

APPROVED
February 4, 2014

Item #III-11
February 4, 2014

**ALTERNATIVE EDUCATOR LICENSURE PROGRAM FOR TEACHERS
BY NOT-FOR-PROFIT ORGANIZATIONS**

Submitted for: Action.

Summary: This item requests approval of an alternative two-year educator preparation program leading to professional licensure to be offered by a not-for-profit organization.

Action Requested: That the Illinois Board of Higher Education approves the following programs for further review and action by the Illinois State Board of Education:

The New Teacher Project – Chicago Teaching Fellows (Operating Authority)

- Alternative Educator Licensure Program for Teachers in Bilingual Elementary Education
- Alternative Educator Licensure Program for Teachers in Secondary Mathematics Education
- Alternative Educator Licensure Program for Teachers in Secondary Sciences Education
- Alternative Educator Licensure Program for Teachers in Special Education

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

**ALTERNATIVE EDUCATOR LICENSURE PROGRAM FOR TEACHERS
BY NOT-FOR-PROFIT ORGANIZATION**

The 2012 Illinois School Code (105 ILCS 5/21B-50) establishes the Alternative Educator Licensure Program for Teachers. Beginning January 1, 2013, recognized institutions may be approved to offer such alternative educator licensure programs by the Illinois State Board of Education (ISBE) in consultation with State Educator Preparation and Licensure Board. By statute, not-for-profit organizations must also be approved by the Illinois Board of Higher Education (IBHE). In contrast to the IBHE's statutory responsibilities for review and approval of credit-bearing coursework leading to degrees, alternative educator licensure programs do not typically award academic credit and do not necessarily lead to degrees. Consequently, for guidance in fulfilling the agency's responsibility to review alternative educator licensure programs, the IBHE staff uses Administrative Rules 23 III. Admin. Code 1030 as these rules include language about post-baccalaureate certificate programs which are analogous to (but not identical with) alternative educator licensure programs. These rules provide independent institutions of higher education direction regarding State requirements for mission, curriculum, faculty and staff, support services, financial resources, and congruence with IBHE policies and priorities. Following review and action by the IBHE, the alternative educator licensure program is submitted to the Illinois State Board of Education for review and approval in consultation with State Educator Preparation and Licensure Board.

**The New Teacher Project
Chicago Teaching Fellows
Chicago Public Schools Talent Office
125 S. Clark Street, 2nd Floor
Chicago, Illinois 60603
President: Mr. Timothy Daly**

Seeking Operating Authority: Chicago Region

Projected Enrollments: The New Teacher Project projects enrollments in the Chicago Teaching Fellows program of approximately 100 to 140 candidates in the first year and 120 to 150 candidates in subsequent years.

Organizational Accreditation: The New Teacher Project and Chicago Teaching Fellows program are not accredited.

Background

Chicago Teaching Fellows (CTF) is an initiative of The New Teacher Project (TNTP), a national nonprofit organization founded in 1997. TNTP is active in more than 31 states with alternative educator licensure programs and related policy initiatives with

the espoused aim of finding, developing, certifying, and retaining a diverse pool of great teachers who will close the achievement gap. TNTP and the CTF define an effective teacher in a high-need school as one who “consistently achieves average annual student growth of more than one year and ensures that at least 80 percent of students meet Illinois grade-level standards or are on track for on-time high school graduation, with the remaining 20 percent on a trajectory to meet that threshold by the following year, or meets other appropriate measures of student academic progress.” With Illinois State Board of Education (ISBE) approval, CTF began operation in the Chicago Public Schools (CPS) as a one-year alternative licensure program in 2012. Subsequent ISBE administrative rules require such programs to be two years in length. With this proposal, TNTP and CTF seek authorization to operate a two-year alternative educator licensure program in the Chicago region.

Curriculum/Assessment

Admission

TNTP and CTF recruit candidates who hold a baccalaureate degree or higher from a regionally accredited college or university in disciplines related to the program’s focus on providing teachers in areas of high need for the CPS including bilingual elementary education, secondary mathematics, secondary sciences, and special education. Applicants must provide the following evidence for CTF staff review: (1) transcripts with a cumulative grade point average of 3.0 or greater on a 4.0 scale; (2) completion of an appropriate major or coursework requirements for the content area of license sought; (3) pass the Test of Academic Proficiency required by ISBE for all educator licenses; and (4) pass the appropriate content area and target language proficiency tests required by ISBE for the license area. Following CTF staff review, eligible candidates participate in an interview, which includes a live teaching demonstration. Selected candidates are invited to become Fellows and are provided TNTP/CTF handbooks outlining expectations of Fellows, program costs, and other program details.

Curriculum

The Chicago Teaching Fellows program is a two-year, post-baccalaureate, alternative educator licensure program that does not lead to a degree. Fellows are full-time teachers of record in the CPS, working on an ISBE Educator License with Stipulations. Fellows will be prepared for recommendation for ISBE Professional Educator License with an endorsement in their content area(s).

The professional development curriculum consists of pre-service training coursework during the summer and four to five weeks of field experience during summer school prior to the first year of teaching. Candidates will also complete part-time coursework during their first two years of clinical experience as teachers of record on the ISBE Educator License with Stipulations. During these two years, Fellows also receive mentoring support from coaches who are experienced classroom teachers.

CTF coursework and professional development experiences are grounded in a conceptual model developed by the TNTP called the Assessment of Classroom Effectiveness (ACE)

Instructional Framework. Coursework and professional development experiences are also aligned with the Illinois Professional Teaching Standards, Illinois Social Emotional Learning Standards, and the National Council for Accreditation of Teacher Education-approved standards for each subject area (i.e., Association for Childhood Education International, National Council of Teachers of Mathematics, National Science Teachers Association, and Council for Exceptional Children). The program includes content in what CTF calls “Fast Start Skills” and “Teach Like a Champion” techniques (Doug Lemov) to assist Fellows in classroom management, content delivery, student engagement, and setting high expectations. These practical areas of focus are grounded in what Fellows experience in their pre-service and full-time teaching settings. The CTF program values practical experience and feedback from coaches as key methods for learning to teach. Explicitly devalued is the kind of theoretical grounding that provides candidates significant opportunities to connect their practical experiences to theories of human development, learning and cognition, cultural capital, or other established frameworks for analyzing ways to effectively teach and support student learning.

Assessment of Candidate Learning

CTF monitors candidate quality and progress through a variety of assessments at each phase of the recruitment, selection, and training process. Examples of candidate assessments include pre-service training observations, targeted assessments of specific skills in simulations, and a final pre-service training evaluation that candidates must pass in order to be recommended to teach full-time. During the two-year fellowship, Fellows must build a portfolio of evidence pertaining to various elements of the ACE Instructional Framework. These artifacts, in addition to school principal evaluations, observations by coaches, and other forms of evidence, are used by the CTF to make a final recommendation for ISBE licensure. All data are aggregated, analyzed, and used to target individual candidates for interventions and to inform broader program improvement efforts throughout the year.

Program Assessment

CTF evaluates the quality of its program implementation by tracking operational data. Examples include evaluation of effectiveness of marketing and cultivation efforts by tracking website advertisement clicks and application submissions. Survey feedback from school principals, coaches, and Fellows are also collected. CTF staff members meet with representatives from the CPS to discuss district feedback about program implementation and district needs. To date, the CTF has limited evidence to address the overall aims of the program to prepare teachers who produce the student achievement gains explicated in program materials. Initial plans are in place to have Fellows participate in the CPS teacher evaluation program, REACH, which includes student growth as an element. A September 2013 study by Mathematica, “The Effectiveness of Secondary Math Teachers from Teach for America and The Teaching Fellows Programs,” shows “Teaching Fellows were neither more nor less effective than the teachers with whom they were compared.”

Faculty and Staff

The TNTP and CTF program have identified policies pertaining to the hiring and evaluation of faculty, staff, and mentors. Were this program to lead to a post-baccalaureate certificate, it would be expected to meet the standards for faculty qualifications at the graduate level. The TNTP and CTF policies, particularly in the hiring of mentors/coaches, are generally aligned with the requirements independent institutions of higher education must meet per Administrative Rules 23 III. Adm. Code 1030. However, the not-for-profit does not consistently

ensure that other professionals hired for the proposed program have the appropriate training, credentials, and other related qualifications as defined in those Rules that apply to degree-granting colleges and universities that seek to operate in Illinois. Examples include CTF staff who are bachelor's-prepared, only, and national TNTP staff charged with designing curriculum who do not possess degrees in the relevant fields of education.

Staff Conclusion. The staff concludes that New Teacher Project's Chicago Teaching Fellows and its request for the certificate of approval and authorization to operate and its proposed programs meet the expectations implied by the parameters described in the 2012 Illinois School Code (105 ILCS 5/21B-50) to implement alternative educator licensure programs of this type.

The staff recommends adoption of the following resolution:

The Illinois Board of Higher Education hereby grants to New Teacher Project's Chicago Teaching Fellows the Certificate of Approval and Authorization to Operate and to Grant the Alternative Educator Licensure Program for Teachers in Bilingual Elementary Education, the Alternative Educator Licensure Program for Teachers in Secondary Mathematics Education, the Alternative Educator Licensure Program for Teachers in Secondary Sciences Education, and the Alternative Educator Licensure Program for Teachers in Special Education subject to the not-for-profit organization's approval by the Illinois State Board of Education, pursuant to the 2012 Illinois School Code (105 ILCS 5/21B-50), and implementation and maintenance of the conditions that were presented in its applications and that form the basis upon which these approvals are granted.