

ILLINOIS STATE TEACHER CERTIFICATION BOARD

Illinois State Board of Education
State Board Room, Fourth Floor
Springfield, Illinois

Friday, August 6, 2004

MINUTES

Call to Order / Roll Call:

Robert Schiller, Chairman, Illinois State Teacher Certification Board, called the Illinois State Teacher Certification Board meeting to order at 9:10 a.m. Dr. Schiller asked Dennis Williams, Interim Secretary, to call the roll. A quorum was present.

Members Present:

Robert E. Schiller, Chairman	Ascencion Juarez
Dennis Williams, Interim Secretary	Elliott Lessen
Muhammad Abdullah	Linda Malone
Kay Acklin	Dave Marshall
William Briggs	Mary Jane Morris
Roger Chamberlain	Linda Tafel
Deborah J. Curtis	Denise Williams
Nina Dorsch	Eugene Zalewski

Members Absent:

Marsha Allen	Connee Fitch-Blanks
Amy Alsop	Laura Lipe
Andrew Brulle	

Others Present:

Lucille Buscher	Brenda Stonecipher
Phyliss Jones	Kathy Stratton
Lee Patton	Joy Taylor-Ankenbrandt
Lou Ann Reichle	Linda Tomlinson
Susan Shea	Sally Vogl
Larry Sondler	Sandra Westbrooks
Lynn Steffen	Karen Williams

Approval of Minutes:

The minutes of the July 9, 2004, Illinois State Teacher Certification Board meeting were presented for consideration. Linda Tafel moved that the July 9, 2004 minutes be approved. William Briggs seconded the motion. The motion passed by unanimous vote.

Public Participation:

- *Dr. Susan Shea, Education Policy Director, Illinois Education Association
Subject: Emergency Rules – Part 25 / Out-of-State Comparability*

Dr. Shea recommended to the State Teacher Certification Board members that no action be taken on the rules today. She suggested that Dr. Schiller convene another meeting with the individuals who crafted the bill in order to define the term “comparability.”

Facilitation Committee’s Report:

Linda Tafel, Chair of the Facilitation Committee, reported the Thursday, August 5, 2004 workshop for new and veteran members of the State Teacher Certification Board was held. The initial reactions were very positive.

Dr. Tafel stated on behalf of the State Teacher Certification Board thanks be extended to staff who participated in the planning session via teleconference, prepared helpful materials and presentations and were available throughout the day. A special thank you to Dennis Williams for making sure that topics and issues raised during the past year were addressed in this professional development experience.

As a result of the work on August 5, the Certification Board members entered into the minutes some suggestions that will guide the Institutional and Program Review work at the December meeting. These suggestions were generated collaboratively by State Teacher Certification Board members and State Board of Education staff. (See Attachment)

The 2004-2005 Facilitation Committee will be appointed at the September meeting. Constituent groups to the State Teacher Certification Board are asked to nominate their representatives beforehand and notify Dennis Williams of their representative.

Item(s) for Immediate Action:

Proposals for Activities that Meet Requirements for Standard Certificate Eligibility

Elliott Lessen moved that the “Proposals for Activities that Meet Requirements for Standard Certificate Eligibility” dated August 5, 2004, be approved. Denise Williams seconded the motion. The motion passed by unanimous vote. (See Attachment)

Note: One abstention by Denise Williams, Proposals for Induction and Mentoring Programs, Centralia City Schools District 135.

Renewal of Standard / Master Certificates

Eugene Zalewski moved that the list of “Renewal of Standard / Master Certificates” be approved. William Briggs seconded the motion. The motion passed by unanimous vote. Kay Acklin confirmed there are 61 renewals awaiting approval. (See Attachment)

Illinois Institute of Technology (IIT) Science Report

William Briggs moved to table this item for discussion purposes prior to development of a recommendation. Linda Tafel seconded the motion. Linda Tafel asked that IIT representatives come before the Certification Board.

Phyllis Jones, Principal Education Consultant, introduced Dr. Norman G. Lederman, Professor and Chair, Department of Mathematics and Science Education, Illinois Institute of Technology; and Dr. Judith Sweeney Lederman, Illinois Institute of Technology.

Nina Dorsch asked if there have been any changes in the program’s design in terms of the courses included; and have there been any changes in the courses themselves in the syllabi? Dr. Norman Lederman indicated there have been significant changes specifically in Biology, Chemistry and Physics. An advisory board for the governance of the program was formed which allows for input and control over the subject matter requirements for Biology, Chemistry and Physics. In terms of the coursework, there is an explicit attempt to include attention to diversity in each course.

Elliott Lessen raised several questions regarding diversity in students with special needs. Dr. Lessen referred to the School Code which indicates students need to receive instruction on the psychology of the identification of, and the methods of instruction for the exceptional child including without limitation the

learning disabled. He asked how all of this could occur as one of the bullets in one course. Dr. Judith Lederman clarified that it is a bullet in every one of the classes including each of the field placements. Diversity is embedded in every class. Dr. Lessen suggested it needed to be clearly identified in all syllabi. He asked, “How are all of our students made aware that this is an important piece of the curricular process?”

Nina Dorsch followed up with a second question regarding clinical experiences. “Prior to student teaching, when do candidates in the program have the opportunity to plan and deliver instruction in a classroom setting prior to student teaching?” Dr. Judith Lederman explained that students engage in the analysis of classrooms. Dr. Dorsch stated that in the informal setting part of the coursework deals with understanding adult learning theory, etc. because resource programs are often geared to multiple age groups. She asked how IIT assures candidates receive experience in those settings with the target age group of the certificate.

Linda Tafel followed up asking what a typical planned lesson would be that the students might deliver in such formal and informal settings that would give an indication they are able to work with a broad diversity of students.

William Briggs asked for elaboration on the informal site discussion.

Muhammad Abdullah raised questions regarding which Chicago schools IIT is working with at this time.

In regard to the following statement, “Candidates develop a disposition that values fairness in teaching, as well as the recognition and practice of diversity in teaching strategies,” Mary Jane Morris asked, “How is this measured?”

Deborah Curtis indicated that she could not locate in the syllabi or coursework the focus on middle-school philosophy or middle-school curricular areas. She asked how these candidates earn the middle-grade endorsement to be able to use the full range of the certificate. Dr. Judith Lederman indicated that middle-level certification is not planned at this time, because the certification is secondary by ISBE (6-12). Dr. Norman Lederman elaborated. Dr. Curtis cautioned IIT to make sure when students are examining the syllabi that they know this important piece (6-12 range in variation) is recognized.

Elliott Lessen shared his concerns regarding diversity across all of the courses. Dr. Lessen also asked in regard to clinical experiences and informal settings, what is meant by “rural” – specifically what rural site is used as indicated on page 35 of the proposal.

Elliott Lessen shared further concerns regarding the informal piece. “Part of the notion of preparing teachers is for them to have some sense of school culture

and to be in an environment long enough to have that understanding as well as we are all struggling to show impact of our candidates on the performance of students. Given that you use informal experiences as part of their teaching experience, how do you indicate that they are having some impact on student learning knowing the understanding of the school culture when they are not in school settings?”

Nina Dorsch commented on the description of both the informal and original classroom analysis course, pointing out that the expectation is articulated as five hours per week – for most students that is one day per week. She asked, “How do you assure students have a sense of planning for continuity across days, developing stamina and pacing in planning if their classroom experience prior to student teaching is primarily a one day a week situation?”

Elliott Lessen asked how the program reflects the conceptual framework.

Linda Tafel pointed out the chronological sequence of candidate assessments (page 32) of the program. One of the concerns is how the assessment system is put into place. She asked how IIT was thinking about assessment more broadly, especially now that they are 18 months into the mission with both programs and now that they have graduates of the program. She also inquired how their thinking about assessment has changed.

Linda Tafel shared she believes there is no alignment of the conceptual framework (pages 2 – 17) and the assessment piece. Dr. Tafel indicated she would have expected to see the categories (1-6) identified throughout the assessment pieces.

Elliott Lessen asked if IIT has specific pieces, in terms of the six pieces, that every single student will have unit assessment (which would flow across the math program as well as this program). He asked, “Do you have specific pieces, for instance, knowledge of schools, that every student has in his or her portfolio?”

Nina Dorsch asked about the pre-student teaching in sequence of candidate assessments. She asked if candidates are completing the courses and passing the content-knowledge tests, and how the item called faculty endorsement for student teaching worked.

Denise Williams asked about the list of coursework for the Bachelor’s of Science and Physics with emphasis in physics education, chemical education and biological education. “Can you explain your rationale with fewer biology classes in comparison to the physics education program and chemistry education program, where in both you have approximately 13 classes in physics, 13 classes in chemistry and 8 in biological sciences program with more emphasis on chemistry?”

William Briggs raised the question, “How do students get a feel for general education requirements?”

Linda Malone and Mary Jane Morris raised questions regarding the middle-school courses and field experiences.

Denise Williams asked for elaboration regarding how the institution is attempting to acquire minority individuals as teachers in the program.

Muhammad Abdullah asked for further elaboration in regard to conceptual framework – overall program framework and knowledge base, specifically “Knowledge Growth in Teaching with the Ultimate Focus on the Teacher as Transformer of Subject Matter”.

Linda Tafel suggested that the way in which staff articulated the framework for a constructivist approach to learning should be reflected in the items in Appendix G.

William Briggs raised a question about Appendix F – Core Language Arts and Standards for All Teachers. “How do you address the issue of candidates knowing strategies and techniques for teaching communication skills to those students whose first language is not English?” He also asked, “Do students have the option at the institution to take courses in foreign language?”

Mary Jane Morris asked for elaboration on the Bachelor of Science in Chemistry with Emphasis in Chemical Education (page 22).

Denise Williams asked for clarification in regard to the student teaching summary report.

After a lengthy discussion, Elliott Lessen moved to table this item and after refinement the proposal return to the State Teacher Certification Board at their September, October or November meeting. Mary Jane Morris seconded the motion. The motion passed by unanimous vote.

Linda Tafel recommended a transcript of comments from the Certification Board members be provided to the institution for their consideration. Dr. Judith Lederman asked for specific information. It was suggested that an addendum be provided to the Certification Board reflecting a revised syllabi which indicates conceptual framework and the artifacts required across the unit, better attention to describing clinical experiences showing how the in-school experiences are more than observation and how they reflect the six pieces of the conceptual framework, learning about school culture, how to assess students, impact on student learning, etc.

Dr. Judith Lederman stated staff paid more attention to the areas of weakness identified by the State Board of Education in this report to the Certification Board.

Chicago State University – Elementary Program SPA Report

Elliott Lessen moved that this item be removed from the table and the State Teacher Certification Board recommend to the State Board of Education that approval be given for the Graduate and Undergraduate Elementary Education Program at Chicago State University based on new material presented. Linda Malone seconded the motion. The motion passed by unanimous vote.

Emergency and Proposed Amendments to Part 25 (Certification) Rules

Dr. Schiller indicated there were significant changes with regard to teacher certification, certificate renewal and administrators, etc. There was never any intent mentioned in discussion or action that took place that was going to lower, remove or lessen the high standards that Illinois has for those who become certified. The legislative changes need to be clarified in administrative rules and emergency rules needed to be implemented immediately.

Dr. Schiller asked for a motion to recommend emergency and regular rules first for consideration and second for discussion. Elliott Lessen made the motion. Linda Tafel seconded the motion. All votes in favor.

Dr. Schiller asked Sally Vogl and Lou Ann Reichle to be present for explanation and clarification of specific points. In order to dispose of the large number of straightforward changes found in the law, Ms. Vogl summarized the new provisions for renewal of teaching and administrative certificates, movement from the initial to the standard certificate, and out-of-state applicants.

Following this overview, a number of specific issues and questions were addressed. Dr. Schiller invited representatives of the two union organizations to provide comments if they wished to do so and be part of the discussion.

The pro-ration of requirements for the standard certificate applicable to out-of-state teachers who come to Illinois with less than four years of teaching experience was clarified. After discussion, it was agreed that the rules should specify that only the 12 hours of graduate-level coursework and the 60 CPDUs may be pro-rated. (p. 9 and 106 of the proposed amendments)

Discussion turned to the introductory provision to Section 25.12 of the emergency amendments (p. 8). It was pointed out that, if an individual has already taken but failed to pass the basic skills test prior to July 1, 2004, that

deficiency statement would not now be waived. The requirement to pass the test will remain in place for such persons.

An individual who shows evidence of having passed a directly related content test in another state as a condition of receiving their certificate will not be required to take a content-area test in order to receive comparable certification in Illinois.

An individual applying for a certificate in Illinois who holds a comparable certificate in another state would not need to take the basic skills test in Illinois, because the Illinois basic skills test is a precursor to being admitted to a teacher preparation program. However, should that same individual wish to receive a subsequent Illinois certificate, then that individual would need to take and pass the basic skills test. This is consistent with the requirements that apply to individuals first certified in Illinois.

It was agreed that the word “pass” should be replaced by “take” in both subsections (a) and (b) of this rule.

With respect to the new provision that allows individuals to qualify for the standard certificate based on completion of 12 semester hours of graduate-level credit, it was suggested that the language of the rule should be more specific in linking the courses taken to a degree program. It was agreed that the wording on evidence of completion for this requirement would be strengthened. (p. 116 of the proposed amendments)

Sally Vogl explained the reason for the revised rule language in regard to short-term authorization (Section 25.464 of both versions of the rules). The need for a means of documenting coursework at institutions that do not prepare educators was acknowledged. Ms. Vogl indicated she could prepare suggested language to accomplish this.

Lunch (12:10 p.m. – 12:30 p.m.)

Certification Board members received from Sally Vogl replacement text for page 11 of the emergency amendments to read as follows:

- 6) one of the following:
 - A) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C of this Part that leads to certification in the subject area to be taught that the individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or

- B) a written assurance from the certification officer of another institution that offers one or more approved educator preparation programs that the individual who will be employed is enrolled in coursework that will enable him or her to qualify for the endorsement, or
- C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed; and ...

The definition of a “second-tier” certificate was reviewed, and it was agreed to use “prerequisite” certificate instead of “another” certificate. (p. 9 of the proposed rules)

Sally Vogl asked for assistance in describing what the “professional development certificate” is and what the person has to show in order to document that he or she was awarded that item. The evidence of completion is appropriately characterized as a notation placed on the individual’s official transcript by the institution. (p. 20 of the emergency amendments and p. 122 of the proposed amendments) Elliott Lessen suggested that a notice go to all certification officers at higher education institutions.

Discussion ensued regarding Appendix D – Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances. Ms. Vogl indicated that this material had been provided only in the emergency version and would be copied into the larger document after being corrected.

It was noted that not all holders of provisional certificates will, in fact, be required to take content-area tests. Therefore, four provisions in the rules will be clarified to state, “(if applicable, must pass ...)”.

Dave Marshall and Deborah Curtis raised concerns regarding middle grades. Sally Vogl indicated that another option would be added under (b) for holding a secondary certificate and having passed the Elementary/Middle-Grades test. Also, the four options listed under (b) would be repeated in subsection (a).

Linda Tafel asked for clarification regarding subsection (b) on page 27 (charter schools). Teachers in charter schools do not need to be certified in Illinois. A change will be made to (a) to state, “holds a bachelor’s degree and has either passed the relevant content-area test or completed a major or coursework equivalent to a major in each core subject area of teaching responsibility”.

Kay Acklin stated with regard to the highly qualified document the importance of this item to teachers, specifically their livelihoods and careers. Ms. Acklin shared that she is troubled by the fact that Certification Board members have had such a short timeframe to review and digest the material.

Dr. Schiller asked Sally Vogl to clarify the urgency of the emergency rules with regard to highly qualified. State Teacher Certification Board members are asked to communicate any changes, comments, etc. to Dr. Schiller or Dennis Williams before next Friday (August 13, 2004). If the need arises for Certification Board members to discuss any changes as a whole, a telephone conference will be arranged on the following Monday (August 16) before the State Board meeting later that week.

Linda Tafel moved the State Teacher Certification Board recommend to the State Board of Education the proposed emergency rules as presented. Mary Jane Morris seconded the motion. The motion passed by unanimous vote.

Linda Tafel moved the State Teacher Certification Board recommend to the State Board of Education the proposed amendments to Part 25. William Briggs seconded the motion. The motion passed by unanimous vote.

Item(s) for Information:

Foreign Language Addition

Brenda Stonecipher, Principal Education Consultant, Certification and Professional Development, shared with the State Teacher Certification Board that Section 25.147 of the Illinois Administrative Code states that “institutions with an approved foreign language program may add one or more languages to that program at the discretion of the education unit, provided that the institution notifies the State Superintendent of Education to this effect in writing no later than three months before instruction in that language is to begin”.

National-Louis University has advised the State Board of Education that the university will be adding the following:

- Chinese-Cantonese
- Chinese-Mandarin
- Hebrew
- Japanese
- Korean
- Russian

These programs will lead to a Type 10 Special certificate.

Item(s) for Discussion:

Institutional Program Status

Phyliss Jones and Brenda Stonecipher asked for input from the State Teacher Certification Board members regarding the possibility of adding a third option for institutions -- an inactive status for programs.

At present rules allow programs to be approved and offered by the institution or discontinued. It has come to State Board of Education staff's attention that institutions often discontinue a program on the basis of low enrollment, but would reinstate the program if there was a need and an alternative to submitting the program as a new program.

This status would remain in effect for a specific time. If the institution did not reactivate the program, the program would be discontinued and a new program proposal would have to be submitted by the unit.

After information shared from Elliott Lessen, Roger Chamberlain and Linda Tafel, Board members agreed this proposal would not serve the Certification Board well.

Secretary's Report:

Request from IIT

IIT asked Phyliss Jones to share further information with the Certification Board members and reconsider the tabling of their program. The institution answered the weaknesses they were told to speak to and added several additions as well.

Kay Acklin indicated she felt uncomfortable when Board members opened up to IIT areas in which they did not have weaknesses.

Linda Tafel respectfully said the decision about IIT and its programs was very complex. First of all the State Teacher Certification Board's decision was that the institution would not be approved. Based on that deliberation there should be reasons for also recommending what was recommended with regard to the science program. The report received in the packet was the institutional decision, but there were also comments about the science program that Board members did not receive. When Board members saw that the program checklist was filled out for the science program, members were under the assumption they had written this substantial document in accordance with the guidelines for new programs and should have expected each program component to be addressed.

Dr. Tafel stated there is a need to see what weaknesses specifically were cited for the science program because this was the institutional decision. This decision was overturned by the State Board of Education.

The Certification Board would like to see not only Dr. Schiller's communication to the State Board, but a discussion of the Certification Board minutes and the report from the initial visit of the review team.

Elliott Lessen indicated the State Board of Education findings and conclusions regarding approval of the science program and apparently these are related to the six unit standards. The four met with weaknesses were: knowledge skills dispositions; assessment; diversity; and governance. Given that, and while clinical / field experiences may not have been part of that, Dr. Lessen felt the Certification Board is not far off base.

Linda Tafel stated that in the final administrative decision paperwork where the chronology is indicated, it states that in March 2002 an on-site visit for initial accreditation was conducted, members of the team are listed, and Pat Poole was a part of that team. The team report went to IIT on May 17, 2002. It seems as if there would be paperwork somewhere.

Linda Tafel also stated that the final administrative order reads the following,

It appears that the State Teacher Certification Board placed the secondary science program on provisional approval based on the recommended "met with weakness" findings for Standards 2, 3, 4 and 6, and the recommended "not met" finding for Standard 1. Although the Illinois State Board of Education concludes the recommended "not met" finding should be changed to "met with weakness" and the recommended "met with weakness" finding for Standard 3 should be changed to "met," ISBE concurs with the STCB ultimate evaluation of the science program and findings of the recommendation.

The State Teacher Certification Board verdict for Standard 3 (field experiences) was "met with weakness." It was changed to "met" by the State Board of Education. The Certification Board had concerns with regard to the decision to provisionally approve.

Other

Dennis Williams shared a letter being sent to superintendents and chief administrators from Dr. Schiller outlining Public Act 93-679 that went into effect June 30, 2004, changing the requirements for certificate renewal. The Local

Professional Development Committees (LPDCs) are no longer required. Persons must notify their Regional Office of Education the decision to: (1) eliminate; (2) change the membership or structure; or (3) keep the LPDC the same.

Due to a computer omission, another group of Standard / Master Certificates were provided to the Certification Board members for consideration. Elliott Lessen moved that the list of "Renewal of Standard / Master Certificates" be approved. Linda Malone seconded the motion. The motion passed by unanimous vote. (See Attachment)

Adjournment:

Elliott Lessen moved that the State Teacher Certification Board meeting adjourn. Ascencion Juarez seconded the motion. The meeting adjourned at 2:15 p.m.

APPROVED

Chairman

Secretary

ATTACHMENT

Memorandum

To: Dennis Williams, Interim Secretary, STCB

From: Facilitation Committee, STCB

Subject: Suggestions for December 2004 Institutional and Program Review Process

At the STCB Workshop on Thursday, August 5, 2004, members of the STCB and ISBE staff generated the following suggestions for guiding the December 2004 Institutional and Program Review Process.

Communication Issues

1. Written guidelines describing the process and appropriate roles and expectations for both STCB members and observers should be drafted and approved by the STCB. These guidelines will be in accordance with the Administrative Rules and the Open Meetings Act.
2. Institutions and their representatives will be provided with a description of the Institutional and Program Review Process and should be informed of expectations.
3. The Institutional and Program Review Process is part of the regular business meeting of the STCB.
4. During the review process, institutions should not communicate directly with STCB members or staff.

Preparation for the Institution and Program Review

1. Institutions should provide final reports from NCATE SPAs to ISBE staff.
2. ISBE staff should assemble all ISBE Panel Reviews.
3. STCB members should be provided with a summary sheet noting approval status for each program with specific notations regarding missing or incomplete information, clarification of program status, SPA rejoinder status, etc.

ATTACHMENT

Physical Setup of Rooms

1. There should be a reasonable distance established and maintained between members of the STCB audit teams and observers.
2. It was agreed that the two rooms on the fourth floor could be configured appropriately. One audit team could be in the Board Room using the typical configuration and microphones could be used. Observers in this room would occupy chairs at the back of the room. The second audit team could work in the Board Conference Room with a seating arrangement that would allow the team to do its work at one end of the room and accommodate observers at the other end.

New Program Reviews

1. New Program Reviews should not take place in December or June.

ATTACHMENT

**PROPOSALS FOR SELF-ASSESSMENT COURSEWORK
TO MEET REQUIREMENTS
FOR THE STANDARD CERTIFICATE**

Recommended for Approval
by State Board Staff
August 2004

(None)

**PROPOSALS FOR NBPTS-RELATED COURSEWORK
TO MEET REQUIREMENTS
FOR THE STANDARD CERTIFICATE**

Recommended for Approval
by State Board Staff
August 2004

(None)

ATTACHMENT

PROPOSALS FOR INDUCTION AND MENTORING PROGRAMS TO MEET REQUIREMENTS FOR THE STANDARD CERTIFICATE

Recommended for Approval
by State Board Staff
August 2004

Central Stickney School District 110	Cook
Zion-Benton Township High School	Lake
Center Cass School District 66	DuPage
Centralia City Schools District 135	Marion
GCMS Community High School District 5	Ford
Ridgewood Community High School	Cook
Rock Falls Township High School	Whiteside
Cerro Gordo CUSD 100	Piatt

Districts that Adopted Approved Programs August 2004

* Denotes a comparable two-year program since 2002 or prior per provider contact person.

ATTACHMENT

**PROPOSALS FOR X-TYPE CPDU ACTIVITIES
TO MEET REQUIREMENTS
FOR THE STANDARD CERTIFICATE**

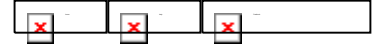
Recommended for Approval
by State Board Staff
August 2004

North DuPage Special Education Cooperative
Four Rivers Special Education District
Kestner Educational Services
Addison District 4
Quincy School District 172
Reavis High School District 220

ATTACHMENT



* indicates required fields



Pending Recommendations (Standard/Master)

Click on the Application ID number to review the application.

Group A: Recommended Renewal by LPDC & ROE

Application ID	Teacher Name	STCB Recd. Date
Region 04 : BOONE/WINNEBAGO ROE		
456	Sherry Kirby	7/7/2004
481	Timothy McGinnis	7/15/2004
Region 14 : COOK ROE		
484	Anna Ladik	7/19/2004
420	Bernita Smith	7/8/2004
530	Gus Pedraza	7/30/2004
488	Jennifer Schwartz	7/19/2004
489	Kara Kulak	7/19/2004
490	Kimberly McHone	7/19/2004
486	Margaret Kolodziej	7/19/2004
502	Petra Morash	7/21/2004
487	Traci Baez	7/19/2004
Region 15 : CITY OF CHICAGO		
323	Alayn Becker	7/9/2004
403	Alice Chatman	7/31/2004
430	Amy Benante	7/31/2004
329	Antoine Drink	7/9/2004
406	Arthur Amaker	7/31/2004
397	Becky Jo Goldyn	7/31/2004
411	Bernadine Bradford-Coleman	7/31/2004
376	Beth Gaby	7/31/2004
334	Blanca Sanchez	7/9/2004
359	Carmen Webb	7/9/2004

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433	Christine O'Malley	7/31/2004
350	Colleen O'Hare	7/31/2004
255	Cynthia Lung	7/31/2004
331	Daphne Sherrod	7/31/2004
404	Debra Jones	7/31/2004
332	Debra Porter	7/9/2004
365	Denise Cade	7/31/2004
431	Domenicos Kosteris	7/31/2004
351	Dwight Davis	7/9/2004
357	Edwin Hill	7/31/2004
437	Erika Ash	7/31/2004
325	Ewa Krason	7/9/2004
342	Gaye Klopach	7/31/2004
320	Gloria Valentin	7/31/2004
265	Halina Kokoszka	7/31/2004
341	James Degnan	7/9/2004
375	Janet Fennerty	7/31/2004
396	Jay Rau	7/31/2004
337	Jeffrey Wilson	7/9/2004
347	Jennifer McMillan	7/9/2004
417	John Navarro	7/31/2004
428	Joyce Jackson	7/31/2004
330	Judith Mendoza	7/9/2004
358	Julia Blumenberg	7/9/2004
291	Kerrie Bracken	7/31/2004
369	Kim Tetzloff	7/31/2004
395	Kimberly Alamar	7/31/2004
399	Laura Caravello	7/31/2004
405	Laura Tapia	7/31/2004
319	Lillian Dorji	7/31/2004
343	Lisa Brown	7/31/2004
440	Magaly Ruiz	7/31/2004
264	Margie Mitcham	7/31/2004
254	Marianne Murphy	7/31/2004
368	Marlon Sanford	7/31/2004

ATTACHMENT

338	Martha Martinez	7/9/2004
23	Melissa Austin	7/31/2004
333	Michael Bolen	7/31/2004
377	Michael Cavanaugh	7/31/2004
324	Michael Feuer	7/9/2004
308	Michele Lurz	7/31/2004
400	Mischelle Whitaker	7/31/2004
402	Muinat Dosu	7/31/2004
419	Nancy Ocampo	7/31/2004
318	Nathaniel Ferrell	7/9/2004
390	Nora Cummings	7/31/2004
367	Patrick Rand	7/31/2004
424	Peggy Fahey	7/31/2004
427	Persida Contreras	7/31/2004
441	Peter Ing	7/31/2004
401	Rachel Scales	7/31/2004
262	Renata Walas	7/31/2004
348	Richard Lopez	7/9/2004
366	Roxie Harnesberry	7/31/2004
432	Ryan Rezvani	7/31/2004
140	Shannon Prette	7/31/2004
429	Sherri Elligan	7/31/2004
25	Susan Bohm	7/31/2004
307	Thomas Giblin	7/31/2004
263	Timothy McNulty	7/31/2004
418	Tina Love	7/31/2004
436	Tracy Bell	7/31/2004
344	Velma Medina	7/31/2004
407	Virginia Badillo	7/31/2004
328	Wilmer Ward	7/9/2004
370	Yvonne Nelson	7/31/2004
Region 19 : DU PAGE ROE		
507	Benita Scott	7/22/2004
506	Christine Bell	7/22/2004
491	Christine Corrigan	7/20/2004

ATTACHMENT

513	Debra Swanson	7/22/2004
249	Juliann Sturgeon	7/7/2004
321	Kara Gallagher	7/7/2004
460	Michael Stevens	7/9/2004
512	Nancy Barca	7/22/2004
261	Nancy Larson	7/7/2004
466	Ross Kellan	7/13/2004
510	Stephanie Herman	7/22/2004
473	William Voves	7/13/2004
Region 20 : EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH		
465	Christy Stunson	7/12/2004
235	Joseph Jansen	7/7/2004
Region 21 : FRANKLIN/WILLIAMSON ROE		
511	Tina Barger	7/22/2004
Region 24 : GRUNDY/KENDALL ROE		
339	Elizabeth Carlisle	7/9/2004
360	Georgia Snow	7/21/2004
212	Kendy Moore	7/9/2004
120	Kimberly Pearce	7/9/2004
Region 25 : HAMILTON/JEFFERSON ROE		
483	Marina Baine	7/19/2004
Region 31 : KANE ROE		
494	Adalina Martinez	7/20/2004
498	Athena Velianoff	7/20/2004
493	Denise Bianchi	7/20/2004
492	Valerie Albuck	7/20/2004
Region 34 : LAKE ROE		
258	Heather Menzer	7/30/2004
Region 35 : LA SALLE ROE		
457	Lisa Killelea	7/9/2004
Region 44 : MC HENRY ROE		
244	Kathryn Cimermancic	7/8/2004
393	Mary Ring	7/19/2004
Region 46 : BROWN/CASS/MORGAN/SCOTT ROE		
410	Gina Glossop	7/28/2004

ATTACHMENT

Region 48 : PEORIA ROE		
516	Jacqueline Gilles	7/23/2004
Region 49 : ROCK ISLAND ROE		
501	Daniel Brown	7/21/2004
Region 50 : ST CLAIR ROE		
455	Ronald Hulliung	7/6/2004
Region 56 : WILL ROE		
471	Lisa Ratchford	7/13/2004