TO: Illinois State Board of Education
FROM: Robert E. Schiller, Superintendent
Christopher Koch, Director
Respicio Vazquez, General Counsel

Agenda Topic: Action Item: Rules for Initial Review – Part 27
(Standards for Certification in Specific Teaching Fields)

Materials: Recommended Amendments

Staff Contact(s): Christopher Koch
Nancy Patton

Purpose of Agenda Item

To present the proposed amendments to Part 27 for initial review and secure the Board’s authorization to distribute them for public comment.

Expected Outcome(s) of Agenda Item

A motion authorizing the staff to publish the proposed amendments in the Illinois Register to elicit public comment.

Background Information

This set of standards has its origins in one of the determinations issued on June 22, 2000, by the Court-appointed Monitor in the Corey H. litigation, Judge Joseph Schneider. The Monitor’s determinations addressed the necessary changes in Illinois certification policy, with respect to both special education and general education teachers. He indicated that, after content standards had been developed for general education teachers in the various subject fields, ISBE would be required to “develop content area standards that relate to the general curriculum for all certificate designations contained in the Final Proposal.” (“Certificate designations” in this context are the various endorsements in the field of special education.)

The Division of Professional Preparation and Recruitment sought the assistance of representatives of higher education in the identification of these proposed standards
and indicators, which emphasize reading and mathematics as the Monitor indicated but also include fundamental requirements in the natural and social sciences. They represent a synthesis of selected standards that are now in place with respect to elementary and special education as well as reading, mathematics, social science, and natural science. The guiding principle in their development was to state expectations for content knowledge that would enable special educators to afford their students access to the general curriculum as required by IDEA without unduly extending their preparation programs.

We note that the ramifications of the federal No Child Left Behind Act have not yet been finally clarified with respect to special education teachers who are directly teaching content rather than serving as consultants to classroom teachers on matters of adaptation and modification. There may be further changes that affect these teachers and the programs that prepare them, and we will be alert to this possibility during the course of this rulemaking and make any revisions that will be needed in order to conform to federal guidance. The agency does have a need to move forward with the proposed rulemaking in light of the timeframe established by the Court in Corey H.

These amendments were discussed with the State Teacher Certification Board at its March meeting, and the Certification Board recommends them for consideration by the State Board of Education.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Please see above.

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

Legislative Action: None needed.

Communication: Please see “Next Steps” below.

**Superintendent’s Recommendation**

Adopt the following motion:

> The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for:

> Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27),

> including publication of the proposed amendments in the Illinois Register.
Next Steps

With the Board's authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent's Bulletin and the agency website, will also be used to inform interested parties of the opportunity to comment on this rulemaking.