Experience” form. This was part of a Bolt-On, developed by the university as Oracle could not build it. D. Garrahy praised campus technology staff who worked on developing the bolt-on and the build of these on-line forms and resources that will be available to teacher candidates and faculty as many hours went into it.

**5. edTPA summer course pilot follow-up:** E. Palmer reported on the edTPA prep course, IDS 274. The first session was piloted this summer and 8 students were enrolled. It ran from 6/8/15 through 7/17/15 and it was co-taught by E. Palmer and A. Adkins. The pilot was successful and the student teachers were asked to rate their knowledge and what they liked about the course. They are looking to expand to a fall and spring course (still online). The material was connected to students’ content area. A. Adkins added that the target audience is about 8% of the students and hopes to make it a revenue generator and offer it to other students off-campus and for re-take purposes. D. Garrahy noted that today, September 1, 2015, is the first day that edTPA is official in Illinois. There are 160 institutions around the country using material developed by ISU to aid their edTPA programs. Much of the credit goes to E. Palmer who was instrumental in developing the edTPA materials. J. Rosenthal also wanted to thank A. Adkins who was instrumental in the testing portion.

**6. Election of Chairs for Subcommittees:** S. Parry indicated that guests were welcome to leave at this point of the meeting. Each subcommittee group met separately to elect a Chair/Co-Chair.

Results are as follows:

√ **Curriculum Subcommittee:** S. Parry

√ **Student Interest Subcommittee:** This subcommittee will elect a chair at their first meeting.

- √ **University Liaison and Faculty Interests Subcommittee:** L. Kendall and S. Jones-Bock will Co-Chair with S. Jones-Bock serving on the Executive Committee.
- √ **Vision Subcommittee:** D. Garrahy and P. Schoon will Co-Chair
- √ **University Teacher Education Assessment Subcommittee:** This subcommittee will elect a chair at their first meeting.

**V. Discussion Items:** None

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:** None

**VIII. Adjournment:** The meeting did not formally adjourn to all members as some left after electing their subcommittee chairpersons. However, with the ones still present: M. Coleman made a motion to adjourn.  
Second: D. Garrahy

Meeting adjourned at 4:00 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, September 15, 2015, 3:30 p.m.-4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, C. Cullen, S. Doering, S. French, D. Garrahy, M. Henninger, S. Hildebrandt, S. Jones-Bock, L. Kendall, T. Lorsbach, C. Lukehart, A. Meyer, K. Mountjoy, B. Oates, S. Onozato, S. Otto, S. Parry, K. Probst, J. Rosenthal, S. Sanden, P. Schoon, S. Semonis, E. Stewart, L. Sutton, M. Temple, N. Uphold, G. Weilbacher

**Members Absent:** A. Beaman, M. Coleman, T. Davis, O. Landa-Vialand, D. Wilson

**Guests:** E. Bularzik, G. Higham, T. Hinkel, T. Hjalmsquist, B. Jacobsen, K. Mills, M. Monts, E. Palmer, M. Parker, A. Parrott, A. Raver, C. Rutherford, M. Smith, L. Thetard, J. Webster

**I. Call to Order by Chair:** P. Schoon indicated that this year the CTE would be doing things more like Academic Senate. Roll call was taken by D. Garrahy.

**II. Approval of Minutes from September 1, 2015:** Motion to approve the minutes from September 1, 2015:

A. Adkins

Second: J. Rosenthal

Minutes were approved unanimously with five abstentions.

**III. Discussion Items:**

**A. Campus Solutions and Major/Cumulative GPA:** Professional Education Courses: D. Garrahy indicated that this will be something that will need to be voted on by the CTE members at the next CTE meeting.

Due to the transition with Campus Solutions, the system placed the professional education courses with those in the major to create a different sort of major GPA. In the Mainframe, the professional education courses were previously calculated separately as well as placed in the cumulative GPA. Major classes were calculated for the major GPA.

Campus Solutions is taking the professional education courses and putting those into the major GPA.

D. Garrahy indicated that she consulted with M. Smith, Director of Enrollment & Transition Services in the Office of the Dean in COE, who spoke to faculty, and they all think that this would be a good idea, as it would truly represent the candidates major GPA. CTE will need to vote on having the professional education courses in the major GPA.

Discussion ensued and questions raised:

**1. C. Lukehart asked when this would take effect.**

*D. Garrahy replied that it is already into effect as it occurred with the transition to Campus Solutions. The registrar's office initially caught it and J. Ray notified J. Rosenthal and D. Garrahy. It can also be switched back to what it was in the Mainframe.*

**2. C. Cullen asked what happens if the GPAs are not correct. If so, this could be an issue as it could add one year for a student's plan of study.**

*J. Rosenthal stated that if programs have cases like this, they should calculate the GPA by hand to be accurate.*

S. Parry indicated historically that the major courses were anecdotally considered tough and the professional education courses fairly easy. There would be logical to combining the professional education and major courses.

D. Garrahy added that the majority of students do well with professional education courses.

**3. M. Parker asked if additional courses for an endorsement are included.**

*J. Rosenthal stated his understanding is that they are not included in the major GPA.*

C. Cullen requested they are provided data and to check with other universities to see how they handle the CUM and Major GPAs. D. Garrahy has not yet asked other universities. J. Rosenthal stated that if CTE votes not to add the professional education courses into the major GPA, they will need programming time to make the change back.

C. Cullen indicated his major concern is students that will get delayed. D. Garrahy asked C. Cullen to send the student's name to D. Garrahy and J. Rosenthal so they can look into it.

P. Schoon stated that there will be further discussion at the next meeting, and that it may be moved to an Action item.

**IV. Subcommittee Reports:**

**A. Students Interests Committee:** None

**B. University Liaison and Faculty Interests Committee:** None

**C. Vision Committee:** None

**D. UTE Assessment Committee:** None

**E. Curriculum Committee:** S. Parry reported the Curriculum Committee met and made recommendations. There are several proposals that are informational and some proposals (new programs and programs with substantial revisions) that need to be voted on by CTE members.

**1. New Course: BTE 361 Accounting Methods: Methods of teaching accounting**

Motion to approve: A. Adkins

Second: J. Rosenthal

Course was unanimously approved.

**2. Revised Course: BTE 363 Keyboarding, Information Processing and Computer Applications** (3 semester hours) : Instructional strategies in the teaching of personal and vocational keyboarding and computer applications at the junior high and high school levels (*does not require a vote*).

Revision approved unanimously.

**3. New Program: Business Teacher Education Sequence**

Motion to approve new sequence: A. Adkins

Second: S. French

New program was unanimously approved.

**4. Revised Program: Business Education** - the former Business Teacher Education program, proposed as a sequence under the new program/major name of Business Education. This is for students who do not pass edTPA or want to take another path thus providing additional options for our students.

Motion to approve new sequence: A. Adkins

Second: P. Schoon

Sequence was unanimously approved.

**5. Revised Program: Physical Education Teacher Education**: removal of two courses for a total of 5 hours.

Motion to approve: J. Rosenthal

Second: D. Garrahy

Revision unanimously approved.

**6. Revised Course: BSC 307 Methods in Teaching of Biology** - removing the variable 2-3 credit hour option and making it 3 credit hours only (*does not require a vote*).

Revision approved unanimously.

**7. Revised Program: Earth, Space Science Education**: major core changed from GEO 285 to GEO 290 and GEO 211 to replace GEO 100. The revision will eliminate the courses from Physics, Chemistry and BSC as electives. CHE 110, CHE 141, PHY 109 and BSC 197 will now be required. PHY 208 will replace PHY 205 and PHY 311 will replace PHY 310.

Motion to approve: A. Adkins

Second: S. Hildebrand

Revision unanimously approved.

S. Parry indicated there were some proposals from last year that need to be approved.

**1. Revised Program: Bilingual/Bicultural Education Sequence for English and Spanish**: an Elementary Education major who completes the requirements for a B.S. in Education degree and who also completes the required courses listed may be endorsed in



Elementary Education and Bilingual Education. In addition to the required courses for the Elementary Education major: TCH 110, 319, 320, 321, 272 and 260.01, LAN 116.15 or 120.15 and HIS 104.03(for a general education course) would also be required.

S. Hildebrand has raised concerns that the Language, Literatures and Cultures courses listed as required are inadequate to demonstrate that candidates have sufficient proficiency in the language that they will be using for instruction.

Motion to approve: A. Adkins

Second: S. Otto

Revision approved with one objection.

**2. New Program: EAF Teacher Leader Sequence**

**3. New Program: EAF Principal Sequence**

**4. New Certificate: EAF Teacher Leader Certificate**

Motion to approve Teacher Leader Sequence, Principal Sequence and Teacher Leader

Certificate: S. Parry

Second: A. Adkins

Programs unanimously approved.

- V. Information Items:** A. Adkins reported that Stevie Chepko, Associate Vice President from CAEP, indicated the frame for tagging components is to have enough good evidence to meet the Impact on Student Learning In-Service.

D. Garrahy stated CAEP accreditation is 2019; however the visit will be in 2018.

A. Adkins added in North Carolina and Tennessee, the information provided back to their programs has been very useful. Illinois will have news on Advanced Programs.

Anyone submitting prior to 9/1/17 will receive an automatic pass. ISU does not submit until after 9/1/17.

There will be two pathways available to ISU programs:

- National Recognition with feedback that is optional
- Program with rubrics to evaluate can be done through assessment.

- VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

√ A. Adkins reminded everyone that the T21 Conference is Friday, 9/18/15.

- √ J. Webster informed the members that they will not be doing the normal graduation audits for December graduates due to Campus Solutions. They will be sending out emails to the students to have them indicate what endorsements they are anticipating and the content tests they have taken. They will allow 2 weeks to get this information back. They will not be sending out endorsement letters due to the new system, however, the Teacher candidates will need to look at their ELIS accounts to verify they have the correct endorsements listed.

J. Rosenthal asked if they would be waiving the fee for subsequent endorsements if it is not the students' error. J. Webster indicated that would be up to the Registrar's Office and to contact J. Ray.

J. Webster stated that they will prioritize and teacher education majors will be first. It used to be a quick process on the mainframe. She is hoping that they will be done by Christmas but is not promising anything.

- √ J. Rosenthal added it is almost like doing a hand-audit for each student.
- √ D. Garrahy has asked her front desk staff to inform students that come in to drop off a TB test, CBC, etc. that they will be uploaded when they can. We used to be able to say 24 hours but not with Campus Solutions.
- √ S. Hildebrandt shared that her students' work at Unity Community Center is being nationally recognized through the American Council of Teachers of Foreign Languages' (ACTFL). Theirs is one of 11 programs recognized in this first year of the program.

#### **VIII. Adjournment:**

Motion to adjourn made by A. Adkins  
Second: S. Parry

Meeting adjourned at 4:35 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, October 6<sup>th</sup>, 2015, 3:30 p.m.-4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** M. Coleman, C. Cullen, T. Davis, S. French, M. Henninger, S. Hildebrandt, S. Jones-Bock, L. Kendall, O. Landa-Vialard, T. Lorsbach, C. Lukehart, A. Meyer, K. Mountjoy, B. Oates, S. Onozato, S. Otto, S. Parry, K. Probst, S. Sanden, P. Schoon, S. Semonis, E. Stewart, L. Sutton, M. Temple, N. Uphold, G. Weilbacher

**Members Absent:** A. Adkins, Beaman, S. Doering, D. Garrahy, R. Hughes, J. Rosenthal, D. Wilson

**Guests:** E. Bularzik, H. Goldsmith, B. Hatt, G. Higham, T. Hinkel, P. Hoff, A. Lyde, M. Monts, E. Palmer, M. Parker, A. Parrott, A. Raver, C. Rutherford, L. Thetard, J. Webster

- I. Call to Order by Chair:** P. Schoon called the meeting to order at 3:02 p.m.  
Roll call was suspended for this meeting.
  
- II. Approval of Minutes from September 15, 2015:** Motion to approve the minutes from  
September 15, 2015:  
L. Sutton  
Second: M. Henninger  
Minutes were approved unanimously.

Chair P. Schoon announced a change in the agenda to move Subcommittee reports after Information Items in order to accommodate several guest presentations.

**III. Information Items:**

**A. EAF – Foundation Courses:** B. Hatt distributed a copy of the updated Master Syllabus for EAF 228, 235 and 231 which was updated in 2013. A PowerPoint Presentation was done highlighting changes to the master syllabus. These changes were initiated approximately 7 years ago in response to a directive from CTE to address diversity in Clinical Experiences. This is EAF's first report back to CTE since the changes were put into place. B. Hatt noted how the syllabi is cross referenced so experiences and outcomes are consistent across all sections.

S. Otto spoke about examining deficit thinking and introducing this topic to students. Specifically, she noted how for many low income students, deficit thinking prevents them from having a chance for success. For many ISU students, this experience is their first opportunity to work with people of color.

P. Hoff spoke about issues of diversity that are explored in the classes. The class discusses the rhetoric around diversity and she invited everyone to attend their Wednesday Learning Discussions in DeGarmo.

Discussion ensued. M. Temple notes we also need to expose students to asset thinking in addition to deficit thinking, in order to succeed in edTPA.

K. Mountjoy mentioned how many students come in to their courses without a lot of experience in diversity and that they have difficulty knowing how to teach students with special needs.

S. Bock-Jones asked how the Master Syllabus is individualized for the 3 courses. S. Otto responded that the Master Syllabus has the foundational information that is included in all 3 courses and from there the courses are individualized.

**B. English Education and Race to the Top Grant:** L. Thetard distributed a flyer on the English Teacher Education program and shared several of the books and resources purchased with Race to the Top grant money. In her PowerPoint presentation, she reported the charge from the Race to the Top grant was to integrate the CCSS ELA framework into their coursework. A requirement of the grant was to deliver results to the ISBE. They also solicited partners from several local and area schools. Accomplishments from the grant included research and resources for their Methods classes and an improved curriculum with articulation of CCSS across their courses. They intend to continue professional development experiences and to continuously update their curriculum. L. Thetard also thanked the many people on campus that helped in putting the grant together and implementing it. P. Schoon commented on how the group made the best of a difficult situation in making the grant work for them.

**C. Professional Education Courses and Major GPA Update:** S. Parry indicated that after an extensive discussion at the last CTE meeting, Campus Solutions will now make everything the way it was regarding Professional Education Courses being used for computing Major GPA's. Professional Education Courses will not be included in Major GPA's. She also noted that Campus Solutions was very helpful in working through the process.

**D. TCH 219 – Clinical Experience: T. Lorschach stated there were three items brought to the CTE from TCH:**

- 1) TCH is considering dropping the clinical experience from TCH 219 due to the difficulty of arranging placements for it. Some placements are just coming through now and we are halfway through the semester. Currently, students get 20 clinical hours from the TCH 219 experience. A question was raised as to whether this could affect the number of diversity hours that students are required to have. TCH is considering adding more clinical hours to TCH 212 to help make up for those hours if the TCH 219 plans go through.
- 2) TCH is considering dropping the requirement of meeting all Gateway 1 requirements as a pre-requisite for TCH 216 (including the passing of TAP or ACT/SAT). Currently, that requirement is holding up progress of many students. It also results in them sometimes taking TCH 216 and TCH 219 concurrently which is not how the courses were designed to be sequenced. To help students stay on track, TCH would add sections of TCH 219 and TCH 216 during the summer.
- 3) TCH is considering dropping the PBA assessments that are currently being collected by TCH. T. Lorschach noted that the data from these assessments

have not been used by anyone in years, thus the question arose as to why they are still collected. This led to discussion from several CTE members who were not aware of which assessments were being considered and that faculty did not know they had access to this PBA data. T. Lorsbach said he would generate a list of the specific assessments and send them to faculty. P. Schoon urged CTE members to get input from their programs regarding possible use of this data.

**E. APT Update:** A. Adkins is not present. This will be moved to a Discussion Item at the next meeting.

**F. ISBE Annual Report Update:** A. Adkins is not present. This will be moved to a Discussion Item at the next meeting.

#### **IV. Subcommittee Reports**

**A. Curriculum:** S. Parry reported revisions to EAF graduate program courses are still being discussed. Also the UCC is looking for common language in requirements for Professional Education courses. This will be discussed further at the next meeting.

**B. Student Interests:** No report

**C. University Liaison and Faculty Interests:** No report

**D. Vision:** T. Lorsbach reported that the main agenda item for this committee would be looking at Criminal Background Check issues.

**E. UTE Assessment:** M. Henninger reported that A. Adkins is the elected chair of this subcommittee. They have established an agenda for this semester including:

- Reviewing unit data such as test scores, exit surveys and Teacher Graduate Assessments
- Designing a report template to share data with programs as they begin in-house assessment for CAEP
- Reviewing YSBE annual program reports prior to their submission on November 30, 2015
- Discussing a unit format for assessing content knowledge with course grades

In addition, A. Lyde has been added as a member to this committee.

**V. Discussion Items:** None

**VI. Action Items:** None

#### **VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:** None

**VIII. Adjournment:**

Motion to adjourn made by S. Parry  
Second: S. Otto

Meeting adjourned at 4:07 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, October 20<sup>th</sup>, 2015, 3:30 p.m.-4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, M. Coleman, T. Davis, S. French, D. Garrahy, M. Henninger, R. Hughes, S. Jones-Bock, L. Kendall, O. Landa-Vialard, T. Lorsbach, C. Lukehart, A. Meyer, K. Mountjoy, B. Oates, S. Otto, K. Probst, J. Rosenthal, S. Sanden, P. Schoon, S. Semonis, E. Stewart, M. Temple, N. Uphold, G. Weilbacher

**Members Absent:** A. Beaman, C. Cullen, S. Doering, S. Hildebrandt, S. Onozato, D. Wilson

**Guests:** E. Bularzik, H. Goldsmith, G. Higham, T. Hinkel, A. Lyde, T. Martin, M. Monts, E. Palmer, M. Parker, A. Parrott, A. Raver, C. Rutherford, J. Webster

- I. Call to Order by Chair:** P. Schoon called the meeting to order at 3:01 p.m.  
Roll call was taken by M. Coleman.
- II. Approval of Minutes from October 6, 2015:** Motion to approve the minutes from October 6, 2015:  
A. Adkins  
Second: E. Stewart  
Minutes were approved unanimously with 2 abstentions.
- III. Subcommittee Reports:**
  - A. Curriculum Committee:** P. Schoon reported on behalf of S. Parry that the committee approved three curricular proposals:
    - 1) **New Course - PHY 208:** *Astronomy and Space Science*
    - 2) **New Course – MAT 352:** *Probability and Statistical Inference for Educators*
    - 3) **Revised Course – MAT Teacher Ed Sequence**
  - B. University Liaison Committee:** No report
  - C. Student Interests Committee:** S. Semonis reported that the committee discussed tasks they would like to accomplish this year. They need more information in regards to the student academic competition. A request was asked of D. Garrahy to send the sub-committee list.
  - D. Vision Committee:** No report
  - E. UTE Assessment Committee:** A. Adkins reported the committee discussed the exit survey and review of annual program reports for ISBE.

#### **IV, Information Items:**

**A. APT Update:** A. Adkins indicated at the last ISBE meeting attended by her and T. Hinkel, removing the APT requirement was an action item before the Joint Committee on Administrative Rules. It cleared on Friday that the APT is no longer required and has been removed. Any student trying to pass APT should focus on edTPA as edTPA is officially now the pedagogy requirement. ISBE will allow a passing score on the APT if taken in spring 2015.

D. Garrahy urged the CTE members to share this information with their respective programs. P. Schoon added that this is a huge benefit for our students. D. Garrahy thanked all that were involved in the edTPA discussions and process over the last couple of years.

**B. ISBE Annual Report Update:** A. Adkins stated the annual report asked programs to put in students pass rates and sub scores for the Content Tests and APT. The report will focus on four questions making the report much more modest than in previous years. One of the questions is lessons learned from edTPA implementation. E. Stewart added the licensure board will review pass rates and sub scores. They review results and programs will not submit internally.

On 11/30/15, the outcomes for each program will meet before the ISBE board. ISBE will contact individual programs for additional information, if needed.

E. Stewart stated that the APT has 7 subtests and this one only has 5 subtests. The template needs updated. T. Hinkel said it would be updated via ISBE.

**C. Meeting Gateway 1 Requirements:** T. Lorschach distributed a hand-out on the proposed pre-requisites and the PBA's embedded in TCH 212, 216 and 219. T. Lorschach thanked A. Lyde for assisting in getting the information out across campus.

The 20 diverse clinical hours will be moving to TCH 212. TCH is changing the pre-requisite by dropping the TAP/ACT requirement. At the last CTE meeting, it was noted that several Performance Based Assessments were collected in these courses but no one was using the assessment information. A. Lyde stated that no secondary programs pulled data to her knowledge. The concern A. Lyde asked about is will the halt in data collection prevent secondary programs from proving to ISBE (or are they still required) that programs are meeting the IPTS performance indicators. T. Lorschach is not opposed to keeping them in. A. Adkins indicated that this is not something to be concerned about at this time.

A. Adkins indicated it is not the assignments, as they are valid, it is in the rubrics and they need streamlining. It was noted that these assignments would make a common assessment tool that can be used for accreditation. The faculty could review and revise the assessments to make the rubrics appropriate. T. Lorschach added that ECE, ELED, and MLE have revised their rubrics.



T. Lorsbach also mentioned with the TAP/APT prerequisite, the students are prevented from taking TCH courses until they take and pass the test (s). There are also advising issues due to students being behind in their sequence. Transfer students are not aware of the requirements. Due to this, they are extending the semesters they are at ISU.

P. Schoon stated they are moving the TCH course for the gateway 1 requirement and all secondary programs will need to identify where to put the gateway 1 requirement.

P. Schoon added SED is unique to 209. M. Parker asked when secondary programs identify the gateway 1 requirement change, will this require a catalog change.

J. Rosenthal stated the Registrar's office will assist in expediting the required catalog changes.

T. Martin, guest from the Math Department, asked if the 2.5 GPA requirement would remain and indicated it would not work for the Math department. J. Rosenthal stated, while departments could have a higher GPA listed in the catalog, the student information system could only enforce the 2.5 GPA. The department would have to monitor the higher requirement and inform students of it as necessary.

**D. Clinical Hour Update:** P. Schoon raised the question regarding the origin of the 100 clinical hour experience requirement. It was determined that early in 2000, the 100 clinical hours became an ISBE requirement.

E. Stewart stated that the student in their program complete plenty of clinical experiences. The CTE Executive Committee would like to obtain information from programs on this.

T. Lorsbach added the TCH ELED students obtain 400 pre-student hours or clinical experiences. The focus now is on quality clinical rather than simply tracking 100 hours.

Discussion carried into the student teaching semester, where programs vary in the amount of weeks required for student teaching. D. Garrahy shared some programs begin 3-4 weeks after the semester has started. This makes it very difficult for the Lauby Center staff to find placements for student teachers. G. Higham stated that most district partnerships would like all secondary programs to start at the same time due to orienting them. D. Garrahy added that the student teachers beginning after the start of a P-12 semester, is out on orientations, and connecting with other student teachers in the building. A. Adkins added that student teachers, especially during the spring semester, do not get to observe how classroom teachers establish routines. It would be valuable for the student teachers to be in the school from the beginning of the semester.

P. Schoon asked the committee to discuss with their respective programs regarding the number of clinical hours needed.

J. Rosenthal added that for NCATE, it is not the number of hours but what the students are experiencing and learning.

C. Lukehart stated that for some of her clinical experiences she is observing students watching movies. C. Lukehart asked if there was something that states students cannot teach in core classes while doing their clinicals. D. Garrahy responded that it depends on

how the clinical was set up, and where in the program the students are. C. Lukehart's concern is that students are spending a great deal of time observing and not enough time teaching. D. Garrahy reiterated that the point of the class and students' experience level all affect the amount of teaching, if any, the teacher candidate will be expected to complete. It was noted that various content areas, teaching actually does occur. J. Rosenthal recalled that we want to look at the quality of the observations rather than the amount. D. Garrahy and P. Schoon encouraged C. Lukehart to bring this issue to Dean Murphy's attention in Family & Consumer Sciences.

S. Otto indicated in foundations the students do not sit in back and only observe; they work with the students.

S. Semonis stated she inherited the need for a 16 week placement for Dance majors and had a situation where the number of weeks was not 16. She wanted to know how the other programs do it. A. Adkins suggested inviting several programs to have conversations about what to do with student teaching. P. Schoon recalled how some schools were reluctant to take student teachers if they would not be there for 16 weeks.

**E. edTPA Retake Policy:** E. Palmer distributed a hand-out and prepared a PowerPoint presentation on *Procedures Related to Passing the Final Teacher Performance Assessment (edTPA)*. Previously, if the teacher candidate received a score of 34, that would be a full retake. If a candidate who is determined to be a two task or full retake based on the initial analysis is within 3 points of passing, a second portfolio analysis will be performed. edTPA is composed of 3 tasks with 5 rubrics a piece. Cut score is now 35.

- Task 1 is Planning
- Task 2 is Instruction
- Task 3 is Assessment

Procedures are based on pilot data to determine how to handle re-takes. An option of 2 task retake is being proposed. The new policy would be a 1, 2, or 3 take re-take. Determining how many to re-take is based on whether or not students were within 6 pts. of passing.

The new proposal for fall is:

**A.** If a candidate who is determined to be a two task or full retake based on the initial analysis is within 3 points of passing, a second portfolio analysis will be performed.

1. Is there a task in which the candidate has no "3"s?

1. One task meets this criterion: Single retake of this task
2. More than one task meets this criterion: Move to "2"
3. No task meets this criterion: Move to "2"

2. Is there a task that scored lower than the other tasks?

1. One task meets this criterion: Single retake of this test
2. More than one task meets this criterion: Move to "3"

3. No task meets this criterion: Move to “3”

3. Is there a task that the candidate could complete without an additional student teaching placement?

1. One task meets this criterion: Single retake of this task
2. More than one task meets this criterion: Move to “4”
3. No task meets this criterion: Move to “4”

4. Candidate can choose the task to retake.

**B.** If a candidate who is determined to be a full retake based on the initial analysis is within 4 to 6 points of passing, a second portfolio analysis will be performed to identify what two tasks the candidate should retake.

1. Is there one task that scored higher than the others?

- i. If “yes”, retake will consist of the two lowest scoring tasks.
- ii. If “no”, move to “2”

2. Within the remaining tasks, is there a single task where the candidate failed to show proficiency?

- i. If “yes”, that task will be retaken.
- ii. If “no”, move to “3”.

3. Candidate can choose which two tasks to retake.

Potential impact for spring 2015 edTPA portfolio:

**Current** procedures would require 18 full retakes.

**Proposed** procedures would require 6 full retakes and 12 two task retakes.

J. Rosenthal added that students should over-sample and over-video so there is enough to use on a possible re-take. O. Landa-Vialard stated her concern is the students’ equipment lasting long enough to over-video. E. Palmer indicated that most students resort to their iPhones and iPads and they seem to work well. The file size on cell phones is large. It is recommended that the students test their equipment before starting to videotape. C. Lukehart added that she records with 2 devices so if one device fails, she has a back-up. In KNR, D. Garrahy stated it is very complex videotaping. E. Palmer added they use Go-Pros and they have external microphones.

M. Henninger raised the question is a student does a full re-take must they re-enroll in student teaching.

E. Stewart asked if they need to do a full placement, or just one class.

E. Palmer replied that it is up to the program.

In the next three weeks, all student teachers will submit portfolios. Submission on 11/5/15 and 11/12/15 to get back by 12/4/15. E. Palmer stated they received 60 vouchers from Pearson and worked with Financial Aid to recognize the students in most need of the vouchers. Next semester, they will receive 120 vouchers from Pearson. The vouchers are \$100 and the students that received them were very grateful and thanked E. Palmer.

Recommendations for re-take will be left up to individual programs. The students are given one year to re-apply through their program.

A. Adkins stated if a student gets performance 1 and/or 2 they will need to fully retake.

G. Weilbacher added that cooperating teachers and supervisors indicate that the students are doing great but their edTPA language and write up is lacking. A. Adkins indicated that is why programs need to decide the re-take policy. D. Garrahy described a scenario where the original school may not take them back and they would need a new placement. He does not envision re-doing student teaching. E. Palmer indicated there will be different scenarios and full retakes could be different for each teacher candidate.

A. Adkins added that often a National Board Certified Teacher is a good candidate to take a student who needs more mentoring.

P. Schoon proposed several scenarios where over time we will see that not many students will need a full re-take. The cause could be because they will opt out of becoming a teacher, parents may pull them out, or they are paying for it themselves and will take it more seriously so and our fail numbers will go down.

**F. Exit Survey Results Survey:** A. Adkins distributed a handout on Skyfactor Exit Survey Results. ISU is higher than 5.5 in overall satisfaction/learning. ISU took a break from the survey last year. CAEP Standards Performance all above 6.0. In Chicago Pipeline, 20% are getting jobs. Over time, we will build threshold for evidence with CAEP standards. We are significantly better than all other schools using this exit survey tool (about 40 schools). A. Adkins know that the members are more interested in the program data that will be coming in about a week.

**V. Discussion Items:** None

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

√ D. Garrahy informed the committee members that the Lauby Center has been working with the Renee Carrigan in the Career Center and they will be presenting an Interview Tips Workshop for teacher education majors. The workshop will be held on November 10<sup>th</sup>, 2015 from 6:00 p.m. – 7:00 p.m. in the Student Services Building, room 338. Food will be provided.

Representatives from school districts in Charlotte-Mecklenburg, NC and Pasadena, will share information related to job opportunities in their school districts. The student members on CTE are encouraged to attend.

O. Landa-Vialard asked if they would have closed-caption and audio descriptions as she has LVB students that would attend. S. Jones-Bock indicated SED has Sarah Metivier do their videos. D. Garrahy will pursue this. There will be resources available to students and students do not have to make reservations to attend, they can just show up. If attending, please dress appropriately.

√ D. Garrahy attended a meeting at Peoria High School and the Director indicated there are 40 available teaching positions in District 150.

**VIII. Adjournment:**

Motion to adjourn made by A. Adkins  
Second: P. Schoon

Meeting adjourned at 4:22 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, November 17<sup>th</sup>, 2015, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, M. Coleman, C. Cullen, S. Doering, S. French, D. Garrahy, R. Hughes, L. Kendall, O. Landa-Vialard, T. Lorsbach, C. Lukehart, A. Meyer, K. Mountjoy, B. Oates, S. Otto, K. Probst, J. Rosenthal, S. Sanden, S. Semonis, E. Stewart, M. Temple, N. Uphold

**Members Absent:** A. Beaman, T. Davis, M. Henninger, S. Hildebrandt, S. Jones-Bock, S. Onozato, S. Parry, P. Schoon, L. Sutton, G. Weilbacher

**Guests:** E. Bularzik, G. Higham, T. Hinkel, B. Jacobsen, A. Lyde, M. Monts, E. Palmer, A. Raver, C. Rutherford, L. Thetard, J. Webster

- I. Call to Order by Chair:** Chair Schoon and Assistant Chair Parry were both out of town. A. Adkins called the meeting to order at 3:02 p.m. Roll call of members was conducted by A. Adkins.
- II. Approval of Minutes from October 20, 2015:** Motion to approve the minutes from October 20, 2015:  
J. Rosenthal  
Second: E. Stewart  
Minutes were approved unanimously with no abstentions.
- III. Subcommittee Reports:**
  - A. Curriculum Committee:** No report
  - B. Student Interests Committee:** S. Semonis reported that an email was sent to all programs requesting nominations for the student award. The committee received several nominations. The deadline for applications is Friday, November 20, 2015.
  - C. University Liaison and Faculty Interests:** L. Kendall reported the committee met and discussed planning the Spring Colloquium.
  - D. Vision Committee:** D. Garrahy reported the committee met with University General Counsel, W. Smith, to discuss developing a protocol for using a National Criminal Background Check. The committee is looking to submit proposal during the spring semester. Our current CBC is not able to provide the best or most detailed information.
  - E. UTE Assessment Committee:** A. Adkins reported the committee met and they have been reviewing annual program reports to ISBE. The reporting process now is more streamlined and the committee is not seeing major issues. TCH and SED have adapted the Danielson framework for their evaluation process. T. Hinkel has shared his experience as an administrator using the Danielson framework. Danielson framework is constant with edTPA. After further review, the committee will be bringing it to CTE.

#### IV, Information Items:

**1. Update on Pre-Student Teaching Resources {formerly “Blue docs”}**: D. Garrahy reported the former blue doc form will be up and running on-line by the end of the week. This is in response to numerous requests from faculty to change to electronic forms. By Friday, D. Garrahy will be contacting program directors, teacher education faculty and students regarding the forms. Once students are notified, they will have access to the video resource, which will assist in completing and submitting the on-line form. During the fall 2014 semester, over 4000 blue docs were submitted to the Lauby Center. As students submit their Pre-STT forms (aka “blue docs”), faculty will see those submissions by going into their SIS link. Changes to keep in mind:

- a) Faculty must approve or reject submission for each student. Note: If rejected, the faculty should contact the student as to why the form was rejected;
- b) **There will be no forms to send** to the Lauby Center; and
- b) Diversity Affirmation forms and Self Placement forms that previously accompanied the blue docs will now be submitted to the professor. These two forms will be used by the student to support their clinical placement information.

D. Garrahy showed two videos that will be available to students and instructors for completing the on-line process. Each video is approximately 7-8 minutes long, taking the student and professor through each step in the process.

The instructional video takes students through every step in the process.

Discussion: O. Landa-Vialard asked if the videos were going closed caption and audio describe for the students with disabilities. D. Garrahy responded that those concerns will be addressed. .

C. Cullen suggested You Tube may have something.

O. Landa-Vialard stated it would not help some of the students that are severely blind and deaf.

Discussion:

S. Otto asked about keeping records of the submissions in a file. D. Garrahy responded that this would not be necessary. S. Otto also indicated a lot of their observations in EAF are community observations. D. Garrahy responded that there is a drop-down box for agencies and that the students are instructed that if their agency/school or cooperating teacher is not listed, they should provide that information to the Lauby Center. This information is highlighted in the video resource.

D. Garrahy noted that many people worked very hard to put the process on line and she is very appreciative of their effort. The work was not part of campus solutions and was a “bolt-on”, meaning it was created with ISU Administrative Technology Office. People to be personally thanked:

Troy Hinkel  
Jamie Watson  
Suz Conner

Rick Clemmons  
Rachel Hart  
Josh Hendon  
Brian Smiser  
Lauby Coordinators for reviewing the video resources

Faculty should periodically go in and check student submissions.

C. Cullen asked about faculty responsibility for documenting diversity form. Currently, faculty take the student's information at face value. D. Garrahy responded that if a student shows a diversity form, faculty should take it and would not have to go checking further.

C. Cullen asked for future semesters can the students complete them as soon as they are done. D. Garrahy stated that the student can complete the form as soon as they complete the experience and the instructor can approve or reject it.

C. Lukehart asked if professors had to approve all Pre-STT forms (aka blue doc forms) or only those that needed a diversity affirmation form.

The response was the instructors need to approve all **Pre-STT forms for each student**.

A. Meyer asked if the instructors need to research the site to approve when the students complete a self-placement form, does the instructor need to research the site to approve?

S. Otto indicated she tends to approve sites at the beginning of semester.

D. Garrahy responded that they do not have to research further. For some courses, the instructors allow to self-place, but not in Unit 5, District 87 and the lab schools.

A. Meyer asked if the urban bus trips have gone away, do they tie it to a school now.

D. Garrahy responded that if the bus trip is tied to a class, it is fine.

Any questions, contact [ClinicalQuestions@IllinoisState.edu](mailto:ClinicalQuestions@IllinoisState.edu) or they can call 438-3541.

This is Big News for everyone. A lot of the CTE members thanked D. Garrahy for getting this launched. Again, many people across campus are responsible for this transition.

**2. Unit 5 spring 2016 Clinical Requests:** D. Garrahy indicated that she contacted Unit 5 and the clinical requests will be sent to Mr. Weldy. Clinical requests were sent to Program Directors and Faculty and are due by Friday, November 20, 2015.

**3. CPS:** D. Garrahy attended a Chicago Area Directors of Student Teaching in Chicago. There is possibility for a strike in CPS in the spring 2016. The staff are scheduled to vote November 23, 2015. CPS must provide 90 days' notice (~ 2/23/16) and this will be primetime edTPA videotaping. If CPS votes to strike, D. Garrahy will convene with necessary people (i.e. program directors, coordinators, E. Palmer). Our students are not allowed to cross the picket line. At the meeting, D. Garrahy reminded colleagues from other universities that any type of work stoppage, whether in CPS, Lexington, IL or elsewhere is important, not just CPS. CADST members were going to contact the Assistant State Superintendent to see what the global plan is for edTPA when there is any type of work stoppage. A strike in CPS last occurred in 2012.



**V. Discussion Items:** None

**VI. Action Items:**

**A. edTPA Retake Policy:** A. Adkins stated last year we adopted procedures for edTPA Retake Policy, passing and distinguishing one re-take vs. a full retake. Recently, SCALE has allowed the possibility allowing a two-task re-take vs. a full retake. As a net result of the changes motion to approve new policy:

J. Rosenthal

Second: S. Otto

Discussion: SCALE initially did not have plans for 2-task retake but now they do. A roll call vote was taken.

Motion to approve new policy passed unanimously.

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

- √ D. Garrahy attended the recent interviewing workshop conducted by the Career Center and the Lauby Center. Last year there were 60 students in attendance and this year there was 100 students. District representatives from four districts from all over the country (Charlotte-Mecklenburg, Pasadena, Alaska, etc.) were available and students found the workshop very helpful. D. Garrahy also indicated the students asked great questions and she is very grateful for the opportunity to collaborate with the Career Center.

**VIII. Adjournment:**

Motion to adjourn made by S. Otto

Second: E. Stewart

Meeting adjourned at 3:58 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, December 1<sup>st</sup>, 2015, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, M. Coleman, C. Cullen, T. Davis, S. Doering, S. French, D. Garrahy, M. Henninger, S. Hildebrandt, S. Jones-Bock, C. Lukehart, A. Meyer, K. Mountjoy, B. Oates, S. Otto, K. Probst, J. Rosenthal, P. Schoon, E. Stewart, L. Sutton, M. Temple, N. Uphold, G. Weilbacher

**Members Absent:** A. Beaman, R. Hughes, L. Kendall, O. Landa-Vialard, T. Lorsbach, S. Onozato, S. Parry, S. Sanden, S. Semonis

**Guests:** E. Bularzik, G. Higham, T. Hinkel, B. Jacobsen, L. Lienhart, A. Lyde, K. Mills, M. Monts, E. Palmer, M. Parker, A. Parrott, A. Raver, C. Rutherford

**I. Call to Order by Chair:**

Chair Schoon called the meeting to order at 3:03 p.m.  
Roll call of members was conducted by M. Coleman.

**II. Approval of Minutes from November 17, 2015:** Motion to approve the minutes from November 17, 2015:

A. Adkins

Second: J. Rosenthal

Minutes were approved unanimously with no abstentions.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** No report

**B. Student Interests Committee:** C. Cullen reported that S. Semonis has been collecting nominations for the student awards. Also, thanks to A. Adkins, the scholarship committee has seen a massive upgrade to the review process. This will make the review process for faculty much simpler. Students can apply for multiple scholarships and essays will be collected after they have made the first cut. A. Adkins led the process, along with L. Adams, C. Kaiden, and K. Grimes. This will be the process for the spring semester scholarships.

**C. University Liaison and Faculty Interests:** S. Jones-Bock reported the committee met and talked about initial ideas for the Spring Colloquium and checked availability for a few dates.

**D. Vision Committee:** No report

**E. UTE Assessment Committee:** A. Adkins reported the committee did not meet but all program reports have been reviewed and submitted. No program received any notes or corrections to their reports.

#### **IV, Information Items:**

**1. Programmatic Responsibilities:** D. Garrahy indicated the CTE Executive Board met last week during break and D. Garrahy thanked M. Coleman and C. Cullen for their attendance at the meeting. Next, D. Garrahy provided background to CTE that the Lauby Teacher Education Center has six student teaching placement coordinators in addition to one support person for each two coordinators. These people secure approximately 1000 student teaching placements a year and almost all placements require multiple attempts. During the weeks of November 9<sup>th</sup> and November 16<sup>th</sup>, some teacher candidates came to the Lauby Center and asked for a student teaching placement for January, 2016. In order to be student teaching in January, student teaching applications were due September, 2014. At minimum, as indicated on pg. 59 of the catalog, “at least 6 months prior to the planned student teaching semester.” Students have come to the Lauby Center requesting placements with GPAs that are not close to a 2.5, not passed the content test or observed any of the deadlines to request a placement. When some departments send the teacher candidate to the Lauby Center, it places the staff in a difficult situation. Programs should be discussing with their student when they are eligible to student teach. D. Garrahy requested that program directors, or whomever is responsible for the student teaching candidates, go back to their programs and reiterate the requirements and time lines that all teacher candidates must adhere to.

**2. edTPA Results:** E. Palmer reported the first round of scores have come back from the fall semester, which included SED and ART. This represents 67 portfolios or about 1/3 of our total. The first round had a 100% pass rate. The average portfolio score was 49.5% with the cutoff score of 35. The rest of the scores are anticipated to come in on Thursday of this week. D. Garrahy noted that having a full-time edTPA coordinator and buy-in from the programs was crucial in this success and urged all to celebrate our success. S. Hildebrandt reported that she presented data on edTPA at a conference in Georgia. The data was from about 30 participants and World Languages put out a flyer and a book. They received many thanks for publishing the book as there is such a hunger for edTPA knowledge in the various content areas. P. Schoon noted that many programs have nothing in place to take care of re-takes while we have a well-developed system already in place and an incredible amount of work went into the implementation of the re-take procedures.

**3. Potential Full CTE Appeals:** D. Garrahy explained the appeals process: Once three unresolved dispositions are in place, the teacher candidate’s progress is stopped. They can submit an appeal to the Teacher Education Review Board (TERB), which the Chair of CTE, P. Schoon, chairs. Prior to submitting an appeal, the student is strongly urged to meet with D. Garrahy. This is in the letter the teacher candidate receives from Troy Hinkel, Associate Director, notifying the candidate their progress has been stopped. If the candidate chooses to appeal, they must submit a written document providing evidence/documentation as to why they feel the decision to stop their progress is unjust. Once the TERB meets, they can uphold the stoppage or reject it. If the student’s appeal is denied by TERB, the student can then come before the full CTE for a final appeal. P. Schoon provides the student with the timeline to submit to the full Council. The next CTE meeting is January 19<sup>th</sup>. It is possible we may have an appeal or two that day. The format for a full CTE appeal is as follows: S. Conner will send out an email requesting campus mailbox addresses for the appeal packets to be delivered. The students on CTE will receive an email notifying them that they can come to the Lauby

Center to pick up their packets to review. This material is highly confidential. On the day of the appeal, the student has 30 minutes to present his or her case followed by 15 minutes of questions. The student can bring counsel but the counsel cannot speak, only the student may do so. After the presentation, the student leaves and then a representative of the program in question comes in and also has 30 minutes to present followed by 15 minutes of questions. TERB is not allowed to participate in these presentations since they have already made a decision. There is discussion among the CTE members. Ballots are distributed and a vote is taken. The final result is sent to the program and student. There is potential for perhaps four full appeals this semester. CTE will have to move quickly since the decision could impact the student's class registration. P. Schoon noted that many of the appeals involve dispositions and many of these are unresolvable since they involve things like attendance. S. Otto reminded the CTE members that there is a lot of reading with an appeal. D. Garrahy added that the student has the right to include additional evidence than they gave to TERB and it is very important for the CTE members to read all the material.

**4. STT Online Form and Resource (aka Red Doc):** D. Garrahy stated the red doc will be launched on Friday, December 4<sup>th</sup>. An email will go out tomorrow (December 2<sup>nd</sup>) to departments regarding the launch and video resources. The blue doc electronic version went live on November 16, 2015. There are four people on D. Garrahy's staff who can hand enter data that students need assistance with so faculty are urged to help students fill the forms out correctly. Currently, T. Hinkel and J. Watson are two of the four people who are manually entering the cooperating teachers' data, etc. and responding to the questions. S. Otto noted that the blue docs are working well, and the approval process by faculty works well. S. Otto sent an email to the Foundations faculty urging them to be patient with the new system. S. Otto and E. Stewart thanked D. Garrahy for having the blue and red docs online. T. Hinkel requested the members to contact him if there are questions regarding schools, etc. Please email school and town it is located in.

**V. Discussion Items:** None

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

√ D. Garrahy reminded CTE members that the next CTE meeting is January 19, 2016.

**VIII. Adjournment:**

Motion to adjourn made by A. Adkins  
Second: S. Otto

Meeting adjourned at 3:32 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, January 19<sup>th</sup>, 2016, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, C. Cullen, S. French, D. Garrahy, M. Henninger, S. Jones-Bock, L. Kendall, O. Land-Vialard, M. Lin, A. Meyer, K. Mountjoy, M. Noraian, B. Oates, S. Parry, K. Probst, P. Schoon, S. Sanden, S. Semonis, E. Stewart, M. Temple, L. Thetard

**Members Absent:** A. Beaman, M. Coleman, T. Davis, T. Lorsbach, C. Lukehart, J. Lust, S. Onozato, S. Otto, J. Rosenthal, L. Sutton, N. Uphold

**Guests:** E. Bularzik, G. Higham, T. Hinkel, B. Jacobsen, M. Monts, E. Palmer, A. Parrott, A. Raver, C. Rutherford

**I. Call to Order by Chair:**

Chair Schoon called the meeting to order at 3:05 p.m.  
Roll call of members was conducted by D. Garrahy.

**II. Approval of Minutes from December 1, 2015:** Motion to approve the minutes from December 1, 2015:

A. Adkins

Second: E. Stewart

Minutes were approved unanimously with one abstention.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** S. Parry reported two temporary courses were approved:

1) TEC 389.66 – Seminar on Teaching Computer Science

2) TEC 389.65 – Teaching Computer Science

These temporary workshop courses can be offered up to three times before they have to be resubmitted as permanent courses. Minor revision to Bachelor of Music approved. MUS 230 – Seminar for Pre-Student Teaching was approved. This is a no credit course. This course is for students to learn about meeting all requirements for Teacher Education.

C. Cullen asked what students would be accountable for.

S. Parry responded that the students will have to pass to meet the requirement, but no academic credit. This is an information course where students would meet every 3 – 4 weeks.

**B. Student Interests Committee:** C. Cullen reported they did not meet but indicated they should be receiving all submissions for the scholarship and will begin reviewing them.

**C. University Liaison and Faculty Interests:** S. Jones-Bock reported the committee will be meeting next week. The date for the Spring Colloquium is March 17<sup>th</sup> in the evening. They

will have a coffee conversation the next morning. It will be held at the Bone Student Center in the Brown Ballroom.

**D. Vision Committee:** No report

**E. UTE Assessment Committee:** A. Adkins reported B. Jacobsen gave them an update on the roll out for edTPA in LiveText. The results for the fall edTPA are in and E. Palmer will share those results later in the meeting. They also have been discussing CAEP.

#### **IV. Information Items:**

##### **1. edTPA: Materials and Copyright Protocols for Students and Faculty**

Hand-outs were distributed on 1) the IHE Agreement for Implementation Membership, and 2) Accessing and Sharing edTPA Handbooks and Other Materials. D. Garrahy stated that the IHE Agreement is with Stanford and SCALE. The edTPA materials, including each program's handbook, are exclusively owned by Stanford University and are protected by intellectual property rights, including copyrights and trademarks. Throughout the IHE Agreement the term "Authorized Users" is highlighted. In order for faculty and staff to be considered "Authorized Users," they must be listed with Elisa Palmer.

Faculty, staff, and/or students at Illinois State cannot share edTPA materials except as provided in the Agreement. E. Palmer designed the hand-out "Accessing and Sharing edTPA Handbooks and Other Materials" for faculty and staff to follow the parameters. Additions were made to the hand-out by D. Garrahy and are noted in italics. D. Garrahy asked for the CTE members to share this information with their respective programs, faculty and the colleges that CTE members represent. If colleagues have any questions, please have them contact E. Palmer and/or D. Garrahy.

M. Noraian asked what platform are we using (i.e. ReggieNet).

E. Palmer indicated that a password protected platform would be fine.

##### **2. Disposition Concerns Review**

A Disposition Concerns hand-out was distributed for review. The purpose of a disposition concern is:

- 1) To document a concern (s) regarding the teacher candidate's professional behaviors and collaboration skills needed to be successful in the P-12 classroom
- 2) Using the "Disposition Indicators" on the Disposition Concerns form

The form is online on our website and has been online for many years. The Disposition Concerns was based off the Department of Special Education at ISU.

D. Garrahy provided examples of behaviors that may be documented dispositions: not meeting expectations set forth in a course syllabus; inappropriate behavior during a clinical experience, etc. Garrahy indicated that if a teacher candidate missed a clinical experience in her course for example, -- that was not a resolvable disposition. D. Garrahy stated that when multiple dispositions are filed, there usually is a pattern of behavior demonstrated by the teacher

candidate.

Guiding questions used by D. Garrahy in her roles as professor, program director and Director of the Lauby Center:

director: 1) Is this appropriate behavior for a future teacher?  
2) Would I accept this behavior from a colleague?

The person writing the disposition must meet with the teacher candidate to review the disposition. The teacher candidate's signature verifies that they are aware of the document's contents and existence. If the teacher candidate does not sign the disposition, the person writing the disposition needs to indicate why.

P. Schoon added that faculty and staff do not know if what they are writing is the 1<sup>st</sup> disposition. If there is a question, please go ahead and write a disposition concern. P. Schoon also stated that if an appeal comes through TERB, the student probably should have received 5 or 6 disposition concerns as there is usually a pattern. Disposition Concerns are not the same as edDispositions.

D. Garrahy reviews a teacher candidate's dispositions when he or she has earned three unresolved dispositions and progress has been stopped.

The Disposition Concerns form is online on the Teacher Education website. The link is:

[http://education.illinoisstate.edu/downloads/teacher\\_education/dispositionassessment.pdf](http://education.illinoisstate.edu/downloads/teacher_education/dispositionassessment.pdf)

S. Jones-Bock wanted the CTE members to be aware of a student with accommodations. If a faculty member does not follow their syllabus policy they could cause an informal accommodation to become a permanent accommodation. S. Jones-Bock also mentioned that some faculty members hold onto the dispositions to wait and see if the student improves, assuming that is this happens, then there is no need to turn in the disposition. This should not be occurring.

O. Landa-Vialard asked if conference notes (with the teacher candidate) needed to be turned into the Teacher Education Center.

The response was "no," as conference notes are different than a disposition concern.

Anyone working with a Teacher Education candidate can write a disposition.

This could be school partners, professors, P-12 cooperating teachers, supervisors, staff, etc. Only the person that wrote it can resolve it. R. Clemmons, T. Hinkel's assistant, keeps the disposition files. The coordinator for each program receives a copy of the disposition concern.

A chair may override and indicate if the disposition is resolved if a faculty member is no longer at Illinois State University. If the student has three dispositions, T. Hinkel sends a letter and the student is strongly urged to contact Dr. Garrahy. If the candidate submits an appeal to the Teacher Education Review Board (TERB) and the TERB finds in favor of the candidate, the candidate is permitted to continue in his or her program. If the TERB finds in favor of the department/school, the candidate may appeal to the full CTE.

P. Schoon will give the task of revising the disposition concerns form to the Vision Committee. A couple of recommendations to the form:

- A checkbox for resolvable or non-resolvable
- When was it resolved
- How was it resolved

S. Parry added that the form should have parallel structure to the Incomplete form.

A. Meyer works with secondary. She wanted to know if the faculty member or the program would make the disposition resolvable and where she sends the dispositions.

M. Noraian indicated you need to send to the TEC as they are the gatekeeper of dispositions and then it goes to Program Director.

D. Garrahy asked for the CTE members to share this information with your new faculty, cooperating teachers, university supervisors, school partner, etc.

### **3. edTPA Letter from Sarah French and Julie Derden**

A copy of a letter written by S. French and J. Derden from Milner Library was distributed to the CTE members. D. Garrahy stated that the edTPA results were presented to the Academic Affairs Committee and then to the Academic Senate in December. The letter indicated how successful Illinois State has been with the implementation of edTPA. D. Garrahy added that she was very appreciative that S. French and J. Derden took the time to write the letter.

E. Palmer gave an overview of the fall 2015 edTPA results. There were 225 portfolios. The Pass rate was 99% with an average of 47.3 (range 30-67). The cut score is 35 and the average was 12 points higher. The cut score in 2020 will be 41. There were 2 condition code resubmissions. The last score was received 12/31/15. E. Palmer checked it on 1/3/16. There were 3 retakes (all two task). The portfolios averaged higher than a “3” on 13 of 15 rubrics.

The lowest average rubrics were #10 and #13. E. Palmer will be working with U-High faculty on Rubric 10 – analyzing teaching effectiveness. Students will be learning about it in TCH 216. They will be having professional development with them in February. Rubric #13 is guiding students to use of feedback. E. Stewart has a book on effective instruction. It mentions that for effective instruction one has to clearly articulate goals and give immediate feedback.

D. Garrahy added at the December Senate meeting, she informed the senators that this body planned the work and worked the plan. The CTE and university teacher education programs moved forward and saw the results. Illinois State continues to lead the way in Teacher Education at the state and national levels. This is exemplified by the fact that 161 Universities around the country that use our edTPA materials.

**V. Discussion Items:** None

**VI. Action Items:** None

**VII. Announcements and Last Comments:**



**A. Vice Chair:** None

**B. Members:**

- √ D. Garrahy wanted to congratulate the Language, Literatures and Cultures' teacher education program recognized for their global engagement. 11 programs were nationally recognized with four from the state of Illinois.
- √ M. Noraian asked faculty to encourage more submissions for the essay competition. Only 13 have been received.

**VIII. Adjournment:**

Motion to adjourn made by A. Adkins  
Second: S. Parry

Meeting adjourned at 3:53 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, February 2, 2016, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, C. Cullen, S. French, M. Henninger, S. Jones-Bock, L. Kendall, O. Land-Vialard, M. Lin, A. Meyer, M. Noraian, B. Oates, S. Parry, K. Probst, J. Rosenthal, S. Semonis, E. Stewart, M. Temple, L. Thetard, N. Uphold

**Members Absent:** A. Beaman, M. Coleman, T. Davis, D. Garrahy, T. Lorsbach, C. Lukehart, J. Lust, K. Mountjoy, S. Onozato, S. Otto, S. Sanden, P. Schoon, L. Sutton, N. Uphold

**Guests:** E. Bularzik, H. Goldsmith, G. Higham, T. Hinkel, B. Jacobsen, M. Monts, E. Palmer, A. Parrott, A. Raver, C. Rutherford

**I. Call to Order by Chair:**

Vice Chair Parry called the meeting to order at 3:09 p.m.  
Roll call of members was conducted by A. Adkins.

**II. Approval of Minutes from January 19, 2016:** Motion to approve the minutes from January 19, 2016:

A. Adkins

Second: S. French

Minutes were approved with one abstention.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** S. Parry reported the committee did not meet. The deadlines for the catalog have passed and J. Rosenthal verified this was correct.

**B. Student Interests Committee:** C. Cullen reported the committee is making progress collecting student submissions for the academic competition and will start evaluating them.

S. Parry asked if there were many submissions.

C. Cullen responded that there were not as many submissions as in the past.

**C. University Liaison and Faculty Interests:** S. Jones-Bock reported the committee has been working on the Spring Colloquium which will be held March 17 from 6:30 – 8:00 p.m. and March 18, 2016 from 8:00 – 11:30 a.m. The keynote speaker is H. Richard Milner, Endowed Chair of Urban Education, Professor of Education, Professor of Social Work, and Professor of Africana Studies as well as Director of the Center for Urban Education at the University of Pittsburgh. His most recent publication is *Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms*. The committee is working with representatives across the colleges, the President's Office, and CTLT. The theme of the Spring Colloquium is "Poking the Bear – Meaningful conversations to uncover bias and invoke change." On the 18<sup>th</sup>, the colloquium will be a coffee conversation and the committee is still developing the program with the help of the speaker. Both sessions will be held in the Brown Ballroom. The President's office is covering most of the expenses for the Spring Colloquium, along with CTE. Invitations will be sent in the

next week and a half to different groups outlining the schedule.

**D. Vision Committee:** L. Sexton reported the committee has been working on revisions to the dispositions concerns form. They will add a place for the staff/faculty member to mark if the disposition concern is resolvable or not, if so, how the concern could be resolved, the date by which it must be resolved and whether it was resolved.

**E. UTE Assessment Committee:** A. Adkins reported the committee has been digging into the CAEP standards and that discussion is one of the Information Items that will be discussed.

#### **IV. Information Items:**

**1. CTE Spring Colloquium:** S. Bock-Jones indicated she does not have any more to report than the announcement she made for the University Liaison and Faculty Interests Committee.

**2. CAEP Standards: A. Adkins distributed a hand-out on the CAEP standards.**

A Power Point presentation was given on two of the five CAEP Standards:

##### **Standard 1:** *Content and Pedagogical Knowledge*

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

##### **Standard 2:** *Clinical Partnerships and Practice*

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

A. Adkins and D. Garrahy are spearheading the work on CAEP accreditation, which differs from NCATE. A. Adkins and D. Garrahy will be collecting and organizing evidence for the standards. There is still some work that needs to be done and they will ask for input along the way from the programs. A. Adkins will also be sharing this information and will be doing a survey with the secondary meeting that A. Lyde is convening tomorrow.

*For Content and Pedagogical Knowledge:*

##### 1.1 INTASC categories:

The learner and learning – edTPA Rubrics 2, 3, 4 and 6

Content – course grades, content test

edTPA Rubrics 1, 5, 7-9, 11-13

Professional responsibility - edDispositions

##### 1.2 Research & Evidence based measures of student progress and professional practice – edTPA Task 3

##### 1.3 Application of content & pedagogical knowledge - edTPA Rubrics 1 & 9

1.4 Advance the learning of all P-12 students with college & career ready standards – IPTS Matrix (completed in 2013) and Danielson Domain 1

TCH and SED have integrated Danielson in student teaching. There will be a roll out to secondary programs. There is still some work to be done.

1.5 Technology to engage students, improve learning, and enrich practice – IPTS matrix

A. Adkins added that LiveText offers options for analysis and reliability. They will be using this to organize the data and then they will present the case.

S. Parry asked if this Power Point could be part of the minutes.

A. Adkins responded that she will email to S. Conner for an attachment to the minutes.

J. Rosenthal asked how this relates to Common Core and General Education.

A. Adkins stated they are unrelated bit of evidences. There is some documentation of input and outcomes for the qualities of the candidates.

J. Rosenthal stated they have General Education assessments that would align with the standards.

A. Adkins indicated this would be an excellent resource to add.

C. Cullen asked if there is something he should be doing for the CAEP standards.

A. Adkins indicated that unless you would get a prompt, there is no need to do anything. If you are doing a SPA review you would have already been notified.

*For Clinical Partnerships and Practices:*

2.1 Effective partnerships: mutually beneficial, additional hands to do more work. Professional Development Hours would be obtained

2.2 High quality clinical practice: co-establish criteria for performance and retention of clinical educators

2.3 Function: contribute to development of knowledge, skills, dispositions, and positive impact on all students

here will be planning sessions and minutes from the sessions with P-12 representatives and COE faculty. IMPACT is the best place to have conversations with respect to Teacher Education. We may have a P-12 representative sit on CTE, per a CTE vote that would have to be approved through Academic Senate. The clinical experiences –sequential, progressive, and linked to coursework. We need to discuss how clear we are with preparation.

**V. Discussion Items:** None

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

- √ E. Palmer distributed a hand-out on IDS 274 course: Preparing for the edTPA. This is offered May 16 – June 20, 2016 online. This course is for any student, other than special education candidates, teaching in fall 2016 or spring 2017 who wants a better understanding of edTPA and the assessment's expectations. The flyer will be displayed throughout the College of Education.
  
- √ E. Palmer stated that the Business Teacher Education program won the Association for Research for Business Education (ARBE) award for their paper "Creating an Instructional Framework to Prepare Teacher Candidates for Success on a Performance-Based Assessment." This is the top national research award in Business Education. Congratulations to Tamra Davis and Kathy Mountjoy. They will be receiving the award at a convention in March.

**VIII. Adjournment:**

Motion to adjourn made by E. Stewart  
Second: A. Adkins

Meeting adjourned at 3:43 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, February 16, 2016, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, **M. Coleman**, S. French, M. Henninger, D. Garrahy, S. Jones-Bock, L. Kendall, M. Lin, T. Lorsbach, A. Meyer, K. Mountjoy, M. Noraian, B. Oates, S. Otto, S. Parry, K. Probst, J. Rosenthal, S. Parry, S. Sanden, P. Schoon, E. Stewart, L. Thetard, N. Uphold

**Members Absent:** A. Beaman, C. Cullen, T. Davis, O. Landa-Vialard, S. Semonis, M. Temple

**Guests:** E. Bularzik, G. Higham, T. Hinkel, B. Jacobsen, K. Mills, M. Monts, E. Palmer, M. Parker, A. Parrott, A. Raver, C. Rutherford

**I. Call to Order by Chair:**

Chair Schoon called the meeting to order at 3:00 p.m.  
Roll call of members was conducted by M. Coleman.

**II. Approval of Minutes from February 2, 2016:** Motion to approve the minutes from

February 2, 2016:

A. Adkins

Second: E. Stewart

Minutes were approved with five abstentions.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** S. Parry reported the committee convened by email and there were two proposals:

1. Revise program proposal titled *English Teacher Education Sequence*

ENG 321 Studies in Drama will replace both ENG 327: Restoration and Eighteenth – Century Drama and ENG 328: Modern Drama, which would be deleted. ENG 322 Studies in the English Novel would replace ENG 386: The Eighteenth-Century English Novel, ENG 387: The Nineteenth-Century English Novel, and ENG 388: The Twentieth-Century English Novel.

Motion to approve Revision to *English Teacher Education Sequence*

A. Adkins

Revision approved

2. Revise program proposal for *Master of Science in Art with a sequence in Art Education*

The proposed change would require a minimum of 32 hours including either a master's thesis or a comprehensive examination for the fulfillment of the degree. They also must complete 18 hours of core courses:

ART 401 Foundations of Art Education  
ART 402 Issues in Art Education  
ART 403 Curriculum in Art Education  
ART 475 Graduate Seminar in Visual Culture  
ART 478 Introduction to Critical Theory  
ART 497 Introduction to Research Methodology

E. Stewart added that the rationale for the revision is that it could help for the completion of the degree.

Motion to approve Revision for *Master of Science in Art with a sequence in Art Education*

E. Stewart second

Revision approved

**B. Student Interests Committee:** No report

**C. University Liaison and Faculty Interests:** No report

**D. Vision Committee:** P. Schoon reported the committee did meet and this will be reported later in the meeting.

**E. UTE Assessment Committee:** A. Adkins reported the committee has sent programs a request to identify the courses each program relies upon to deliver the content knowledge candidates will be responsible for teaching. Once this information has been gathered for the content knowledge assessment – selective improvement, it will be brought before CTE.

#### **IV. Information Items:**

##### **1. edTPA Report:**

E. Palmer reported on information recently received regarding edTPA scores nation-wide as well as state-wide. edTPA has reported an average national score of 42.8, the state of Illinois has reported an average score of 44.9 and Illinois State University has recorded an average score of 47.2. Currently, a passing score is 35 so we are well above the mark. The passing rate at the National level is 85%, the passing rate in the State of Illinois is 94%, and the passing rate at ISU was 99%. These are clearly outstanding scores.

##### **2. CAEP Standards:**

A. Adkins gave a PowerPoint presentation on one of the five CAEP Standards.

##### **Standard 3: Candidate Quality, Recruitment & Selectivity**

3.1 Recruitment plan: academic ability, diversity, shortage fields

- plan & goals with numerical targets 5-7 years out
- connected to employment
- connected to shortage areas (STEM, English learning, disabilities)
- run a full cycle

P. Schoon added some areas have plans already in place. A. Adkins indicated they are

consolidating into the unit level plan.

### 3.2 High academic admission standards

- monitor applicant & selected pool (PRPA)

### 3.3 Additional selectivity factors

- attributes and dispositions
- edDispositions
- does not need to be at admissions

### 3.4 Selectivity during preparation

- criteria for progression
- criteria for key decision points
- monitor progress

### 3.5 Candidate quality, recruitment and selectivity

- completion – content knowledge and positively impact learning
- document rigorous, make the case

### 3.6 Determined by program's meeting of standard #4

D. Garrahy and A. Adkins have been meeting to identify the gaps between the standards and what we have. Regarding content knowledge assessment, the request for the course list has gone out to the programs. LiveText is a reliable partner for organizing data for our report. We are scheduling LiveText for an onsite visit. They will identify some programs with similar size and complexity that tare earlier in the CAEP review pipeline and share their materials with us.

## **3. Provost Enhancement**

P. Schoon indicated that a request was submitted to the Provost asking for funding of \$20,000 for vouchers for teacher education candidates for edTPA. With the state's budget situation, there is no expectation of receiving the \$20,000 for vouchers.

M. Noraian asked if we do get the vouchers, will the programs be notified.

A. Adkins responded that the monies come from financial aid.

M. Noraian stated that they have a donor in the History Department and they have voucher money to sponsor students. It is \$100 voucher per student. She suggested other departments try accessing donor dollars.

P. Schoon added that he has recently been speaking with donors and requesting the vouchers for COE students as well.

## **4. TCH 216 Assessment**



A. Meyer distributed a hand-out and presented a PowerPoint presentation. Changes to the performance assessment in TCH 216 were described. A hand-out was distributed outlining efforts of TCH 216 in assessing students. Students are required to post information on Live Text. The course provides general pedagogical practices and culminates in a 3 day (53 hours) clinical experience at U-High. All TCH 216 students do a 3 day sequenced lesson plan, and receive immediate and detailed feedback following each lesson from their cooperating teacher. In addition, they are given a summative assessment at the end of the clinical and complete a pedagogy portfolio. TCH 216 is also a pilot course for the new edDispositions program. The plan is to do this electronically. The Secondary Performance Assessment has 3 components (see hand-out). It is linked in language and focus with edTPA to enhance reflection and includes a video as a source of reflection and evidence.

## V. Discussion Items:

**A. Disposition Concerns Revision:** A hand-out was distributed with the revised Disposition Concerns Form. P. Schoon indicated the final page reflects changes to the form from the Vision Committee. Key changes are a process to indicate whether or not the disposition is resolvable and an end date for when it can be resolved. A space is provided for how the disposition can be resolved (if possible).

D. Garrahy noted that students often come to her and indicate they did not know whether or not their disposition was resolvable. Unfortunately, this results in students going to professors long after the initial disposition asking for a resolution or students indicating they did not know how to proceed with dispositions. She urged programs to continue to educate their students and faculty as to the process. Significant discussion included the following comments:

M. Noraian asked about resolutions stemming from faculty or programs.

S. Otto suggested adding language urging student to take the lead on pursuing any resolving.

D. Garrahy replied that the onus is on the student to be attentive to the first and second dispositions and programs should emphasize this too.

P. Schoon also noted that some professors hold a disposition and tell students they will not turn it in if the behavior changes. This is problematic in that it makes the resolving process unclear.

J. Rosenthal asked if the catalog language would support this change and D. Garrahy will check on this.

Sometimes a pattern exists for a student and unless all programs submit dispositions, the behavior will be unlikely to change.

K. Mountjoy asked when the students are informed about dispositions in their programs. While information is posted on the Lauby Center website, it is up to programs to share this information with their students.

S. Sanden asked if there was a standard campus policy for faculty on issuing dispositions. There is not a standard policy. With so many teacher education programs across five colleges it is difficult to standardize a process. P. Schoon noted that CTE deals with programs, not policy.

M. Coleman added that the Disposition indicators on the first page are the behaviors that could be used to determine whether or not a disposition is warranted. S. Jones-Bock described some of the differences on the form used by the Department of Special Education.

M. Noraian recommended moving the page regarding whether or not it is “resolvable” closer

to the first page to enhance the use of the form.

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

- √ D. Garrahy informed the Council that student members are needed. Three student members had changes to their schedules and one is student teaching. She asked all members to solicit possible candidates for this semester and next year.
- √ A. Adkins announced ISU is co-hosting a documentary viewing of a movie called “Paper Tigers” – a film about youth who have experienced trauma. The event will be on March 30<sup>th</sup> in Braden at 6:00 along with an expert panel after the film.

**VIII. Adjournment:**

Motion to adjourn made by A. Adkins

Second: S. Parry

Meeting adjourned at 4:07 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, March 1, 2016, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, M. Anglemire, K. Baldwin, M. Coleman, C. Cullen, S. French, D. Garrahy, M. Henninger, S. Jones-Bock, L. Kendall, M. Lin, A. Meyer, K. Mountjoy, M. Noraian, B. Oates, S. Parry, K. Probst, J. Rosenthal, S. Sanden, P. Schoon, S. Semonis, E. Stewart, Z. Sulcova, L. Sutton, L. Thetard, N. Uphold

**Members Absent:** A. Beaman, T. Davis, O. Landa-Vialard, T. Lorsbach, J. Lust, S. Otto, M. Temple

**Guests:** K. Appel, S. Catanzaro, H. Goldsmith, G. Higham, J. Hill, T. Hinkel, L. Huson, B. Jacobsen, K. Mills, M. Monts, M. Parker, A. Parrott, A. Raver, C. Rutherford, W. Smith

**I. Call to Order by Chair:**

Chair P. Schoon called the meeting to order at 3:03 p.m.  
Roll call of members was conducted by M. Coleman.  
P. Schoon introduced new student members to CTE.

**II. Approval of Minutes from February 16, 2016:** Motion to approve the minutes from February 16, 2016:

J. Rosenthal  
Second: A. Adkins  
Minutes were approved with one abstention.

A. Adkins noted minutes should be amended for 3.3 under Information Items, #2 CAEP Standards: changed third factor to *“does not need to be at admissions.”* Under 3.6, paragraph should read: *“D. Garrahy and A. Adkins have been meeting to identify the gaps between the standards and what we have. Regarding content knowledge assessment, the request for the course list has gone out to the programs. LiveText is a reliable partner for organizing the data for our report. We are scheduling LiveText for an onsite visit. They will identify some programs with similar size and complexity that are earlier in the CAEP review pipeline and share their materials with us.”*

P. Schoon stated the friendly amendments should be made to the minutes for accuracy.  
Motion to approve the amended minutes from February 16, 2016:  
J. Rosenthal  
Second: A. Adkins  
Minutes were approved unanimously with one abstention.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** S. Parry reported there were revisions approved for the departments of Language, Literature and Cultures, and English.  
Revision to the Studies in the English Novel.  
Revise Program proposal titled *Major in English:*  
ENG 322 will replace ENG 386: The Eighteenth-Century English Novel, ENG 387: The

Nineteenth-Century English, Novel and ENG 388: The Twentieth-Century English Novel, all of which were approved for deletion.

Approved unanimously.

The proposed title *Topics in French Language, Literature, and Culture* (FRE 285) is a new course to provide flexibility for majors since the total number of majors is small; this course can be designed to meet the needs of the students in a particular class (that's also why there are so many repeats allowed). This was presented as an information item.

**B. Student Interests Committee:** No report.

**C. University Liaison and Faculty Interests:** S. Jones-Bock reported the committee did not meet but they have been working with presenters for the Spring Colloquium on March 17 from 6:30 – 8:00 p.m. and March 18, 2016 from 8:00 – 11:30 a.m. The keynote speaker is H. Richard Milner, Endowed Chair of Urban Education, Professor of Education, Professor of Social Work, and Professor of Africana Studies as well as Director of the Center for Urban Education at the University of Pittsburg. Marketing materials will go out tonight.

**D. Vision Committee:** Per CTE's request to Vision Committee, D. Garrahy has been in contact with Mennonite School of Nursing to determine how they manage their National Criminal Background Check. More information will be coming on this matter.

**E. UTE Assessment Committee:** No report.

#### **IV. Information Items:**

**1. New Teacher Conference:** K. Appel distributed a hand-out for the New Teacher Conference which will be held on Friday, June 17, 2016. The purpose of the New Teacher Conference is to provide support and professional development for first and second year teacher education graduates from Illinois State University and allows them to interact with faculty and colleagues. Feedback on the conference has been overwhelmingly positive. The conference is open to all Illinois State University teacher education alumni from PK-12 programs, including Secondary, and SED teacher graduates.

K. Appel urged members to take the information back to their programs. The fee for registration is \$20.00 and the teachers receive over \$50.00 in classroom supplies. In April, N. Latham and K. Appel will be requesting volunteers for a panel or to encourage submissions of a proposal to present. Registration will be open for another week to faculty and school partners. The website is:

[www.education.illinoisstate.edu/ntcon](http://www.education.illinoisstate.edu/ntcon)

The keynote speaker will be Greg Michie. Ryan Gobel will present a workshop. The committee is hoping to have the teacher of the year, Kim Thomas, present.

C. Cullen asked if the conference was open to any university first or second year teachers.

K. Appel responded that it is only offered to Illinois State University graduates.

P. Schoon thanked N. Latham and K. Appel for a tremendous job on the New Teacher Conference.

**2. Protection of Minors Policy:** S. Sanden is not present, yet; therefore, we are going to the Action item and will come back to this policy.

**V. Discussion Items:** None

**VI. Action Items:**

**1. Disposition Concerns Form Revision:** A hand-out was distributed noting the revisions to the dispositions concerns form. D. Garrahy stated items in red are new to the document. An introductory paragraph has been added to clarify the purpose of the disposition concerns form.

Motion to approve revisions

J. Rosenthal

Second: M. Lin

Revisions were approved unanimously with discussed changes by many of the members:

Discussion:

S. Parry suggested several editorial changes

A. Adkins: clarified the Note: on page 4

S. French: editorial change in opening paragraph

E. Stewart: editorial change regarding placing the boxes to mark as resolvable or not to page 2

C. Cullen: asked for clarification regarding resolvable vs. remediate

M. Noraian: asked for clarification as to whether it can be resolved at the program level or at the COE level.

D. Garrahy urged all members of CTE to bring this information to the colleagues they represent to make sure the university community is aware of the changes.

Motion was approved unanimously (23 members present)

**VII. Information Items:**

**2. Protection of Minors Policy:** S. Sanden stated that the CTE members received a copy of the proposed policy. This proposed policy was given to the Academic Senate and it came to the floor in the fall. This policy was proposed due to the scandal at Penn State. Specific guidelines were created to protect minors.

TCH faculty have contact with students and supervise students one on one in classrooms.

Lab schools require faculty to have criminal background checks. The intention of the policy is to include university faculty. S. Sanden, Academic Senate-at-Large Rep., reached out to D. Garrahy to have this as an agenda item. S. Sanden wanted to obtain information from CTE members and their perception of the policy.

S. Catanzaro, L. Huson and W. Smith are present and were part of a task force established by Dr. Bowman in 2012 to address this issue. The task force spent a couple of years benchmarking. The proposal was submitted in 2014 and it went to Academic Senate. A draft of the policy went to the Senate and the proposal has gone through several phases since then.

M. Noraian stated that the university covered the costs for faculty to get criminal background checks done for the lab schools and asked if the university would cover the costs for faculty to get criminal background checks to have contact with minors.

S. Catanzaro replied that the university will continue to cover costs.

S. Jones-Bock stated that some SED faculty complete research and her concern is if faculty doing research (not clinicals) would be covered by the university. D. Garrahy added that faculty, not in teacher education, are in the schools conducting research and should be included in having a CBC if they are in direct contact with under aged minors. D. Garrahy, along with other education faculty, have been surprised that teacher education faculty have not had to complete criminal background checks.

P. Schoon stated that in Florida a contractor stalked a student and killed her. Jennifer's Law was created to make sure all faculty received criminal background checks. Some school districts assume that ISU faculty have had criminal background checks. P. Schoon suggested our faculty be held to the standards our teacher education students are.

L. Huson indicated that a minors committee will be established and will be housed in the Environmental Health and Safety department. They are hoping that the process will be electronic and that it will be seamless for faculty members. W. Smith added that the administration of the actual criminal background check will be completed by Human Resources. The CBC would be completed once and faculty members will be expected to notify the University if their conviction status changes.

D. Garrahy indicated that this will be a one-time CBC with the burden on faculty to inform Environmental Health & Safety/HR if a faculty member's status changes due to a conviction.

S. French asked if the criminal background check is like that in TEC. D. Garrahy stated that the current criminal background check, completed annually by our teacher candidates, is an Illinois State Police fingerprint criminal background check, not a national CBC. This has been problematic in that some convictions are not on the Illinois State Police Criminal Background Check.

D. Garrahy added the proposed policy is a "minimum" requirement. We, as teacher education faculty, could request to go beyond a minimum expectation. We can request to expand this to everyone involved in teacher education and avoid any gray areas of confusion (e.g. "direct contact," observations of clinical students, STTs, research). Our school partners are under the impression that everyone from ISU who enters their PK-12 school has completed a CBC.

D. Garrahy would like to continue this discussion among the CTE and consider a position statement regarding teacher education faculty and CBCs.

S. French is a child and family therapist in addition to being a librarian. She indicated as a child and family therapist, she likes the idea of having full criminal background check done every 5 years, as they can reveal pedophiles and sex offenders who often pursue careers where they will have access to minors.

E. Stewart thinks this is a great idea and he indicated it made it sound like only on campus. L. Huson reiterated the policy would be to protect university programs both on and off campus.

M. Henninger added she does not know why there is even discussion as she feels faculty should be held to the same standards as our students are. As parents, we would all want to make sure that anyone in our child's school is not someone who would do any form of

abuse.

D. Garrahy asked our five student representatives if they have had a criminal background check. All indicated “yes” and not just one CBC. She then asked our student members if they were surprised to find out that their teacher education faculty were not required to have a CBC. Student members were surprised. D. Garrahy added our faculty should also have to receive a criminal background check, meeting a similar expectation we require of our teacher candidates.

A. Meyer asked since the onus is on the faculty member, do they have to be compliant.

- L. Huson stated university will pay for ISU faculty to complete a criminal background check; however, it does not exempt a faculty member from the requirements of individual school districts.

W. Smith stated a CBC is only legally valid for 30 days which is why schools often do not accept other school’s CBCs. This is why having a continuous reporting requirement is recommended.

E. Stewart added that he has been going to schools for 18 years and he has never been asked to do a criminal background check. E. Stewart asked about the bounce back CBC (“rap-back”) we used to have whereby after an initial check, any violations would automatically be reported. D. Garrahy said the university is no longer entitled to that kind of check due to the clarification of the Adam Walsh Act by the FBI. This occurred in June of 2012 and required teacher education to require an annual CBC for teacher candidates. Federal FBI fingerprint checks are no longer permissible for universities and colleges per the FBI.

P. Schoon asked if any of the members had any objections with the proposed policy and there were no objections.

S. Sanden stated she now has a sense of how CTE feels on the policy.

P. Schoon thanked the guests and S. Sanden.

## **VIII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

- √ D. Garrahy shared that her office has been contacted by programs regarding the removal of the ePortfolio requirement from gateway 1.

This is misinformation. ePortfolio is still a requirement for gateway 1.

E. Stewart asked if the TCH 216 requirement for transfer students was still an issue.

A. Meyer replied that meeting gateway 1 is no longer a requirement to take TCH 216.

J. Rosenthal added that this has been removed from the catalogue also.

## **IX. Adjournment:**

Motion to adjourn made by D. Garrahy

Second: E. Stewart

Meeting adjourned at 4:05 p.m.



**Illinois State University  
Council for Teacher Education  
Tuesday, March 15, 2016, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, K. Baldwin, M. Coleman, C. Cullen, T. Davis, S. French, D. Garrahy, M. Henninger, S. Jones-Bock, L. Kendall, O. Landa-Vialard, M. Lin, A. Meyer, K. Mountjoy, B. Oates, S. Parry, K. Probst, J. Rosenthal, S. Sanden, P. Schoon, E. Stewart, Z. Sulcova, L. Sutton, L. Thetard

**Members Absent:** M. Anglemire, A. Beaman, T. Lorsbach, J. Lust, M. Noraian, S. Otto, M. Temple, N. Uphold

**Guests:** K. Appel, A. Caldwell, R. Clemmons, L. Eckrich, H. Goldsmith, G. Higham, T. Hinkel, B. Jacobsen, K. Mills, M. Monts, E. Palmer, M. Parker, A. Parrott, C. Rutherford, L. Sexton

**I. Call to Order by Chair:**

Vice Chair S. Parry called the meeting to order at 3:04 p.m.  
Roll call of members was conducted by M. Coleman.

**II. Approval of Minutes from March 1, 2016:** Motion to approve the minutes from March 15, 2016:

D. Garrahy

Second: E. Stewart

Minutes were approved with no abstentions.

D. Garrahy read the corrections to the minutes and noted they should be amended.  
Amendments:

Page 4, third paragraph, 1<sup>st</sup> line: "L. Huson indicated that a minors committee will be established and will be housed in the Environmental Health and Safety department."

Page 5, second paragraph, 6<sup>th</sup> line: "Federal FBI fingerprint checks are no longer permissible for universities and colleges per the FBI."

P. Schoon stated the friendly amendments should be made to the minutes for accuracy.

Motion to approve the amended minutes from February 16, 2016:

J. Rosenthal

Second: A. Adkins

Motion to approve amended minutes were approved unanimously

**III. Subcommittee Reports:**

**A. Curriculum Committee:** No report

**B. Student Interests Committee:** C. Cullen reported they are in the process of the second round of evaluation submissions and should be completed by Tuesday.

**C. University Liaison and Faculty Interests Committee:** S. Jones-Bock reported they have 135 attendees for the Spring Colloquium on March 17<sup>th</sup> from 6:30 – 8:00 p.m. There are 60 attendees for the coffee conversation on March 18<sup>th</sup> from 9:00 – 11:00 a.m. Donuts and coffee will be served. S. Jones Bock is asking CTE members for any volunteers for table facilitators. There are fewer than 8 per table. If anyone is interested, please contact S. Jones-Bock.

**D. Vision Committee:** No report but D. Garrahy stated at the next CTE meeting the committee will be sharing what has been learned from the Mennonite School of Nursing regarding their implementation of a national background check.

**E. UTE Assessment Committee:** No report

#### IV. Information Items:

**1. Professional Development Hours and Cooperating Teachers:** Diane Wolf, Assistant Superintendent of the Regional Office of Education #17. Diane assists districts in licensure issues, professional development and compliance.

A few years ago, ISBE changed from CPDUs to professional development hours (PDHs). In July 2015, the ISBE also changed how cooperating teachers received the professional development hours. Teachers have to earn 120 professional development hours over a five year span. Diane noted that every single cooperating teacher can earn their 120 professional development hours by attending their school teacher institute and school improvement days.

Previously, a cooperating teacher could earn professional development hours by attending a conference or reading an article, etc. The ISBE now requires that professional development hours have to be tied to professional learning. Until 1:00 today, D. Wolf did not know if the cooperating teachers would be able to use working with a student teacher for professional development hours. D. Wolf had a webinar today and the cooperating teacher will receive 30 professional development hours in a 5 year period for hosting a student teacher. It was recommended that the professional development hours come from the University or College the student teacher attends.

Professional development hours are required by law and they must align to the state approved standards.

Diane shared that *clinical hours cannot be used for professional development hours* as they do not align with the state approved standards. This was stated during the today's webinar session.

D. Garrahy clarified that while the ISBE is not approving PDHs for pre-student teaching/clinical hours, school districts will still receive their one credit hour graduate tuition waiver for each pre-service teacher hosted per semester. These tuition waivers are issued directly to the districts/agencies and distribution of the graduate tuition waiver is at the district's discretion.

M. Coleman asked if the 30 professional development hours received for working with a student teacher are part of the 120 professional

development hours.

The reply was “yes” and 30 PDHs for hosting student teachers is consistent with all licensure officers across the state.

D. Wolf stated teachers must go into the licensure website and make sure all information is updated. If there is a lapse in the teacher’s license, they will receive a \$500.00 fine or be required to take nine hours of graduate classes to reinstate the license.

E. Stewart, Art Education stated that specialists have issues with School Improvement Days because the topic often has nothing to do with their content area. D. Wolf indicated there were previously 8500 professional development providers and now there are 180 in addition to the districts. The schools can act as the agents. The ROE also offers workshops for teachers.

S. Jones-Bock asked how the professional development hours are turned in for student teaching. To date, we have not had to submit these forms. An electronic process is being developed. Currently, the process in place is for ISU faculty and staff offering conferences/workshops where they are the primary speakers. The Lauby Center does not work with outside vendors. R. Clemmons, assistant to T. Hinkel has handled all the paperwork and D. Garrahy verifies the professional development hours. D. Garrahy’s signature is on the evidence of completion forms. This is an added responsibility for D. Garrahy and R. Clemmons. D. Garrahy, T. Hinkel, and R. Clemmons have met with K. Grimes and are developing a process for assisting cooperating teachers affiliated with ISU. The cooperating teacher will have an ISU ID that they will have to enter in order for their paperwork to be processed. This is to guarantee that the person in question worked with an ISU student teacher.

D. Garrahy and R. Clemmons will not be able to process these on a daily basis, but at the end of each semester. T. Hinkel stated that license renewal is in July. At best, the Lauby center will only have one person, possibly two to process these requests.

L. Thetard wanted to extend her gratitude for taking this enormous job of PDHs for cooperating teachers.

D. Wolf stated that student teachers at ISU are really making a difference in the schools and A. Adkins added the switch came due to improving the student teaching experience.

D. Garrahy indicated that colleagues have been hearing from cooperating teachers and to let them know we will do professional development hours for working with student teachers but not for pre-student teaching/clinical experiences.

P. Schoon added that A. Adkins took the lead for student teaching being included in PDHs at ISBE and they were on board with it.

**2. Working with teacher candidates with disabilities documented in the Office of Disability Concerns:** A. Caldwell from the Office of Disability Concerns indicated that teacher candidates are not coming back to their office with their requests for accommodations when completing clinicals or student teaching. An accommodation made while on campus does not necessarily transfer to the PK-12 school setting.

It is the students’ responsibility to self-identify their accommodations to their professor/university supervisor/Lauby Placement Coordinator, and the request needs to go to the Office of Disability Concerns. It is required by law to approve the accommodation for the appropriate setting. For example, a student may need to frequent the restroom if they have Crohn’s disease or they may need to leave earlier in the day for a

counseling session if they have a psychiatric condition. Accommodations given in the classroom may not be possible to provide during a clinical experience. For example, a note taker in a university classroom cannot be used for someone doing a school observation. Someone getting an extended exam time does not necessarily qualify for extended times on clinical assignments such as lesson plans. Some students request service dogs but should not assume they can take the service animal to the school. If the administration has not dealt with service dogs, the Office of Disability Concerns needs to work with that particular school. The Fair Housing Act now states the definition of “service animal” under ADA to not only include dogs, but emotional support animals.

L. Kendall (Metcalf Lab School) asked how they would grant accommodations. The response was to work with D. Garrahy and the Lauby placement coordinators regarding the specific student teaching placement.

P. Schoon asked if K-12 schools can deny the accommodations.

A. Caldwell stated she would not recommend for any of the K-12 schools to deny it. The student is entitled to the accommodations under the ADA law.

S. Parry questioned if the students and/or cooperating teachers had allergies to the service dogs.

A. Caldwell stated they would work with them and use anti-allergic dog shampoo.

D. Garrahy requested the members share this information with their programs. The student teaching coordinators work a year in advance in making student teaching placement requests. It is the responsibility of the student to contact the Office of Disability Concerns (ODC). The conversation also addressed the issue of when a student comes to a faculty/staff member stating they have a disability and need a specific accommodation. The only way this can be verified is by asking the student if they have been to the ODC. If they have, they should be able to show a card. If not, please send them to the ODC. It is problematic to grant an accommodation to any student who does not have a documented disability with the ODC.

E. Stewart suggested turning in the request with their student teaching application.

A. Adkins added to remind the students to go to the Office of Disability Concerns.

O. Landa-Vialard asked if guide dogs were service dogs and A. Caldwell indicated guide dogs are considered service dogs.

**3. Teacher Education Scholarly Collaborations:** D. Garrahy stated that T. Davis, K. Mountjoy, Business teacher education, and E. Palmer, edTPA coordinator won the Association for Research for Business Education (ARBE) award for their paper “Creating an Instructional Framework to Prepare Teacher Candidates for Success on a Performance-Based Assessment.” This is the national research award in Business Teacher Education. Congratulations to T. Davis, K. Mountjoy and E. Palmer. They will be receiving their award next Wednesday in Las Vegas. They presented on how the College of Business teacher preparation sequence developed a strategy for implementing edTPA into their teacher education program. This strategy led to their research publication and presentation.

Business teacher education did not participate in the early pilot of edTPA. They had seven students, with an average score 31.6 and their “pass” rate was 14% during the first three semesters of the fall campus pilot (fall 2013 to fall 2014). As a result, K. Mountjoy and T. David reached out to E. Palmer assistance and guidance.

Proposed solution: Address the following areas:

- faculty knowledge of edTPA
- candidate preparation
- candidate support

They examined student performance in each area of edTPA of the spring 15 cohort compared to the fall 2013, spring 2014 and fall 2015 cohorts. In spring 2015 they had a cohort of eight students.

In fall 2013, faculty did not have any training of edTPA. Therefore in spring 2014 the faculty:

- analyzed edTPA rubrics
- logistics of edTPA videos
- kaffeeklatsches
- review of edTPA support material
- consulted with edTPA coordinator

In fall 2014, the faculty:

- had workshops on “Understanding rubric level progressions
- targeted learning sessions with edTPA coordinator

In spring 2015, the faculty:

- co-taught introductory course with the edTPA coordinator
- edTPA data summit
- attended a review of low-scoring portfolios workshop

Teacher candidates had no intentional edTPA preparation for fall 2013, spring 2014 and fall 2014. The cohort completed a methods course in fall 2014 and walked through the edTPA handbook and completed a modified edTPA project. E. Palmer held edTPA workshops in fall 2014 on academic language and an overview of edTPA. For fall of 2014, edTPA was in TCH 216 and TCH 219. To support the teacher candidates:

- fall 2013: edTPA submission workshops
- spring 2014: edTPA overview and submission workshops
- fall 2014: edTPA overview, Task 1, Task 2, and Task 3 workshops with T. Davis, K. Mountjoy, and E. Palmer
- spring 2015: edTPA overview, Task 1, Task 2, and Task 3 workshops with peer review activities with T. Davis, K. Mountjoy, and E. Palmer present

In spring 2015, they had eight teacher candidates. The average portfolio score was 48.5 with a “pass” rate of 100%. The range of the scores was 43-73.5

The theme was effective business teachers support student learning of business-related concepts, technical skills and problem-solving strategies. The course sequence:

1. BTE 260: Foundations of Business Education
2. BTE 362: Basic Business, Accounting, and Marketing Instruction
3. BTE 363: Keyboarding, Information Processing, and Computer

Teacher candidates for spring 2016 will complete edTPA with two full edTPA completions and one mini completion. BTE faculty will have met with the students six times during their edTPA semester. E. Palmer added that the conversations between the student teachers have been very detailed and they had various advanced skills.

First year alumni have reported back to the program that their principals have indicated they are performing at a level of a 2<sup>nd</sup> or 3<sup>rd</sup> year teacher. These first year teachers attribute part of their success to the fundamental principles they have learned through edTPA. Principals who are calling asking for reference checks on candidates seeking positions indicate that the students are interviewing at higher levels than previous student teachers. D. Garrahy added that the students also thank T. Davis, K. Mountjoy, and E. Palmer. A. Adkins and J. Rosenthal congratulated all of them.

**V. Discussion Items:** None

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

√ D. Garrahy reminded all the members about the Spring Colloquium.

**VIII. Adjournment:**

Motion to adjourn made by A. Adkins

Second: S. Parry

Meeting adjourned at 4:10 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, April 5, 2016, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, M. Anglemire, K. Baldwin, M. Coleman, C. Cullen, D. Garrahy, M. Henninger, O. Landa-Vialard, M. Lin, A. Meyer, K. Mountjoy, M. Noraian, B. Oates, S. Otto, S. Parry, K. Probst, J. Rosenthal, E. Stewart, Z. Sulcova, L. Thetard, N. Uphold,

**Members Absent:** A. Beaman, T. Davis, S. French, S. Jones-Bock, L. Kendall, T. Lorsbach, J. Lust, S. Sanden, P. Schoon, L. Sutton, M. Temple

**Guests:** G. Higham, T. Hinkel, B. Jacobsen, A. Lyde, K. Mills, M. Monts, E. Palmer, M. Parker, A. Parrott, A. Raver, C. Rutherford

**I. Call to Order by Chair:**

Vice Chair S. Parry called the meeting to order at 3:04 p.m.  
Roll call of members was conducted by M. Coleman.

**II. Approval of Minutes from March 15, 2016:** Motion to approve the minutes from March 15, 2016:

A. Adkins

Second: E. Stewart

Minutes were approved unanimously with two abstentions.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** No report

**B. Student Interests Committee:** C. Cullen reported they have determined the winners and have sent the information out. They have also been discussing other concerns/issues students may have. They would like to consider these concerns/issues the rest of the semester.

**C. University Liaison and Faculty Interests Committee:** D. Garrahy wanted to thank the committee for the work they did for the Spring Colloquium. It was outstanding. The event was co-hosted by our office and the President's office.

**D. Vision Committee:** No report but D. Garrahy stated at the next Vision meeting the committee will be sharing what has been learned regarding a proposed National Criminal Background Check in Teacher Education. J. Rosenthal and D. Garrahy met with the Registrar on 4/4/16 to discuss defining, "admitted to teacher education" for 27 undergraduate programs with freshman – internal and external transfer students.

**E. UTE Assessment Committee:** A. Adkins indicated they have started the discussion on the standard, Selective Improvement. She has already shared with CTE the first three standards.

The options are:

- candidate selectivity and retention, or
- standard one or two – candidate knowledge and skills

The committee has had many discussions on which direction to take. This discussion will continue at the next meeting and will bring their recommendation to CTE.

#### **IV. Information Items:**

**1. Cyber Security for Teacher Education Candidates: Guest K.** Crouse was unable to attend due to an emergency on campus. He will present at the CTE meeting on April 19<sup>th</sup>, 2016.

D. Garrahy reported on a link that will be sent to faculty regarding cyber security and shared a situation with the Council that all teacher educators need to be aware of. A current student teacher was recently videotaped at his school without his permission and it was posted to YouTube. Subsequently, two additional high school students copied the video and posted to Twitter and Instagram, with racist and homophobic hashtags. The student teacher was concerned that as he began to job search this troubling material was available on social media and his reputation would be damaged. The high school was able to remove the YouTube video, but not the other sites.

With assistance from our General Counsel and Mr. Crouse, the remaining accounts were subsequently removed. Three high school students were suspended and the Principal called D. Garrahy to follow up on the situation. D. Garrahy noted the high quality of the student teacher and the maturity he displayed during this situation. In fact, given the option to leave, the student teacher has elected to stay at the school.

**2. Secondary Professional Development Schools Update:** G. Higham distributed a hand-out on PDS Intern Matrix for spring 2011 - spring 2017. The PDS program is up 100% from last year. Unit 5 and HOI cohort will combine with 22 candidates, meeting at NCWHS. HOI consists of Heyworth, Leroy, and Tri-Valley. G. Higham indicated that the smaller schools are willing to help out if there is an emergency. Thanks to Math for having 10 students, G. Higham really appreciates it.

Currently eight departments/schools are involved in the Secondary PDS Program and a primary goal of the PDS program is to recruit and retain within programs. Challenges to recruitment are working with transfer students whose schedules are not as flexible and competing with the suburbs and students who wish to live near home for student teaching. G. Higham has made multiple class visits to recruit students.



Goals for the Secondary PDS program are listed below.

In 2016-2017: 28 students

- a) Unit 5: 4 students – Normal Community HS – 9, Normal Community West HS – 5
- b) Peoria #150: 8 students – all placed at Peoria HS
- c) HOI: 6 students – El Paso-Gridley HS, Gibson City/Melvin-Sibley HS, Heyworth HS, Ridgeview HS – 2, Tri-Valley HS

Secondary Departments Participating in 2016-2017 Cohort

- Art – 1
- Biology – 3
- Chemistry – 1
- English – 2
- Family/Consumer Science – 5
- History – 5
- Mathematics – 10
- Physics – 1

There are three goals:

***Goal #1 – Recruitment***

- TCH 212 Courses – G. Higham visited 11 classes last year.
- Department Content Courses (Visited 16 last year)
- Peoria Urban Education Pipeline Link (STEM Content Areas)
- PDS Showcase (Fall)
- Festival ISU (Fall)
- Walk in PDS meeting times during Aug/Sept
- Facebook group (Legacy Program)

***Goal #2 – To have our 3 PDS Cohorts collaborate more to form a cohesive unit/program***

- Meet with and include cohort district administration in selection process
- Meet with district department chairs to answer questions and help prospective mentor selection
- Peoria Teacher Education Pipeline (Link with PDS)
- On site mentor training during allotted district time (Unit 5 and HOI)
- Mentor teachers receive ISU Certificate of Participation
- Mentor teachers/district administration invited PDS events throughout the year (First Friday meetings, mock interview participation, and end of the year meetings)

*Goal #3 – continuously look for more great teachers and mentors for the program*

Unit 5 has been very helpful with bringing in teachers to work with us. F. Walk is retiring; however, he is staying on to continue the PDS program. Dr. B. Meyer will be teaching 216 to the Peoria co-hort. G. Higham is happy to meet with any programs with PDS students and answer any questions they may have.

**3. Disposition Concerns – Final Copy:** D. Garrahy indicated a final copy of the Dispositions Concerns form was presented. It will be available tomorrow, posted online and will take effect immediately. An email will be sent out to program coordinators to notify their departments and the old version will not be accepted anymore. S. Parry praised the committee for making the document clearer and more useful. No vote was needed as only grammatical changes were made to the document presented and voted on at the last meeting. Note: At the March 1, 2016 CTE meeting, the Disposition Concerns form was unanimously passed (23 members in attendance).

**V. Discussion Items:**

**A. Illinois State House Bill:** A. Adkins reported on a coalition rule change to the bill currently in the Illinois House of Representatives that proposes to change when edTPA would be administered to the first two years of teaching. Teachers in their first two years would have a provisional license until edTPA is passed. According to A. Adkins, one issue with this is that new teachers should not be saddled with a provisional license after four years of education. A second issue is that ISU has been preparing for edTPA for the past five years while schools would have just six months to prepare new teachers for the change. Lastly, the first year of teaching is considered stressful enough without adding edTPA to the mix. At its current placement during student teaching, student teachers have a mentor and resources available to help with their pass rate and these would not be available to first year teachers. Additionally, our pass rate of 94 percent statewide is already doing a good job of preparing teachers. A. Adkins felt that in speaking with legislators, the bill will not be moved through the house quickly.

**B. CBC Update:** A. Adkins reported on the problematic nature of multiple criminal background checks. However, ROEs are authorized entities to get FBI CBC results and can communicate those results with K-12 schools. ROEs cannot share specifics of any hits but rather just a thumbs up or down. She hopes to negotiate standards so that CBCs could be standardized within ROEs. This standardization would allow ROES to have the “rap back” feature and to share information across ROE borders and with other universities. She is still hoping for a single database system but that is not currently allowable.

S. Otto asked if we could share the results of the CBC with agencies or private schools.

A. Adkins replied that we can only share the thumbs up or thumbs down.

**C. Legislative Update:** J. Rosenthal presented a legislative update with information that the PARC exam is perhaps going away.

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

- √ D. Garrahy asked K. Baldwin to report on a charity event. K. Baldwin indicated her sister and her sister did an event called Baldricks. Students at this event shaved their heads and donated their hair for wigs for cancer victims. They donated enough to make 5 – 6 wigs. Most of the students were education majors, hosted by Golden Apple. They raised over \$4,000.
  
- √ D. Garrahy reminded members that this week is the one year anniversary of the plane crash that claimed seven men from the university and community. The families have developed Program 7. To honor their memory, the families have asked everyone to commit seven random acts of kindness. To participate, one only needs to commit 7 random acts of kindness this Thursday.

**VIII. Adjournment:**

Motion to adjourn made by A. Adkins

Second: S. Otto

Meeting adjourned at 3:45 p.m.

**Illinois State University  
Council for Teacher Education  
Tuesday, April 19, 2016, 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, M. Anglemire, K. Baldwin, M. Coleman, C. Cullen, D. Garrahy, M. Henninger, S. Jones-Bock, O. Landa-Vialard, M. Lin, A. Meyer, K. Mountjoy, M. Noraian, B. Oates, S. Parry, J. Rosenthal, P. Schoon, E. Stewart, L. Thetard, N. Uphold,

**Members Absent:** A. Beaman, T. Davis, S. French, L. Kendall, T. Lorsbach, S. Otto, K. Probst, S. Sanden, S. Semonis, Z. Sulcova, L. Sutton, M. Temple

**Guests:** K. Crouse, G. Higham, T. Hinkel, H. Goldsmith, B. Jacobsen, K. Mills, M. Parker, A. Parrot, C. Rutherford

**I. Call to Order by Chair:**

Chair P. Schoon called the meeting to order at 3:05 p.m.  
Roll call of members was conducted by M. Coleman.

**II. Approval of Minutes from April 5, 2016:** Motion to approve the minutes from April 5, 2016:

J. Rosenthal

Second: O. Landa-Vialard

Minutes were approved unanimously with one abstention.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** S. Parry reported the committee has done a lot of work clearing up course proposals.

**1. *Revision of World Language Teaching in the K-12 Setting;*** changed proficiency from Advanced Low to Intermediate High for OPI.

**2. *Revision of Principles in World Language Learnings;*** changed proficiency from Advanced Low to Intermediate High for OPI.

**3. *New Course – TCH 267; Language Arts Methods in the Early Childhood Classroom***

Added to the Early Childhood Education program to meet new licensure requirements. This needs a vote.

Motion to approve new course:

A. Adkins

Second: E. Stewart

New Course unanimously approved.

**4. New Course – TCH: 268: Teaching Early Childhood Mathematics I**  
Added to the Early Childhood Education program to meet state licensure requirements.

Motion to approve new course:

O. Landa-Vialard

Second: E. Stewart

New course unanimously approved.

**5. Revision of the Early Childhood Education major to take into account the two new courses.**

Motion to approve new course:

D. Garrahy

Second: E. Stewart

New course unanimously approved.

**6. KNR: change in KNR 246: Teaching Dance and Tumbling/Gymnastics Forms -**  
went from a 2 hour course to a 3 hour course.

**7. BSC 231: Change in Laboratory Methods in Teaching Science** – added prerequisite in the admission to professional studies.

**8. New Course: MAT 118: Mathematical Modeling for Applied Sciences and Technology** – developed primarily as a General Education course for students in CAST.

Chair of Health Sciences wrote a supporting letter.

**B. Student Interests Committee:** No report

**C. University Liaison and Faculty Interests Committee:** No report

**D. Vision Committee:** Deferred. See “Discussion Item” regarding Criminal Background Check.

**E. UTE Assessment Committee:** No report

#### **IV. Information Items:**

**1. Cyber Security for Teacher Education Candidates:** Guest K. Crouse, ISU’s Information Security director, gave a presentation on protecting an online identity and distributed a hand-out. Their mission is to improve cyber security on campus. Threats, harassment, and racial comments can actually be removed from the Internet despite the myth that “once it’s out there you can’t take it back”. Major companies can collect data on individual preferences and determine a “cyber reputation”.

To protect themselves, people should check themselves online and remove old accounts and postings and review accounts that could have been breached. LinkedIn is a system that is often hacked. However, by not using the account, it will eventually disappear. “Doxing” is a common form of harassment and in Illinois; cyber bullying is a felony offense. Cybercivilrights.org is an excellent source for getting harassing material removed. Other sites are included on the hand-out.

## **V. Discussion Items:**

**A. CAEP Standard Selection:** A. Adkins indicated the Assessment Committee has been reviewing standards to select for CAEP accreditation. Two options – take an area we know well and improve it or an area that is not as well-known and target it for improvement. Standard 1 was the initial standard selected, by UTEAC, but upon consultation with CAEP, Standard 3 will be the committee’s recommendation for selected improvement.

A hand-out was distributed showing enrollment data by College and programs which shows a trend of declining enrollment across teacher education. While ISU has never had to consider recruiting teacher education students, this is no longer the case. There may be other populations we need to target as well. M. Noraian remarked that any recruitment should also include Admissions and Marketing departments on campus. While overall enrollment at ISU has remained stable, teacher education has declined. A general guideline is that every 100 students represents \$1 million dollars in revenue for the university. Thus, a decline in teacher education students has a financial impact.

### *Comments:*

- D. Garrahy spoke about the very real possibility of faculty being asked to help recruit teacher education majors, acknowledging that a personal touch can be very important to prospective students.
- B. Oates works in admissions and noted that with multiple tours every day and Saturday, it’s impossible to make a personal connection with every student. Potential students find it most meaningful to meet with faculty and various departments.
- O. Landa-Vialard remarked about how some programs have low numbers due to constraints of the field. Her concern is that if certain programs grow too much, students will be forced to seek employment out of the state.
- M. Anglemire asked how active ISU education is on social media. His point was that ISU could be much more visible on social media platforms. D. Garrahy replied that individual colleges have different levels of involvement.

**B. National Criminal Background Check:** D. Garrahy indicated the Vision Committee met and reviewed the materials she received when meeting with the Assistant Dean of Mennonite College of Nursing regarding the National Criminal Background Check. D. Garrahy reviewed issues presented to the CTE during the fall semester, with our current Illinois State Police Fingerprint Criminal Background Check, including information being limited to the state of Illinois and changes in interpreting the Adam Walsh Act by the FBI.

The proposed National Criminal Background Check would show a better overall picture of the teacher candidate. It would be completed prior to Gateway 1 and prior to any clinical experiences. A National CBC would only be completed one time during the teacher candidate's program of study.

After the National CBC has been completed, the onus is on the teacher candidate to immediately notify the Lauby Center regarding any changes to their Criminal Background status. If the student does not notify the Lauby Center of any status changes, they could be removed from the teacher education program. The criminal background check requirements of the school districts must still be met. Public schools are required by school code law to have their own CBC process in place.

The Vision Committee would like to call a vote at our next meeting on the principle of having a National CBC and move forward with this initiative. The details of it all would be worked out over the summer by D. Garrahy and brought to the CTE in early fall.

P. Schoon noted the need to get a system established and this option is one that will be cheaper for students and has been endorsed by the university general counsel. A. Adkins reported that AACTE feels schools could work through ROE offices and share the content and summary of the results with a thumbs up or thumbs down. ROE would receive rap-backs.

D. Garrahy asked that CTE members make every effort to attend the May 3<sup>rd</sup> CTE meeting. P. Schoon indicated at that time CTE members will vote in principle in favor of moving forward with the National Criminal Background Check. If members cannot attend, D. Garrahy asked that members send their proxy vote to herself and Dr. M. Coleman, the CTE secretary.

**VI. Action Items:** None

**VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

- √ A. Adkins announced that P. Schoon has been named one of 33 American Council on Education National Fellows and will spend a year studying university policy. This is a very prestigious award and CTE congratulated him on this achievement.
- √ K. Baldwin asked a question regarding the Golden Apple program at Metcalf and was urged to contact B. Meyer.

**VIII. Adjournment:**

Motion to adjourn made by A. Adkins  
Second: S. Parry

Meeting adjourned at 4:10 p.m.



**Illinois State University  
Council for Teacher Education  
Tuesday, May 3, 2016 3:30 p.m. - 4:30 p.m.  
DeGarmo Hall, Room 551**

**Minutes**

**Members Present:** A. Adkins, K. Baldwin, M. Coleman, C. Cullen, S. French, M. Henninger, S. Jones-Bock, M. Lin, A. Meyer, M. Noraian, J. Rosenthal, S. Sanden, P. Schoon, S. Semonis, E. Stewart, L. Thetard, N. Uphold,

**Members Absent:** M. Anglemire, A. Beaman, T. Davis, D. Garrahy, L. Kendall, O. Landa-Vialard, T. Lorschach, K. Mountjoy, B. Oates, S. Otto, S. Parry, K. Probst, S. Sanden, S. Semonis, Z. Sulcova, L. Sutton, M. Temple

**Guests:** T. Hinkel, H. Goldsmith, B. Jacobsen, M. Monts, M. Parker, C. Rutherford

**I. Call to Order by Chair:**

Chair P. Schoon called the meeting to order at 3:07 p.m.  
Roll call of members was conducted by M. Coleman.

**II. Approval of Minutes from April 19, 2016:** Motion to approve the minutes from April 19, 2016:

A. Adkins

Second: E. Stewart

Minutes were approved unanimously with no abstentions.

P. Schoon thanked all members for coming during finals week and this will be our last CTE meeting.

**III. Subcommittee Reports:**

**A. Curriculum Committee:** No report

**B. Student Interests Committee:** No report

**C. University Liaison and Faculty Interests Committee:** No report

**D. Vision Committee:** No report, see action item below concerning Criminal Background Checks

**E. UTE Assessment Committee:** No report, see action item below regarding CAEP accreditation

**IV. Information Items:** None

V. **Discussion Items:** None

VI. **Action Items:**

**1. Transition to a National Criminal Background Check:** A. Adkins

*Motion:* The motion is for all teacher candidates to complete one National CBC as required for Gateway 1.

- Candidates will be required to immediately notify the Lauby Center of any changes to their National CBC status.
- Candidates will still be required to meet all CBC requirements for school districts/agencies during all pre-student teaching clinical experiences and their student teaching placement (s).

Moved to approve: A. Adkins

Second: E. Stewart

J. Rosenthal added this a great move to change the CBC and very positive for our students.

M. Noraian asked how the procedure would be followed.

A. Adkins responded that details will be worked out and this is a vote to support the policy.

C. Cullen asked about the consequence if the teacher candidate does not report changes and how will we know if they do not the Lauby Teacher Education Center.

A. Adkins responded that it is risk management. If a student does not follow up as required, the university is not liable for them. In addition, schools will have their own procedures to follow.

P. Schoon added the University Counsel is working out details.

J. Rosenthal indicated a likely consequence would be a disposition concern or possible dismissal from the program.

P. Schoon indicated Mennonite College of Nursing has a policy in place that we will most likely follow.

E. Stewart called for the vote.

Motion passed with 15 votes and 1 abstention.

**2. CAEP Standard Selection:** A. Adkins

*Motion:* {Based on the recommendation of the University Teacher Education Assessment Committee}, the motion is to move the Council for Teacher Education to adopt CAEP Standard 3: Candidate Quality, Recruitment, and Selectivity, for our Selected Improvement Pathway.

Moved to approve: A. Adkins

Second: J. Rosenthal

M. Noraian asked if this standard represents our area of weakness.

A. Adkins responded is represents the area of unknown in need of improvement and a path to make those improvements. For example, we could identify a recruitment plan for teacher education students. She envisions convening an ad-hoc committee to work on this as it is more than UTEAC can do. The committee would most likely consist of a chair from COE and a chair outside COE and then populating the rest of the committee with considerable faculty involvement.

E. Stewart stated he had a conversation with J. Krecji and with this standard we (ISU Teacher Education) could change the conversation currently taking place about how difficult teaching is. The media is currently not bringing different points of view such as the good about teacher education and what it can do for the community at large.

Motion passed unanimously 16-0.

## **VII. Announcements and Last Comments:**

**A. Vice Chair:** None

**B. Members:**

√ P. Schoon thanked everyone on CTE and stated how he enjoyed working with everyone. He reminded the Council he will be completing the American Council on Education Fellowship next year and will return in June, 2017. His term is currently up on CTE so a new chair will be named for fall 2016.

√ M. Noraian wanted to thank all faculty and students on the Student Interests Committee. They did exceptional work this year. Maybe next year they can work on the recruiting and sustaining candidates for teachers at ISU.

√ E. Stewart offered congratulations to P. Schoon on his selection as an American Council on Education Fellow for next year.

## **VIII. Adjournment:**

Motion to adjourn: A. Adkins

Second: E. Stewart

Meeting adjourned at 3:21 p.m.