Purpose of Agenda Item
• To update the board on progress and pending legislation.

Expected Outcome(s) of Agenda Item
• The Board will be informed of the present status.

Background Information
The board passed a motion regarding parameters for the standard examination. State Board staff met with representatives of the IEA and IFT to discuss pending legislation and the principles approved by the State Board of Education. Agreement was reached on several issues. On Friday, May 3 the State Teacher Certification Board made a motion to approve the options for moving from an Initial Teaching Certificate to a Standard Teaching Certificate that were agreed upon by representatives of IFT, IEA and the State Board. The requirements outlined below represent a consistent approach across the options available for receipt of a Standard Teaching Certificate. Each option requires the teacher to demonstrate performance of the Illinois Professional Teaching Standards (or comparable standards) and reflection on that performance.

The available options are:

1. Completion of an induction and mentoring program for new teachers that is approved by the State Board of Education in consultation with the State Teacher Certification Board. One of the requirements of the mentoring program is a formative assessment that is based on the Illinois Professional Teaching Standards (IPTS) and must include:
   a) observation of the new teacher’s classroom practice by an experienced teacher for the purpose of identifying and describing how the new teacher made content meaningful for students; how the teacher motivated individuals and the group and created an environment conducive to positive social interactions, active learning, and self motivation; what instructional strategies the teacher used to encourage students’
development of critical thinking, problem solving, and performance; how
the teacher communicated using written, verbal, nonverbal, and visual
communication techniques; and how the teacher maintained standards of
professional conduct and provided leadership to improve students’
learning.

b) Review and analysis by an experienced teacher, of written documentation
(i.e., lesson plans, assignments, assessment instruments, and samples of
students’ work) prepared by the new teacher for at least two lessons. The
documentation must provide evidence of classroom performance related to
IPTS 1 though 9, with an emphasis on how the teacher used his or her
understanding of students, assessment data, and subject matter to decide
on learning goals; how the teacher designed or selected activities and
instructional materials and aligned instruction to the relevant Illinois
Learning Standards; how the teacher adapted or modified curriculum to
meet individual students’ needs; and how the teacher sequenced
instruction and designed or selected student assessment activities.

c) Demonstration of professional expertise on the part of the new teacher in
reflecting on his or her practice, which was observed and documented as
noted above in terms of teaching strengths, weaknesses, and implications
for improvement according to the IPTS.

2. Completion of four semester hours of graduate level coursework aligned to IPTS,
including observation of the new teacher’s classroom practices as described in
1(a) by the course instructor or an experienced teacher, review and analysis of
written documentation for at least two lessons as described in 1(b) by the course
instructor or an experienced teacher, and demonstration of professional expertise
in reflecting on teaching practice that was observed and documented in terms of
teaching strengths, weaknesses and implications for improvement as described in
1(c).

3. Completion of four semester hours of graduate level coursework in preparation to
meet the requirements for certification by the National Board for Professional
Teaching Standards that addresses the five NBPTS core propositions and relevant
standards through the manner described in option number 2.

4. Receipt of an advanced degree from an institution of higher education in an
education-related field, provided that at least 8 semester hours of the coursework
count toward a degree, certificate or endorsement in a teaching field.

5. Accumulation of 60 CPDUs as long as one-half of the CPDUs are earned through
completion of coursework, workshops, seminars, conferences or other similar
training events that are pre-approved by the State Board of Education in
consultation with the State Teacher Certification Board. Each activity must be
designed to advance a person’s knowledge and skills in relation to the IPTS or in
relation to the content-area standards applicable to the teacher’s area of
certification and, taken together, the activities must address each of the IPTS as
provided in 1(a), 1(b) and 1(c) [observation of classroom practice, review and
analysis of written documentation for two lessons, and demonstration of
professional expertise in reflecting on teaching practice]. Each activity must be
provided by an entity approved by the State Board of Education in consultation
with the State Teacher Certification Board. The remainder of the CPDUs may
come from a list of specified activities.
6. Completion of a nationally normed, performance-based assessment, if made available by the State Board of Education in consultation with the State Teacher Certification Board, provided that the cost to the certificate-holder will not exceed the cost of the coursework described in option number 2.

Legislative Issues

The options were included in an amendment to House Bill 1436 (copy attached) that was adopted by the Senate Education Committee on Tuesday, May 7, 2002.

Next Steps

Assuming that the legislation is enacted, the State Board in consultation with the State Teacher Certification Board will develop and adopt rules to implement the options above and related procedures.