**Teacher Education Council**

**October 8, 2010 – 3 to 5 p.m., Hall of Fame Room**

**MINUTES**

**Present**: N. Aumann, R. Janke, J. Shedd, A. Schutt, J. Mosher, A. Pagano, G. Peterson, K. Mack, M. Prus, B. Barrett, S. Davidenko, m. Gfeller, L. Campbell, J. Bailey, H. Fan, P. Quaglio, R. Ponterio, L. Couturier, M. Canfield, E. Jampole, C. Pass, E. Kudella, K. Rombach, B. Mattingly, M. Barduhn, T. Pasquarello

1. **Approve Agenda** -- approved unanimously by consensus
2. **Approve Minutes from September 17, 2010**

Motion by J. Mosher, seconded by A. Pagano, approved unanimously

1. **Standing Committee Reports**
2. **TEC Bylaws Committee** (J. Cottone, M. Barduhn, N. Aumann, J. O’Callaghan)

The committee has finalized the bylaws. Refer to agenda item V.d.

1. **TEC Assessment Committee**

The committee will convene next week. The major issues for consideration are program and unit assessments as well as STE’s.

1. **Conceptual Framework Committee** (J. Mosher)

J. Mosher reported that there may be minor changes in the crosswalk but that TEC members are in the process of voting approval for the Conceptual Framework.

She also indicated that she will be meeting soon with G. Avery about buying pins for Cortland faculty and staff as well as for colleagues at partner schools. She asked about the need for a “logo” in addition to the symbol of the apple tree. Research into color and cost of pins will proceed; 800 pins were purchased the last time that pins were needed.

1. **TECRC** (N. Aumann)

N. Aumann referred to the twice electronically distributed revised TECRC brochure. She requested TEC endorsement of the brochure which is now updated from 2005.

Motion by R. Janke, seconded by L. Campbell, approved unanimously by a show of hands

1. **TEC Curriculum Committee** (E. Gravani)

As no curriculum has been received to date the committee has not met.

1. **Old Business**
   1. None
2. **New Business**
3. **Dispositions Committee** (N. Aumann)

The committee includes N. Aumann, M. Gfeller, J. O’Callaghan, N. Pasquarello, and R. Potter who represent both elementary and adolescence education as well as the current TECRC. Meeting for the first time the day before (October 7), the committee received its written charge and proceeded to develop a process to identify both dispositions and assessment instruments for dispositions.

1. **Title II: English Language Learners Committee** (P. Quaglio and H. Fan)

Current educational mandates require that all teacher candidates be prepared to teach students who are English Language Learners (ELL) so the questions are: Is Cortland preparing teacher candidates for these ELL students and – if so – how and how well?

A hard copy of a proposed survey was distributed and discussed. P. Quaglio asked advice about the survey and indicated he is available to meet with colleagues about the curriculum. The consensus was to post the survey on the TEC website.

General concerns about assessment of preparation for ELL students were expressed. For example, the present pre-service teacher log does not require any narrative evaluation of teacher candidates but represents a checklist that teacher candidates are exposed to ELL students. When asked, B. Barrett said that feedback from recent CURE graduates is that they feel really unprepared to serve ELL students.

Discussion then focused on efforts to place teacher candidates in multi-lingual New York City schools and the role of SUTEC in those efforts. Despite ten years of operation, Cortland coordinators have experienced deficiencies with SUTEC in last-minute placements and lack of communication. Since a SUTEC representative (Natalie Lukes) will be on campus next week, TEC members were encouraged to speak with her; in response to stated time conflicts with the one announced meeting, M. Barduhn will explore two possible times, i.e., 5 p.m. and 7 p.m.

1. **Portfolio Assessment in Task Stream**

Due to a conflict, the presentation by C. Widdall will be on next month’s agenda.

1. **Motion for Electronic Vote of Amended/Updated TEC By-Laws**

Motion by A. Pagano, seconded by R. Janke to forward the amended/updated TEC By-Laws to the TEC membership for a vote, approved unanimously

1. **TEC Advisory Group**

Originally established in 2004, the Advisory Group’s role was broadly conceived, yet the Group never convened after 2004. Identified in the revised by-laws, the Advisory Group could serve a very useful connection to public schools in the area. So, discussion ensued about how the Advisory Group could benefit our programs. Some of the ideas generated centered on information sharing with teacher candidates about dispositions, assessment, classroom management, interaction with parents, as well as pedagogy for ELL students and students with disabilities.

1. **Update from SUNY Deans**

M. Barduhn reported on the recent SUNY Deans’ meeting and on developing requirements from NYSED. Albany seems convinced that assessment of teacher candidates should be through a “data system,” and consultation with a computer software company is progressing to produce a video assessment. Such a system is projected as a pilot program this fall with field-testing over the spring and full implementation in spring of 2012. At present the plan is to video pre-service teacher candidates as well as in-service teachers in order to determine professional development and effectiveness, and there is speculation that a video assessment would replace the ATSW test. With regard to this data system, Cortland has yet to begin connecting teacher candidate assessment with assessment of recent graduates.

There followed extensive and unanimous discussion expressing real concerns about not only the P20 data system but also the “fast track” approach for certification. Rubrics have yet to be written or parental permission forms approved for any video assessment, and many security issues remain unresolved. Referring to the letter from the NYU President, the TEC reiterated skepticism about the $700 million awarded to New York through the “Race to the Top” and questioned how the money would be allocated. Further skepticism was voiced about for-profit computer company executives as members of “school reform” panels. Lastly, Chancellor Steiner’s emphasis on subject mastery and de-emphasis on pedagogy could result in teaching students to take mandated tests instead of teaching students for deeper learning.

After describing this existing state of affairs, discussion concentrated on what actions could be taken “to tell our story” of well-educated – in both subject and pedagogy mastery – teacher candidates. Suggestions included:

* + - a SUNY Presidents’ letter repeating the concerns expressed in the letter from the NYU President – President Bitterbaum has already agreed to do so.
    - contact with other SUNY campuses and the Cortland education community about issues of urban-rural teaching approaches, clinically rich fieldwork, and P-12 partnerships in order to inform and hopefully influence the SUNY System Administration
    - proposals to attract some of the $700 million in “Race to the Top” funds awarded to the state
    - advocacy by a SUNY System public relations campaign “to tell our story” to the public – Parts of the “story” should publicize data on retention rates of new teachers comparing SUNY-prepared vs. “fast tracked-prepared” teacher candidates.

1. **Other**
2. **Issues of Teacher Candidate Fieldwork**

M. Barduhn reviewed a letter from the SUNY Deans and Directors of Education and Professional Studies to Joseph Frey and his response. Considering the difficulties in the placement of teacher candidates, the Deans and Directors have recommended shared responsibility with public school administrators for graduating teachers, and one indication of shared responsibility could be recognized through the annual School Report Card.

Currently, cooperating teachers receive no compensation for the early field experiences and between $200-250 (depending on a cash or tuition option) for student teaching. Along with minimum reward, teachers are increasingly reluctant to volunteer for assignments of teacher candidates because of high stakes testing. In Minnesota, for example, districts have instituted “no solo weeks” for teacher candidates. Locally, some cooperating teachers have refused teacher candidates in the spring semester due to the June Regents examinations, and others rely on “traditional teaching” to whatever test is mandated for the spring.

1. **Belize Opportunity** (T. Pasquarello, Invited Guest)

T. Pasquarello has been contacted by John and Nancy Kennedy, supporters of and advocates for the Belize Zoo, about potential collaborative projects with SUNY Cortland. To provide context, T. Pasquarello distributed a DVD about the Belize Zoo in addition to a children’s book on a special Belize jaguar. Also provided was a proposal for a Joint Belize-United States Jaguar Education Project, a proposal already implemented in the Milwaukee, Wisconsin public schools. The main questions were to determine interest and then how to proceed with some exciting possibilities.

The consensus was to link T. Pasquarello’s blog with the TEC website, designate M. Barduhn as the TEC liaison, and T. Pasquarello as the Belize contact.

1. **Adjournment**

TEC adjourned at 5 p.m.

Special Note: Thanks to Nancy Aumann for recording the minutes of the October 2010 meeting.

The next meeting of the TEC will take place on November 12, 2010 in room 405 Miller from 3:00pm to 5:00pm.