



Regional Office of Education

Mason-Tazewell-Woodford Counties

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ROE 53 Principals' In-Service
November 4, 2015
East Peoria Clock Tower Place
9:30-11:30 a.m. (networking & snacks 9:00)

Agenda

Welcome/Introductions

YCMTSU

HLS PSA

ROE Updates – Patrick, Gail

- Intervention Services
- ROE Listserves - click to sign up or pass along to teachers (**almost 600 signed on**)
 - [PK-4 Listserve](#)
 - [5-8 Listserve](#)
 - [6-12 Core Subject Listserve](#) (ELA, Math, Science, SS)
 - [6-12 Non-core Subject Listserve](#) (Fine Arts, PE, Business, Voc Ed, etc.)
 - [Special Ed Listserve](#)
 - [Bookkeepers](#)
 - [Specials](#) (Counselors, Soc Workers, Psych's, Speech Path, etc.)
- [Foundational Services](#)
- [edTPA & December Graduates](#) – ISBE Teaching Entitlements & Subbing
- [SB 100 \(PA 99-0456\)](#) – School Discipline effective Sept 1, 2016 - **Alison Maley, IPA**
- [Using \(or not\) ISBE PE Growth Data for Evals – PA 98-859](#) – Beginning 2016-2017
- [Civics Education](#) – ISBE Guidance on course requirements
 - [Free Civics Ed materials and programs from the Illinois State Bar Association](#)
- [ECON Illinois – FREE K-12 resources](#) – including Stock Market Game, Personal Finance Challenge, IL Econ Challenge, STEM Finance Exchange

Next meeting February 17, 2016 (East Peoria Clock Tower Place)

[CLICK HERE FOR TODAY'S EVAL AND EVIDENCE OF COMPLETION](#)

Licensure Reminder:

- Priority Rush - <http://www.isbe.net/licensure/pdf/73-07-priority-rush-request.pdf>
- Mid-year graduates
 - Subbing vs Teaching
- Reminder – Rush Requests for licensureROE needs a rush request with the following:
 - District Letterhead
 - Person's Name and EIN
 - Indicate rush request and nature and need of the request
 - Signed by Superintendent
- [Districts as PD Providers - Recommendations](#)

Principals' Café

- [School Discipline – PA 099-0456 \(SB100\)](#) (click for summary)
- Performance Evaluation Plans
- [Civics Education](#)
- ACT – What are you doing and why?

Foundational Services

- Family Engagement 2 hour overview – see what it's all about
 - Nov 16 – El Paso Public Library conference room
 - Nov 18 – ROE 53 PD room
- ELA Writing afternoon networking sessions @ N. Pekin/M. Heights
 - February 12 – Writing for information
 - March 11 - Narrative
 - April 15 – Opinion/Argument
- Balanced Assessments
- Science Networking – 2nd semester networking sessions
- Dec. 10 PE – Developing SLOs and Assessments

December Graduates – Subbing & Teaching

- edTPA
 - Most edTPA portfolio info is uploaded to accounts for scoring in the first 1/3-2/3 of the student teaching experience
 - Video uploads are submitted and final score is produced
 - Roughly a 3 week turnaround to get final score once done and submitted to Pearson
 - Score is uploaded to individual's ELIS account and college
- Teachers - Once edTPA is passed and score posted in ELIS
 - Student Teacher needs to keep in contact w/ their college or university
 - College/University clicks the Entitlement button for ISBE if all other program requirements are met
 - Once this is done, candidate can apply for license through ELIS
 - Immediate if all (edTPA passed, degree conferred, entitlement verified by college) is done (1-30 minutes to verify and receive teaching license)
- Dec. Grads as Subs or Parapro's

- If failed edTPA - As long as they have degree verification they can apply if they have all materials in ELIS account through the ROE – transcript, etc.
- If passed edTPA – their teaching license allows them to be a Sub or Parapro – no sub or parapro license needed
- edTPA Guidebook/Handbook coming from ISBE in the next week or so

PD Providers - Recommendations

1. Can I issue activity hours for it? [Use this as a guide and for each activity.](#) [Or use this overview.](#)
2. What evidence does the recipient need to count if audited? They need either...
 - [Evidence of Completion form 77-21B](#) OR
 - Transcript from IL college or university with an ISBE approved teacher prep program
 - District can issue 77-21B for coursework from another college/university
3. Districts are providers so they can issue 77-21B for things folks do outside of the district if you warrant that it is good PD.
4. What a district should do for each activity they provide
 - ISBE Evaluation 77-21A from each recipient – paper or use Durley electronic version (Google Form)
 - Summary of responses for each item on 77-21A
 - Sign-in sheet for groups
 - Regular, ongoing related PD events (groups) should keep date and activity log
 - You can lump regular, ongoing related PD events together and issue one 77-21B
 - [ISBE Year-End Approved Provider Report](#) (June)

Civics

ISBE Guidance 10/30/15...

Do schools have to offer a separate Civics course or may they incorporate civics into existing social studies courses?

Under Section 27-22 of the School Code, civics education must "help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives"; address government institutions; discuss current and controversial issues; and include service learning and simulations of the democratic process. Civics instruction should also align to the Illinois Learning Standards for Social Science, which are currently being expanded to enumerate the knowledge and skills that students should acquire in civics during the high school experience. The course of study must be a minimum of one semester. School districts are free to determine how to incorporate civics education into their current curricula in a way that best meets the needs of their students.

According to the ISBE Illinois State Course System (ISCS)...

04161A000 Civics - Civics courses examine the general structure and functions of American systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve into the same degree of detail on constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

PE and Student Growth/Teacher Eval – PA 98-859, 105 ILCS 5/27-6.5 – 2016-2017 School Year

Question: Can **NO** fitness growth data of any kind can be gathered, compiled and used by a Physical Education teacher for their student growth portion of their teacher evaluation - even if that teacher wishes to use such data as their Type 3 assessment and they use different measures or instruments?

Answer: Still waiting on official word from ISBE

105 ILCS 5/27-6.5

Sec. 27-6.5. Physical fitness assessments in schools.

(a) As used in this Section, "physical fitness assessment" means a series of assessments to measure aerobic capacity, body composition, muscular strength, muscular endurance, and flexibility.

(b) To measure the effectiveness of State Goal 20 of the Illinois Learning Standards for Physical Development and Health, beginning with the 2016-2017 school year and every school year thereafter, the State Board of Education shall require all public schools to use a scientifically-based, health-related physical fitness assessment for grades 3 through 12 and periodically report fitness information to the State Board of Education, as set forth in subsections (c) and (e) of this Section, to assess student fitness indicators.

Public schools shall integrate health-related fitness testing into the curriculum as an instructional tool, except in grades before the 3rd grade. Fitness tests must be appropriate to students' developmental levels and physical abilities. The testing must be used to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals. **Fitness scores shall not be used for grading students or evaluating teachers.**

(c) On or before October 1, 2014, the State Superintendent of Education shall appoint a 15-member stakeholder and expert task force, including members representing organizations that represent physical education teachers, school officials, principals, health promotion and disease prevention advocates and experts, school health advocates and experts, and other experts with operational and academic expertise in the measurement of fitness. The task force shall make recommendations to the State Board of Education on the following:

- (1) methods for ensuring the validity and uniformity of reported physical fitness assessment scores, including assessment administration protocols and professional development approaches for physical education teachers;
- (2) how often physical fitness assessment scores should be reported to the State Board of Education;
- (3) the grade levels within elementary, middle, and high school categories for which physical fitness assessment scores should be reported to the State Board of Education;
- (4) the minimum fitness indicators that should be reported to the State Board of Education, including, but not limited to, a score for aerobic capacity (for grades 4 through 12); muscular strength; endurance; and flexibility;
- (5) the demographic information that should accompany the scores, including, but not limited to, grade and gender;
- (6) the development of protocols regarding the protection of students' confidentiality and individual information and identifiers; and
- (7) how physical fitness assessment data should be reported by the State Board of Education to the public, including potential correlations with student academic achievement, attendance, and discipline data and other recommended uses of the reported data.

The State Board of Education shall provide administrative and other support to the task force.

The task force shall submit its recommendations on physical fitness assessments on or before April 1, 2015. The task force may also recommend methods for assessing student progress on State Goals 19 and 21 through 24 of the Illinois Learning Standards for Physical Development and Health. The task force is dissolved on April 30, 2015.

The provisions of this subsection (c), other than this sentence, are inoperative after March 31, 2016.

(d) On or before December 31, 2015, the State Board of Education shall use the recommendations of the task force under subsection (c) of this Section to adopt rules for the implementation of physical fitness assessments by each public school for the 2016-2017 school year and every school year thereafter.

(e) On or before September 1, 2016, the State Board of Education shall adopt rules for data submission by school districts and develop a system for collecting and reporting the aggregated fitness information from the physical fitness assessments. This system shall also support the collection of data from school districts that use a fitness testing software program.

(f) School districts may report the aggregate findings of physical fitness assessments by grade level and school to parents and members of the community through typical communication channels, such as Internet websites, school newsletters, school board reports, and presentations. Districts may also provide individual fitness assessment reports to students' parents.

(g) Nothing in this Section precludes schools from implementing a physical fitness assessment before the 2016-2017 school year or from implementing more robust forms of a physical fitness assessment.

(Source: P.A. 98-859, eff. 8-4-14.)