

Welcome to the **Illinois Teacher Education Division (ITED)** newsletter. This year has brought us many challenges, celebrations, and even sadness. By now, we have all begun to analyze IDEA 2004 for teacher preparation implications (there are many). We have celebrated as one of our own won a very distinguished award, and we were saddened to hear Norma DeMario, the ITED 2003 Excellence in Teaching Award winner, lost her battle with cancer. As you read this newsletter, we hope you are working past your challenges and that your life has more joy than sadness.

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## **Keep an eye on the ITED website for..**



- Links from the 2004 Faculty Institute on teacher preparedness
- Information on becoming an active member and executive board member
- Information on the 2005 Faculty Institute

**Our web address is**

**[www.itedcec.org](http://www.itedcec.org)**

## Contact Information

Direct any comments or questions about the ITED Newsletter to James D. Basham, ITED Newsletter Editor, [jdbasham@eiu.edu](mailto:jdbasham@eiu.edu)

## ITED REFLECTIONS-PAST AND PRESENT

Written by  
**Kathlene S. Shank**  
**ITED Secretary and Treasurer**



The ITED Executive Board asked me to write for this newsletter a letter on behalf of the ITED Board. I think the Board's intent was that I tell you about things we are doing right now but as I began to think about what to say on behalf of the ITED Executive Board I found myself thinking about our past and how we came about as I looked at where we are today in 2005.

Some of you will remember the HEAC (Higher Education Advisory Committee) group that was brought together about four times annually as an advisory group on higher education special education by the Illinois State Board of Education. In the mid- 1980's as we in higher education kept trying to put on the table of this group a discussion of certification and kept finding that ISBE was not ready to open up a discussion on certification some of us in higher education became very frustrated. In retrospect it wasn't so much we were in agreement on what or how to change certification but rather we were in agreement that there were certification issues that needed to be discussed.

After one HEAC meeting on a cold blustery March day Paula Smith then Chair at ISU and I got on the elevator at ISBE together and in the ride down shared our frustration. We agreed as the elevator door opened that we needed an independent means of coming together to discuss issues, a venue in which ISBE did not control the agenda, and a venue in which we were not advisory. The vehicle that came to mind that Spring to provide the means for higher education faculty in Special Education to come together was to start up a subdivision of the Teacher Education Division of the Council for Exceptional Children. We contacted the Teacher Education Division, found out what needed to be done, then drafted a constitution and by-laws. We submitted the constitution and became a subdivision of TED on April 30, 1987. On August 14, 1987 we filed to receive an Employer Identification Number so that we could open a bank account as a not-for-profit organization. Illinois Teacher Education Division, ITED, now existed officially and legally as an entity with the primary purpose as stated in the Constitution: "to serve as a consortium for individuals actively involved in and concerned with quality personnel preparation programs in special education; to serve as an advocate for improvement of professional preparation programs and certification standards and to encourage research efforts related to teacher education and quality educational services for children with exceptionalities and their families."

As I think back almost twenty years I can not help but wonder if ISBE would have been willing to let us in higher education bring to the HEAC table the issues of certification could Corey H have been avoided (it began weaving its way through the courts in 1992) and could we have arrived at a certification structure without the intervention of the Federal Court?

ITED was very involved in the standards efforts of Illinois specific to Special Education. Lisa Monda-Amaya, Rori Carson, Paula Smith, and I represented TED on various ISBE committees and various ISBE activities related to standards development. Many ITED members state-wide were also very involved in these efforts. ITED has also had several ISBE grants since its inception that have provided professional development to higher education faculty with the most recent being the ITED Institute Grant. The time and energy of the ITED Board is mostly provided in-kind to grant efforts as a means of sustaining ITED financially. The ITED Institute last June is an example of what can be done when we in higher education special education pool our talent. The two day institute with Paul Sindelar and Mary Brownell sharing research specific to special education teacher quality was stimulating and the conversations between participants was very rich.

The ITED Institute this year will be on May 19 and 20. We will meet in Bourbonnais which is a location that seems to work well for most of us. Mark your calendars and plan to be there. It is our chance to meet, talk, and share. ITED provides a support group and forum for us that are daily involved in special education personnel preparation in the state of Illinois; it is our group, our venue.

In this the year 2005 on our higher education plate are on-going issues related to sustaining quality personnel preparation of special educators in Illinois. IDEA 2004, HR 1350, and No Child Left Behind, PL 107-110, will provide us new challenges. The Illinois emergency rules and regulations put in place in August 2004 specific to "Highly Qualified" and detailed in Section 25, Part D, currently being revised based on September and October public comment relative to Special Education will have to be aligned to IDEA 2005. While No Child Left Behind leaves certification up to the State it does provide states the option of using a test as the sole means of certification. While there is no reason for us to believe Illinois will do that as it was not done in Section 25, Part D for any type or level of teacher we do though need to remain involved and vigilant that quality personnel preparation for special educators is not undermined by the actions of the Illinois State Board of Education, the governor, the legislature, or at the national level further by the Department of Education or the rules and regulations promulgated for IDEA 2004, HR 1350. The ITED Board is aware of these issues and will address these issues in a proactive way just as it has addressed similar issues since 1987.

To support the state and national involvement of ITED we invite each of you to become an "ITED Supporter"(details specific to becoming an ITED supporter are provided in this newsletter). We also encourage you to contact any member of the ITED Board with your thoughts, concerns, and issues. It takes all of us to make a difference for learners with exceptional learning needs in Illinois by providing within the best of our abilities and resources **well prepared** special education teachers.

**Best wishes to you for a productive and professionally positive 2005 from your ITED Executive Board !**

# Congratulations to Kathlene Shank Of Eastern Illinois University



## For winning the prestigious 2004 Excellence in Teacher Education (TED/Merrill) Award

The TED/Merrill Excellence in Teacher Education Award recognizes an individual who has demonstrated an exemplary commitment to one of the following: (a) teacher education in special education, (b) preparation of future leaders and/or quality educators, and (c) research supporting the preparation of teachers and/or delivery of services to children with disabilities, legislative leadership, and scholarly works.

We all want to thank Kathlene for her state and national leadership in teacher preparation, legislation, and professional standards. Her nearly three decades of service has truly shaped the field of special education. Without Kathlene's efforts special education teacher preparation would not be what it is today. Kathlene, we hope you have the energy to give us at least another three decades of work.

# Summary of ITED's 4th Annual Faculty Institute

## **Teacher Quality: No Teacher Left Behind**

Written by James D. Basham



### Dates and Location Held

Thursday, June 3<sup>rd</sup>, 2004  
And  
Friday, June 4<sup>th</sup>, 2004

Holiday Inn Express  
Bourbonnais, Illinois

**F**or the fourth year, ITED hosted the ISBE sponsored teacher education faculty institute. Building on a conversation that started during the 2003 faculty institute, this year's theme was framed around the notion of "highly qualified" teachers as notability referred to in No Child Left Behind (NCLB). Under this umbrella topic, general talking points for this year's institute included:

- Teacher Preparation
- Teacher Supply and Demand
- Teacher Certification and Licensure

This year's keynote speakers were **Dr. Paul Sindelar** and **Dr. Mary Brownell** from the **Center on Personnel Studies in Special Education** (COPSSE, pronounced COPS). The keynotes opened on Thursday evening with a brief and poignant introduction to the topic. This presentation focused the definition of "highly qualified" as specified in H.R. 1350 (the House's bill which eventually led to PL 108-446 (IDEA 2004), which was signed into law December 3<sup>rd</sup>).

Following their introduction to the topic, the keynote speakers informally continued their talk with institute participants at the annual **Thursday Evening Social** hosted and sponsored by the ITED executive board.

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**F**riday morning's session began with a continuation of the discussion of teacher preparedness. Mary Brownell, presented research on the relationship between teacher preparation and teacher quality. During the talk, Mary referred to early results from some of the COPSSE research. Overall, research indicates that teacher quality can be broken down into four variables including:

- Teacher characteristics
- Teacher knowledge
- Classroom practices
- Student variables

An early analysis of COPSSE interviews found that beginning special education teachers use strategies they have been exposed to and have had an opportunity to practice in their teacher preparation program. Specifically, the COPSSE research found having an understanding of reading instruction is essential, but that many beginning special education teachers are not well prepared in this area. Implications related to other curricular content areas were also briefly discussed.

After a discussion of teacher preparedness, Paul Sindelar introduced other aspects related to providing the field with highly qualified teachers. Teacher supply and demand and teacher certification and licensure were presented as variables that have a direct relationship with the call for highly qualified teachers. COPSSE is focused on studying the cost effectiveness of teacher preparation options. Paul's talk hinged on how to produce the needed number of highly qualified special education teachers, in the most cost effective manner. To this point, their early research indicates that a non-traditional standards-based certification program may be the best way to meet this need. To conclude the discussion, Paul turned to the need for these programs to seek qualified people who won't readily return to previous employment, assess participant motivation for wanting to teach, and make any subsidies contingent on teaching.

"Our interviews indicate that special education teachers are well-prepared in many aspects of special education, but not sufficiently prepared to teach reading to students with disabilities. We believe the same may be true for other subject areas."

-Mary Brownell, COPSSE

"[related to the teacher shortage]..economists have defined it as a simple problem, the wage isn't high enough to draw the number of people needed. Unfortunately, this is true but it probably won't change."

-Paul Sindelar, COPSSE

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Other Highlights from the Institute Included:

- An update on state issues and the state plan from Chris Koch, Assistant Superintendent, ISBE Department of Special Education
- An administrative panel that discussed field based teacher quality issues.

For more information go to:

ITED's (<http://www.itedcec.org>)

COPSSE (<http://www.copsse.org/>)

ISBE Special Education (<http://www.isbe.state.il.us/spec-ed/>)

For more information on IDEA Reauthorization go to:

CEC Public Policy (<http://www.cec.sped.org/>)

Thomas Legislative Information Center (<http://thomas.loc.gov/>)

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Note: Proceedings for the institute have been sent out to the Deans of colleges and universities throughout Illinois.

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If you are interested in receiving information about the upcoming

**2005 Teacher Education Faculty Institute**

***to be held on May 19th & 20th***

please email your name and contact information to:

Suzanne Lee, 2005 Faculty Institute Coordinator, at

[suzannel@uiuc.edu](mailto:suzannel@uiuc.edu)

The 2005 Keynote Speaker is

**Marilyn Cochran-Smith**

Also visit the ITED website for more information

<http://www.itedcec.org/>

## **What's Going On Around the State?**

### **Grow Your Own Special Educators**

A grant has been awarded to Eastern Illinois University to help facilitate development of a statewide system of university/local district cooperative partnerships to prepare special education teachers. The grant replicates and disseminates a “grow your own” model that has been extremely successful recruiting para-educators and other non-certified special education personnel and preparing them for full certification as special education teachers in two geographically underserved areas in Illinois. The retention rate of the



individuals who have completed this program in Southern Illinois and the Springfield area has been very impressive and the Illinois State Board of Education believes that statewide replication will address concerns about special education staffing in areas with chronic teacher shortages.

**For additional information, contact Joy Russell by calling the Department of Special Education, Eastern Illinois University, 217/581-5315 and asking for Margie.**



**Lynette K. Chandler** is a professor in the Department of Teaching and Learning at NIU where she teaches courses in early childhood special education and behavior analysis. She received her doctorate from the University of Kansas in 1989. Lynette has published over 30 articles and chapters and provided numerous state and national presentations in the areas of functional behavioral assessment and positive behavioral support, social skills, working with families, and early childhood transitions, and early literacy. She recently co-authored the second edition of a functional assessment textbook. Lynette currently is President-elect for the Division for Early Childhood of CEC and she has served as President for the Illinois Division for Early Childhood. She is very involved in several state and local committees and organizations.

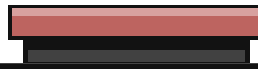
**Congratulations Lynette!**

**ITED Excellence in Teaching Award**

**2003-2004**



**Dr. Norma Claire DeMario**



**Norma DeMario** grew up in Massachusetts and received a bachelor's degree in history at Northeastern University in Boston. She completed a master's degree and doctorate in special education at Illinois State University. Norma also received a second master's degree in Orientation and Mobility from Boston College. She has taught children with visual impairments in New York, Texas, Massachusetts, and New Hampshire. She returned to Illinois State University in 1991 and began her teaching career in teacher preparation. Sadly, Dr. DeMario passed away in her hometown of Ipswich, MA on July 31, 2004 after a lengthy illness.

**Memorials can be made to the Johns Hopkins University, Ovarian Cancer Research Program, by calling 410-641-2905 or online at [http://ovariancancer.jhmi.edu/giving\\_flowers.cfm](http://ovariancancer.jhmi.edu/giving_flowers.cfm)**

**Contributions can also be made to Illinois State University Foundations-Department of Special Education.**

**Norma you will be missed by many friends,  
colleagues, and students.**

## Illinois Teacher Education Division

### Excellence in Teaching Award For College or University Faculty In Special Education

#### *WHO IS ELIGIBLE TO BE NOMINATED?*

- Any current or retired special education faculty member from an institution of higher education in Illinois whom you feel is an outstanding teacher.
- The nominee must have taught at least 2 years in special education at the college or university level.

#### *WHO CAN NOMINATE A FACULTY MEMBER FOR THE AWARD?*

- Another faculty member, department chair, or dean
- A current or former student
- You can nominate yourself.

#### *WHAT IS THE PROCESS?*

- Complete the attached nomination form. All follow-up activities will be conducted with the nominee directly.
- Submit the nomination form by July 1, 2005. Send the form to:

**Dr. Barry W. Birnbaum**  
**Department of Special Education**  
**Northeastern Illinois University**  
**5500 N. St. Louis Ave.**  
**Chicago, IL 60625**  
**Fax: 773/442-5593**  
**Email: b-birnbaum@neiu.edu**

- Beginning with the 2000 award, nominations will be retained for consideration for three subsequent years. All persons nominated prior to the 1999-2000 academic year must be nominated again this year to be considered for the 2005-2006 ITED Award.
- The award recipient will be presented the award at the ICEC Fall 2005 Conference.

**Nomination for the ITED  
Excellence in Teaching Award  
2004-2005**

**Remember please mail/email to:**  
**Dr. Barry W. Birnbaum**  
**Department of Special Education**  
**Northeastern Illinois University**  
**5500 N. St. Louis Ave.**  
**Chicago, IL 60625**  
**Fax: 773/442-5593**  
**Email: b-birnbaum@neiu.edu**

**Name of Nominee:**

**Position:**

**Full Address:**

**Office Telephone Number:**

**e-mail:**

**Name of Nominator:**

**Position:**

**Address:**

**Phone Number:**

**e-mail:**

**Why does this individual deserve the Excellence in Teaching Award? Cite examples of teaching excellence (use additional sheet of paper if needed).**

**WOULD YOU LIKE TO GET MORE INVOLVED WITH ITED?  
SHARE YOUR INTEREST IN BECOMING AN ITED BOARD MEMBER!**

Board positions which will need to be filled over the next few years include: Vice-President (who becomes President-Elect, President, and Past President); Secretary/Treasurer; 2 Members-at-Large; Membership; Historian; Newsletter Editor; ICEC Liaison. If you are interested in serving in one of these positions, just complete the form below and submit to:

Fran Reed  
Associate Dean of Instruction  
Burke Administration 101  
Olivet Nazarene University  
Bourbonnais, IL 60914-2271

Email: freed@olivet.edu

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**ITED BOARD INTEREST FORM**

\_\_\_\_\_ I would like to be contacted in the future regarding ITED Board positions that need to be filled.

Name:

Mailing Address:

Phone:

Email Address:

