

Illinois State Board of Education  
**Illinois Advisory Council on Bilingual Education**  
**Meeting Notes**  
**June 12, 2009**

**IACBE Members Present:** David Barker, Josie Yanguas, Maria August, Millie Bravo (proxy for Diep Nguyen), Martin Salcedo, Richard Orem, Irma Perez, Margarite Crivellone, Stephanie Jordan, Rosemarie Meyer (on phone proxy for Kim Zinman) and Julie Luck Jensen.

**ISBE Staff Present:** Don Evans, Robin M. Lisboa, Darren Reisberg, Irma Snopek, Linda Tomilinson, Sally Vogl, Seng Naolhu, Celia Arresola, Boon Lee, Winnie Tuthill (phone) and Bill Garcia.

**Guests:** Sheila Sherman, Elizabeth Ma, Kathie Parks, Adela Weinstein, Reyna Hernandez, Sonia Lopez, Robert de Oliveira, Celia Garcia Fernandez, Maria Korkatsch-Grosko, Diego Giraldo, Dr. Miriam Keller, Maria Alanis Montgomery, Misael Nacimiento, Alan Matan, and Ed De Young, and [Harriette Herrera, Rafaela Weffer and Joyce Weiner (phone)].

### **Call to Order**

David Barker, chair of the Illinois Advisory Council on Bilingual Education, called the meeting to order at 9:45 a.m.

### **Review and Approval Of Minutes**

Members of the IACBE reviewed the minutes of the January 6, 2009 and April 17, 2009 minutes of the IACBE. Josie Yanguas moved that the minutes be accepted. Margarite Crivellone seconded the motion and the minutes of the January 6, 2009 and April 17, 2009 meetings were unanimously approved.

### **FY10 Budget**

ISBE Chief Legal Counsel Darren Reisberg reported for State Superintendent Christopher A. Koch. The chief legal counsel focused on two items: the status of the FY10 State Budget and a recent report from the United States Department of Justice to the Illinois State Board of Education. First, the chief counsel reminded the IACBE about an Illinois State Board of Education Meeting scheduled for June 17-18, 2009. Darren indicated that the meeting would be telecast over the internet for those members of the public that were unable to attend the meeting in person. Darren suggested that written testimony to the Illinois State Board of Education should be emailed to ISBE Board Secretary Jean Ladage, Don Evans and Robin M. Lisboa.

The ISBE Board meeting to discuss budget concerns would be part of the Finance and Audit Committee. In addition to voicing concerns with the ISBE Board, the IACBE chair advised the council and audience to contact their state legislator. Josie Yanguas followed by advising members and the audience to research the voting records of their state legislator before making contacts.

Second, the General Counsel briefed the IACBE about a recent report from the United States Department of Justice to the Illinois State Board of Education. Darren suggested that the report was under review and that a new rule would likely be promulgated for the September 16-17, 2009 ISBE Board meeting. The proposed new rule would focus on exiting ELL students and assure appropriate services under federal law.

### **ISBE DELL Update**

**Robin M. Lisboa**

Robin reminded the IACBE about a recent Title I finding and the need to establish a uniform exit score for ELLs. Speaking unofficially, Robin indicated that a new exit score of 4.8 would be established along with a 4.2 literacy (reading and writing) score on tier B or C of ACCESS for ELLs.™. Robin went on to say that:

- the US Department of Education had accepted Illinois' 2008-2009 AMAO addendum
- Illinois would be establishing AMAO targets for years 1,2 and 3
- she had met with the World Class Instructional Design and Assessment (WIDA) Board in Madison, WI on June 3-5, 2009

In response to the discussion above, the chair asked Robin to clarify the above bulleted points. Speaking for ISBE, Donald Evans indicated that the agency would stand behind programs for ELLs. He indicated that ISBE would take the responsibility for educating Illinois communities regarding ELL programs and services.

Several members of the IABCE went on to support the 4.8 exit score, inquire about proficiency by cohort and seek more information about Gary Cooks' white paper entitled, Issues in the Development of Annual Measurable Achievement Objectives (AMAOs) for WIDA Consortium States.

Robin went on to promote the work of internal and external groups for the 2008-2009 school year. (E.g. the Early Childhood Subcommittee) Over the summer of 2009 Robin indicated her division would:

- update the ACCESS for ELLs webpage
- facilitate connections for Pre-Kindergarten (Pre-K) teachers to be certified to administer the Pre-K Individual Proficiency Test (IPT) Oral ®
- provide guidance to school districts regarding Pre-K ELLs
- announce a required program directors' meeting; September 30 –October 1, 2009; Holiday Crowne Plaza; Springfield, Illinois
- address recently published reports by the Lexington Institute

At the conclusion of Robin's remarks, IACBE members Margarite Crivellone and Irma Perez thanked ISBE for supporting of bilingual education.

### **Teacher Certification Update**

**Linda Tomlinson  
Sally Vogl**

Sally Vogl provided the IACBE with background and timelines in rule making. Linda Tomlinson provided an overview of her background and interest in facilitating high quality educators for English language learners.

Following her presentation on proposed changes in rules (Appendix A & B), several members of the IACBE provided feedback and questioned the relevancy and duration of proposed coursework.

Pursuing this tact, Samina Hadi-Tabassum proposed that future rules governing Illinois teachers of ELLs consider recent research based trends in language learning. (E.g. linguistic capital)

Following a long discussion, Samina Hadi-Tabassum moved that the ISBE Certification Division provide the IACBE with the opportunity to comment on proposed rule changes and make final recommendations by August 14, 2009.

Diane Zendejas seconded the motion and the IACBE voted unanimously in the affirmative to have the ISBE Certification Division provide the IACBE with the opportunity to comment on proposed rule changes and make final recommendations by August 14, 2009.

## **Subcommittee Reports**

### **Early Childhood (EC)**

**Josie Yanguas**

Over this past year the EC committee has:

- clarified policies regarding the initial screening, assessment, models and personnel for programs serving EC English language learners.
- developed a survey for review by the Division Administrators of English Language Learning and Early Childhood for the purpose of better identifying early childhood and bilingual endorsed teachers.

With input from two divisions in the ISBE, the committee is working to send the survey to bilingual, early childhood and human resource directors. The subcommittee chair will forward meeting notes for IACBE approval at the next meeting of the IACBE.

### **Bilingual Special Education**

**Maria August**

Maria presented the recommendations (Appendix C) of her committee on implementing response to intervention (RtI) for English Language Learners.

Following a discussion, Josie Yanguas moved that the attachment (Appendix C) be accepted for implementation by the ISBE with input and guidance from the ISBE's Legal Division. Samina Hadi-Tabassum seconded the motion and the members of the IACBE voted unanimously in the affirmative to accept the motion have ISBE use the recommendations for implementing RtI for ELL students with guidance and input from ISBE's Legal Division.

In a separate and second motion, Maria August moved that the ISBE develop a Bilingual School Psychologist Directory for the purpose of better serving ELL students, educators and parents.

Following discussion by the IACBE, Josie Yanguas moved that the group table the motion until the committee can more fully consider additional issues (cost, verification of qualified educators and maintaining a database of Bilingual School Psychologists.

Stephanee Jordan seconded the motion and the IACBE voted unanimously in the affirmative to table the bilingual school psychologist directory until the next regular meeting of the IACBE.

## Assessment Update

Boon Lee

*The text in this section was added to the record after the meeting due to time constraints.*

- I. Data Correction Window
- II. 2010 Assessment Dates
- III. ISAT Content Bias and Data Review
- IV. IELLAAC - Illinois English Language Learning Assessment Advisory Committee
- V. New ELL Assessment Link has been added to the Assessment Website

### I. Data Correction Window

#### ACCESS

The ACCESS results were posted on IWAS for about 3 weeks and districts had until last Friday, June 5<sup>th</sup> to review the data to submit corrections.

\*ACCESS Participation shows CPS having fewer students taking ACCESS in 2008-09 than 2007-08.

\*It is anticipated more students will qualify for the Annual ACCESS next year as a result of the change in "exit" cut score.

\*ACCESS Reports will become available August 1.

<b>ACCESS Participation</b>	<b>2008</b>	<b>Preliminary 2009</b>	<b>Diff (2009-2008)</b>
CPS	55,458	49,734	(5,724)
Outside CPS	102,203	103,853	1,650
Total	157,661	153,587	

#### ISAT/IAA

\*The ISAT/IAA results have also been posted on IWAS and districts have until June 22 to submit data corrections (about 1 ½ more weeks).

\*ISAT/IAA Reports will become available around August 28.

LM form was available for the first time this past year in both Math and Science.

Also available for the first time is a Spanish-English side-by-side format was made available with students having the option of responding in either English or Spanish.

\*As soon as the ISAT data file is clean, staff will begin examining the result from both the LM and the English/Spanish side-by-side format.

## PSAE

This past year was the first time a Spanish DVD of the PSAE was made available.

\*Day 1 – approximately 400 Spanish DVDs were ordered.

\*Day 2 – approximately 1,000 were ordered, but the preliminary data grid results showed that only about 400 students used this option. We

## II. 2010 Assessment Dates

Please see attachment. The attachment is also available at:

<http://www.isbe.net/assessment/pdfs/Chart2010.pdf>

## III. ISAT Content Bias and Data Review

ISAT content bias and data review took place earlier this week in Bloomington, Illinois. As part of the content review process, teams of Illinois teachers met for three days to assist in eliminating content bias in Reading, Mathematics and Science ISAT field test items. At the same time, the teachers were also asked to review the item statistics of previously piloted items to determine if the items are good enough for inclusion in the actual ISAT or if modifications need to be made and pilot again.

## IV. IELLAAC - Illinois English Language Learning Assessment Advisory Committee

The committee met last week at the Illinois Resource Center. Discussion included finalizing the group's membership and a transition plan as some individuals will be leaving due to retirements. Membership profile was shared to ensure grade level and geographic representation. It was also decided that the membership should also include someone from a university setting. It was also decided that the quarterly meeting held in the spring should be kept in June.

Other discussion topics included the 2009 ISAT experience with its new ELL accommodations, the posting of the 2009 ELL accommodations survey, the new ACCESS Transition criteria (cut-score), and the ISAT LM development schedule. It was also decided that the next IELLAAC meeting will be held the day before the TBE/TPI program directors' meeting at the end of September.

## V. New ELL Assessment Link has been added to the Assessment Website

Due to the increase in request for information related to ELL assessment, the Assessment Division now has two links related to ELL assessment. In addition to the "ACCESS" link located on the far right side of the assessment webpage, there is also an "ELL Assessment" link.

[http://www.isbe.net/assessment/htmls/ell\\_assessment.htm](http://www.isbe.net/assessment/htmls/ell_assessment.htm)

Items found on this webpage include:

- ELL Accommodations Presentation
- ELL Accommodations Eligibility
- Translated ISAT Directions 2009
- Translated PSAE Directions 2009

### **2009-2010 IACBE Meeting Dates, Future Membership and the Election of a Chair**

The next regularly scheduled meeting of the IACBE will be September 11, 2009. Details of the meeting location are found below. The meeting will begin at 9:30 a.m.

James Thompson Center  
100 W Randolph, 2<sup>nd</sup> Floor, Room 2-025  
Chicago, Illinois 60601

Appointments to the 2009-2012 Illinois Advisory Council on Bilingual Education will be announced at a special July 2009 meeting. New candidates for the Illinois Advisory Council on Bilingual Education will be notified in writing.

Newly appointed candidates and current members of the IACBE will elect a chair and set a full schedule of 2009-2010 IACBE meeting dates in July 2009.

Additional details will be published at:

<http://www.isbe.net/bilingual/htmls/iacbe.htm> .

### **Public Comment**

Ed De Young, Assessment Systems Architect for Elgin SD U46, suggested that the proposed state ELL exit criteria would have a significant adverse affect on the learning and educational opportunity for U-46 ELL students. The use of a single measure (ACCESS) would dramatically reduce the accuracy of determining who has the requisite skills for full access to the curriculum. In Elgin SD U-46, 25% of those who met the ACCESS cut score did not pass ISAT. Another 25%, who do not meet the ACCESS cut scores, do pass ISAT. In summary, dozens of students who meet college readiness criteria will be required to remain in ELL programs in Elgin SD U-46.

### **Adjournment**

Samina Hadi-Tabassum moved that the meeting be adjourned. Margarite Crivellone seconded the motion and the meeting was adjourned at 12:25 p.m.

## **Appendix A: Teacher Certification**

Discussion DRAFT of Proposed Amendments, June 2009

### **Section 25.90 Transitional Bilingual Certificate and Examination**

Requirements for the Transitional Bilingual Certificate, issued pursuant to Section 14C-8 of the School Code, shall be as follows:

- a) General Requirements. The applicant shall meet the following general requirements:
  - 1) Be in good health.
  - 2) Be of sound moral character.
  - 3) Be legally present in the United States and possess legal authorization for employment.
  - 4) Comply with certification application procedures.
  
- b) Requirements of Prior Education or Certification. The applicant shall:
  - 1) Possess a current and valid certificate issued by the State of Illinois, or
  - 2) Have possessed within five years prior to the date of application a valid teaching certificate or comparable legal authorization issued by a foreign country or by a state or possession or territory of the United States, or
  - 3) *Hold a degree from an institution of higher learning in a foreign country which the Certification Board determines to be the equivalent of a bachelor's degree from a recognized institution of higher learning in the United States (Section 14C-8 of the School Code; 105 ILCS 5/14C-8). The applicant must submit a certified transcript from the foreign institution. The Certification Board will determine equivalency by comparing the applicant's course of study to that required for a bachelor's degree from a recognized institution of higher learning in the United States on factors including:*
    - A) the applicant's length of study at the foreign institution (which shall be equivalent to four years of postsecondary study after the age of eighteen);

- B) the number of credit hours or similar units of instruction which the applicant has successfully completed (which shall be the equivalent of 120 semester hours);
- C) the content of the applicant's courses and the distribution of courses among the various disciplines constituting a bachelor's degree program in the United States (which shall include the equivalent of a 32-semester-hour major field of study);
- D) the applicant's grades or similar evidence of successful academic performance;
- E) the foreign institution's accreditation status, if any.

c) Language Requirements

- 1) The applicant must demonstrate adequate speaking, reading, writing, and grammar skills in a non-English language in which transitional bilingual education is offered in Illinois. This requirement may be fulfilled in one of the following ways:
  - A) The applicant presents evidence of having graduated from a teacher preparation institution or an institution of higher education in which the medium of instruction was in a non-English language in which transitional bilingual education is offered in Illinois and for which certification is sought.
  - B) The applicant successfully completes the required examination (see Section 25.710 of this Part) in the non-English language in which transitional bilingual education is offered in Illinois and for which certification is sought. If no examination for transitional bilingual education in the target language is listed in Section 25.710 of this Part, the required examination shall be another examination administered by the State Board of Education. The selection, development, and administration of each such examination shall conform to the requirements of Section 25.715 of this Part to the extent feasible in light of the rate of incidence of the target language in Illinois.

- 2) The applicant must demonstrate adequate speaking, reading, writing, and grammar skills in English. This requirement may be fulfilled in one of the following ways:
  - A) The applicant presents evidence of having graduated from an institution of higher education in which the medium of instruction was English.
  - B) The applicant successfully completes the English Language Proficiency Examination (see Section 25.710 of this Part).
- 3) An individual enrolled in an approved bilingual certification program who passed the Spanish language proficiency examination required by the program prior to July 1, 2001, shall be exempt from retaking a Spanish language proficiency test after that date, provided that:
  - A) the university that operates the program forwards to the State Board of Education no later than November 1, 2001, a list of the names and Social Security numbers of those persons in its program who have passed the examination;
  - B) the individual's name appears on the list submitted by the university in whose program he or she is enrolled; and
  - C) the individual submits an application for bilingual certification based upon the institution's recommendation for certification no later than June 30, 2006.

d) Appeals - Re-scoring

A limited appeal shall be available to applicants found ineligible for certification because of failure to meet the language requirements on the basis of an examination in a language not listed in Section 25.710 of this Part. An affected individual wishing to initiate such an appeal shall notify the State Board of Education in writing within six weeks after release of the test results to candidates. The appeal shall be limited to a request for re-scoring. The State Board of Education shall honor each such request unless no individual with the necessary language competency who was not involved in the original scoring is available for re-scoring.

e) Test of Basic Skills

Beginning with applications received on or after July 1, 2010, each applicant shall be required to have passed the test of basic skills (see Sections 25.710 and 25.720 of this Part).

(Source: Amended at 33 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.100 Endorsing Teaching Certificates (2004)**

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates was changed. Appendix E to this Part provides a list of the available endorsements, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and were discontinued or replaced. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

a) Subject-area "designations" shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, a certificate-holder shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the designation or designations received in conjunction with that endorsement. However, a certificate-holder may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the specific designation, unless he or she holds an applicable master certificate. For example, a secondary science teacher with a biology designation may not teach honors physics or chemistry unless he or she holds a master certificate endorsed for sciences.

b) Endorsements at Time of Issuance

Pursuant to Section 21-1b of the School Code [105 ILCS 5/21-1b], *all certificates initially issued under this Article...shall be specifically*

*endorsed by the State Board of Education for each subject the holder of the certificate is legally qualified to teach.*

- 1) For each application for certification received on or before September 30, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for any additional subject in which the candidate completed the required coursework.
- 2) For each application received on or after October 1, 2004, but no later than January 31, 2012, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the candidate and, except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section:
  - A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript; and
  - B) any additional area in which the individual presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); and
  - C) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section.
- 3) For each application received on or after February 1, 2012, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the candidate and for any other subject in which the individual:
  - A) meets the requirements of subsection (e), (g), (h), (i), (j), (k), (m), (n), (o), or (p) of this Section; or

- B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.
- c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special preschool–age 21 certificate would have been endorsed. An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (f)(3) of this Section.
- d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of this Section.
- e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.
  - 1) For an applicant who is receiving an Illinois teaching certificate, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular designation, except that the requirements of subsection (n) of this Section shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.
  - 2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation in one of these subjects, other than an endorsement in safety and driver education, shall:

- A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or
  - B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or
  - C) present evidence of at least one year's teaching experience on a valid certificate in the area covered by the endorsement or designation sought.
- 3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q) through January 31, 2012. Beginning with applications received on or after February 1, 2012, the requirements stated in subsection (n) of this Section shall apply.

f) Addition of Endorsements to Previously Issued Certificates

Individuals seeking to endorse previously issued certificates shall apply for such endorsements, using a format specified by the State Superintendent of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].

- 1) When an applicant qualifies for an endorsement, its issuance shall be reflected on the electronic certification system that is maintained by the State Superintendent of Education for use by applicants, school districts, and regional superintendents of schools.
- 2) Except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section, for applications received on or after July 1, 2005, but no later than January 31, 2012, an endorsement will be issued to each applicant who:
  - A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript; or
  - B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related

to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or

C) has met the applicable requirements of subsection (e) of this Section.

3) For applications received on or after February 1, 2012, an endorsement will be issued for any subject in which the individual:

A) meets the requirements of subsection (e), (g), (h), (i), (j), (k), (m), (n), (o), or (p) of this Section; or

B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.

g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool–age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having “split” a special or special preschool–age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement. However, an individual with an early childhood or a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.

- h) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (h)(1) through (h)(4) of this Section relate to endorsements and designations based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260, while the requirements of subsection (h)(5) make subject-specific credentials available to out-of-state applicants whose preparation has been structured to address individual disciplines within the sciences or social sciences.
  - 1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to pass the content-area test for the designation sought and either:
    - A) be recommended for the endorsement and the designation by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or
    - B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:
      - i) at least 12 semester hours of credit must have been earned in the subject area of the designation sought; and
      - ii) some portion of the coursework completed must have addressed at least two additional designations within the field; and
      - iii) in the case of the sciences, the coursework completed must have included both biological and physical science.
  - 2) The requirement stated in subsection (h)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.
  - 3) An individual may receive a subsequent designation in the same field if he or she has:

- A) passed the applicable content-area test and, effective with applications received on or after February 1, 2012, completed 12 semester hours of coursework in the subject area of the designation; or
  - B) completed a major in the content area of the designation.
- 4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a designation in that field under the new structure by passing the content-area test for the designation sought and, effective with applications received on or after February 1, 2012, completed 12 semester hours of coursework in the subject area of the designation. He or she may then qualify for additional designations in the field pursuant to subsection (h)(3) of this Section.
- i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.
- 1) Reading Teacher
- This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate, or who receives one of these certificates endorsed for some field other than reading, shall be eligible to receive this additional endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:
- A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher's preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at an institution that is

recognized to offer teacher preparation programs in Illinois; or

- B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:
  - i) foundations of reading,
  - ii) content-area reading,
  - iii) assessment and diagnosis of reading problems,
  - iv) developmental and remedial reading instruction and support,
  - v) developmental and remedial materials and resources, and
  - vi) literature appropriate to students across all grade ranges; or
- C) having completed, on or before June 30, 2006, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case the individual shall apply for the endorsement no later than October 1, 2010, and passage of the content-area test or test of subject matter knowledge shall not be required.

2) Reading Specialist

- A) Each candidate for the reading specialist's endorsement shall hold an Illinois early childhood, elementary, secondary, or special certificate and have a least two years of teaching experience in the public schools on one or more of those certificates.
- B) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.

- C) Each candidate shall have completed a K-12 reading specialist's program approved pursuant to Subpart C of this Part that includes a practicum and leads to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. Each candidate shall have been recommended for the endorsement by the institution offering the program.
  - D) Each candidate shall be required to pass the content-area test for reading specialist.
- 3) An individual who qualifies for the reading specialist's endorsement may receive the endorsement on his or her early childhood, elementary, secondary, or special certificate or may elect to receive a separate special K-12 certificate. In the latter instance, the individual shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.
- j) Special provisions shall apply to the addition of endorsements and designations in foreign languages.
- 1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript.
  - 2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours of college credit in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual's prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed

by the certification officer identifying the number of hours involved).

- 3) Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).
  - 4) Sections 25.85 and 25.86 of this Part set forth additional provisions for certification in foreign languages under specified circumstances.
- k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 1.720 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a second (new) language, provided that Sections 1.781 and 1.782 shall apply only through January 31, 2012. Beginning with applications received on or after February 1, 2012, the requirements stated in subsections (o) and (p) of this Section shall apply to the issuance of endorsements in these fields.
- l) Each individual who is first assigned to teach a particular subject on or after July 1, 2004, based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.
- m) An additional endorsement for "technology specialist" shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education and has passed the relevant content-area test.
- n) Beginning with applications received on or after February 1, 2012, an endorsement in safety and driver education shall be issued

when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, distributed as follows:

- 1) 3 semester hours in injury prevention or safety;
  - 2) 12 semester hours in driving education that include:
    - A) driving task analysis (introduction to driver education);
    - B) teaching driver education in the classroom;
    - C) teaching the laboratory portion of the driver education course, including:
      - i) on-street teaching under the supervision of a qualified driver education teacher;
      - ii) the equivalent of at least one semester hour's preparation in and use of driving simulation;
      - iii) the equivalent of at least one semester hour's preparation in and use of multiple-car programs; and
    - D) advanced driver education and emergency evasive driving;
  - 3) 3 semester hours in first aid and cardiopulmonary resuscitation; and
  - 4) 6 semester hours chosen in any combination from:
    - A) the use of technology in instruction;
    - B) safety issues related to alcohol and other drugs;
    - C) driver education for students with disabilities; and
    - D) any other safety-related area.
- o) Beginning with applications received on or after February 1, 2012, an endorsement in bilingual education shall be issued when the applicant provides:

- 1) evidence of adequate speaking, reading, writing, and grammar skills in the language in which transitional bilingual education will be taught, which may be demonstrated either by:
    - A) having graduated from an institution of higher education in which the medium of instruction was in the specified language; or
    - B) having passed the applicable test of language proficiency;
  - 2) evidence of having passed the content-area test for English as a New Language; and
  - 3) evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, including at least one course in each of the following areas:
    - A) theoretical foundations of bilingual education;
    - B) methods and materials for teaching bilingual education;
    - C) methods for teaching reading to students in the grade range of the certificate held;
    - D) assessment of bilingual students' proficiency in English;
    - E) cross-cultural studies for teaching students of limited English proficiency, including multicultural literature that reflects the target languages of the participating candidates; and
    - F) methods and materials for teaching English as a second language.
- p) Beginning with applications received on or after February 1, 2012, an endorsement in English as a second language (ESL) shall be issued when the applicant provides evidence of having:
- 1) passed the content-area test for English as a New Language; and

- 2) completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, including at least one course in each of the following areas:
- A) linguistics;
  - B) theoretical foundations of teaching English as a second language or bilingual education;
  - C) methods and materials for teaching English as a second language;
  - D) methods for teaching reading to students in the grade range of the certificate held;
  - E) English grammar or advanced composition;
  - F) assessment of bilingual students' proficiency in English;
  - G) cross-cultural studies for teaching students of limited English proficiency; and
  - H) language development.

(Source: Amended at 33 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

## **Appendix B: Teacher Certification**

### **Section 1.780 Standards for Teachers in Bilingual Education Programs**

- a) No individual shall be assigned as a bilingual education teacher in kindergarten or any of Grades 1-12 unless he or she:
  - 1) holds a certificate that is valid for the grade levels of the students to be served and an endorsement or statement of approval for bilingual education that is specific to the language of instruction; or
  - 2) holds a transitional bilingual certificate specific to the language of instruction, issued pursuant to 23 Ill. Adm. Code 25.90; or
  - 3) holds a Visiting International Teaching Certificate that is valid for the grade levels of the students to be served and meets the requirements set forth at 23 Ill. Adm. Code 25.92(i); or
  - 4) was employed in an approved bilingual education program prior to September 1, 1985, and continues to hold a certificate that is valid for the grade level or levels of the students to be served.
  
- b) No individual shall be assigned as a teacher of English as a Second Language (ESL) in kindergarten or any of Grades 1-6 unless he or she:
  - 1) holds a certificate that is valid for the grade levels of the students to be served and an endorsement or statement of approval for ESL or ENL (English as a New Language); or
  - 2) holds a certificate that is valid for the grade levels of the students to be served and an endorsement or statement of approval for bilingual education; or
  - 3) holds a transitional bilingual certificate issued pursuant to 23 Ill. Adm. Code 25.90; or
  - 4) was employed in an approved bilingual education program prior to September 1, 1985, and continues to hold a certificate that is valid for the grade level or levels of the students to be served.

- c) No individual shall be assigned as a teacher of English as a Second Language in any of Grades 7-12 unless he or she:
  - 1) holds a certificate that is valid for the grade levels of the students to be served and an endorsement or statement of approval for ESL or ENL; or
  - 2) was employed in an approved bilingual education program prior to September 1, 1985, and continues to hold a certificate that is valid for the grade level or levels of the students to be served.
  
- d) Requirements for teachers in State-supported early childhood programs serving students with home languages other than English shall be as set forth in the rules of the State Board of Education titled "Early Childhood Block Grant"; see 23 Ill. Adm. Code 235.20(c)(8)(A).

(Source: Amended at 33 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Section 1.781 Requirements for Bilingual Education Teachers in Grades K-12 through January 31, 2012**

Beginning February 1, 2010, no further statements of approval shall be issued as discussed in subsection (b)(2) of this Section and each applicant seeking a credential under this Section shall apply for an endorsement. Statements of approval issued prior to January 1, 2010, shall continue to be valid. Beginning with applications received on or after February 1, 2012, endorsements in bilingual education shall be issued in keeping with the requirements set forth at 23 Ill. Adm. Code 25.100(o).

- a) Bilingual education teachers employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role. Bilingual education teachers whose Transitional Bilingual Certificate will lapse between June 30, 1985 and June 30, 1987 shall have until September 1, 1988 to achieve compliance with the standards set forth below.
  
- b) On September 1, 1985 and thereafter, bilingual education teachers in approved bilingual education programs must either:
  - 1) Possess a Transitional Bilingual Certificate issued in accordance with 23 Ill. Adm. Code 25.90; or

- 2) Possess a valid Illinois teacher certificate and either an endorsement or a statement of approval issued by the State Board of Education when evidence is presented demonstrating that the following requirements have been met:
- A) Verification of reading and speaking proficiency in the non-English language for which the endorsement or approval is sought (either through completion of a preparation program in which that language was the language of instruction or through passage of the test of language proficiency in that language); and either
  - B) 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months teaching experience in a bilingual education program:
    - (i) Foundations of bilingual education
    - (ii) Assessment of the bilingual student
    - (iii) Methods and materials for teaching limited English proficient (LEP) students in bilingual programs
    - (iv) Methods and materials for teaching English as a Second Language
    - (v) Cross-cultural studies for teaching LEP students; or
  - (C) Two years of teaching experience in a state/approved bilingual program prior to September 1, 1985, and 75 clock hours of experience acquired prior to September 1, 1985, in conferences or workshops required by Section 228.50 of the rules governing Transitional Bilingual Education (23 Ill. Adm. Code 228.50), distributed among the following areas:
    - (i) Foundations of bilingual education
    - (ii) Assessment of the bilingual student
    - (iii) Methods and materials for teaching LEP students in bilingual programs

- (iv) Methods and materials for teaching English as a Second Language
- (v) Cross-cultural studies for teaching LEP students

(Source: Amended at 33 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 1.782 Requirements for Teachers of English as a Second Language in Grades K-12 through January 31, 2012**

Beginning February 1, 2010, no further statements of approval shall be issued as discussed in subsection (b)(2) of this Section and each applicant seeking a credential under this Section shall apply for an endorsement. Statements of approval issued prior to January 1, 2010, shall continue to be valid. Beginning with applications received on or after February 1, 2012, endorsements in English as a Second Language shall be issued in keeping with the requirements set forth at 23 Ill. Adm. Code 25.100(p).

- a) Bilingual teachers presently teaching English as a Second Language and employed in an approved bilingual education program prior to September 1, 1985 are not subject to the requirements set forth below, provided they continue to hold a certificate issued prior to that date and valid for their current teaching role. Bilingual teachers in Grades 7-12 whose Transitional Bilingual Certificate will lapse between June 30, 1985 and June 30, 1987 shall have until September 1, 1988 to achieve compliance with the standards set forth below.
- b) On September 1, 1985 and thereafter, teachers of English as a Second Language in approved bilingual education programs must either:
  - 1) Possess a special K-12 certificate endorsed for teaching English as a Second Language, issued by the State Board of Education in accordance with 23 Ill. Adm. Code 25, Certification; or -
  - 2) Possess a valid Illinois teaching certificate of some other type and either an endorsement or a statement of approval issued by the State Board of Education when evidence is presented of having completed 18 semester hours distributed among the following areas and including 100 clock hours of clinical experience or 3 months experience teaching English as a Second Language:

- A) Linguistics (including English and non-English phonology and syntax)
- B) Theoretical foundations of teaching English as a Second Language
- C) Assessment of the bilingual student
- D) Methods and materials for teaching English as a Second Language
- E) Cross-cultural studies for teaching LEP students.

(Source: Amended at 33 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

### **Appendix C: Bilingual Special Education Subcommittee**

Recommendations for a motion to be brought before the Illinois Bilingual Advisory Council on Implementing Response to Intervention Approaches for English language learners (ELLs) on Friday, June 12, 2009:

- Rtl approaches for English language learners (ELLs):
  - must allow for interventions that address both systemic and specific causes for the academic difficulties ELLs experience in school
  - include systemic and specific interventions that adhere to the body of research findings on educating English language learners in the areas of language, literacy, academic achievement and culturally responsive pedagogy
  - should ensure a continuum of services for ELLs related to the following areas:
    - ELL appropriate learning environments and program design
    - Personal and family factors
    - Physical and psychological factors
    - Previous school factors
    - Oral language and literacy factors
    - Academic achievement factors
    - Cross-cultural factors
  - must safeguard state and federal laws and court cases related to educating ELLs with and without disabilities

- must ensure that students' native language and cultures are viewed as essential resources for instruction, intervention, validating difficulties and assessment/progress-monitoring
- Problem-solving teams that implement Rtl approaches for ELLs:
  - must always include Bilingual/ESL specialists as part of the team
  - should participate in ongoing professional development opportunities on issues related to ELLs
  - should seek ongoing technical support from the Illinois Resource Center and the ISBE Dept of English Language Learning as well as the Bilingual Special Education Subcommittee
  - should triangulate qualitative and quantitative data in decision-making for ELLs
- Progress monitoring for ELLs should/must:
  - match the systemic or specific intervention implemented
  - be administered at the level of ELLs' academic English language proficiency level (based on ACCESS scores and Illinois ELP standards)
  - yield qualitative, descriptive and quantitative assessment data
  - use tools that are normed on ELLs
  - make use of authentic, performance and product-based assessment
  - be implemented in the students' native languages

\*\*\* Summary Draft of discussion of the Bilingual Special Education Subcommittee's subcommittee on implementing Rtl for ELL on June 4, 2009