TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director

Agenda Topic: Action Item - Approval of New Teacher Preparation Programs

Materials: May 9, 2003, Agenda for the State Teacher Certification Board meeting

Staff Contact(s): Lee Patton
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Purpose of Agenda Item

• To review the recommendations issued by the State Teacher Certification Board for the approval of new preparation programs at two recognized and accredited institutions.

Expected Outcome(s) of Agenda Item

• To issue final decisions allowing the new programs to operate, and
• To authorize the State Superintendent to inform the institutions of the State Board decisions.

Background Information

On May 9, 2003, the State Teacher Certification Board reviewed program proposals from two institutions that had requested approval to initiate one or more new preparation programs. The proposed programs were:

- **Concordia University** - Alternative Teacher Certification program in secondary education:
  - Mathematics
  - Science

- **Illinois State University** - Special Education (Preschool-Age 21) Certificate – Learning Behavior Specialist II in three (3) areas
  - Deaf-Blind Specialist
  - Multiple Disabilities Specialist
  - Transition Specialist
The Certification Board voted to recommend that the preparation programs presented at the May 9, 2003, meeting be granted “provisional approval” until the time of each respective institution’s next scheduled Fifth-Year Review.

The *Illinois Administrative Code Section 25.145* states that the State Board’s decision to “provisionally approve” a new program authorizes the educational unit to conduct the program and to recommend candidates for certification by entitlement. This is consistent with the policies and procedures for unit accreditation established in alignment with those of the National Council for Accreditation of Teacher Education (NCATE).

**Certification Board Analysis and Recommendations**

*Concordia University*

A proposal for an Alternative Teacher Certification in Secondary Areas of Mathematics and Science Education was considered by the Certification Board. The alternative program was designed collaboratively with Elmhurst College, St. Xavier University, the Associated Colleges of Illinois (ACI), the Chicago Public Schools District #299, and the Golden Apple Foundation. The Transition to Teaching: Secondary Education program is a 36 semester-hour program that is completed over a period of 14 months. Applicants must pass the Illinois Basic Skills and Subject-Matter Knowledge Tests and meet the admission requirements of the entitling institution.

The alternative certification program will target high-quality specialists in the areas of mathematics and science. As other shortage areas emerge, the program may expand to include additional secondary areas. It is anticipated that implementation will utilize the cohort model with twenty to twenty-five candidates in each cohort. The program will be supported by the Associated Colleges of Illinois through a federal Transition to Teaching grant of 2.2 million dollars.

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements (105 ILCS 5/21-5b) and applicable administrative rules (Ill. Admin. Code Section 25.65). The STCB recommended that the Alternative Route to Secondary Certification program be provisionally approved until Concordia’s next Fifth-Year Review (Fall 2006).

*Illinois State University*

This is the second proposal by Illinois State University for approval of a Learning Behavior Specialist II program. The earlier request was approved by the Board in May. This request is for a graduate-level program in Learning Behavior Specialist II with designations in Deaf-Blind Specialist, Multiple Disabilities Specialist, and Transition Specialist, The Certification Board determined that the proposal met all applicable standards and it recommended that the Special Education (LBS II) program be provisionally approved until ISU’s next Fifth-Year Review (Fall 2003).
Policy, Budget, and Legislative Implications

The State Board’s decisions regarding the program approval status of these requests do not have state-level policy, budget or legislative implications. However, the programs respond to priority personnel needs in Illinois schools (i.e., alternative certification in secondary mathematics and science and special education) and their creation is consistent with the State Board goal of providing sufficient and high-quality preparation opportunities in areas of shortage.

Communication

Each institution may advertise the new program and actively recruit candidates to enroll in the new program. The Division of Professional Development will post the new programs on its website and in the Directory of Approved Programs.

Pros and Cons of Various Actions

Acceptance of the Certification Board’s recommendations for the new programs described in this report will allow institutions to offer coursework, enroll candidates, and engage in other pertinent activities necessary for the operation of the new program. The preparation of new teachers, administrators, and school counselors will positively impact the pool of certified personnel available to serve the children in Illinois public schools.

If the Board rejects either of the Certification Board recommendations, the final decisions will be shared with the appropriate institution. The affected institution would not be authorized to initiate its proposed program.

Superintendent’s Recommendation

The State Board should:

- provisionally approve the following programs, thereby authorizing the institutions to conduct the programs and to recommend candidates for certification by entitlement until the time of the institution’s next scheduled review
  - **Concordia University, Elmhurst College and St. Xavier University** – Alternative Teacher Certification in the Secondary areas of:
    - Mathematics
    - Science
  - **Illinois State University** – Special Education (Preschool-Age 21) Certificate – Learning Behavior Specialist II in three (3) areas
    - Deaf-Blind Specialist
    - Multiple Disabilities Specialist
    - Transition Specialist
- authorize the Superintendent to inform the institutions of the State Board’s decisions.
Next Steps

Staff will contact representatives of each institution to explain the State Board’s decision and to provide technical assistance requested by the institution. Official correspondence from the State Superintendent will confirm the decision of the State Board and will serve as written documentation of the Board’s formal action.