ILLINOIS STATE BOARD OF EDUCATION

May 15-16, 2002

Agenda Topic: Proposed Rules – Part 23 (Standards for the School Service Personnel Certificate)

Materials: Recommended Rules

Staff Contact: Nancy Patton

Purpose of Agenda Item

To present the proposed new rules for adoption.

Expected Outcome of Agenda Item

The Board’s adoption of proposed new Part 23.

Background Information

This new Part contains the standards for the various recipients of the school service personnel certificate that the State Board adopted in a different format in January of this year.

The introduction to the Part (“Purpose and Effective Dates”) explains that the standards will apply both to the approval of programs that prepare educators (beginning July 1, 2004) and to candidates seeking certification in various fields (beginning July 1, 2005). The one-year difference in dates was established to give candidates adequate time to meet the relevant standards before becoming subject to certification testing based on those standards.

These rules were presented for the Board’s initial review at the February meeting and subsequently published in the Illinois Register to elicit public comment. Two items were received. Please see the Summary and Analysis of Public Comment for a discussion of the issues raised.
Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: This rulemaking is part of the agency’s larger initiative to base certification on standards.

Budget Implications: This rulemaking has no budgetary implications for the agency.

Legislative Action: None needed.

Communications: Please see “Next Steps” below.

Superintendent’s Recommendation

Adopt proposed new Part 23, including the changes recommended in response to public comment.

Next Steps

Notice of the adopted rules will be submitted to the Joint Committee on Administrative Rules to trigger JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
Comment
It was suggested on behalf of the Illinois Association of School Social Workers (IASSW) that two new indicators be inserted into the standard on content knowledge for school social workers (Section 23.140(a)). The first would be a new knowledge indicator inserted as subsection (1)(E) to require, “understands effects of mental illness on students’ ability to participate in learning.” The second would be a performance indicator added between proposed subsections (2)(C) and (2)(D) to focus on accurate mental health diagnosis.

Analysis
We believe both these additions would be appropriate, in that they focus attention on a critical factor that can adversely affect students’ ability to learn.

Recommendation
A new subsection (1)(E) should be added to Section 23.140(a) to state,

E) understands the effects of mental illness on students’ ability to participate in learning.

Existing subsections (E) through (J) should also be relabeled as (F) through (K).

A new subsection (2)(D) should be added to Section 23.140(a) to state,

D) makes accurate mental health diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (1995), published by the American Psychiatric Association, 1400 K St., N.W., Washington, DC 20005; no later editions or revisions are incorporated.

Existing subsections (D) and (E) should also be relabeled as (E) and (F).

Comment
The IASSW also proposed amplifying one of the performance indicators with regard to the standard on service delivery for school social workers (Section 23.140(b)). It was suggested that subsection (b)(2)(G) be revised to state, “initiates referrals and linkages to community agencies (for example, mental health agencies) and maintains follow-up services on behalf of identified students.”

Analysis
The term “community agencies” is intentionally broad enough to encompass all the organizations with which school social workers might need to collaborate. We do not
believe there would be any substantive benefit to giving just one example of such agencies.

**Recommendation**
No change should be made in response to this comment.

**Comment**
With respect to two knowledge indicators under the standard on assessment and evaluation for school social workers, the IASSW recommended referring to “emotional/mental health” rather than “emotional health”. See subsections (d)(1)(D) and (E).

**Analysis**
We agree that this modification might add to the reader’s understanding of these indicators.

**Recommendation**
The term “emotional health” should be changed to “emotional/mental health” in Section 23.140(d)(1)(D) and (E).

**Comment**
The other item of comment received was a general recommendation to “drastically simplify” the rules.

**Analysis**
These rules are fairly consistent with the other new Parts in which standards have been set forth. In the absence of specific suggestions for change, we believe we should continue to rely upon the consistency of these standards with those of the national accrediting bodies. The counseling field in particular requires training in many areas (e.g., academic, career, individual and group, health and emotional wellness) that the preparation model must prescribe.

**Recommendation**
No change is needed in response to this comment.