



Illinois State Board of Education

Gery J. Chico, Chairman
Dr. Christopher Koch, State Superintendent

Grade Span Configuration Stakeholder Meeting Friday, June 8, 2012

Linda Tomlinson



One Standard Professional Educator License

- ▶ To obtain this license a candidate must do the following:
 - Complete an approved educator preparation program
 - Pass appropriate assessments (e.g., Basic Skills test, pedagogy and content assessments)
 - Completed course work on the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled,
 - Have successfully completed coursework in methods of reading and reading in the content area



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Endorsement Structure

- ▶ ISBE is developing endorsements for many of the areas that previously required separate and individual certificates and redesigning the grade spans, content standards, course requirements, and program requirements for each endorsement.
- ▶ Individuals can receive subsequent endorsements on the Professional Educator License.
 - Subsequent endorsements shall require a minimum of 24 semester hours of coursework in the endorsement area, unless otherwise specified by rule, and passage of the applicable content area test.



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Standards

- ▶ All teacher preparation programs are required to demonstrate appropriate content and pedagogy standards for both an initial license and subsequent endorsement they intend to provide.
- ▶ These standards include:
 - *Illinois Professional Teaching Standards*
 - Illinois Social and Emotional Standards
 - Common Core Standards (for grades K-12)
 - Program Standards (e.g., NAEYC for early childhood)
- ▶ Through advisory committees, ISBE is developing new content/content pedagogy standards for different subject areas.



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Assessments

- ▶ Teaching candidates will need to take a set of assessments in addition to completing a program, including:
 - An assessment that will cover all the pedagogy standards required by the IPTS
 - Content assessments
 - Performance based assessment for student teaching called the Teacher Performance Assessment
- ▶ Different versions of TPA exist for Early Childhood, Elementary, Middle and Secondary grades.

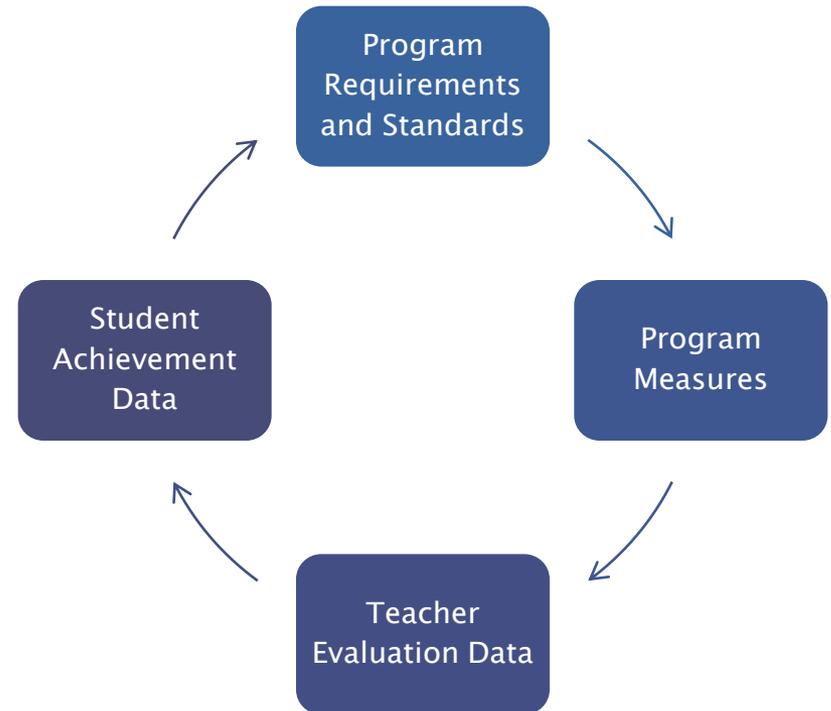


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Illinois P-20 Longitudinal Data System

Will enable research and program assessment based on educational outcomes by linking program data, teacher evaluation data and student achievement.



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Grade Span Configurations

- ▶ ISBE is developing endorsements for many of the areas that previously required separate and individual certificates and redesigning the grade spans, content standards, course requirements, and program requirements for each endorsement.
- ▶ ISBE has been developing standards and grade configurations for at least the following areas with the Early Childhood Advisory and Elementary and Middle School Advisory Groups (ECAG and EMAG):
 - Early Childhood
 - Elementary
 - Middle grades
 - High school



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Impact of Grade Span Configuration Decision

- ▶ Urgency in making recommendation for grade span configuration due to external deadlines related to Race to the Top
- ▶ This issue also has multiple implications downstream including:
 - Final Content Standards
 - Program design, content and length
 - Teacher Assessments (e.g. TPAC)
 - Clinical/Student Teaching requirements
 - Teacher recruitment and selection
 - District hiring, assignment and employment practices
 - Program assessment using LDS



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Deep Conversations About Grade Span and Development

- ▶ EMAG and ECAG have both had deep conversations on, “What are the implications of human development research on our work to create standards for Illinois teacher education programs?”
 - While acknowledging that human development is on a continuum with a range of what is considered “normal” development, does the research on human development suggest a natural break in children’s development that would necessitate a corresponding change in the way teacher’s respond to their learning needs?

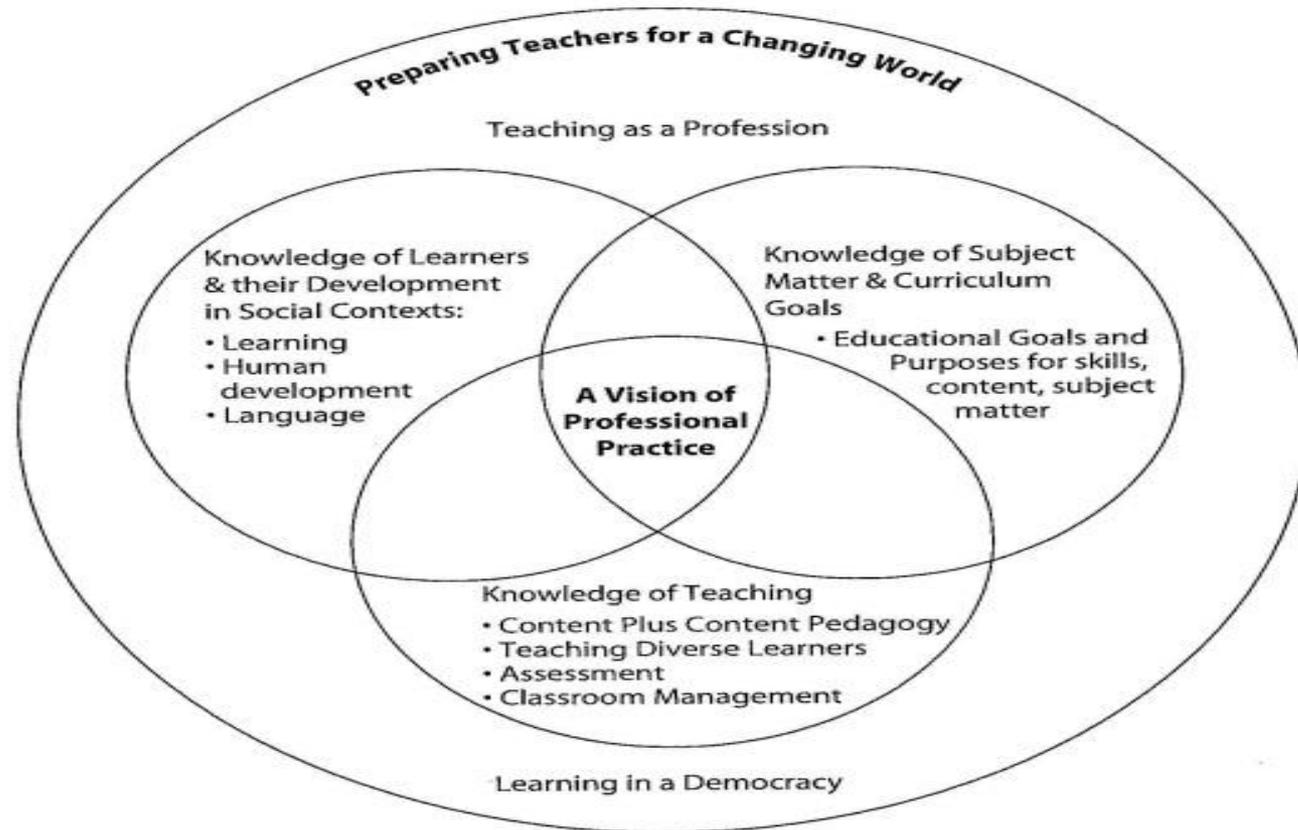


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Model of Teacher Preparation Suggested by Darling-Hammond



Progress to Date

Elementary and Middle School Advisory Group

- ▶ Elementary and Middle School Advisory Group (EMAG) was convened to draft new elementary and middle school content standards based on the Common Core, Illinois Professional Teaching Standards and other relevant standards
 - Diverse stakeholders including higher education, districts, principals, teachers, ROEs and professional organizations
 - Drafted content standards for English Language Arts, Mathematics, Social Studies and Science based on the Common Core, where available
 - Recommended separate draft standards for Elementary (K-5) and Middle School (6-8) based on differentiated needs of elementary and middle school learners
 - Incorporated content knowledge required by teachers as well as knowledge and application of pedagogy, assessment, and strategies for diverse students specific to each content area



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Progress to Date

ECAG/EMAG Joint Meetings

- ▶ Early Childhood Advisory group convened to address content standards and program requirements for new Early Childhood endorsement
 - Diverse stakeholders including higher education, community colleges, districts, practitioners, professional organizations and advocacy organizations
 - Jointly with EMAG, drafted and reviewed content standards for English Language Arts, Mathematics, Social Studies and Science for early childhood grades (K-3)
 - Will continue to meet to develop additional recommendations for program requirements for the Early Childhood endorsement.



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EMAG/ECAG Recommendations for Grade Span Configuration

Two recommendations were put forth*:

Recommendation I

Early Childhood: Birth-Grade 2

Elementary: Grades 2-5

Middle School: Grades 6-8

Recommendation II

Early Childhood: Birth-Grade 3

Elementary: Grades K-5

Middle School: Grades 6-8

*Note that final grade span configuration recommendation can overlap grades. However, programs will need to meet standards for those grades covered in the endorsement.

Today's Opportunity

- ▶ ISBE is hoping that the attendee's of today's grade span configuration meeting will take the opportunity to discuss and advise ISBE on:
 - potential grade span configurations,
 - The benefits, and the
 - The challenges associated with these configurations

We are here today to:

- Answer clarifying questions
- Hear everyone's positions and perspectives
- Collect recommendations from the group



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Questions?



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