

ILLINOIS STATE TEACHER CERTIFICATION BOARD

Illinois State Board of Education
State Board Room, Fourth Floor
Springfield, Illinois

Friday, October 7, 2005

MINUTES

Call to Order / Roll Call:

Dennis Williams, Secretary, Illinois State Teacher Certification Board, called the Illinois State Teacher Certification Board meeting to order at 9:05 a.m. Dennis Williams proceeded to call the roll. A quorum was present.

Members Present:

Mr. Dennis Williams, Secretary

Muhammad Abdullah	Deborah J. Curtis	Dave Marshall
Kay Acklin	Nina Dorsch	Sr. Colleen McNicholas
Denise Albrecht	Allen R. Ellington	Jo Ann Owens
William Briggs	Ascencion Juarez	Denise Williams
Andrew Brulle	Elliott Lessen	Eugene Zalewski
Lydia E. Bullock	Linda Malone	

Members Absent:

Dr. Randy J. Dunn, Chairman

Richard Ammentorp	Lindy Greenlee
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Others Present:

Candace Baker	Lee Patton	Karen Williams
Ed Blue	Janet Pierce-Ritter	Marti Woelfle
Gerald Duff	Deanne Riese	
George Fero	Kathlene Shank	
Asim Gangopadhyaya	Larry Sondler	
Colleen Herald	Lynn Steffen	
Mitch Hopper	Brenda Stonecipher	
Jean Kirts	Ronald Suryk	
Robin Lovett	Kathryn Taylor	
Jim Mannoia	Joy Taylor-Ankenbrandt	
Daryl Morrison	Renee Vilatte	
Karen Onstott	Sally Vogl	

Approval of Meeting Minutes:

The minutes of the September 9, 2005, Illinois State Teacher Certification Board meeting were presented for consideration. William Briggs moved that the September 9, 2005 minutes be approved. Denise Williams seconded the motion. The motion passed by unanimous vote.

Public Participation:

- **Daryl Morrison**, *Education Policy and Agency Relations Director, Illinois Education Association-NEA*

Subject: "High Objective Uniform State Standard of Evaluation" (HOUSSE) – October Draft Document

Mr. Morrison shared the following concerns raised by members of the Illinois Education Association:

(1) Multiple subject and related subject matter credits for special education were removed from the HOUSSE document;

(2) Under Appendix D, the new letter g – Work experience (non-teaching) directly related to the area of teaching assignment can earn ten points per year of experience; and

(3) Under Appendix D, the new letter c – 100 points can be earned for a general education teacher in grades below six and possession of National Board for Professional Teaching Standards (NBPTS) certification or an Illinois master certificate in special education: However, only 25 points can be earned for a special education teacher.

- **Kathlene Shank**, *Professor and Chair, Department of Special Education, Eastern Illinois University; Representing the Illinois Alliance of Administrators of Special Education (IAASE)*

Subject: "High Objective Uniform State Standard of Evaluation" (HOUSSE)

Dr. Shank disseminated the following two documents which are specific to a Multiple Subject HOUSSE:

- "Highly Qualified Teachers – Improving Teacher Quality State Grants", ESEA Title II, Part A, Non-Regulatory Guidance, Revised August 3, 2005, Academic Improvement and Teacher Quality

Programs, Office of Elementary and Secondary Education, U.S. Department of Education

- “Individuals with Disabilities Education Act (IDEA): Analysis of Changes Made by P.L. 108-446”, January 5, 2005, Richard N. Apling, Specialist in Social Legislation, Domestic Social Policy Division, Nancy Lee Jones, Legislative Attorney, American Law Division, Congressional Research Service, The Library of Congress

No Child Left Behind does govern highly qualified for general classroom teachers and regular educators, but IDEA 2004 has two specific parts that make it different from *No Child Left Behind*. The two groups of special educators that are different are those individuals who exclusively teach individuals who are assessed by the portfolio assessment (in Illinois) and special educators who teach more two or more subjects (multiple subjects).

IAASE would like the State Teacher Certification Board to pass Section 25, Appendix D, but to allow representatives to come back to the table to discuss a Multiple Subject HOUSSE as the rules and regulations are retrieved from IDEA.

Dr. Shank shared concerns regarding Appendix D, the new letter b.; the completion of college coursework in the core academic subject area of assignment had been changed from seven to five points per semester hour.

Facilitation Committee’s Report:

Denise Albrecht, Chair of the Facilitation Committee, reported the Facilitation Committee met at 8:00 a.m. The following adjustment was made to the agenda:

- After Item G. Secretary’s Report, members of the State Teacher Certification Board will move into Closed Session.

Item(s) for Immediate Action:

Recognition of Greenville College

Marti Woelfle, Principal Education Consultant, Certification Division, introduced the following representatives from Greenville College: Jim Mannoia, President; Ed Blue, Chair, Education Department; Kathryn Taylor; and Robin Lovett.

On behalf of State Superintendent of Education Randy J. Dunn and the State Teacher Certification Board, Ms. Woelfle presented Greenville College representatives with a resolution that reads as follows:

“WHEREAS, Greenville College’s Education Department, led by Dr. Edwin Blue, has provided Illinois professional educators and other institutions with technical assistance and guidance with meeting the accreditation and state professional education standards defined in the Illinois Administrative Rules, Section 25.115.

WHEREAS, with the support and assistance of the Greenville College administration, faculty, support staff, and education candidates, the College hosted the Summer 2005 Illinois State Board of Education Review Team Member training on June 14-17, 2005, and helped train 30 new State team members.

THEREFORE, BE IT RESOLVED that the Illinois State Teacher Certification Board and the State Superintendent of Education extend their grateful appreciation to Greenville College and its Education Department for their hard work and dedication to Illinois’ professional education community, the schools they serve, and the children of Illinois. “

New Program Proposal Recommendations –

Loyola University Chicago – Secondary Education: Science / Physics

Brenda Stonecipher, Principal Education Consultant, Certification Division, introduced the following representatives from Loyola University Chicago: Janet Pierce-Ritter, Associate Dean of Student Academic Services, School of Education, Certification Officer; and Asim Gangopadhyaya, Chairperson, Department of Physics.

Eugene Zalewski alerted university representatives of a revision that needs to be made to the description of the following course (p. 10): PHYS 238: Intermediate Physics Laboratory (1). Dr. Zalewski commented briefly regarding (p. 32) Standard 8 – “The Universe”.

Andrew Brulle referred to Standard 7 – “The Earth” and Standard 8 “The Universe”. Those standards appear to address more astronomy and geology issues as opposed to physics and chemistry. Dr. Brulle asked university representatives to expand on this issue since there did not appear to be a match between those Standards and the Course Descriptions.

Elliott Lessen complimented the education courses in terms of the assessment activities. Dr. Lessen shared a concern regarding the physics courses because the assessment activities are exams and lab reports. If the university is going to prepare physics teachers to do something other than just lecture than these should be modeled in the physics courses that the students take. Are there other ways in physics courses such as group activities, etc. that students engage in to demonstrate their competence not just in the physics content?

Deborah J. Curtis recommended that in the performance indicators that the assessment be assessing performance as opposed to knowledge.

Elliott Lessen referred to CIEP 351: Curriculum/Teaching in the Middle School. The description states that the course is designed to meet Illinois standards for endorsement in middle school teaching, etc. Dr. Lessen suggested that a statement should be added to other descriptions where appropriate. Dr. Lessen also shared his concerns regarding field experiences, specifically middle school experiences. He pointed out to the institution, that if it's going to provide the endorsement in middle level everyone has to have a middle-level experience.

Andrew Brulle asked university representatives to expand on the Assessment Chart (p.16) specifically the faculty review and the methods courses.

Deborah Curtis commended university representatives for developing the two types of routes to becoming a physics teacher in such a high need area.

Denise Albrecht moved that the State Teacher Certification Board recommend to the State Board of Education provisional approval of the Loyola University Chicago – Secondary Education: Science / Physics program, thereby authorizing the educational unit to conduct the program and to recommend candidates for certification by entitlement until the time of the institution's next scheduled Accreditation Review [Section 25.145 (d) (1)]. Ascencion Juarez seconded the motion. The motion passed with four abstentions.

McKendree College – Special Education – Learning Behavior Specialist I (LBS I)

Marti Woelfle, Principal Education Consultant, Certification Division, introduced the following representatives from McKendree College: George Fero, Chair, Division of Education, Health and Human Performance; Gerald Duff, Provost; and Candace Baker, Assistant Professor, St. Xavier University.

Nina Dorsch indicated some concern about the practicum versus a student teaching experience (p. 18). The description states that the EDU 697 Student Teaching consists of a 16-week, full-time experience in “an” appropriate special education setting, etc. Dr. Dorsch asked how that singular experience is going to

cover the full range of the ages in the certificate elementary, secondary, etc. rather than a split experience in both age levels.

Elliott Lessen stated that student teaching is the culminating experience and it seems, given the P-21 nature of special education, that not having a split experience where candidates actually receive the two age ranges for eight weeks each as a culminating experience is a concern because these are very different. Dr. Lessen suggested that the program needs to consider this kind of experience so that students are able to pull everything together.

Elliott Lessen explained that given the Corey H. decision LBS I covers from the very mildest of disabilities to the most severe of disabilities, and one item that was not evident was physical disabilities, health impairments, severe mental retardation, autism, traumatic brain injury, etc. Dr. Lessen shared his concerns about the lack of background information on all of these disabilities in a three-hour characteristics course. How will students receive all of this information given that it is a huge amount of information to understand?

Sr. Colleen McNicholas shared her concerns that a representative from St. Xavier University has answered all of the questions raised to representatives of McKendree College. George Fero explained that McKendree College is a partner in a "Funds for the Improvement of Post-Secondary Education" (FIPSE) grant, and St. Xavier is providing McKendree College consulting services on the content area in special education. The questions that are being asked are in the area of the content field in special education. McKendree College does not have the expertise in this area. The purpose of the grant is for St. Xavier to provide consulting services to develop a proposal and program and follow McKendree through the first three years of implementation. Sr. McNicholas asked how McKendree College is going to have special education courses taught at McKendree.

Elliott Lessen stated that the assessment activities (p. 38) for CC3O, CC3P and CC3Q are observation of instructional delivery. An observation is not a performance activity. What are your students going to do to show you that they can create and maintain accurate records, or to evaluate the learning environment?

Nina Dorsch referred to the general curricular standards (p. 74). Dr. Dorsch suggested that language clearly state a "portfolio assessment" and expand the list of portfolio items to include those performance assessments and instructional delivery activities that are conducted.

Linda Malone shared that she has heard from many classroom teachers in the field that candidates are indicating that they don't feel that they are prepared when it comes to working with parents, classroom management (behavior

control), and the challenges that they face in diverse situations. Ms. Malone asked how much emphasis is given to these areas of concern.

Sr. Colleen McNicholas asked for clarification if McKendree College is going to eventually have their own stand-alone program separate from St. Xavier University.

Denise Albrecht moved that the State Teacher Certification Board recommend to the State Board of Education provisional approval of the McKendree College – Special Education – Learning Behavior Specialist I (LBS I) program, thereby authorizing the educational unit to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next scheduled Accreditation Review [Section 25.145 (d) (1)]. Linda Malone seconded the motion. The motion passed with five abstentions.

Denise Williams recommended that when preparing the “Program Overview” memorandum that accompanies new program proposals for State Teacher Certification Board members that State Board of Education staff include the location of the university in the documentation.

Break (10:15 a.m. – 10:30 a.m.)

McKendree College – Health Education

Marti Woelfle, Principal Education Consultant, Certification Division, introduced the following representatives from McKendree College: George Fero, Chair, Division of Education, Health and Human Performance; Gerald Duff, Provost; Jean Kirts, Director of Health and Physical Education; Deanne Riese, Assistant Professor of Physical Education; and Karen Onstott, Associate Faculty Member in Health Education.

Andrew Brulle referred to the assessments (p. 13 and 14) and commented that several of the assessments listed are administrative issues rather than assessments. Dr. Brulle asked college representatives to explain how the candidates are meeting the standards.

Andrew Brulle indicated that he did not see a rubric for addressing the artifacts in the portfolios. Dr. Brulle further asked college representatives to explain the faculty review process.

Elliott Lessen commented that the most recent supply and demand study suggests that in Illinois health educators are in over supply, and they (regional superintendents and school districts) have suggested wanting individuals who are prepared in more than one area. Dr. Lessen stated that since this is a 09

certificate he cannot locate any information in the course proposal with regard to middle level.

Nina Dorsch asked that college representatives share further information with regard to the parenthetical descriptions (p. 11) of the field experience components. Dr. Dorsch also noted that page 11, 3d needs revised to include the word “seminars” at the end of the sentence, “Candidates must attend four campus-based seminars.”

Andrew Brulle noted that on page 11 Course PSY 406 – Psychology of the Exceptional Child does not list the relationship to the Standards in the appropriate column.

Denise Albrecht moved that the State Teacher Certification Board recommend to the State Board of Education provisional approval of the McKendree College – Health Education program, thereby authorizing the educational unit to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next scheduled Accreditation Review [Section 25.145 (d) (1)]. William Briggs seconded the motion. The motion passed with one abstention.

Proposals for Activities That Meet Requirements for Standard Certificate Eligibility

Elliott Lessen moved that the “Proposals for Activities That Meet Requirements for Standard Certificate Eligibility” dated September 27, 2005, be approved. Linda Malone seconded the motion. The motion passed by unanimous vote. (See Attachment)

Renewal of Standard / Master Certificates (Group B List)

Dennis Williams reported there is one individual on the Group B List at this time. Mr. Williams will be contacting the individual directly in order to rectify the situation.

Amendments to Rules for Certification (Various) / Report on Illinois “High Objective Uniform State Standard of Evaluation (HOUSSE)”

Sally Vogl, Rules Coordinator, provided a brief background with regard to the revised criteria for considering teachers as “highly qualified.” State Board of Education staff requested that staff of the U.S. Department of Education review the version of criteria that was recently suggested by the HOUSSE Work Group established by State Superintendent of Education Randy J. Dunn. The current

document distributed to Certification Board members reflects the results of their review.

Elliott Lessen asked that Kathlene Shank be present at the table with Sally Vogl for questions by Certification Board members because of her background in Special Education and her work on the HOUSE Work Group.

Sally Vogl alerted Certification Board members to the degree of flexibility that has been afforded to teachers in programs supported by Title I funds who are employed in “rural” schools, which are defined as schools in districts that are eligible to participate in the Small Rural School Achievement (SRSA) program. After several questions were raised by Certification Board members, Ms. Vogl stated that she would ask Bob Bigham, Principal Education Consultant, Certification Division, to provide a brief summary of what this entails to Certification Board members.

With regard to the “first employed on or before August 1, 2005” and “first employed after August 1, 2005”, Sally Vogl stated she would consult with Bob Bigham to inquire if the August 1 date could be removed and revised to read “first employed for a particular school year” in order to provide flexibility since districts hire all year long.

Since the federal document does not contain the following language, “each core academic subject taught”, Kathlene Shank suggested revising that language to read, “in the additional core academic subject taught”. This would not be as restrictive and would provide consistency.

Sally Vogl explained that where the Type 29 (transitional bilingual certificate) is discussed in the HOUSSSE document that a candidate must have passed the content-area test applicable to the subject taught. Nina Dorsch raised a concern regarding candidates entering the program concurrent with their first employment. The inherent problem will be that if a person passed the content-area test, why would he or she have to pass the coursework?

Andrew Brulle raised a concern regarding the issue of Special Education teachers being highly qualified in the Language Arts because they have met the Language Arts Standards for teachers. The Language Arts Standards for teachers are broad requirements and have nothing to do with their ability to teach the Language Arts. After discussion Sally Vogl explained that the language would be revised to state, “completion of the coursework required to address the standards for all special education teachers which encompass numerous relevant knowledge performance indicators.”

Kay Acklin shared her concerns regarding the elimination of the cap on points under (b) in Appendix D. This action by the federal representatives is found to be very insulting.

Kathlene Shank requested that since the words “core academic” were added that (b) in Appendix D does not preclude a teacher from counting courses.

Nina Dorsch asked for clarification regarding the possession of NBPTS certification or an Illinois master certificate in either early childhood education or elementary education: 100 points for a general education teacher in grades below six; and possession of NBPTS certification or an Illinois master certificate in special education: 25 points for a special education teacher.

William Briggs shared his concerns regarding completion of college course work in the core academic subject area of assignment earning five instead of seven points per semester hour. Mr. Briggs would like the points changed back to earning seven points per semester hour.

Kay Acklin asked Sally Vogl to share the discussion that involved eliminating (b) in Appendix D. Ms. Vogl stated that the primary concern was double counting. Ms. Acklin raised concerns regarding a teacher coming from out of state and how they would become highly qualified.

Kathlene Shank asked Sally Vogl to provide clarification to (w) in Appendix D. Ms. Vogl explained that this is for special education teachers who teach multiple core subjects and attempts to provide them credit for completion of their approved program or major by dragging together points in different subject areas: 15 points in each core academic subject taught for a total of 75 points applicable to each subject.

Nina Dorsch asked that the State Teacher Certification Board and State Board of Education staff continue to explore the possibility of a multiple HOUSSE. Sally Vogl stated that from a rulemaking standpoint that there is no reason why additional options cannot be added once they are determined to be made available. William Briggs stressed that no teacher should be fired because they are not found to be “highly qualified”.

Dave Marshall indicated that outside the area of Special Education, middle school and high school, where teachers are assigned multi-subject areas, and middle school teachers in a self-contained setting or those alternative school teachers, it would be amazing to find anyone who is not highly qualified with all of the available options.

Kathlene Shank stated that we need to move forward with further consideration of what we are going to do for those special education teachers who are in fact teaching those learners that because by federal law their least restrictive environment is a self-contained classroom because of their behavior being so intense of such duration they cannot function in a regular classroom. How will

we provide services to those individuals by this highly qualified so called “federal hoop”? We need to continue working toward a multiple subject HOUSSE.

Nina Dorsch moved that the State Teacher Certification Board recommend to the State Board of Education adoption of the proposed HOUSSE structure as provided with the proviso that items that Certification Board members have directed staff to pursue continue to be pursued, studied and worked on in light of any new developments. State Board of Education staff will continue further development of HOUSSE in conjunction with the already established HOUSE Work Group. Elliott Lessen seconded the motion. The motion passed by unanimous vote.

Lunch (12:30 p.m. – 1:00 p.m.)

Public Participation: (Approved Change to Agenda)

➤ ***Ronald Suryk***

Subject: Lapsing of Teacher Certificates

Mr. Suryk shared with Certification Board members his personal experience concerning the lapse of his teaching certificate due to failure to pay the registration fee for six consecutive years, and his discontent regarding the reinstatement law. He feels that there was not appropriate notification to the public and individual teachers of the law changes. Mr. Suryk respectfully asked that this law be revisited.

Item(s) for Immediate Action: (***Continuation***)

State Teacher Certification Board Operating Procedures

Kay Acklin explained that she incorporated the changes into the Operating Procedures that were discussed at the last meeting of the State Teacher Certification Board.

After review and discussion, Nina Dorsch moved that the State Teacher Certification Board approve the Operating Procedures for the State Teacher Certification Board of Illinois. Elliott Lessen seconded the motion. The motion passed by unanimous vote.

Item(s) for Information:

Renewal of Standard Master Certificates (Report – Group A List)

Dennis Williams reported that there were 959 recommendations for Standard / Master Certificates renewed in Group A for the period of September 9, 2005 through October 6, 2005.

(Note: Due to the size of the printout, the report is not attached to these minutes. If an individual would like to obtain a copy of the approved recommendations, please contact Dennis Williams, Secretary, Illinois State Teacher Certification Board.)

Secretary's Report:

Dennis Williams provided a brief status report with regard to the Certification Division. He also announced that Marti Woelfle has submitted the Title II Report to the federal government.

Dennis Williams shared that Norman Durlinger, Co-Director, and Erika Hunt, Project Coordinator, Illinois – State Action for Education Leadership Project (SAELP), Center for the Student of Education Policy, Illinois State University, have expressed their desire to provide a formal presentation to the State Teacher Certification Board.

After discussion, Certification Board members agreed to cancel the November 4 meeting of the State Teacher Certification Board. The next scheduled meeting for the Certification Board is December 1 and 2, 2005.

Closed Session:

Kay Acklin moved that the State Teacher Certification Board go into closed session under the exception set forth in the Illinois Open Meetings Act as follows:

Section 2(c)(11) for the purpose of discussing pending litigation.

Kay Acklin also moved that the Board request Renee Vilatte, staff attorney at the Illinois State Board of Education; Dennis Williams, Secretary; Joy Taylor-Ankenbrandt, Recorder; and Mitch Hopper, Multi-Media Specialist, be present at the closed session. Ascencion Juarez seconded the motion. The motion passed by unanimous vote.

Elliott Lessen moved that the State Teacher Certification Board adjourn from closed session and return to open session. Denise Williams seconded the motion. The motion passed by unanimous vote.

Adjournment:

With no further business, Elliott Lessen moved that the State Teacher Certification Board meeting adjourn. Linda Malone seconded the motion. The motion passed by unanimous vote. The State Teacher Certification Board meeting adjourned at 2:00 p.m.

APPROVED

Chairman

Secretary

ATTACHMENT

**PROPOSALS FOR INDUCTION AND MENTORING PROGRAMS
TO MEET REQUIREMENTS
FOR THE STANDARD CERTIFICATE**

Recommended for Approval
by State Board Staff
October 2005

Laughlin-Falconer Elementary School
Galesburg CUSD #205