MEETING MINUTES
Teachscape Meeting
January 7, 2010 - 9:00 A.M. - City Center Room 317

Note: Participants for the entire meeting are Tia Bojar, Paul Weber, Mike Thompson, Freda Russell, John Mueller, Erin Walcheske, Mike Soules, Melissa Jaivin, and Fran Reed. Others will join the meeting as noted below.

**Tia started the meeting by explaining some background information regarding changes at Stritch and clarifying items on the agenda.

1. Agree on purpose of meeting and ground rules
   a. Ground rules
      i. We are partners and we need to figure out the right next steps.
         1. Doctoral, single courses are examples.
      ii. No dumb questions.
      iii. Be honest and open about any outlying issues. Be respectful, but get them out!
         1. Will try to work out any issues, but can parking lot any other issues.
         2. How can we work together?

2. Prioritize Teachscape/Stritch partnership programs
   This is the priority order; what is the timeline?
   a. ME Reading Strand
   b. MEL Startup
   c. MAT Startup
   d. SPED Startup
   e. Other options
   f. Marketing research and rationale for the above
      i. Background on Teachscape
         1. 11 years old; was started in the late 90s with a constructivist background which formed for technology. Wanted flexible learning for teachers.
         2. K-12 partnerships with State DOEs & large Archdioceses to help them with technology and organizational aspects.
      ii. Higher Education Division of Teachscape
         1. Melissa and Mark are passionate about higher education and teacher education. 6 years ago they came to Teachscape because of the video resources and technology to pitch the higher Ed division.
            a. Launched 3.5 years ago with Marygrove. There are some similarities and some differences.
            b. Then moved on to Stritch (2 year conversation).
      iii. Gates Grant
         1. Teachscape just won a large grant from the Gates Foundation to partner with Stanford University to develop technology that is doing real-time observations of teacher lessons. Fish-eye camera that sees in 360 that can judge work on the wall, student reaction,
and teacher reaction. Will record 14,000 lesson plans in 10 metro school districts. Should cost around $600 a piece.

a. Shift from highly qualified teacher to highly effective teachers (Sanders model). Want research to back it up.
b. It would be great if we could see how this will work.
c. NCATE could use this to examine the standards. This should happen within the next 2 years. Certification will be changing, so we want to be ahead of the curve.
d. Teachscape will have the videos and technology, so Stritch will have access to that technology as a partner.
e. This will allow for reflection and real-time observational change.

iv. Venture Company

1. Teachscape is venture-backed and receive all money from investors. They had a change of ownership in April 2009.
2. ABS in Baltimore is a new investor with a successful past. They see big opportunities in Teachscape and want to see results. They had previously worked with American Public University and Rosetta Stone.
3. Stritch needs to focus on technology as a primary issue, not a side project.
4. Teachscape has 30 employees in Higher Ed and will have 51 by the end of 2010 and about 100 in 2011. Gates project will hire 50 people by spring (researchers and technical people) for Teachscape in general. Have 80 employees (part-time consultants) on the K-12 side.

v. Market issues

1. Post-secondary market
   b. Education degrees are the largest growing market. 175,000 graduates of a Masters in Education last year.
      i. Traditional undergrads are decreasing. People are working and want more flexibility; we need to meet those needs – online or not.
   c. No Education market leader, but about 25% come from for-profits like Walden or University of Phoenix. It’s not being taken away from brick and mortar schools, because these schools can offer online too.
   d. WI, IL, IN, MN have 153,000 teachers without a Masters and a projected 26% turnover between 2006-2016. 40% of all administrators are ready for retirement.
   e. IHE’s with 100+ SOE grads with Masters – 9 schools in WI with 1,455 graduates.
      i. Ed Leadership is largest, followed by Counseling, Elementary Ed and Computer Ed.
   f. Illinois had 4,113 Masters grads last year.
g. Indiana is about the same as WI. MN had 3,625 Masters grads.

vi. Marketing & Business Development Thesis
1. Teachscape wants to go on the ground – connect with districts, etc. They won’t do banner ads.
2. Field Force to offer high quality recruitment. Have reps in MI, NJ, WI, IL, and more to come. They talk to teachers and present the program to them, because no one else is doing it.
3. Teachers talk to other teachers – we need word of mouth.
4. Teachscape wants to compete against brick and mortar schools because they can’t move. If we can be the best price and quality, bring in speakers, be online, etc. we can bridge that gap.
5. Have done Pat Wolf events that brought hundreds of teachers to associate Stritch with high quality.
6. Connection and commitment to K-12. Marygrove has 1,500 teachers and an 88% retention rate – which is exceptional.

vii. Thinking about Illinois because there are a lot of teachers there. National Louis is a big provider there. Students don’t really like it, but they went because that’s where their friends went and because NL was there.

viii. Quality of online degrees
1. Students have found them to be more rigorous
2. Walls are crumbling quickly. Disrupting Class and The World Is Open are good books to read.
3. We should have a game plan for districts that are weary of online degrees.
   a. Show administrators what it’s all about – on the ground approach is the best.
   b. How hard does Stritch have to push? What do we have to do?
4. Program Quality
   a. It’s a Stritch online program – same quality as face to face. Teachscape will allow administrators to take a grad course to see the rigor for themselves.
5. Partners and Influencers
   a. WEAC is hosting events and has a partnership with State Superintendents to promote the MEL program. It’s designed to show the quality of the online program.
   b. Fran will email an article about online learning in education.
   c. We are NCATE accredited and NCATE is engaged in online learning.
6. Faculty Buy-In
   a. COEL faculty need to be on board before anything can move forward.
   b. Find the people who have the interest and talk to them. We don’t expect everyone to do an online program.
7. Research Conferences & Research
a. The comparison between online learning and face to face learning isn’t even mentioned anymore because it’s so well established.
b. Put together a discussion for the Ning page on this issue and discuss at the Planning Day.
c. Need to get data on teacher effectiveness to prove this. Stritch will have a hard time collecting this. Doesn’t matter whether it’s online or not – need a quality program.

ix. Initial Certification Questions
   1. Model a real-life classroom because that’s what the teachers will have when they graduate from the program.
   2. MAT instructors don’t have experience with online courses, so they don’t understand how it would work, but are willing to do it.
   3. Will districts hire grads who completed their certification online?
   4. Experienced teachers who need certification and a Masters is different than our MAT program.
      a. Teachscape wants a program they can take to the Archdiocese so their teachers can get the certification.
      b. Teachscape knows this will take time, but wants to start somewhere and work toward the future.
      c. Freda is working with the Religious Studies dept. at Stritch to develop a program, but it’s bigger than that.

x. Learning Process
   1. Creating a community is important, but can we do that online?
      a. ME program has created a caring, successful online community.
      b. The next generations will be having more online courses – that’s how they communicate.
   2. Learning model should take a teacher through a prescribed process – can see that through videos, discussion board, etc.
      a. The 360 camera can show a teacher what’s going on in the back of the classroom while they’re teaching – that is very powerful.
   3. Instructor is more like a coach or facilitator rather than telling them how to do something. It becomes more about learning.
   4. Video examples and quality are consistent with Teachscape.
      a. Can access these videos and technology in a face to face class.

xi. Accreditation
   1. Online programs are scrutinized just as closely as face to face.

xii. Practice-Based Clinicals
   1. Quality of practice-based clinical is important to our students, so what does this look like?
   2. Let’s figure out who can help us with this, or look at who has done it successfully and put something together.
   3. Gates Foundation research project may help us develop a tool to create this. Teachscape doesn’t know the answers, but are working toward it.
Teachscape needs a partner who gets it and can really develop something with them.

4. Can try a new model with an online mix – not ALL online. Partner with a school district to build a quality program and provide validity of an initial certification program with an online twist.
   a. NCATE is looking for exactly this.

xiii. Partners affect all our programs because our name gets out there and the student can pick the best program for them. There was a 3-5% bump in undergraduate enrollment that was traced back to Teachscape.

3. Working lunch
   a. Partner quality and relationships are so important.
   b. COEL wants a national and international reputation, not just a state reputation.
   c. Information from Teachscape
      i. Content of courses is owned by Stritch; technology is owned by Teachscape.
      ii. Roles & Responsibilities
         1. Stritch & Teachscape work together to design a course that Stritch has ownership of.
            a. Teachscape underwrites the cost of the course development.
         2. Teachscape is responsible for marketing and recruitment. Stritch makes final admissions decisions and approve marketing pieces. Financial Aid decisions stay with Stritch.
         3. Stritch & Teachscape work together to provide the course. Stritch provides the faculty, evals, student services, tuition. Teachscape provides the platform and materials.
      iii. Metrics
         1. Teachscape analyzes numbers weekly, as well as running reports twice a month. Stritch sees all these reports.
         2. Also analyze team performance each term.
         3. Stritch has about a 90% retention rate.
   iv. What has worked well
      1. Communication and teamwork between Stritch & Teachscape.
      2. Were able to reframe the research component to reflect a teacher’s needs.
   v. What didn’t work well
      1. Didn’t have approval to move outside WI – this is taking a long time.
      2. Have a thesis rather than a capstone. It would be easy for students to complete a capstone, but we wanted to keep the rigor there.
      3. Marketing didn’t start until the end of October; it should have started in August, but there were issues with Stritch’s business office.
      4. One program – limits options for students.
      5. More strands (reading, Catholic, Special Ed, math) would help.
a. If we had a Catholic strand, we could appeal to more Archdioceses across the nation.

vi. Things at Teachscape are very different now than they were last year. Things need to move a lot faster now.

vii. Competency Based Programs – should be one of many things we offer.
   1. Western Governors University does it.
   2. Joanne Caldwell would love to do this and strongly believes that this is where it’s headed. We need to stay on top of it.

viii. Recruitment Goals – by 2014
   1. IL – 75; IN – 75; MN – 40; WI – 120
   a. 310 new students every term.

ix. Teachscape doesn’t want numerous University relationships – would rather grow the two they have.
   1. Stritch’s challenge is to find ways to do this.

x. Teachscape is focused on educators, but is open to editing their programs to reflect Leadership.

xi. Disrupting brick and mortar institutions refers to finding a University that is not offering a quality program and going in to take those students. Teachscape would measure level of success at number of students transferring or choosing one over the other.

xii. Quality of the program distinguishes us from the UOP, Waldens, etc.

xiii. The marketing tactics that will distinguish us is the word of mouth from students, testimonials, and reputation of faculty.

xiv. Will have a plan by the end of February. We know the MEL & IL is next, but we are not sure what’s after that. The Archdioceses should be a priority too.
   1. Send Stritch faculty to those organizations to present their thoughts.

xv. Load and payment issues for current and future programs will be addressed.

4. Next steps
   a. Meet for 2-3 hours to discuss brainstorming ideas.
   b. Tia will ask for observations during the Planning Day next week.
   c. Tia will email Melissa email addresses of people who should have access to courses.
   d. The Roles & Responsibilities slide would be helpful to have.
   e. Take faculty who are interested in online or a new program and start with them. There is no point in making people do something they don’t want to do.
   f. Brainstorming ideas
      i. Is there a Special Ed course that everyone would want in the staff development realm? Start small.
      ii. Teachscape will be developing a guide on online learning and K-12 student achievement.

5. Other ideas to make it to the next step
   a. Sharing information
i. This Teachscape information should be shared with other faculty so they understand the roles and responsibilities and the overview.

ii. Good to hear about Fran’s role with accreditation.

b. Planning Day
   i. Have faculty who have done online learning speak about it.
   ii. Faculty can have passwords to the platform.

c. Archdioceses
   i. We could do a dry-run with them because we wouldn’t have to deal with the State.

d. Foreign Language
   i. Get a K-12 certification through Stritch, with an online foreign language strand.

e. Special Education strand or certificate programs associated with Autism, RTI.

f. Load issue
   i. Faculty have negative feelings about load.
   ii. Paul’s idea:
      1. One/two people in charge of the logistics of the program. Get a key person to be in charge of the courses in each area.
      2. Use high-quality adjuncts to teach the courses.
      3. Faculty won’t be teaching in the program that much, so we can still go online.
      4. Organize the programs so quality programs are still being done with the minimal amount of work.
         a. Professor of Record
      5. Get the right person in the right positions. Mentoring is very important.
         a. For example, online students NEED feedback, so if an adjunct isn’t a good writer, this may be an issue.
      6. May need to have different models for different programs. This is ok.
         a. Model will change as the number of students increase too.
   iii. To develop more strands or programs, faculty will need to be compensated.
      1. Right now, Paul does it as part of his salary. Other programs won’t work that way.
      2. Model of what it will take to launch and then we can attach dollars to it.
         a. Everyone should think about what this would look like.

g. We need to do more with research, technology, and broaden our reputation. Our partnership with Teachscape will allow us to accomplish those.

h. We would build an office to communicate with Teachscape, but have people in each content area to build the courses with the Teachscape office and Teachscape people.

i. Chair (or someone!) should have a presence in conferences, talk to students that are interested, be a great instructor, so that creates a good reputation.

j. Rural communities
   i. Feeling left out because they don’t have access to Internet, make less money, and can’t have Internet.
1. Go to a CESA, high school, or library to get access.
   ii. Platform knows what kind of access you have and plays the videos accordingly.

6. **Brainstorm other partnership opportunities (meeting separately)**

7. **Illinois Certification**
   a. Peter put together a letter and sent it to financial aid office, business office, etc.
   b. **Doctoral**
      i. **Next Steps:**
         1. File a Notice of Intent (Peter needs a number, everything else is ready to submit online) – pay with $250 fee and send to specific address.
         2. Wait 30 days and submit application. Peter has already started and submit $5,000 fee per region. Can only do one region first.
            a. Start with Chicago, then move to the Northern Region one year later.
         3. Will be assigned a representative and attend a meeting. Will also be doing HLC & NC verification.
            a. Peter should talk with Dan to confirm what we need to do for verification.
      ii. If we put in $10,000, put the first $10,000 of revenue into another account for the next state.
      iii. Language in letters for all programs should be the same.
      iv. Keep an operating list of what was submitted and when.
   c. **MAT (Archdiocese)** would follow what ME is doing.
      i. Could do a general Masters in Education degree with different programs so we avoid fees for each separate program.
   d. **ME**
      i. Mock-up letter from Blankenburg. Attachments needed:
         2. C – write what Fran wrote and copy from catalog. Want a piece of paper that shows that’s it asynchronous.
         3. D – no physical presence in IL. Listed in the last North Central report stating all our services are offered on campus.
      ii. Once we write this letter and get an approval/exemption letter, we can operate in IL. We won’t have an office there, but we can drive there and meet with school districts in IL. Get the letter in ASAP.
         1. Juli may have to register, with a small fee, to do this.
         2. COEL has to go through process in MN too. Doesn’t matter that the COB is there already.
   e. **MEL**
      i. ISBE needs to send an approval. Once Mike gets this, he will follow the Doctoral steps outlined above.
      ii. Biggest issues are dealing with state departments.
      iii. Fran will read and look at everything and notify us of any changes. She is working on getting requirements for other states.
iv. Administrator standards in IL will change – let’s stay on top of this.

f. Data
   i. Fran will send the document that lists districts and teachers without Masters.

g. Budget
   i. We should have a budget/staff set up for this type of thing.

h. Archdiocese
   i. WI & IL are under the gun to get certifications. Most have a degree in Religious Studies, but no certifications. Archdiocese wants teachers to go through an initial Teacher Ed program to show they are a quality teacher. If they do it, then the Archdiocese will grant the certification.
      1. It has to be a Catholic institution.
   ii. Freda and Dan Scholz are working together.
   iii. K-12 schools are needed for Chicago, and principals.
   iv. It would be ideal for them to be licensed in the state too. Then Freda would have to work with Elaine.

v. ACTION ITEM Freda needs more specific information from Mike Soules, regarding the request from the Archdiocese, and key demographics regarding the current teacher population/student population within the catholic schools. This is important information to share with SOE faculty as she introduces the concept of redesigning the MAT program to an online format to meet the needs of this population.