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Education

March-April 2016
Volume 2, Issue 3-4

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PREPARATION POINTS

ILLINOIS STATE
BOARD OF EDUCATION

Center for Educator Effectiveness

SPRING AHEAD

Jason Helfer

As we “spring ahead” this year, we anticipate great growth. Outside we see the season begin to awaken life around us. We charge each of you to awaken the ideas and initiatives that may have “fell behind” this school year.

WEBINARS

Licensure Officers

ISBE will offer a mandatory spring Licensure Officer training for all Illinois Licensure Officers. The training will be offered Monday, April 18, 2016 or Wednesday, April 20, 2016 from 10:00AM to 11:00 AM. Licensure Officers will be able to choose which date they will attend.

This training will include an overview of the entitlement process as well as a review of new legislation and rules that apply to licensure. This spring webinar is not intended to be as comprehensive as the fall licensure training, but will offer a review of best practice as Licensure

Officers are anticipating end-of-year entitlements.

While the training is required for Licensure Officers, if an institution has other members of their staff who would be interested in attending, please encourage them to email Tina Dimmitt-Salinas at cdimmitt@isbe.net for registration information.

Superintendent Programs (Peer Review)

ISBE will offer a peer review training for all members of the superintendent program peer review teams. The training will be offered on Thursday, April 7, 2016, and include a general overview of Administrative Code and the requirements in Part 33. The superintendent program peer review webinar will also include an overview of the new proposal format design components, as well as scoring matrix reviews used to facilitate the proposal evaluation.

Peer review teams will begin reviewing proposals in April.

The webinar will be placed on the ISBE website as a reference for institutions of higher education and

other stakeholders interested in the review process after the April 7th webinar presentation.

Early Childhood Education Programs (Peer Review)

ISBE will offer a peer review training for all members of the early childhood peer review teams. The training offered Wednesday, April 6, 2016 will familiarize review teams with the new standards, review matrix, proposal format, and requirements for early childhood education programs. This training will guide members of the review team as they provide feedback for institutions submitting their new Early Childhood Education programs.

The webinar will be placed on the ISBE website as a reference for institutions of higher education and other stakeholders interested in the review process after the April 6th webinar presentation.

Peer review teams will begin reviewing proposals in April.

PEER REVIEW

Overview of Peer Review Process

Peer review teams are given one full month to review proposals. An institution needs to submit its proposal by the first Tuesday of the month to have it peer reviewed that same month. The peer review team has 30 days to return the proposal and review matrix to ISBE, then the appropriate preparation staff will email the reviewed proposal and matrix to the institution.

Institution may make changes to their proposals per peer review feedback. The Illinois State Educator Preparation and Licensure Board (SEPLB) has requested institutions identify the modifications made to the original document rather than adding an Appendix outlining the changes.

Timeline

Institutions that submit proposals for peer review should anticipate 2-3 months from the time they initially submit the proposal to ISBE to the proposal to be added as an item to the SEPLB agenda.

TESTING

Principal Test (186)

The Principal as an Instructional Leader 195/196 tests launched September 8, 2014. Before these tests were available, educators in Illinois principal programs had to take the Principal (186) test. With the development of the 195/196 test, the Principal (186) Test will be retired on June 30, 2016.

ISBE will honor the Principal 186 test for the PRIN endorsement for Illinois principal preparation program completers if the 186 test was taken and passed before September 8, 2014, but within 10 years of the educator's application to ISBE. Institutions are encouraged to follow the same practice.

[Click here to find previous issues of the Preparation Points Newsletter!](#)

ISBE CLOSINGS:

Memorial Day
Monday, May 30, 2016

ILLINOIS STATE EDUCATOR PREPARATION AND LICENSURE BOARD MEETINGS

April 1, 2016

9:00am-4:00pm

Illinois State Board of Education
100 North First Street
Springfield, IL 62777
Fourth Floor, Board Room

May 6, 2016

9:00am-4:00pm

Illinois State Board of Education
100 North First Street
Springfield, IL 62777
Fourth Floor, Board Room

The Illinois State Educator Preparation and Licensure Board (SEPLB) supports a system of preparing and certifying (licensing) teachers, administrators and school service personnel that reflect the highest standards and best practices to meet the educational needs of every child in the State of Illinois.

For prior SEPLB meeting agendas and minutes [click here.](#)

Elementary Education Test (197-200)

ILTS has announced March 21, 2016 as the first date candidates can take the new Elementary Education (Grades 1-6) Test.

Until that date, any candidate that has completed or is currently enrolled in a program should take the Elementary/Middle Grades (110) Test. ISBE recommends students enrolled in the "new" (1-6) program

should take the new Elementary Education (Grades 1-6) (197-200) test once it becomes available. The 110 test may be used for entitlements as long as the passing score on the test is less than 10 years old at the time of application.

ISBE will keep the 110 test available during the transition time frame until August 31st, 2017.

APT vs edTPA

Effective March 10, 2016, any educator, prepared in-state or out-of-state, who have completed student teaching prior to August 31, 2015, are eligible to complete either the Assessment of Professional Teaching (APT 188) or the edTPA.

PROPOSED RULES AND AMENDMENTS

Rules undergoing amendments are found [here](#). As Rules are proposed and amended, this webpage provides a summary of the Rule, a medium for public comment, and status updates as Rules are filed and adopted.

Proposed Amendments for Part 1 (Public School Evaluation, Recognition and Supervision) are open for public comment until April 11, 2016.

Proposed Amendments for Part 27 (Standards for Endorsement in Specific Teaching Fields) are open for public comment until April 11, 2016.

Proposed Amendments for Part 25 (Educator Licensure) have been filed

and became effective March 2, 2016. Final posting is pending.

ENDORSEMENT MATRICES

Middle School Professional Coursework and Reading Teacher

We are continuing to update our collection of approved coursework for each endorsement area. Approved coursework files are used by the evaluators during transcript evaluation to determine appropriate coursework that can be honored toward an endorsement. Institutions have been emailed matrices to complete for Middle School professional coursework and the Reading Teacher endorsement. The matrices need to be completed and returned to ISBE by April 15, 2016.

CLEP EXAMS

The College-Level Examination Program Exams test mastery of college-level material acquired in a variety of ways; general academic instructions, significant independent study or extracurricular work.

ISBE will honor CLEP exams to meet content area requirements if the credit hours earned through the exam are identified on a transcript from a regionally accredited institution.

If you would like to be added to our distribution list, please email Tina Dimmitt-Salinas (cdimmitt@isbe.net)



ISBE SPOTLIGHT

Meet Henri Fonville

Henri is from Decatur, Illinois and has worked at ISBE for over 26 years. During this time she has worked with recognition and compliance of public and nonpublic schools; worked in the Preparation and Evaluation division; and currently works as an assistant to Dr. Jason Helfer, Deputy Superintendent for Teaching and Learning. Henri was born and raised in Decatur, and is a graduate of MacArthur High School and Richland Community College. Henri has a son, Braxton, and a mean little dog named Tico.

Henri is a great asset to the agency!

ISBE Preparation Staff

We encourage all representatives from institutions of higher education in Illinois direct all correspondence to their assigned ISBE liaison. Questions about licensure and entitlement that were previously directed to evaluator staff should now be fielded by preparation staff. We want to ensure a consistent voice from ISBE to all entitling institutions. Preparation staff members are prepared to address all questions.

QUESTIONS AND ANSWERS

Q: Could a candidate submit college courses from 1980 to be used towards an endorsement?

A: There is no “age limit” on college courses. Credit will be honored for courses completed and identified on a transcript from a regionally accredited institution, with a grade of “C” or above.

Q: If a candidate holds a high school Biology and a middle grades General Science endorsement can he/she be entitled for middle grades math by completing a “focused program”?

A: Yes, the candidate would need to complete 24 hours in math content, the required 3 hours in middle school math methods, and the content test. The candidate would not need to retake student teaching.

Q: Can a candidate who was not entitled in May 2015 because they did not pass the APT take the edTPA and be entitled?

A: Yes. Since the edTPA is now consequential, the candidate may either show a passing score on the APT or edTPA.

Q: Once the middle grade changes are effective, can K-12 teachers receive middle grade endorsements by taking 24 hours of content and passing a middle grade content test? Theoretically, they should have already had instruction on middle school pedagogy because they are K-12.

A: Part 25.99 requires at least 3 hours of content-specific middle school methods for each endorsement sought. Beyond that, it would depend on whether the 24 hours meet the requirements in Rules for the content endorsement. Content test would be required.

Q: Educator is a K-12 PE teacher and was entitled for K-12 PE, MS health, and HS health in 2005. It is now 2020; can the educator add a MS endorsement based on 24 hours and a content test?

A: This educator already holds a PEL endorsed in a middle grade content area so an additional middle grade endorsement may be added if the 24 hours include three content-specific middle school methods hours and the appropriate distribution is met. The educator would not need to retake student teaching.

edTPA Myths & Facts

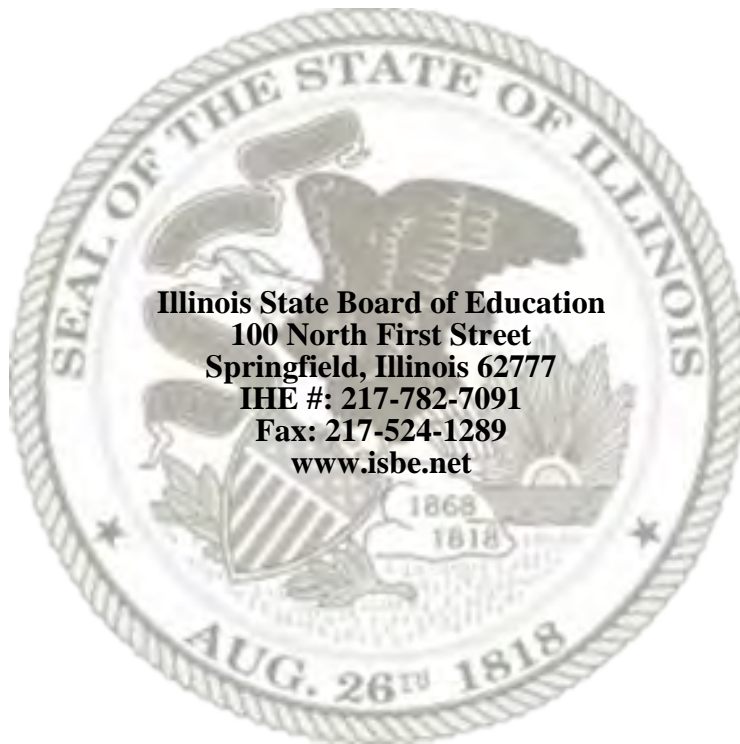
Myth: Pearson hires part-time employees who are unqualified and don't score reliably. External scorers don't know our candidates and can't/shouldn't judge their teaching. Pearson scores edTPA.

Fact: Although Pearson manages edTPA scoring activities, all scoring training is designed by the Stanford Center for Assessment, Learning and Equity (SCALE) and all scoring is conducted by educators. edTPA scorers include teacher educators, clinical supervisors of student teachers, K-12 teachers, administrators and National Board Certified Teachers. All scorers are selected because of their verified experience both with beginning teachers and teaching the subject-matter area in which they will score.

The criteria for selecting and training scorers are rigorous and include:

- Expertise in the subject matter or developmental level of the teaching field (degree and/or professional experience).
- Teaching experience in the field (or experience teaching methods courses or supervising student teachers in that field).
- Experience mentoring or supervising beginning teachers or administering programs that prepare them.

Overall, approximately 50 percent of scorers hired are faculty/supervisors and 50 percent are teacher leaders. All scorers complete an extensive 20-plus hour training curriculum that includes multiple checks to ensure that they score consistently. In addition, all scorers complete an anti-bias module that highlights potential sources of bias that might influence scoring accuracy. These include characteristics of teacher candidates (gender, socioeconomic status, region/location, and language), context or features of instruction, portfolio response characteristics (quality of writing, technical quality of materials, nature of instructional materials), instructional context characteristics (classroom setting or context, curriculum constraints, grade level or teaching assignment), and halo/pitchfork effects (undue influence of performance on initial rubrics on later scoring). In addition, SCALE has trained all subject-specific scoring trainers to review these potential sources of scoring bias when conducting interactive sessions that analyze evidence and score justifications for the “practice” portfolio. These interactive sessions precede the scoring of qualification portfolios that determine scorers' readiness to score actual portfolios. Finally, while scoring, scorers are back-read by scoring supervisors and score previously scored validity portfolios to ensure they continue to score consistently and without bias.



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