

ILLINOIS TEACHER  
EDUCATION DIVISION  
OF  
THE COUNCIL FOR  
EXCEPTIONAL  
CHILDREN

# Illinois Teacher Education Division (ITED) Newsletter

“ITED is your voice in Illinois.”

Volume 4, Issue 1

Newsletter, 2008-2009

**Special points of interest:**

- “State of the State”
- ITED Past-President’s Message
- “Highly Qualified”
- Become Active in ITED

**Inside this issue:**

ASPIRE	2
“Highly Qualified”	3
Interesting Resources	3
Upcoming Events	3
ITED Excellence in Teaching Award	4
Results of ITED Election	5
Our Mission & More About Becoming an ITED Supporter	5

**“State of the State” by Beth Hanselman, Assistant Superintendent for Special Education and Support Services, Illinois State Board of Education**

Illinois applied for recognition and assistance from the U.S. Department of Education on Wednesday, March 5, in the “Scaling up of Evidence-Based Practices” competition. In April, the Illinois State Board of Education was notified that they were a finalist and at the end of May were notified of the award.

Illinois was selected to participate in the “Active Scaling States” category, which is for those states that are fully engaged in capacity building for scaling up. The purpose of the State Implementation of Scaling-up Evidence-based Practices (SISEP) Center is to promote students’ academic achievement and behavioral health by supporting implementation and scaling-up of evidence-based practices in education settings. SISEP will work with selected states to improve their capacity to carry out implementation,

organizational change, and systems transformation strategies to maximize achievement outcomes for all students in each state. SISEP will work with six states over a five year period.



Each state already will be engaged in implementing evidence-based educational practices.

Through collaboration with

the SISEP states, states will build the organizational capacity to move proven practices to large scale, sustained implementation. States working with SISEP will focus initially on evidence-based practices currently being implemented with fidelity in each state.

Outcomes will assess (a) the state organizational capacity for scaling, (b) the number of schools (and proportion of schools) implementing evidence-based practices to criterion, (c) outcome for students, and (d) the sustainability and efficiency of evidence-based practices when implemented at scale.

**A Message from ITED’s Past-President: Lisa Monda-Amaya**

Welcome once again to the ITED Newsletter. Each year it’s nice to take some time during the summer to reflect on personal and professional goals and to think ahead to the coming year. As I reflect on ITED’s accomplishments, I’m excited to note the direction we’ve taken and the influence our organization has had on practices in the

state. As indicated by our successful pre-conference workshop on RTI at the ICEC conference last fall, we continue to affect change and advocate for best practice. Furthermore, we strive to keep our members connected.

At our most recent ITED board meeting, we discussed state and national issues affecting teacher

education and practice. At the national level, TED has begun to discuss political priorities which may include: increased funding for recruitment, retention, and mentoring of qualified special educators and doctoral candidates; alignment of NCLB and IDEA to ensure students receive high quality education; and (continue on page 2)

Message from Past-President continued—

work with the presidential candidates to increase knowledge and clarity of issues in special education. At the state level board members have been working with Illinois Aspire (Alliance for School-based Problem-solving and Intervention Resources in Education). For more information on this initiative go to <http://www.illinoisaspire.org/welcome/>

Various documents have recently become available which may be of interest to faculty in personnel preparation. The first, entitled Collaborative Programs in General and Special Teacher Education: An Action Guide for Higher Education and State Policy Makers was published by the Center for Improving Teacher Quality and their lead partner the Council of Chief State School Officers (CCSSO). This document was published in partnership with the National Association of State Directors of Special Education (NASDSE) and the American Association of Colleges for Teacher Education (AACTE) and can be found at the following website, [http://www.ccsso.org/projects/Center\\_for\\_Improving\\_Teacher\\_Quality](http://www.ccsso.org/projects/Center_for_Improving_Teacher_Quality) In addition, the state has published their Annual Report on Special Education Performance. The link for that site is [http://www.isbe.net/spec-ed/pdfs/Annual\\_Report\\_2006.pdf](http://www.isbe.net/spec-ed/pdfs/Annual_Report_2006.pdf)

As we receive more information on happenings at the state and national level, we'll be sure to keep you informed. Also, look through this newsletter for the ITED Award winners and for information on upcoming conferences.

I want to end by thanking the members of the ITED Board for their hard work. We've had issues arise throughout the year that required concentrated attention. Members of the board consistently rose to the occasion. I look forward to new challenges in the next year, and am grateful for the support of all members of the ITED Board: May Bay (UIC), Rori Carson (WIU), Becky Cook (EIU), Regina Foley (SIU), Missy Jones (EIU), Suzanne Lee (UIUC), Michelle Parker-Katz (UIC), Kathlene Shank (EIU), Emily Watts (ISU), and David Yasutake (Northeastern). I hope you have a wonderful year and that your year is an exceptional one!

Lisa Monda-Amaya  
ITED Past-President

## Alliance for School-based Problem-Solving and Intervention Resources in Education (ASPIRE) by Regina Foley

In February, 2006, the Illinois State Board of Education announced the funding of a state-wide initiative to provide personnel development support for school districts to build the capacity to develop early intervening services aligned with the general curriculum for at-risk students and students with disabilities. This initiative, the Alliance for School-based Problem-Solving and Intervention Resources in Education (ASPIRE) is focused on students in grades K-3 who have a disability or at-risk for reading difficulties. It is funded through a five-year (2005-2010) State Personnel Development Grant under Part D of IDEA, 2004.

The Illinois State Board of Education has established four regional centers, located in Chicago, northern (26 northernmost counties, central (43 central counties, and southern regions (41 southernmost counties) of Illinois, to provide professional development support. Kathryn Cox serves as the State Director of ASPIRE.

ASPIRE is a multi-pronged initiative with three primary training objectives. The initial objective is to deliver research-based professional development and technical assistance in problem-solving in a three-tier model of school supports, response to intervention, and scientifically based reading instruction. The remaining two objectives are to increase the participation of parents in the educational decision-making process, and to incorporate professional

development content into higher education general and special education undergraduate and graduate level curricula. A series of training modules, developed collaboratively across the four centers, have been used by center personnel to train school leadership teams to develop and implement early intervening services and to provide support and guidance to their colleagues through a coaching model. Among the training topics

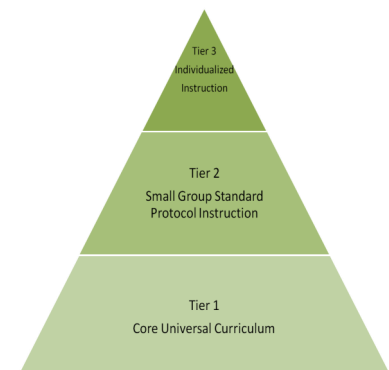


are the problem-solving model, three-tier model of school supports, curriculum-based measurement for benchmarking and progress monitoring, research-based reading instruction and strategies, and team building and support. Technical assistance to schools has been provided through networking meetings for administrators and school leadership team coaches.

Each of the four centers has identified schools as demonstration sites. The selected schools have been provided with on-site technical assistance and other supports to develop and implement early intervening services in reading for students in K-3. The demonstration sites are required to

participate in extensive data collection activities to determine the degree demonstration sites are implementing and sustaining the trained practices with fidelity. Evaluation efforts are coordinated by the Center for School Evaluation Intervention and Training of Loyola University-Chicago.

ASPIRE has established a website, [www.illinoisaspire.org](http://www.illinoisaspire.org), which provides information about each of the centers including the geographic area, personnel, training opportunities, local demonstration sites, and evaluation reports. ASPIRE welcomes faculty members from institutions of higher education to participate in training opportunities. Registration information may be found on the website as training activities are defined for the academic year.



## “Highly Qualified” by Kathlene S. Shank, Professor and Chair, Eastern Illinois

As you are likely very aware, “No Child Left Behind” and IDEIA, 2004 require that special education teachers, in addition to certification, must also be “Highly Qualified” in special education. A teacher is “highly qualified” in special education when the teacher holds at least a Bachelor’s degree and the teacher has obtained full state certification as a special education teacher (for example: LBS-I Endorsement).

Special education teachers who provide the primary instruction, in other words are the teacher of record, in core academic subjects (e.g., science, the arts, reading or language arts, English, mathematics, history, civics or government, economics, geography, and/or foreign language) must also be “highly qualified” to teach “core academic subjects” to students with disabilities. Special educators who co-teach, collaborate, provide support services, or deliver content other than that defined in NCLB as core academic subject areas must only be “highly qualified” in special education which our approved program graduates would be.

Helping our candidates understand the complexities of “highly qualified” is a challenge before each of us with approved programs in special education. The ISBE website provides a mechanism for a teacher to determine “highly qualified” status. “Highly qualified” is role specific so our prospective teachers cannot really use this site or the IRA/IFT worksheet to determine “highly qualified” status.

Given the “Highly Objective Uniform Standards of Evaluation” (HOUSE), provided in Section 25 Appendix D, our candidates will have a variety of ways to become “highly qualified.” The options for special educators teaching multiple subjects in high schools are not as varied but are doable if the teacher uses the two year time period judiciously.

We need to encourage our graduates to start the “HOUSE” process in a timely way upon signing that first contract. NCLB is up for reauthorization so things could change and what we have now may be the best of both worlds for our graduates.



We are preparing future teachers for the 21st Century!



### Resources, Resources, Resources!

Stay informed and share these resources with your students:

1. Universal Design for Learning Implementation in Six Local Education Agencies <<http://projectforum.org/docs/UDLImplementationSixLEAs.pdf>>
2. Resources to improve outcomes for all students. Visit the Access Center website <<http://k8accesscenter.org>>

## Upcoming Events

- Illinois Learning Disabilities Association Conference, Alsip, IL, October 24, 2008.
- Fourth Annual Transition Conference, Peoria, IL, October 27-29, 2008.
- Division of Early Childhood (DEC) Conference, Minneapolis, MN, October 27-30, 2008.
- Illinois Council for Exceptional Children, Itasca, IL, November 6-8, 2008.
- 31st Annual TED Conference, Dallas, TX, November 5-8, 2008.
- 33rd Annual TASH Conference, Nashville, TN, December 3-6, 2008.
- Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO, February 26-28, 2009.
- Illinois Reading Council Conference, Springfield, IL, March 19-21, 2009.



Now’s the time to “Fall” in with your colleagues who support teacher education in Illinois.

Join ITED and the community of individuals engaged in preparing future special education teachers.

**Watch for the ITED Institute Coming Fall of 2009**



**Dr. Meg Hutchins**  
ITED Excellence in Teaching  
Award for 2005-2006

### Margaret Hutchins

Dr. Margaret (Meg) Hutchins was awarded posthumously the ITED Award for 2005-2006. She was an officer and board member in ITED for more than ten years. She was a valued friend and colleague to many of our ITED members and she is dearly missed.

Dr. Hutchins graduated from the University of Virginia in 1975 and earned her Ph.D. in special education from the University of Illinois in 1989 and continued in the department

in a non-tenure line faculty position where she taught classes and directed two federally funded research grants. In 1995, Meg was appointed as an Assistant Professor at Illinois State University where she was tenured and promoted to Associate Professor.

She was a passionate, committed teacher educator. For many years, she provided exemplary instruction and support to her teacher candidates.

Fondly, we remember her steadfast integrity, contributions to the field, and high expectations she maintained for her students throughout her career.

## Three ITED Award Winners: Hutchins, Cook, and Powell

### Becky Cook

Dr. Rebecca (Becky) Cook is the recipient of the ITED Excellence in Teaching Award for 2006-2007. Becky has more than fifteen years of teaching experience at Eastern Illinois University in Charleston, Illinois.

Her area of expertise is in Early Childhood Special Education. She joined the Department of Special Education in 1993. Across her tenure at Eastern, Dr. Cook has strengthened and sustained

the vitality of the early childhood special education course sequence and the courses she teaches. Becky was one of the primary designers of dual programs in early childhood and early childhood special education.

As a Professor in Special Education Eastern, she also serves on the Executive Board of ITED in dual capacity as Historian and Membership Chair.



**Dr. Rebecca Cook**  
ITED Excellence in  
Teaching Award for 2006-  
2007



**Dr. Patty Powell**  
ITED Excellence in Teaching  
Award for 2007-2008

### Patty Powell

Dr. Patty Powell is the 2007-2008 recipient of the ITED Excellence in Teaching Award. Dr. Powell is currently an Associate Professor at Trinity Christian College in Palos Heights, Illinois. She is also serving as the Director of the Alexander Delong Center for Special Education.

Besides these responsibilities, she also serves as the sponsor for Trinity's Student CEC chapter on campus.

Patty has been recognized as

a recipient of the Studs Terkel Humanitarian Award for integrating music into the lives of those with disabilities.

Colleagues note that she continually dedicates herself and her time to causes that benefit individuals with disabilities and those pre-service teachers who will soon be teaching.

**Congratulations!**

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Newsletter inquiries may be sent  
to: [ewatts@ilstu.edu](mailto:ewatts@ilstu.edu)

The contents of this newsletter  
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entity.

**We are on the web.  
Visit us at [www.itedcec.org](http://www.itedcec.org)**



**“ITED is your voice  
in Illinois.”**

**Become an *ITED*  
*Supporter*, today.**

**Our Mission:** The primary purposes of this organization are 1) to serve as a consortium for individuals actively involved in and concerned with quality personnel preparation programs in special education; 2) to serve as an advocate for improvement of professional preparation programs and certification standards; and 3) to encourage research efforts related to teacher education and quality educational services for exceptional children and their families.

## Results of ITED Election for Executive Board Members

The Illinois Teacher Education Division of the Council for Exceptional Children is pleased to announce the results of the July 2008 election of officers who were approved unanimously by participating members. They are as follows:

- Vice President: Fran Reed, Olivet Nazarene University
- Secretary-Treasurer & IAASE Liaison, Kathlene Shank, Eastern Illinois University
- Member-at-Large, Rori Carson, Western Illinois University

Executive board members who are serving out their current terms are as follows:

- President: David Yasutake, Northeastern Illinois University
- President-Elect: Mary Bay, University of Illinois, Chicago
- Past-President: Lisa Monda-Amaya, University of Illinois, Urbana-Champaign
- ICEC Liaison: Melissa L. Jones, Eastern Illinois University
- Historian and Membership: Becky Cook, Eastern Illinois University
- Members-at-Large: Regina Foley, Southern Illinois University and Michelle Parker-Katz University of Illinois at Chicago
- AD Hoc Appointment: Suzanne Lee, University of Illinois, Urbana-Champaign
- Newsletter: Emily H. Watts, Illinois State University

One way to become more active is to become an *ITED Supporter* by letting us know how you would like to become involved, what issues are of concern to you, and what topics or events you think ITED could address. To get started, please fill out the form below and enclose a check that is addressed to Illinois Teacher Education Division (ITED). As a thank you gift for being an *ITED Supporter*, you will receive a specially-designed, attractive ITED lapel pin! Furthermore, you will receive reduced registration costs for the ITED Institute.

**Fill out this *ITED Supporter* form, enclose your check made out to ITED (\$15 for a year or \$30 for 3 years), and send to:**

**Dr. Rebecca J. Cook  
Department of Special Education  
Eastern Illinois University  
600 Lincoln Avenue  
Charleston, IL 61920**

Please print:

Name: \_\_\_\_\_

Mailing address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Email address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

I am interested in becoming more active in ITED through:

- \_\_\_\_\_ contributing to the newsletter
- \_\_\_\_\_ committee work
- \_\_\_\_\_ holding an office
- \_\_\_\_\_ planning events