

## ISBE Questions for IACTE Fall Conference

### **Special Education:**

What is the anticipated timeline for change in the SpEd standards? Specifically, when does ISBE anticipate consideration of the CEEDAR report (which is a federally-funded Center in FL who has helped the state consider and revise the current 2002 sped standards; the report is a set of recommendations) and issuing recommendations for public comment. There has been discussion that the anticipated timeline is November (adoption of the CEEDAR recommendations followed by ISBE's recommendations being sent out for public comment).

The CEEDAR project will continue through December 2017. At this time, the CEEDAR team will submit recommendations for standards and licensure requirements to ISBE. ISBE will review recommendations and will convene a group of stakeholders who will review the CEEDAR recommendations and present additional recommendations to ISBE. The **earliest** date new standards would be proposed in rule would likely be fall 2018, with an implementation date of spring 2019, but no dates have been finalized at this time.

There has been some discussion that the state is granting short-term special education credential whereby teachers with a current license could move into teaching SpEd as long as they are enrolled in an approved SpEd licensure program. What is the status of the short-term special ed credential being granted?

This approval, "The short-term emergency approval" is currently being granted. Requirements are outlined in 25.48 and include completion of 2 of the 4 required special education areas, and acquisition of the remaining two areas and a passing score on the test within 3 years of receiving the approval. Rules state the approval shall be issued through August 31, 2018.

### **ESL/Bilingual:**

In regard to the ESL/bilingual endorsement standards proposed changes are the following:

Stated in the Summary of Proposed Rules: "By September 1, 2018, each institution must submit its course of study for the endorsement and demonstrate its alignment to the below standards." Our question: What exactly are we to submit to demonstrate alignment to the new standards (i.e., a matrix, syllabi, etc.)?

Rules were finalized in August. This requirement can be found in Part 27. We need input from the field regarding how to proceed with the endorsement: in light of the new standards, do you believe the endorsement should still consist of 18 semester hours of coursework? Do you feel coursework should still be aligned to specific ESL areas (foundations, assessment, linguistics, methods and materials, cross-cultural studies)? (Survey link distributed to attendees).

We have some concerns under Section b of the bilingual education standards 2 and 3, A and B:

- A) demonstrates the ability to properly assess content instruction in the primary and target language in order to make appropriate instructional decisions.
- B) demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable in the primary language of the student.
- C) Will these standards (particularly with regard to ESL/ELL and early childhood) apply to non-public schools?

Yes, the standards apply to all institutions (private or public) that offer coursework leading to receipt of an ESL or bilingual endorsement. The standards were developed by a group of stakeholders.

**Standardized Assessments:** Are there specific standardized assessments, tested for reliability and validity, the State will be using in students' primary languages for screening placement and yearly academic progress (W-APT and ACCESS in English)? What are these tests (in Spanish and a variety of other languages)?

IL does not offer any native language assessments for purposes of screening in a native language or for measuring annual progress in a native language. We do have a version of the 3-8 academic assessment for math only (PARCC) that is trans-adapted into Spanish. According to law, students who are first year in US and are identified as eligible for EL services are not required to take the state-required English Language Arts academic assessment in their first year (12 months) in the United States (1 administration).

There are local districts that are using commercial products or that have developed their own assessments for measuring progress in a native language. These are most commonly in Spanish and most often used as part of dual language instruction. Data on any of these local assessments is not collected by ISBE.

**Licensure:**

In old elementary license rules, what does “program must be completed by September 1, 2018” mean? Why are students given a whole year to get license? Does this mean that content courses that may not have changed from one program to the next can still be taken after September 1, 2018? All courses that form part of the K-9 program must be completed by September 1, 2018. Educators must be entitled within a year of completing the program. ISBE has received complaints from stakeholders when the entitlement date aligned with the program completion date.

With the recent extension to Elementary K-9 licensure to September 1, 2018, can elementary K-9 students who are finishing an old program get middle grades endorsements after the January 31, 2018 cutoff? January 31, 2018 is the deadline by which educators must be entitled or submit an application to ISBE transcript review, for middle school endorsements under the current requirements. If educators are deficient, they will receive two full fiscal years to fulfill any deficiencies. Applications received February 1, 2018 or after will be evaluated under new requirements.

This question relates to out-of-state experiences (not tests of basic skills) for licensure. Many teacher preparation programs have a rich history of student teaching out-of-state, in diverse contexts in the US and in international settings. As Jason H stated last spring in our meeting, there is no evidence that someone from Illinois who student teaches out-of-state is less prepared or effective as a teacher than those who student teach within the boundaries of Illinois. He has indicated that the rules regarding this restriction will come up for review, and Emily confirmed this with me over the summer. Since many of us have had long-time partnerships that are presently in jeopardy, is there any update on the movement to address this possible rule modification? Yes. Your requested change will be added to this fall’s rulemaking, and likely finalized in spring or summer 2017.

Please clarify the rules for candidates coming from out of state with an educator license. Is it correct that if they have one year of demonstrated teaching proficiency, they will not need to complete an edTPA? Yes. If they do not have one year of demonstrated proficient teaching, and do need to complete an edTPA, will they be given a provisional license until they do successfully complete an edTPA? Yes. If so, how long will they have to do so? Provisional licenses are valid for 1 full fiscal year if the educator provides evidence of a bachelor’s degree and 15 semester hours of content coursework. The license can be extended for an additional fiscal year if ILTS licensure tests are passed. The license may be renewed for an additional two fiscal years if the educator has not been employed on the license (allows additional time for edTPA.)

If candidates don't pass the edTPA but graduate from an IL program, will they be able to get a provisional license and be able to complete and edTPA while teaching with that provisional? If so, how long do they have to do this? Under current rules, no, because a provisional license is only issued to individuals who hold an OOS license that is valid and comparable to the license sought in Illinois. However, ISBE has pending legislation

that, if passed, would enable an Illinois candidate to obtain a provisional license in this circumstance and take the edTPA while working on this license.

### **Middle Grades:**

Middle School Endorsement for History: How does ISBE determine how the 21 hours are dispersed; do the hours need to be dispersed among economics, political science, etc.?

Middle grade social science endorsements are not content-specific. For the middle grade social science endorsement, coursework must include the following areas, in relation to Illinois, the United States and the world:

- i) history;
- ii) geography;
- iii) civics and government; and
- iv) economics;

(Per 25.99)

If a person is going for dual licensure (e.g. Secondary and Middle grades) can the same content area methods course count for both licenses? **Yes. ISBE is not concerned with how institutions wish to structure their courses.**

Exactly what CAEP Standards are expected as part of the Middle Grade Application? This would be critical to know for those small programs that are only accredited with the State. **Standards 1 through 3 will need to be addressed. Indicators can be referenced as applicable.**

Why is ISBE continuing to add additional requirements to the Middle Grades Program that were not part of the original approved program for those programs still working on their application, particularly in this time of tight budgets? This could cause programs to not develop Middle Grade Programs. **New changes around program approval in general were finalized in rule in August. These changes (alignment to CAEP standards and the measures taken to ensure that candidates gain experience with technology relevant to the profession) apply to all programs, not just middle grades.**

**Endorsements**; Is an elementary math endorsement being considered? **No elementary education endorsements beyond the existing K-4 endorsements are being considered at this time, as educators may teach all subjects in a self-contained classroom.**

### **Gateways:**

It will not be a requirement for all higher ed programs to align to Gateways standards. As an institution already entitled to offer Gateways Level 5 infant toddler and preschool credentials, is there anything else we need to do in order to ensure we are in compliance with the new rule? **Send proof to ISBE if the credential was earned after**

your new ECH program was approved so documentation can be added to your file. Otherwise, provide evidence when you submit your new ECH program proposal.

Has Gateways developed new standards for higher education programs? If so, are entitled institutions required to realign their programs to those new standards? I'm not aware of any recent changes.

### **CAEP:**

Please clarify the connection between the requirements in new accountability system and the requirements for CAEP accreditation.

a.) In other words, will CAEP accredited institutions be required to participate in the state wide pilot and the mandatory implementation or will the data and reporting they do for CAEP suffice? Depends on state agreement and how, if at all, CAEP will be involved with collecting the data. CAEP may be able to send data to the state and the state can connect it to employment data to create reports.

Has the agreement between the state and CAEP been signed? Not yet.

### **Fingerprinting/Background Checks:**

PA 99-021 became effective on January 1, 2016. Pursuant to this Public Act, each student teacher (defined to include those completing required internships) is required, prior to starting a student teaching or required internship experience, to authorize and pay for the school or school district where the student teaching is to be completed to conduct a fingerprint-based criminal history records check of that individual. The school or school district must also complete checks of the Statewide Sex Offender Database and the Statewide Murderer and Violent Offender Against Youth Database for each student teacher. The student teacher must be provided a copy of records obtained as a result of the fingerprint-based criminal history records check. This requirement applies to student teachers placed both in public school districts and in non-public recognized schools. The changes to the statute also modify the portability requirement regarding contractors to require a school district, upon request by another school or school district, to provide background check information on contractors obtained within the last year to the requesting school or school district.

I need to confirm that this only applies to STUDENT TEACHERS and that it is not necessary for students going out for pre-student teaching clinical experiences (whatever they are called - internship, practicum, field experience, clinical placement). So, in other words, only actual student teachers (whatever it is called at your EPP) need fingerprint checks, not those doing pre-student teaching experiences.

Section 10-21.9 of the School Code requires background checks before beginning any "student teaching experience or required internship". The rules include student teaching as part of the definition of clinical experiences, and internships and student teaching are part of the definition of clinical practice in 25.610 of rule (see below).

25.610: "Clinical Experiences". That part of the professional preparation program enabling candidates preparing for licensure to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking licensure. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a role for which a professional educator license is required. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.

"Clinical Practice". Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

### **Common student teaching evaluation instrument.**

1. What actionable data will ISBE hope to gather by use of this instrument? Like other "required" assessments, the data will show that 100% of successful candidates received satisfactory ratings. What information will ISBE gain from this that it doesn't already have—ISBE already knows that all student teachers being recommended for licensure by institutions received satisfactory ratings during student teaching. The instrument will provide a common 5 to 10 elements on which every teacher candidate in Illinois will be assessed. Institutions may add additional elements if they wish. Will assist with complying with new federal regulations for quality clinical experiences and provide consistency across the state.
2. Is there particular information ISBE wishes to be gathered via a common student teaching instrument (e.g., extent to which candidates use specified high leverage practices)? If so, why not just require programs to include whatever criteria the state wishes in EPP-designed assessment systems? No- we are gathering input from the SEPLB to determine the 5-10 common elements that should be included on all instruments.
3. What actionable data does ISBE anticipate PROGRAMS and INSTITUTIONS will gain by a requirement to use a specific instrument that programs and institutions currently do NOT have with their own instruments? Districts have complained that every institution uses a different instrument. If they have five different student teachers, they have five different rubrics. There is a need for consistency.

How will micro-credentials be aligned with approved endorsement and graduate programs ?

Microcredentialing - mini course of study at various organizations (Ex: professional organizations.) Similar to courses but it's a mini syllabus and rubric. Another way of framing professional learning. Similar to competency based programs.

We are looking into using Title II dollars for competency- based residencies in urban and rural locations. Can have modules, no credit hours, seat time etc. Individuals will have to show competency in certain areas to receive licensure.

What is the data in Illinois on teacher shortages? How does the state board envision Academies addressing shortages? How would Academies work with approved programs in higher education?

Teacher shortages: we compile a report each year for Feds and send a survey to SUPTs, PRINs, and hiring managers asking them to look ahead and identify shortages in the upcoming year.

Illinois is a huge exporter of ECH and ELEM teachers; however, we have lots of unfilled classrooms, especially in STEM, foreign language and special education classrooms.

Who needs to sign non-disclosure agreements? How are institutions addressing plagiarism on the edTPA on their campuses? How is the edTPA requirement in Illinois being addressed with candidates coming from non-edTPA states? Each institution should consult with its legal department regarding non-disclosure agreements. Each institution should refer to its policy on plagiarism for handling edTPA plagiarism cases.