

**Illinois State University
Council for Teacher Education
Tuesday, April 17th, 2018 3:00 p.m. - 4:30 p.m.
Studio TeAch, Room 307/DeGarmo Hall, Room 551**

Minutes

Members Present: S. Arnett-Hartwick, J. Battisto, T. Davis, M. Ely, S. French, D. Garrahy, J. Gorski, L. Haling, P. Hash, K. Janos, M. Lartz, C. Lawton, A. Meyer, M. Noraian, S. Otto, S. Parry, J. Regnier, P. Schoon, S. Semonis, L. Sutton, S. Williams, M. Winsor

Absent: J. Anderlik, C. Borders, J. Derden, S. Jones-Bock, K. Mountjoy, S. Osorio, J. Rosenthal, C. Zimmerman

Guests: B. Hatt, T. Hinkel, P. Hoff, B. Jacobsen, D. Kilgore, M. Monts, E. Palmer, M. Parker, C. Rutherford, D. Renn, approximately 30 students.

Call to Order by Chair:

P. Schoon called the meeting to order at 3:02 p.m.

Roll Call: Conducted by S. Conner.

I. Approval of Minutes from April 3, 2018: Motion to approve the minutes from April 3, 2018:

Motion to approve: S. Otto

Second: S. Parry

Minutes approved with one abstention.

II. Subcommittee Reports

A. Curriculum Committee: No report.

B. Student Interests Committee: M. Noraian reported the committee is reviewing round two of the essay submissions. Also, the presentation of the logo designs by Design Streak will be shown later in the meeting.

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

D. Vision Committee: No report.

E. UTEAC: E. Palmer reported the committee is continuing conversation regarding formative pedagogy. They are looking at program assessments and determining what is common. In the future, they will look at Danielson commonalities across the programs.

III. Information Items:

1. SEPLB: T. Hinkel was recognized by P. Schoon. A hand-out was distributed on State Educator Preparation and Licensure Board. SEPBL is a licensure specific Board within the Illinois State Board of Education (ISBE) which reviews educator programs and licensure items. They meet once a month.

Common SEPBL Tasks:

- Review and approve program changes and new programs
- Review and approve raw cut scores for new content tests
- Review annual reports for programs
- Hears Professional Educator License revocation and lapsed appeals

Note of Interest: *SEPBL makes recommendations and votes on programs, scores and other items. The State Board of Education may approve their vote or overrule them. In the past, the State Board of Education approved SEPBL recommendations, however, that isn't the case anymore. Membership is K-12 and higher education. Nancy Latham is a board member.*

Current updates of interest

- New content tests
 - Elementary Education, Middle Level, Early Childhood, Agriculture, English, Reading Specialist, School Psychologist, Social Sciences, Technology, Superintendent

S. Parry asked if English is the Language Arts Test?

T. Hinkel indicated that the English test is the Language Arts Test.

- New test score results

ELED use to have a passage rate of over 90%. Currently, it is 51% for the state and 60% for ISU.

L. Haling added they use to have 100% pass rate for the Reading Specialist test. Since the test has been changed, they had a teacher candidate fail it.

The content tests changes cannot be automatically uploaded, so T. Hinkel pays attention to the pass/fail rates.

- Subsequent SEPLB debate

SEPLB took the cut scores and recommendations by Pearson to lower the new cut scores.

SEPLB was overruled by Higher Board of Education.

- American Continental – for profit institution
 - Initial proposal to operate in Illinois (new institution recognition); in October 2017 the request was denied by SEPLB
 - Subsequent Teacher Leader proposal – December 2017, March 2018 and April 2018. The proposal kept being tabled due to lack of new information. SEPLB voted down but Higher Board of Education indicated it was an adequate program proposal.

T. Hinkel added their program is pushing online collaboration. Since they do not operate in Illinois, much of the collaboration will be with professor's online and not always with trained cooperating teachers of campus supervisors via a typical clinical setting. SEPLB viewed it as an adult learners programs vs. a teacher leader.

L. Sutton asked when did we become aware about American Continental and what is the time span to completion for students.

T. Hinkel responded approximately two years and tuition is different for each institution.

Ongoing Information

- Secondary program changes – current estimated time line
 - October 1, 2020 – no longer admit to old program
 - October 1, 2024 – all new program effective and old programs must be completed
 - October 1, 2025 – last date for all candidates must apply for old 6-12 endorsement after this date, they can only apply for 9-12 under the new rules
 - SPA alignment must be shown
- State student teaching evaluation form
 - No further movement at this time

2. HB4956 Update: P. Schoon and D. Garrahy indicated there was no new information.

IV. Action Items:

1. **Design Streak:** M. Noraian indicated at the last CTE meeting that Design Streak students presented logos to represent CTE. The logos were voted on and Options 1 and 2 received the most votes: Light Bulb concept and Open Book concept. The top two are being brought forward to CTE by the committee. Ballots were distributed and results will be shared at the next meeting.

P. Schoon reminded the members that only voting members of CTE can vote.

V. Discussion Items:

L. Sutton moved to amend the agenda for a discussion item regarding the professional education sequence for secondary programs.

P. Schoon asked for any objections: None

Second: S. Otto

L. Sutton prefaced the discussion by indicating it is disappointing that we do not get in front of the issue and inform our colleagues of the issues that would have repercussions to his department, faculty, and students. It concerns him that EAF only has one voting member on the CTE and does not feel that is equitable. This is a big decision that is on the table and he needs to advocate for his department. L. Sutton thinks there is a human component that has been missed. This affects students and tenure line positions. We need to determine what is best for our students. If we move curriculum, this means moving faculty.

S. Parry stated that CAS has 11 teacher education programs and the CTE only has three voting representatives from her college so she understands his concern. S. Parry added that depending on the program, a student can still take the course – required or not required. S. Parry reiterated the 124 credit hour constraints programs must follow. EAF is a course proposed for the new IDEAS (U.S. Diversity) requirements.

L. Sutton met with three colleagues from English and there was a great discussion about the timeline and how long the change would have to be in effect. L. Sutton finds himself in a position without answers to the questions his faculty are asking. If a department wants to change again after the EAF decision is made, how long would it take to reverse the change?

S. Parry talked about the catalogue change timeline. It needs to come from the department, go through the Department Curriculum Committee, the program Chair/School Director, the College Curriculum Committee, the College Dean, and CTE before it goes to the University Curriculum Committee. It could take a year to 18 months. This is the reason a vote was needed before the end of the semester. The student may move up to a newer catalogue.

P. Schoon added the catalogue change is approved by the college it resides in.
S. Otto stated this is a change to the professional education sequence. How does this impact the timeline?
S. Parry reiterated it is the same process. The concern will be if the deleted course requirements are met (i.e. IPTS, clinicals, etc.)
S. Otto asked how many programs currently deviate.
S. Parry responded each department will need to make a decision about electives (approved by the college of the program).

A student spoke as an advocate for keeping EAF.

T. Hinkel stated that this change stems from the state's current licensure requirements for secondary programs: Special Education, Reading Methods, and ESL/Bi-lingual.
SED is a current license requirement. The urgency is that programs are now needing to reapply.

T. Hinkel indicated it was the state code.

S. Otto feels just because the state is telling us programs need some SED does not mean teacher education programs should give up doing the work (with teacher ed students) we know needs doing (through EAF).
B. Hatt added this is pitting Foundations courses against SED courses represents a false dichotomy. We know we need both, so covering one instead of the other does nothing to advance the knowledge students require.

Student Advocate for EAF: Students are against the dismantling of EAF.

P. Schoon reminded that students, faculty, and staff that are not CTE members must be recognized by the Chair of CTE.

L. Sutton stated that EAF is what students need and EAF is always open for business. Secondary programs need to come see EAF on the 3rd floor and they will show them what they are doing that is best for the students.

Student Advocate for EAF: Why are you getting rid of this program? Are you disregarding why the program was created?

Student Advocate for EAF: English student indicating they were not consulted about replacing EAF with SED.

L. Sutton: To be fair to ENG, they will be voting later in the week, so this may or may not be accurate.

Student Advocate for EAF: ECE student and in the four years she has been at ISU, only two classes/professors made her feel included and represented. Why take away one class that makes them feel important?

J. Regnier: History major – they were not made aware of the change.

Student Advocate for EAF: GA for Psychology stated that students are not aware about race and equity. Race needs to be addressed and integrated. If students are unaware, this is problematic. In EAF she found her mentors and assistance.

Student Advocate for EAF: ENG Ed – EAF teaches students what to say; they advocate for diversity.

L. Haling: This discussion is only for secondary programs, all other programs (ECE, ELED, ML) still have EAF 228.

Student Advocate for EAF: Art Ed. - First year misrepresented in learning white side perspective – feel affirmed. Systematic issue at ISU.

Student Advocate for EAF: Freshman – the decision is up to you all to remove the EAF class. ISU will plummet. She is already transferring due to professors, RAs, and learning. If you remove EAF, students of color will transfer or not come to ISU and current students will transfer.

D. Garrahy: The decision is a program decision and not a CTE decision for clarification.

M. Noraian: Thanks to the students and it is very important to hear voices from the students, faculty, and alumni. The programs are attempting to respond to all demands and she appreciates the perspectives. Programs are having to make hard decisions.

D. Garrahy: Reiterated that no one sitting at the table would be voting, it is the individual secondary programs that will be making the decision on the professional education sequence.

Student Advocate for EAF: You have an indirect vote. You all are actively listening. You have a voice and you need to let individual departments know what the wants and demands are from the students. It's a ripple effect; slippery slope. With that seat, you have a responsibility.

Student Advocate for EAF: We are in this room because power is in this room.

Student Advocate for EAF: Science TED - EAF 228 was the first education course he took. It was an important class, maybe the most important. It taught him about his responsibility as a white teacher. Inequality exists to this day

Student Advocate for EAF: Not an education major, took EAF 228 as an elective. Graduate student and had to become a teacher when she was at Regional Alternative School. Dichotomy between SED and diversity. Only course that teaches the critical perspectives for teachers is EAF. This discussion is stupid.

M. Noraian: It is a program choice. Talk to your program faculty/coordinators.

Student Advocate for EAF: For majors who drop EAF, is there another course or information about diversity that is included within the program?

Student Advocate for EAF: Feels underrepresented as a student of color. Removing EAF would be a step backwards.

P. Schoon: Applauds all of you for your courage to come, represent and advocate for EAF. Thanks to you all for coming and bringing a voice.

VI. Action Items: None

VII. Announcements and Last Comments

A. Vice-Chair: None

B. Members: None

VIII. Adjournment

Motion to adjourn: L. Haling

Second: S. Parry

Meeting adjourned at 4:02 p.m.