

Teacher Surveys and Training Subcommittee Meeting Minutes

Thursday, December 2, 2010

1. **INTRODUCTIONS**

Karen Harris 2:05pm

2. **GOALS FOR COST AND FUNDING**

A. State Treasurer's Office and Availability of Teacher Training Curriculum:

The State Treasurer's Office indicated that it cannot share the teacher training curriculum it developed. It is waiting for the new State Treasurer to take office to see his stance on it.

B. Helen Roberts and Survey:

Helen Roberts gave an update on the status of the results of her survey of teacher preparedness. She is working on the executive summary. Tables are finalized and she is still working on text. She will send an email to everyone when it is ready.

C. ISBE and CPDUs:

Discussion ensued about ISBE's Social Studies standards. Karen Harris asked for clarification on several issues. First, she indicated that it was her understanding that these standards are being changed within the next 18 months and that states have begun to collaborate with each other to ensure consistency amongst their standards – this was the approach for reading and math. However, with budget constraints this collaboration will probably move more slowly.

Marica Cullen confirmed that it is a new practice to collaborate in this manner and that this collaboration is moving slowly for the Social Science Standards (where Financial Education is taught). So for purposes of the working group, its efforts would use the existing Illinois standards.

Helen Roberts commented that the existing standards ignore the Illinois high school financial education mandate. Karen Harris indicated that she thought that the required topics were covered in the 124 page Social Studies standards that Marica previously sent. Marica indicated that the school code requires schools to develop curriculum with encompass the topics, so curriculum is topic driven rather than standard driven. In 1997 Illinois created/adopted Social Studies learning standards and these are still in effect.

Comment [kh1]: Last Name?

Marica advised that the working group should use a 'topical' approach rather than pushing for standards. Susan Taylor gave an example of breadth/topic: "How do consumers fit into the national economy." Marcia also discussed the fact that a new law, the Instructional Mandates Law, passed last year does not allow ISBE to impose new instructional mandates in schools without a line item to pay for it. Karen indicated that it was her understanding that obtaining Continuing Professional Development Units (CPDUs) are how teachers renew their teacher certification if they are teaching Financial Education. Marica explained that after a teacher gets their initial teaching certificate they must renew it every 5 years (for new teachers they have 4 years from their initial certification until they receive their full certification). According to Marica, there are lots of ways to earn credits, including obtaining CPDUs. So, for example, you could offer a teacher training on Financial Education for teachers to obtain CPDU credits.

In terms of the amount of credits it varies depending on the type of activity. One three hour university course provides CPDU credit for certification. Susan asked what the required topics that must be taught for a three hour university course are. Marica said that she will find that information and report back to the group.

Marica also explained that there is another type of certification that all administrators also go through for recertification. Specifically, teachers attend Administrator Academies for credits. The choices for these Administrative Academies are often slim. Since administrators make the decision about who will teach a course, they may make better decisions when they have more/better information. One possibility is to develop a course on "How to Graduate Financially Literate Kids." This could be very interesting.

A question was asked about whether administrators can obtain university credits to fulfill their additional training requirements. Marica indicated that for a Type 75 after a certain point in their education they either move up to doctoral degree or find the cheapest/easiest way to re-certify. A Type 75 is an administrative certificate which is required to be a principal, assistant principal or school administrator. Someone can also get additional qualifications after getting Type 75 which would allow them to be a superintendent. Most people do not continue after getting obtaining a Type 75 to take other university classes.

In terms of how often CPDUs and Administrative academies are offered, Marica indicated that they can be offered as many times as you want so long as you have the resources and outreach. There is a professional development group that ISBE has that could help with outreach. There also a coordination/qualifying group at ISBE that qualifies/approves these types of courses.

A question was asked about whether teachers pay for themselves for these courses. Marica indicated that it depends on the district. More teachers are paying on their own every year due to budget constraints. Helen explained that as an incentive to take her course on

financial education for graduate credits for non-degree students the three hour course costs approximately \$400 a credit hour, or a total of roughly \$1,200, however, teachers are given a discount so that it costs about \$600. Marica indicated that teachers can receive a pay increase after taking such a course, so it can be attractive for them. Helen asked whether a workshop could be created that would provide Administrator Academy and CPDU credit at the same time?

Marica stated this can absolutely be done; the administrators just have a different set of paperwork that needs to be completed. The workshop could be any length of time, but the credit received depends on the length of the course.

D. Recommendations and Strategy Suggestions:

Karen suggested that the group develop a set of policy principles that everyone on the group can agree to. If each subcommittee offers recommendations on how to implement policies, then there could be a document which contained overarching principles and the steps necessary to implement them.

Helen clarified that the purpose of these principles are not to promote one product over others, but instead offer various options.

Karen indicated that she and Marty Moe from CPS have spoken to funders about support the Financial Education Working group. Possible options are a policy briefing lunch, convening other funders, or providing small grants to the working group's members.

Karen indicated that the Shriver Center will draft a proposal which can be the basis for discussion.

3. NEXT MEETING DATE AND AGENDA

In term of next steps, Marica will get back to the group regarding the requirements for 3 hour university courses for qualifying for CPDU credit approval, as well as a contact for getting the training included as a CPDU/Administrator Academy option. Karen will draft a policy paper for discussion and the subcommittee will meet again after the holiday.

Next Meeting: January 13th at 2pm.