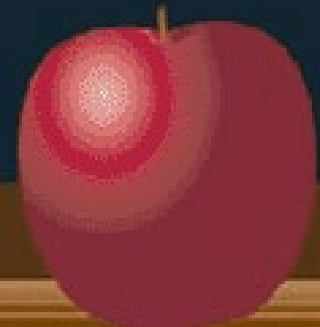
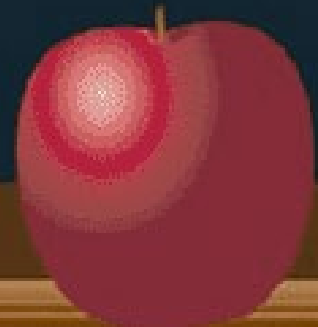
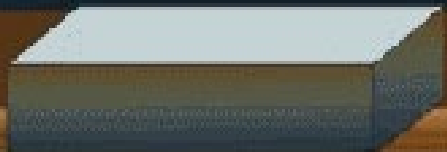


Welcome to  
IMTE Annual Business Meeting  
8:30 a.m.—10:50 a.m.on Saturday.  
October 19, 2019  
Room 221 in Peoria Civic Center,  
Peoria, IL  
Audience: Grades K-16

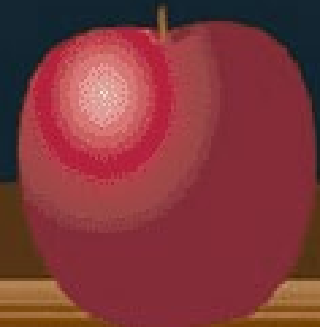


**Get to know your colleagues!**



# Agenda for the IL Mathematics Teacher Educators

- Introductions of Officers
- Introduction of members/attendees
- Approval of Minutes from the 2018 meeting
- Approval of the Treasurer's Report



Galante, Dianna <[DGalante@govst.edu](mailto:DGalante@govst.edu)>

Tue 10/15/2019 10:47 AM

Hi Mary,

I am unable to attend the meeting but would like to know what is discussed if minutes are sent out. My good news is I have my mathematics teacher education programs back at GSU. In fact all of the secondary programs and special education were reinstated at GSU. I have 8 student teachers this year.

Thanks

Dianna

Dianna Galante, Ph.D.

Professor of Mathematics

Program Coordinator for Mathematics

Governors State University

1 University Parkway

University Park, IL 60484

708-534-4127

[dgalante@govst.edu](mailto:dgalante@govst.edu)



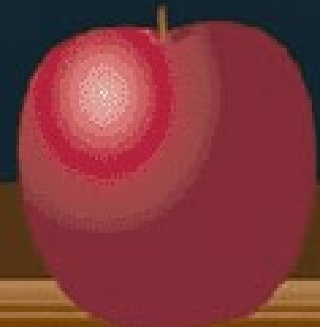
Mary,

Thanks for this reminder! However, due to budget cuts (i.e., no professional development funds) AND salary cuts, I'll be unable to attend for the foreseeable future.

Best wishes to all...

Keith Drew  
Judson University

•



**Astrida Cirulis is in Michigan helping her mother.**

Yes, I agree to run for 4 year college rep.

Enjoy! I will miss seeing all of you.

Astrida

Astrida Cirulis, D.A.

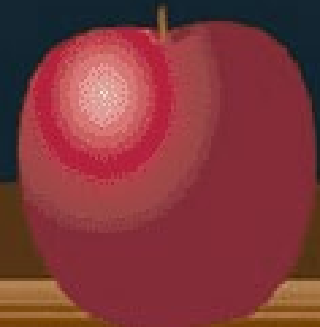
Professor of Mathematics

Concordia University Chicago

7400 Augusta St.

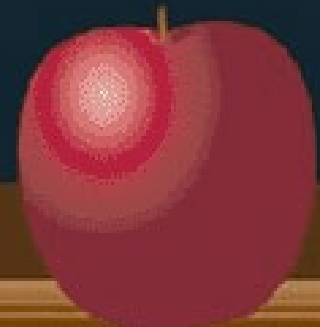
River Forest, IL 60305 U.S.A.

708-209-3352



# Business:

- Election of new officers
  - Treasurer (currently Barbara O'Donnell – Has agreed to continue.)
  - Secretary (currently Denice Love – Has agreed to continue.)
  - 2 year college representative (currently vacant)
  - 4 year college representative (currently vacant)
  - Professional Development representative (currently vacant)
  - K-12 Representatives (currently vacant)



Kelly Wamser Remijan has nominated herself for the Professional Development Consultant position. Since she is unable to attend Saturday's meeting, I asked her for a photo.

Email: [wamser.remijan@yahoo.com](mailto:wamser.remijan@yahoo.com)

Website: <https://kellyremijan.wixsite.com/website>

Twitter: @Teachers4STEAM

Facebook: <http://www.facebook.com/Teachers4STEAM>

Bio:

Current Role: Remote Professional Development and Curriculum Specialist with IMSA; Independent Math Consultant and Instructional Partner.

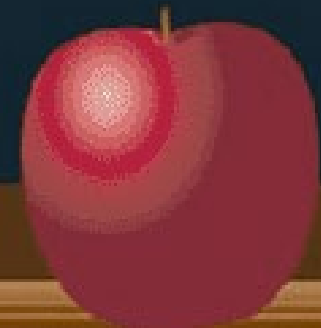
Prior role: NBCT O'Fallon Township High School in O'Fallon, Illinois as: Department Coordinator, Athletic Director, Math-Science Partnership Grant Coordinator, Toyota TIME Grant Recipient, and Toyota TIME Mentor.

College Adjunct at McKendree University.

Milken National Educator Award Recipient

Fulbright Memorial Fund Teacher Program in Japan.

NCTM Author "STEAMing up Linear Functions"



- I have nominated Katie McAskin Courtney for K-12 Representative and she has accepted.

- Email: [kathleen.courtney6@gmail.com](mailto:kathleen.courtney6@gmail.com)

- Twitter: @KatieCourtney74



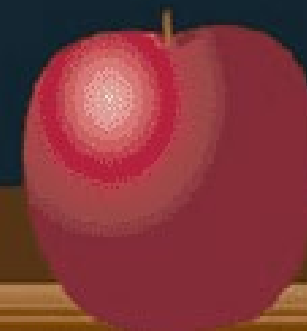
- Bio:

- Current Role: District 105 Math Specialist K-4, Accelerated Mathematics Teacher Middle School levels.

- Prior: Math Teacher at levels K-8 and college, middle school math in Chicago Public Schools, NLU (masters course for Elementary Education (& Middle School) Mathematics and NCC (elementary education math content and methods classes),

- Recent Education: Master in C&I from National Louis University.

- Presentations: MMC for past 3 years. district-wide Math PD.



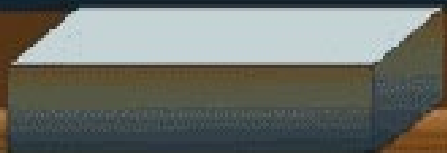
## Todd from August 19, 2019 Meeting

- An item of note: ISBE announced that they and Pearson are going to be changing the Elementary Education content area test. They are transition from the current model (where a candidate has to pass each of the four sub-areas with a score of 240 or higher in order to pass the test) to a "new" version where a single, overall score is used to determine passage of the test. The "new" version would also have fewer questions on it. Thus, a candidate with a weaker area could compensate with a stronger area and pass the overall test. No other details or timeline was provided (other than to say this could take 6-9 months to do).
- Also, the bill on the Governor's desk only puts the TAP requirement on hiatus for five years, after which the issue is addressed again. [During the five year hiatus the issue is also supposed to be studied.] There also has been a bit of chatter about forming a committee to look into alternatives to the TAP requirement.

## ISBE rule changes:

- Earning a subsequent endorsement will be easier for current PEL holders: essentially the new requirement is 18 cr. hrs. of content and the appropriate content test. That particular rule change is sitting with the legislature's Joint Committee on Administrative Rule (JCAR) with the hope it is approved before the 365-day window closes on December 12. (A rule change must be enacted within 365 days of agency approval.)

If approved the middle grades program under the above requirements has them taking 18 cr. hrs. (including a MS content-specific methods course) and passing the appropriate content test.



# National Standards

## **Transition Timeline for Secondary Education (9-12), Middle Grade Social Science and General Science (5-8) , and Special Teaching (K-12)**

- October 1, 2020: No candidate shall be admitted into a program that has not been approved under Part 27 (i.e., national standards).
- October 1, 2024: Candidates must complete programs aligned to former Part 27 standards (i.e., state standards).
- October 1, 2025: Candidates must be entitled for a program aligned to former Part 27 standards (i.e., state standards).

Special Education Standards pending public comment



# Statute Changes

## PA 101-0220 signed on August 7, 2019

- **Basic skills test:** No longer a requirement for licensure
- **Student Teaching:** each school district **may** provide a salary to a student teacher employed by the district.

View the [full text](#) of PA 101-0220.

FAQ about Basic Skills requirements, can be found [here](#).



# How does PA101-0220 impact your IHE?

Since the Basic Skills test is no longer a requirement:

- All candidates can now complete a preparation program without a passing basic skills test (TAP, ACT, or SAT)
- Former candidates may complete the requirements for a current program without a basic skills test.



# Example Scenario

Thomas was previously enrolled in a K-9 program at an institution. Thomas was unable to pass the basic skills, and therefore he could not enter into student teaching.

However, Thomas graduated with a degree from the institution in a non-licensure track. Thomas is now interested in coming back to complete the program.

What should the IHE do in this situation?



# Example Scenario: Next Steps

When candidates inquire about next steps to complete their licensure program, consider the following:

1. Institution should conduct a transcript audit to verify which requirements have been met. Institutions are encouraged to practice flexibility and understanding while auditing past coursework.
2. Student teaching must be awarded as credit on an official transcript.
3. IL program completers must pass the edTPA, waivers are not an option.



# Proposed Part 25 Changes: Summary

## Part 25.100-Subsequent Endorsements

- 18 s.h. content
- Content test

## Part 25.620

- Compensation during Student Teaching

## Part 26.60-Alternative Program

- Mentor requirements for PFA programs



# Proposed Part 25 Changes: Subsequent Endorsements

## 25.100

When an educator holds a professional educator license with one or more teaching endorsements and wants to add subsequent content area endorsements or grade levels, the requirements to obtain a subsequent endorsement are outlined below.

If Initial PEL is:	And Educator Seeks Subsequent Endorsement
Early Childhood (B-2 or B-3)	18 Hours Coursework* + Content Test (if available)
Elementary Education (K-9 or 1-6)	
Middle Grade (5-8 or 6-8)	
Secondary (9-12)	
Special (PK-21 or PK-12 or K-12)	
*Some endorsements have specific coursework, experience and degree distributions	

**Specific Distributions:** Early Childhood, Elementary, Middle Grade, Reading Teacher, Safety & Driver's Education, Gifted Teacher



# Proposed Part 25 Changes: Student Teaching

25.620

- Student Teachers may be compensated for their services
- Restrictions on requirements were removed



# Elementary Education Test Design

- **Non-compensatory to Compensatory**
  - *Compensatory Design*
    - One Test
    - Must be passed in its entirety
    - Test-takers are able to “compensate” in one area to help pass the test overall
  - *Non-compensatory Design*
    - Subtests (197, 198, 199, 200)
    - All subtests must receive passing score in order to pass entire exam
- **ELED (Grades 1-6) #197-200 will remain available until January 2021**

## Redesign of ELED 1-6 Test Projected Dates

Test framework available on ILTS website	September 2019
Establish Passing Scores	December 2019
Registration Begins	December 2019
Practice Test Available	January 2020
First Operational Test Administration	January 2020
#197-200 (non-compensatory) retirement	January 2021



# APT/edTPA

## APT/edTPA

- Educators 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.

## edTPA

- Educators who completed student teaching on/after **September 1<sup>st</sup>, 2015**
  - See the edTPA [fact sheet](#) for more information, including how to submit official scores to ISBE
- 
- The APT/edTPA CANNOT be waived for IL program completion.
  - If a candidate is certified in another state, the candidate is recommended to go through reciprocity to obtain their license then an IL IHE may entitle for a subsequent endorsement.



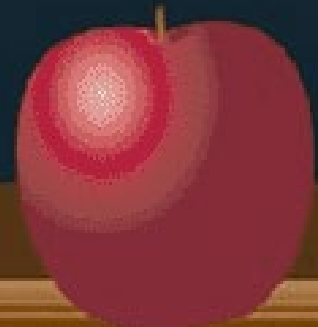
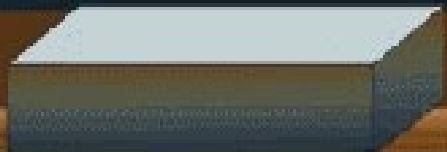
# edTPA Score Update

- September 18, 2019
  - State Board discussed edTPA score
  - [Board Packet](#)
- October 15, 2019
  - State Board will vote on proposed edTPA score change



# ICTM-Adam

Information about next year's NCTM and ICTM meetings



- August 19th Zoom IMTE meeting
- Discussed many of same topics as AMTE

Reason for shortage: 120 applicants for programs, only take 60 because faculty not hired

edTPA: Pass rate is 93%

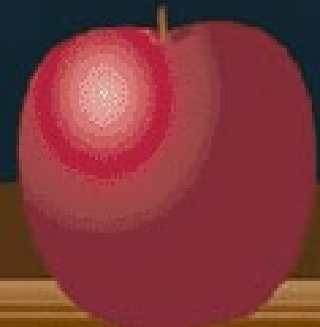
Elementary Content Test: retakes can now be done in two weeks

Flash cards for content test , ILTS flash cards,

NCTM & AMTE: National survey on frustration in the schools;

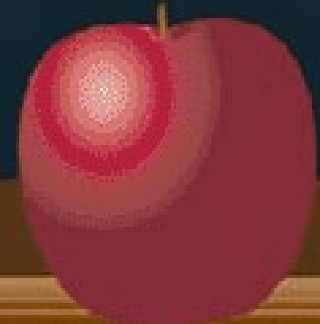
Need to promote the profession – statewide campaigns?

Study where high retention



## Old Business

- Writing SPA reports (these are specific questions, perhaps suited for a small group of folks who will be writing their SPA reports within the next year) - how to address CAEP's edTPA "limited" alignment to NCTM Standards? alignment between NCTM's 2012 and 2003 standards? are institutions using GPA's to assess teacher candidates' content knowledge?
- Recruitment and Retention
- edTPA Preparation – What have you learned? What has been effective? What areas do you feel your University does well/ needs improvement?
- Making the Most of Field Experiences – Sharing practices and problems



**Educator Licensure Tests Administered by Test Fields**  
(105 ILCS 5/2-3.11)

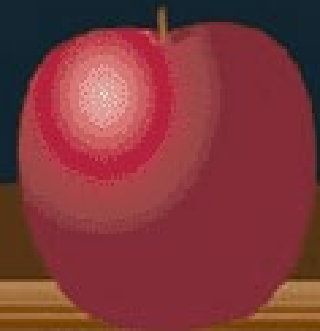
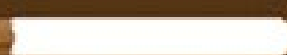
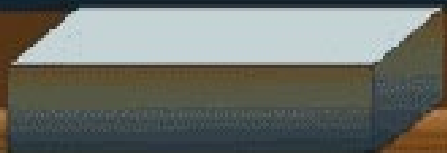
ISBE's 2018 Annual Report published in January 2019.

<b>Test Field</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Basic Skills: TAP	11,848	22,081	6,084	1,016	4,650
edTPA					4,368
Early Childhood	469	662	561	459	708
Elementary	2,813	3,138	2,769	2,180	8,869
Special Education - all categories	1,845	3,466	3,308	2,012	3,496
Sciences - all disciplines	583	549	569	375	695
Math & Computer Science	441	515	467	305	621
Foreign Languages - all languages	301	465	368	270	344
English, Speech, Media, Reading, EL	1,379	1,565	1,414	1,642	1,577
History & Social Science	770	782	738	529	890
Art, Music, Theatre, Dance	446	569	428	450	508
Vocational/Technical - all fields	187	298	135	124	416
Health & Physical Education	569	542	486	367	415
School Service Personnel - all fields	810	1,265	831	1,198	1,332
Administrative - all types	1,253	947	1,942	1,323	2,873
Language Proficiency	561	949	787	627	910
Assessment of Professional Teaching	7,252	7,220	2,038	337	929
Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>321</u>	<u>22,723</u>
<b>Total</b>	<b>31,527</b>	<b>45,013</b>	<b>22,925</b>	<b>13,535</b>	<b>56,324</b>

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system began in FY 2014, at which time all certificates were converted to licenses.

# Retention and Recruitment

- From Todd: Would be a joint venture between IMTE and ICTM to create positive marketing material to encourage high school students to consider going into teaching as a professional as well as specific areas such as math and science.



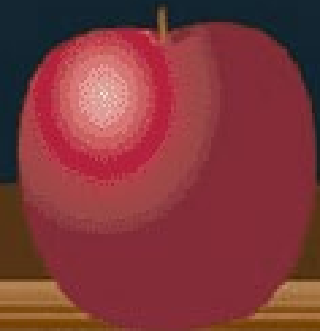
# Retention and Recruitment

- From ISBE's Jason Helfer 8/23/19: 4Rs: Recognition, Recruitment, Residency, Retention
- Checking with groups to prioritize, virtual meetings in evening
- Actively raising pay does not improve retention
- Frame differently: Don't hear about all the good things; need to get stories in forefront; celebrate and brag about what we do.
- Grow your own: How to support those with/wo B.A. to become teachers.



## Jan Fitzsimmons, Center for Success Partnership

- **Annie Baddoo has developed the Rockford Grow Your Own Program. Last spring, the Recruitment Task Force developed a Planning Guide for high school counselors to use in guiding perspective high school students interested in teaching. It has been updated. The guide can be customized for each partnering institution. A copy will be available Oct. 18.**
- **Also under discussion is the *Teen Teach Camp*, a summer camp for high school students to explore the teaching profession.**



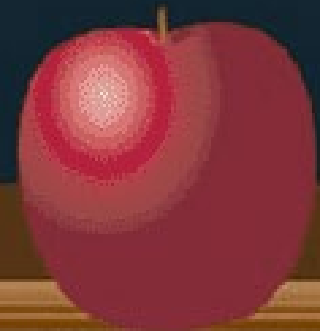
# Other items for discussion

- Ideas for IMTE events the coming year
  - Semi-regular zoom meetings?
  - Topics?
  - How can IMTE be an organization that supports you in the work you do?)
- Summit with other Mathematics Education Leaders in state



# New Business

- New secondary math content test
- How will ISBE's proposed rule changes in endorsement structure affect our programs?
- Elementary Math Content Exam – How have the College Algebra/ Stats requirements been going in your program? What have you learned? How do we best prepare elementary education students for the math content exam?
- How will ISBE's proposed rule changes in endorsement structure affect our programs?
- How does IMTE's mission intersect with the ideas of the new group ILMU (Illinois Mathematics United)--the umbrella group for all stakeholders in math ed in IL?



- Ideas for IMTE events the coming year: Semi-regular zoom meetings? Topics? How can IMTE be an organization that supports you in the work you do?)
- Summit with other Mathematics Education Leaders in state
- A survey to gather data on a national perspective.
- 
- **AMTE Midwest Affiliates Survey Questions**



• Thank you for your input and  
commitment to mathematics  
education!

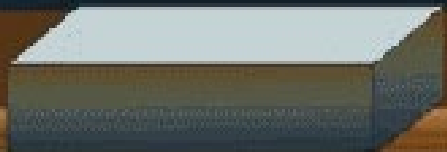


• Congratulate Adam as he becomes the IMTE  
President!

• Have a safe trip home!



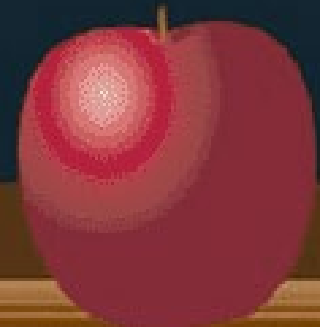
- Following slide information was not discussed due to lack of time.



# IMTE is an affiliate of Association of Mathematics Teacher Educators, <https://amte.net/> Skype 7/24/19

- These are the concerns/topics that we discussed:
- How are other states dealing with math teacher shortages and recruiting, and are states relaxing rules?
- Retention initiatives – suggestion a joint venture between state AMTE and K-12 NCTM state affiliate to create positive marketing material to encourage high school students to consider going into teaching as a professional as well as specific areas such as math and science.
- edTPA – What have you learned? What has been effective? What areas do you feel your University does well/ needs improvement?
- Is there a need for two organizations? Could the AMTE affiliate be a subgroup of the K-12 NCTM state group? How do we maximize our relationship with AMTE?

- WI: relaxing some requirements and has a secondary general science licensure grades 4-12. Some specific coursework has been dropped.
- Enrollment at Michigan/Flint is 1/6 what it used to be, but no one is talking about shortages. There has been some lowering of standards. In 2013 a Basic Skills Test was added and in 2018 it was dropped. Michigan is broke – no money.
- Question of Induction came up and IL is only state with a program.  
<https://intc.education.illinois.edu/>
- IN affiliate is going to have an action research project take the place of edTPA.
- WI wanted to know if states had liability insurance when they hosted conferences.
- There is a need for a communication tool for affiliate presidents to be able to ask questions of other affiliate presidents. Survey with agenda.
- A proposal for a Chicago meeting was made.



# August 19 Agenda Topics:

- How are other states dealing with math teacher shortages and recruiting, and are these states relaxing rules?
- Retention initiatives – From AMTE Any interest in a joint venture between state AMTE and K-12 NCTM state affiliate to create positive marketing material to encourage high school students to consider going into teaching as a professional as well as specific areas such as math and science. Would you be interested in an AMTE effort to create a national recruitment and retention plan for mathematics teachers?
- edTPA – What have you learned? What has been effective? What areas do you feel your University does well/ needs improvement? *Indiana is looking for an alternative possibly some form of action research.*
- Possible changes coming down the road since the IL governor has signed the bill to eliminate the basic skills requirement. What is happening in other states? *Other states have also relaxed some requirements. Wisconsin AMTE rep said that it is a big issue; state is relaxing requirements, not ensuring quality*
  - *Eliminating specializations*
  - *General science for secondary ed*
  - *Possibly 4-12 certifications*
- Making the most of Field Experiences – Sharing practices and problems
- SPA reports (for those institutions who are participating, especially important if aligning to CAEP)

