

COUNCIL ON TEACHER EDUCATION

Thursday; March 11, 2010

3:30 p.m.

Shared Conference Room, Administration Building

The meeting was called to order by Michael Steiner, Chairperson, with the following members present: Jane Andrews (absent for Agenda Items 5-7), Rod Barr, Vincent Bates (left following Agenda Item 7), Sydney Craddock (left during Agenda Items 8-10), Barbara Crossland, Jason Eggers (left following Agenda Item 7), Carole Edmonds for Jan Glenn, Shelly Hiatt, Joe Kreizinger, Nissa Ingraham for Terry Lovelace, Gabriela Martinez-Ramirez, and Max Ruhl. The following members were absent: Greg Haddock, Ex Officio for Graduate School; Mike Hardy, Ex Officio for TESS; Tom Smith, College of Arts and Sciences, and Nancy Zelif, Ex Officio for Vocational Education. Public school representatives Travis Dimmitt and Diane Moore were unable to attend. Joyce Pival and Amy Wilson were also present.

P-12 School Representatives Reports/Updates: Jason Eggers reported that they are working on intervention at the high school level. They match high-need students with mentors. Funding issues are making it more difficult to meet these students' needs. He suggested that observation students and student teachers might help to meet this need and would like to collaborate with the university. He noted that when university students come to the high school and teach a lesson that has already been taught, it creates a disconnect with the students. It was suggested that more emphasis may be placed on tutoring. This could count as diversity hours for education students. Dr. Ruhl suggested that PDS organizational meetings could facilitate this effort. Dr. Steiner noted that Maryville is ranked 51st of 524 districts on the state-wide MAP scores and commended them for this accomplishment.

Dr. Bates moved to approve the minutes of the January 14, 2010, meeting. The motion was seconded by Dr. Andrews and unanimously approved.

Dr. Hiatt moved, seconded by Mr. Barr to approve the agenda. The motion was unanimously approved.

Dr. Crossland moved, seconded by Dr. Kreizinger, to approve Proposal 210-62-05, Change in Credit Hours, Introduction to Special Education (62-371), change from 2 to 3 credit hours. Dr. Crossland provided a brief explanation of the proposal. The MoSTEP competencies have nine specific areas in the new competencies that are required to fulfill the highly qualified teacher mandates. There was concern expressed about adding an additional hour to the education degrees and the impact this additional hour would have on the teacher education programs. There was a question about addressing some of these competencies in the secondary methods courses and the ability to teach special education within the methods courses. Dr. Kreizinger stated that he felt placement in the Introduction to Special Education course would assure this important content would be addressed with a level of depth and breadth and would assure continuity. He could then build on this in his content methods course. It was suggested that this additional hour could be offset with another course hour. Dr. Pival shared that at a recent NCATE meeting they indicated that they are going to look at student achievement scores of teachers and link them back to the teachers' preparing institution. The accrediting standards are probably going to continue to increase. Mr. Barr asked that before he voted he would like to have the courses identified where the competencies are currently being

met. Concern was also raised about the signature of support on this proposal not being from a chair. Rod Barr moved, seconded by Dr. Bates, to table this proposal until further information could be gathered on where the competencies were currently being met. The motion carried with three approved, zero opposed, and seven abstentions. Dr. Steiner asked for information to be gathered from the methods courses, educational psychology, adolescent psychology, developmental psychology, and child psychology.

Dr. Kreizinger moved, seconded by Dr. Bates, to approve Proposal 210-62-06, Approval of a New Course, English for English Language Learners (62-688). It will be an elective requirement for the master's program and certification program that will address the needs of this special population. The motion was unanimously approved.

Dr. Steiner reported the action on Proposal 109-44-24, Change in Admission Requirements, M.S.Ed. in Teaching: Instructional Technology. The proposal was challenged by the Graduate Council, went to a vote of the graduate education faculty, and failed for lack of a majority vote.

It has been proposed to amend the by-laws of the Council on Teacher Education to add the Assistant Director of Teacher Education as a nonvoting member. Dr. Bates moved, seconded by Mr. Barr, to approve this amendment to the by-laws. The addition of this position is of value to the Council and provides expertise. The motion carried with seven approved, zero opposed and three abstentions.

Update on Student Performance Trends/Identifying Goals for High Needs Teaching Areas/
Report on Annual Conference of AACTE/Accreditation Planning Team/Graduate Data Points
Team Meeting/Computer Services Support

At the recent AACTE conference, Arnie Duncan spoke and the following highlights were gleaned from his speech and the workshops:

- Stakes are high
- Moving from "highly qualified" to "highly effective"
- Impact on P-12 learning examined in all program areas including teacher candidates and master teachers, principals, superintendents, and counselors
- Work is underway to link educators' student achievement scores back to the institution which prepared them.
- Tennessee has already made great progress on this work.
- Educator programs that are not found to positively influence student scores are in danger.
- Proposals are underway to train teachers and educators in various means if Colleges of Education are not willing to address achievement gaps by preparing more effective teachers, principals, superintendents, and counselors.
- This is probably not the time to consider lowering standards but to increase our standards.

Dr. Pivaler shared the overall pass rates on the standardized exams. The Praxis II pass rates are down. C-BASE pass rates are down a little with first time pass rates being up. ACT remains approximately the same. The data will be broken out by specific programs and will be provided in the next week or so. Our admission requirements include a gate at the beginning of the program. This needs to be studied more in depth.

The goals for critical needs areas and assurances must be included in the Title II report which is due in April. Goals for the critical needs areas need to be established and recruitment may need to be focused more on those areas. We have to address how we are achieving these goals and describe how we will improve our performance. Three of the assurances that affect all programs are on the list of assurances. Materials was also included the Special Education Competencies to be provided to all teachers in training. The content methods will need to address this. Dr. Symonds has sent out a memo requesting where and which competencies the content areas will assume. The Department of Curriculum and Instruction will be identifying the areas covered in Introduction to Special Education (62-371) and then we will try to address any gaps. The list of critical needs areas in Missouri was also provided. We need to address shortage areas each year.

A PowerPoint was provided on Practical Tips on preparing the NCATE Institutional Report. The three options for preparing include the IR include the current process, Continuous Improvement (CI), and Transformation Initiative (TI). Standard 2 is the most frequently failed. You must have a data base system that demonstrates multiple measures. We must show positive impact on student achievement for both undergraduate and graduate programs. We are working to formulate dispositions into our graduate programs.

Another handout was provided that outlined Western Kentucky University's Web-Based Accountability System to monitor candidate progress and evaluation quality of education programs. They have been touted as a leader, and this validates much of what we are doing. We plan to have the undergraduate system full in place by the end of the trimester. Graduate data bases with common elements were in short supply.

The PEU committee structure has been set up. If you know of someone who should participate, please let Dr. Piveral know.

A handout of the BTAP results for 2009 was provided.

Dr. Ruhl provided the four work groups for the next phase of Race to The top. He encouraged everyone to sign up for one of these groups.

Dr. Crossland announced that the comment period is open on the National Core Standards draft addressing literacy curriculum. The comment period will remain open until April 2. She will provide Kim with this link to be shared with the PEU. She encouraged everyone to make their comment.

The meeting was adjourned.

Max L. Ruhl, Executive Secretary

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