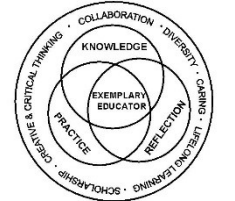


University Committee on Initial Educator Licensure
Unapproved Minutes
October 14, 2022
Teams Meeting
1:45 – 3:00pm



A COMMUNITY OF LEARNERS

- I. 1.45 pm Approval of Agenda (John Evar and Paul Fix)
- II. Approval of Minutes from August 26, 2022 and September 16, 2022 (Lydia Gerzel-Short and John Evar)
- III. Reports
 - A. University Office of Educator Licensure and Preparation
 - UOELP/ISBE updates – J. Parker
 - a. ISBE news
 - i. IEPP/Re-authorization updates
 - i. Mike Eads asked for the technical guide
 - ii. IACTE conference with ISBE presenting:
 - i. Diversity Pipeline
 - ii. Community Colleges and 4-year degrees
 - iii. TEACH grants eligibility/highly qualified in light of edTPA waiver
 - iii. Sub license changes
 - i. Starting in January 2023, 90 college credits are needed to qualify for the full sub. license
 - b. UOELP news
 - i. Starting the instructional waivers and PDH process for fall 22
 - ii. Gentle reminder to send placements file – November 4 deadline
 - Entitlements – A. Jones
 - a. Part I updates
 - b. Part II reminders
 - Content Test Data – C. Schaff
 - a. Loaded into Blackboard
 - b. Scheduling department assessment meetings
 - B. Assessment and Accreditation – JE Strid

Carrie -Announces informational seminar: Making assessment more equitable

 - Diversity: need to consider within assessment and accreditation
 - Assessment vs. accreditation; both merit looking at Accreditation:
 - CAEP report has diversity, how address, how recruit and retention
 - Data focuses on reporting these aspects
 - Licensure data on retention of diverse students
 - Data disaggregated by self-reported ethnicity
 - Can look at specific assessments
 - Track data internally with program
 - Diversity is also part of IEPP data
 - Dispositions data -at least three data points for each candidate (coop-teacher, supervisor, assessment)
 - Can improve collection in our own data
 - CRTL Standards also have major focus on diversity
 - Assessment
 - Important question of how do programs examine data?
 - What do you look at with data? Look for issues, good or poor performance; Look at the data through a lens of diversity

Content tests -tied to curriculum

Content tests are criteria referenced tests –

Standards set the criteria -historically set which include some cultural component

Standardized tests reinforce the standards of the mainstream

Cultural background can make difference ex: baseball in math; what if you come from a cultural background which has no knowledge of baseball?

Content test for History: if you immigrate to US 14 will include things that you will not know.

Goal to eliminate content tests

Good indicator of ability to take a test.

Socioeconomic status is an indication of test savviness

Tricks to taking tests are not well taught in

Or paying for Kaplan to improve your test taking skills – which again reinforces the tie to socioeconomic status

Example of unfairness of TAP exam, takes 5 hours, and need to take over and over (and pay the fee).

Not just standardized tests -relying on multiple choice can be problematic

students feeling of belonging and acceptance is critical

- Key Assessments -A process, need to develop a mindset how you put together and revise for equity

Look at data

Constant improvement to hit the mark -recursive

Can also help improve teaching

Need a way to track diverse students on all KAs and to be able to examine data trends as progress through program

Start with examining if programs are looking at diversity data

Is it possible within Anthology to get data on diversity?

Look to see what we can do to better support student

2 areas to start with: Carrie's workshop and the idea to look at KAs

Can we gather data on diversity through Anthology Portfolio?

C. Placements and Partnerships – K. Kuschman/K. Lichtman

Date for spring orientation is 1/13/2023

Our October meeting focused on Student Teaching Orientation planning. Panelists have been invited and most tasks have volunteers. We are considering a couple of new activities, but the general format should stay the same. The virtual orientation slides are being updated towards post-pandemic teaching practices, since a lot of them still focus on online/hybrid/remote teaching.

D. Curriculum, Policies, and Procedures – L. Gerzel-Short

Will address the regular sub policy with a draft to look at in November

E. Diversity, Equity, and Inclusion –C. Taines

IV. New Business

VII. Announcements

- A. Next meeting date scheduled for November 18, 2022, via TEAMS meeting 1-3pm

VIII. Adjournment (Lydia Gerzel-Short and Chrissie D'Alexander)