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)