AGENDA

1. Public Participation

2. Minutes of the March Education Policy Planning Committee Meeting (pp. 2 – 4)

3. Student Advisory Council (Linda Jamali & Lynn Rhoades) (p. 5)

4. Induction and Mentoring – Background Information (Ginger Reynolds & Linda Jamali) (pp. 6 – 22)

5. Induction for the 21st Century Educator (pp. 23 – 34)
   (Vicki Hensley & Nicki Rosenbaum, Iroquois/Kankakee ROE)

6. IASB Targeting Achievement through Governance (TAG) (Angela Peifer, IASB) (p. 35)

7. Status Report on Accountability Workbook (Ginger Reynolds) (pp. 36 – 39)

8. Additional Items

9. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and action may be taken in the plenary session.
EDUCATIONAL POLICY PLANNING COMMITTEE
March 15, 2006
1:00 p.m.
Board Room, 4th Floor
100 North First Street, Springfield, IL

Committee Members Present
Dave Fields, Chair
Andrea Brown
Ed Geppert
Vinni Hall
Joyce Karon

Other Board Members
Others
Ginger Reynolds
Cleo Boswell

Board Members Absent

The Education Policy Planning Committee convened at 1:20 p.m.

1. PUBLIC PARTICIPATION: Penny Richards, Vice President of Learning Disabilities Association of Illinois, was in attendance and gave testimony to the Committee on Response to Intervention.

2. MINUTES OF THE FEBRUARY 2006 EPPC MEETING: The Committee approved the minutes for the February 2006 EPPC Meeting.

3. PETITION FROM DISTRICT #211 RE: SENIORS THAT FAILED PSAE (Township #211, Supt. Roger Thornton): Superintendent Roger Thornton was present along with two of his Associate Superintendents, two of his Board Members and five of his principals. Supt. Thornton presented a proposal/petition from Township District 211 requesting the State Board of Education approve the following:
   
   • That each school district be permitted to require participation in that instruction as a condition to graduate;
   • To permit #211 and all other high schools and districts, on a voluntary basis, the opportunity to extend specific instruction in the area of low performance to all students who fail to meet the standards measured by the PSAE in April of their junior year;
   • That the passing score of any student be credited for passing the PSAE in their senior year also be credited to the school in its effort to reaching AYP;
   • That all students who did not meet the standards of the PSAE in April of their junior year be retested in April of their senior year
   • That the State Board of Education reschedule its practice of retesting seniors (who did not pass the PSAE their junior year), from October to April, along with juniors who are taking the PSAE at that time; and
   • That the State Board of Education consider the advantages of making Grade 12 the year of reporting for NCLB and the State Accountability purposes.

Joyce Karon asked Supt. Thornton about the demographics of District 211. Supt. Thornton responded by having each of his principals comment on their school's subgroups. Supt. Thornton then added that District 211 has a diverse group of students and families.

He added that his district takes their old computers to the local community centers and they are reaching a lot of parents through doing this. Further, Supt. Thornton wanted to add that he nor his board members did not contact the State Board members previously to lobby this issue.

DEVELOPMENT GRANT AND RTI (Chris Koch): Chris Koch and one of his Principal Consultant’s, Kathy Cox were present to provide more information to the Committee on the Professional Development Grant and Response to Intervention. Chris briefly stated that the standards in the Committee’s packet are from the National Association of State Directors of Special
Education. He further added that Kathy Cox was instrumental in the work of ISBE receiving a five-year grant in the amount of $1.85 million which was issued by the USDE under Part D of the IDEA of 2004. Kathy further stated that the goal of the State Personnel Development Grant is to establish and implement a coordinated, regionalized system of personnel development that will increase the capacity of school systems to provide early intervening services, aligned with the general education curriculum, to at-risk students and students with disabilities as measured by improved student progress and performance.

Kathy began by summarizing a power point presentation. She first stated that this focus was selected because of the new provisions in IDEA 2004 that allow local education agencies (LEAs) to use up to 15% of their IDEA Part B flow-through funds to develop and implement early intervening services for K-12 students not identified as needing special education services but who need additional academic and behavioral support to succeed in the general education environment. Kathy then added that another provision in IDEA increases the emphasis on reading, when determining whether a child has a learning disability. Further, an LEA may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures.

Kathy further added that ISBE began a pilot project back in 1998 which used a school-based problem solving model and through June 2005, we had 21 grant sites that involved 9 individual school districts and 12 special education coops and also included Title I school-wide and special education collaboration at many sites. Further, she stated that this lead to the forming of the Flexible Service Delivery consortium, so we already have many districts working together to implement school-based problem solving. In addition, we conducted a state-wide evaluation and the results of the evaluation were a pretty good foundation for making a case for expanding the availability of professional development that was provided on a small scale under that project which leads us to the SPD grant.

In addition, Kathy stated that to implement the objectives of the SPD Grant project, in February 2006, ISBE funded four Regional Professional Development Centers (RPDCs). One in the City of Chicago and one in each of the northern, central and southern parts of the state. The administrative agents for each of the regions are as follows:

Chicago – CPS #299
North – Northern Suburban Special Education District
Central – Peoria Regional Office of Education
South – Southern Illinois University at Edwardsville

Also, all RPDC’s will provide standardized professional development and technical assistance to educators and parents in their regions. Kathy also stated that the professional development and technical assistance will focus on designing and providing early intervening services. By using a standardized curriculum and a common professional development and technical assistance structure, the consistency of training will be improved as will the systemic implementation of the knowledge and skills gained by the participants. Kathy showed on her presentation a chart that provides a schematic of the project structure.

4. INFORMATIONAL ITEM: EDUCATOR SUPPLY AND DEMAND REPORT (Connie Wise): Connie Wise and staff member Jim Sweeney presented to the Committee a summary of the 2005 Educator Supply and Demand Report. The Report addresses 1) the relative supply and demand for teachers, administrators and other certificated and non-certificated personnel, 2) state and regional analysis of fields and levels of over or under supply of educators and 3) projections of likely high/low demand for educators in a manner sufficient to advise the public and others regarding career opportunities in education. Some points of the report are as follows:

- Retention rates remain high
- Increase in number of certificates being issued
- Increase in number of re-entries hired this year
- Estimating by 2009, that we will need 36,000 regular education and 8,000 special education teachers
Also expecting to need about 3,000 administrators and 4,000 other certified staff

Connie also commented on how they are proposing legislation to change the reporting requirements to every three years instead of annually.

5. INFORMATIONAL ITEM: STUDENT INFORMATION SYSTEM (Connie Wise): Connie Wise gave the Committee a status report on SIS. She stated that SIS has been in operation now for 17 months and that internal staff are working with IBM, the contractor for SIS, who are being housed here at ISBE in order to work closely with ISBE staff. She further added that the purpose of SIS is to assign individual students an ID number, to increase the state’s capacity to follow a student’s progress over time, to provide better quality data for policy decisions resulting in enhanced educational opportunities for all children and to allow us to reduce data collection efforts on schools and districts. Connie also added that the primary purpose of the system is to assign an ID number to every student in Illinois. She further stated that the SIS cannot replace the systems that are currently used in the local school districts.

Connie further added that 90% (840 entities) are currently participating in the SIS and we have created 1,607,088 student identifiers. This number does not include Chicago as they have yet to send us a test file and it not yet participating fully in the system.

Connie concluded by stating the next steps for the SIS are:

- Planning a training for April
- Planning sessions for early summer
- Identifying additional data elements
- Working to add two other systems to this system
- We are adding a Reading First and Reading Improvement Block Grant element to the system

Board Member Andrea Brown asked about the race/ethnicity code in the system. Connie responded by saying that we use a multiracial category for this code.

Board members Ed Geppert and Joyce Karon and ISBE staff member Ginger Reynolds complimented Connie and her staff for the work they have done on the Student Information System.

6. ADDITIONAL ITEMS: The Committee briefly discussed the issue of violence in the schools and what ISBE can do about this issue.

ADJOURN: The Educational Policy Planning Committee Meeting adjourned at 2:50 p.m.
TO: Education Policy and Planning Committee
Illinois State Board of Education

FROM: Dr. Ginger Reynolds, Assistant Superintendent
Dennis Williams, Division Administrator

Agenda Topic: Student Advisory Council

Materials: None

Staff Contact(s): Linda Jamali and Lynn Rhoades

Purpose of Agenda Item
To provide an update to the board regarding the activities of the student advisory council and to allow board members to discuss various policy proposals with members of the Student Advisory Council.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 2: Improving Educator Quality for All Children

Expected Outcome(s) of Agenda Item
The Board will have a better understanding of ongoing SAC activities.

Background Information
None

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: N/A
Budget Implications: N/A
Legislative Action: N/A

Communication: There will be a press conference organized by Ross Jacobs, SAC VP, prior to the EPPC meeting encouraging local school boards to name student members.

Pros and Cons of Various Actions
N/A

Superintendent's Recommendation
N/A

Next Steps
The Student Advisory Council will give a presentation to the full Board at the June meeting.
TO: Education Policy Planning Committee

FROM: Ginger Reynolds, Assistant Superintendent
       Linda Jamali, Division Administrator, Interim

Agenda Topic: Induction and Mentoring – Background Information

Materials: Illinois School Code and Administrative Rules as they relate to Induction and Mentoring

**Purpose of Agenda Item**
This information is being provided to the Board as background on current statute and rules regarding induction and mentoring:

One of the professional development options for moving from Initial to Standard-level certification is completion of an induction and mentoring program approved by the State Board of Education in conjunction with the State Teacher Certification Board. The program must provide formally trained mentor teachers and new teachers opportunities for contact so that new teachers receive professional and social support in the school environment. The program must include a formal mechanism for orienting new teachers to school improvement and professional development specifically designed to foster the growth of each new teacher’s knowledge and skills and support for each new teacher in relation to the Illinois Professional Teaching Standards and the content-area standards applicable to the new teacher’s area of certification. It must also include a formative assessment that provides the new teacher with feedback and opportunities for reflection on his or her performance, but cannot be tied to evaluation.

Please see the attached ILCS 5/21-2 and Illinois Administrative Rules Sections 25.905 and 25.910 for more information. Also attached is material from our website [www.isbe.net/certification](http://www.isbe.net/certification) regarding induction and mentoring.

**Relationship to/Implications for the State Board’s Strategic Plan**

Goal 2: Improving Educator Quality for All Children
(105 ILCS 5/21-2) (from Ch. 122, par. 21-2)

Sec. 21-2. Grades of certificates.

(a) All certificates issued under this Article shall be State certificates valid, except as limited in Section 21-1, in every school district coming under the provisions of this Act and shall be limited in time and designated as follows: Provisional vocational certificate, temporary provisional vocational certificate, early childhood certificate, elementary school certificate, special certificate, secondary certificate, school service personnel certificate, administrative certificate, provisional certificate, and substitute certificate. The requirement of student teaching under close and competent supervision for obtaining a teaching certificate may be waived by the State Teacher Certification Board upon presentation to the Board by the teacher of evidence of 5 years successful teaching experience on a valid certificate and graduation from a recognized institution of higher learning with a bachelor's degree.

(b) Initial Teaching Certificate. Persons who (1) have completed an approved teacher preparation program, (2) are recommended by an approved teacher preparation program, (3) have successfully completed the Initial Teaching Certification examinations required by the State Board of Education, and (4) have met all other criteria established by the State Board of Education in consultation with the State Teacher Certification Board, shall be issued an Initial Teaching Certificate valid for 4 years of teaching, as defined in Section 21-14 of this Code. Initial Teaching Certificates shall be issued for categories corresponding to Early Childhood, Elementary, Secondary, and Special K-12, with special certification designations for Special Education, Bilingual Education, fundamental learning areas (including Language Arts, Reading, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, and Foreign Language), and other areas designated by the State Board of Education, in consultation with the State Teacher Certification Board. Notwithstanding any other provision of this Article, an Initial Teaching Certificate shall be automatically extended for one year for all persons who (i) have been issued an Initial Teaching Certificate that expires on June 30, 2004 and (ii) have not met, prior to July 1, 2004, the Standard Certificate requirements under paragraph (c) of this Section. An application and fee shall not be required for this extension.

(b-5) A person who holds an out-of-state certificate and who is otherwise eligible for a comparable Illinois certificate may be issued an Initial Certificate if that person has not completed 4 years of teaching. Upon completion of 4 years of teaching, the person is eligible for a Standard Certificate. Beginning July 1, 2004, an out-of-state candidate who has already earned a second-tier certificate in another state is not subject to any Standard Certificate eligibility requirements stated in paragraph (2) of subsection (c) of this Section other than completion of the 4 years of teaching. An out-of-state candidate who has completed less than 4 years of teaching and does not hold a second-tier certificate from another state must meet the requirements stated in paragraph (2) of subsection (c) of this Section, proportionately reduced by the amount of time remaining to complete the 4 years of teaching.

(c) Standard Certificate.

(1) Persons who (i) have completed 4 years of teaching, as defined in Section 21-14 of this Code, with an Initial Certificate or an Initial Alternative Teaching Certificate and have met all other criteria established by the State Board of Education in consultation with the State Teacher Certification Board, (ii) have completed 4 years of teaching on a valid
equivalent certificate in another State or territory of the United States, or have completed 4 years of teaching in a nonpublic Illinois elementary or secondary school with an Initial Certificate or an Initial Alternative Teaching Certificate, and have met all other criteria established by the State Board of Education, in consultation with the State Teacher Certification Board, or (iii) were issued teaching certificates prior to February 15, 2000 and are renewing those certificates after February 15, 2000, shall be issued a Standard Certificate valid for 5 years, which may be renewed thereafter every 5 years by the State Teacher Certification Board based on proof of continuing education or professional development. Beginning July 1, 2003, persons who have completed 4 years of teaching, as described in clauses (i) and (ii) of this paragraph (1), have successfully completed the requirements of paragraphs (2) through (4) of this subsection (c), and have met all other criteria established by the State Board of Education, in consultation with the State Teacher Certification Board, shall be issued Standard Certificates. Notwithstanding any other provisions of this Section, beginning July 1, 2004, persons who hold valid out-of-state certificates and have completed 4 years of teaching on a valid equivalent certificate in another State or territory of the United States shall be issued comparable Standard Certificates. Beginning July 1, 2004, persons who hold valid out-of-state certificates as described in subsection (b-5) of this Section are subject to the requirements of paragraphs (2) through (4) of this subsection (c), as required in subsection (b-5) of this Section, in order to receive a Standard Certificate. Standard Certificates shall be issued for categories corresponding to Early Childhood, Elementary, Secondary, and Special K-12, with special certification designations for Special Education, Bilingual Education, fundamental learning areas (including Language Arts, Reading, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, and Foreign Language), and other areas designated by the State Board of Education, in consultation with the State Teacher Certification Board.

(2) This paragraph (2) applies only to those persons required to successfully complete the requirements of this paragraph under paragraph (1) of this subsection (c). In order to receive a Standard Teaching Certificate, a person must satisfy one of the following requirements:

(A) Completion of a program of induction and mentoring for new teachers that is based upon a specific plan approved by the State Board of Education, in consultation with the State Teacher Certification Board. Nothing in this Section, however, prohibits an induction or mentoring program from operating prior to approval. Holders of Initial Certificates issued before September 1, 2007 must complete, at a minimum, an approved one-year induction and mentoring program. Holders of Initial Certificates issued on or after September 1, 2007 must complete an approved 2-year induction and mentoring program. The plan must describe the role of mentor teachers, the criteria and process for their selection, and how all the following components are to be provided:

(i) Assignment of a formally trained mentor teacher to each new teacher for a specified period of time, which shall be established by the employing school or school district, provided that a mentor teacher may not directly or indirectly participate in the evaluation of a new teacher pursuant to Article 24A of this Code or the evaluation procedure of the school.

(ii) Formal mentoring for each new teacher.
(iii) Support for each new teacher in relation to the Illinois Professional Teaching Standards, the content-area standards applicable to the new teacher's area of certification, and any applicable local school improvement and professional development plans.

(iv) Professional development specifically designed to foster the growth of each new teacher's knowledge and skills.

(v) Formative assessment that is based on the Illinois Professional Teaching Standards and designed to provide feedback to the new teacher and opportunities for reflection on his or her performance, which must not be used directly or indirectly in any evaluation of a new teacher pursuant to Article 24A of this Code or the evaluation procedure of the school and which must include the activities specified in clauses (B)(i), (B)(ii), and (B)(iii) of this paragraph (2).

(vi) Assignment of responsibility for coordination of the induction and mentoring program within each school district participating in the program.

(B) Successful completion of 4 semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards. The coursework must be approved by the State Board of Education, in consultation with the State Teacher Certification Board, must be offered either by an institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit; and must include demonstration of performance through all of the following activities for each of the Illinois Professional Teaching Standards:

(i) Observation, by the course instructor or another experienced teacher, of the new teacher's classroom practice (the observation may be recorded for later viewing) 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.

(ii) Review and analysis, by the course instructor or another 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 2 lessons. The documentation must provide evidence of classroom performance related to Illinois Professional Teaching Standards 1 through 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 strategies.

(iii) Demonstration of professional expertise on the part of the new teacher in reflecting on his or her practice, which was observed under clause (B)(i) of this paragraph (2) and documented under clause (B)(ii) of this paragraph (2), in terms of teaching strengths, weaknesses, and implications for improvement according to the Illinois Professional Teaching Standards.

(C) Successful completion of a minimum of 4 semester hours of graduate-level coursework addressing preparation to meet the requirements for certification by the National Board for Professional Teaching Standards (NBPTS). The coursework must be approved by the State Board of Education, in consultation with the State Teacher Certification Board, and must be offered either by an institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit. The course must address the 5 NBPTS Core Propositions and relevant standards through such means as the following:

(i) Observation, by the course instructor or another experienced teacher, of the new teacher's classroom practice (the observation may be recorded for later viewing) 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.

(ii) Review and analysis, by the course instructor or another 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 2 lessons. The documentation must provide evidence of classroom performance, including 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 strategies.

(iii) Demonstration of professional expertise on the part of the new teacher in reflecting on his or her practice, which was observed under clause (C)(i) of this paragraph (2) and documented under clause (C)(ii) of this paragraph (2), in terms of teaching strengths, weaknesses, and implications for improvement.

(C-5) Satisfactory completion of a minimum of 12 semester hours of graduate credit towards an advanced degree in an education-related field from an accredited institution of higher education.
(D) Receipt of an advanced degree from an accredited institution of higher education in an education-related field that is earned by a person either while he or she holds an Initial Teaching Certificate or prior to his or her receipt of that certificate.

(E) Accumulation of 60 continuing professional development units (CPDUs), earned by completing selected activities that comply with paragraphs (3) and (4) of this subsection (c). However, for an individual who holds an Initial Teaching Certificate on the effective date of this amendatory Act of the 92nd General Assembly, the number of CPDUs shall be reduced to reflect the teaching time remaining on the Initial Teaching Certificate.

(F) 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 person shall not exceed the cost of the coursework described in clause (B) of this paragraph (2).

(G) Completion of requirements for meeting the Illinois criteria for becoming "highly qualified" (for purposes of the No Child Left Behind Act of 2001, Public Law 107-110) in an additional teaching area.

(H) Receipt of a minimum 12-hour, post-baccalaureate, education-related professional development certificate issued by an Illinois institution of higher education and developed in accordance with rules adopted by the State Board of Education in consultation with the State Teacher Certification Board.

(I) Completion of the National Board for Professional Teaching Standards (NBPTS) process.

(J) Receipt of a subsequent Illinois certificate or endorsement pursuant to Article 21 of this Code.

(3) This paragraph (3) applies only to those persons required to successfully complete the requirements of this paragraph under paragraph (1) of this subsection (c). Persons who seek to satisfy the requirements of clause (E) of paragraph (2) of this subsection (c) through accumulation of CPDUs may earn credit through completion of coursework, workshops, seminars, conferences, and other similar training events that are pre-approved by the State Board of Education, in consultation with the State Teacher Certification Board, for the purpose of reflection on teaching practices in order to address all of the Illinois Professional Teaching Standards necessary to obtain a Standard Teaching Certificate. These activities must meet all of the following requirements:

(A) Each activity must be designed to advance a person's knowledge and skills in relation to one or more of the Illinois Professional Teaching Standards or in relation to the content-area standards applicable to the teacher's field of certification.

(B) Taken together, the activities completed must address each of the Illinois Professional Teaching Standards as provided in clauses (B)(i), (B)(ii), and (B)(iii) of paragraph (2) of this subsection (c).

(C) Each activity must be provided by an entity approved by the State Board of Education, in consultation with the State Teacher Certification Board, for this purpose.

(D) Each activity, integral to its successful completion, must require participants to demonstrate the degree to which they have acquired new knowledge or skills, such as through performance, through preparation of a written product, through assembling samples of students' or teachers' work, or by some other means that is appropriate to the subject matter of the activity.
(E) One CPDU shall be available for each hour of direct participation by a holder of an Initial Teaching Certificate in a qualifying activity. An activity may be attributed to more than one of the Illinois Professional Teaching Standards, but credit for any activity shall be counted only once.

(4) This paragraph (4) applies only to those persons required to successfully complete the requirements of this paragraph under paragraph (1) of this subsection (c). Persons who seek to satisfy the requirements of clause (E) of paragraph (2) of this subsection (c) through accumulation of CPDUs may earn credit from the following, provided that each activity is designed to advance a person's knowledge and skills in relation to one or more of the Illinois Professional Teaching Standards or in relation to the content-area standards applicable to the person's field or fields of certification:

(A) Collaboration and partnership activities related to improving a person's knowledge and skills as a teacher, including all of the following:

(i) Peer review and coaching.

(ii) Mentoring in a formal mentoring program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of this Code.

(iii) Facilitating parent education programs directly related to student achievement for a school, school district, or regional office of education.

(iv) Participating in business, school, or community partnerships directly related to student achievement.

(B) Teaching college or university courses in areas relevant to a teacher's field of certification, provided that the teaching may only be counted once during the course of 4 years.

(C) Conferences, workshops, institutes, seminars, and symposiums related to improving a person's knowledge and skills as a teacher, including all of the following:

(i) Completing non-university credit directly related to student achievement, the Illinois Professional Teaching Standards, or content-area standards.

(ii) Participating in or presenting at workshops, seminars, conferences, institutes, and symposiums.

(iii) (Blank).

(iv) Training as reviewers of university teacher preparation programs.

An activity listed in this clause (C) is creditable only if its provider is approved for this purpose by the State Board of Education, in consultation with the State Teacher Certification Board.

(D) Other educational experiences related to improving a person's knowledge and skills as a teacher, including all of the following:

(i) Participating in action research and inquiry projects.

(ii) Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to a teacher's field of certification.

(iii) Participating in study groups related to student achievement, the Illinois Professional Teaching Standards, or content-area standards.

(iv) Participating in work/learn programs or internships.
(v) Developing a portfolio of students' and teacher's work.

(E) Professional leadership experiences related to improving a person's knowledge and skills as a teacher, including all of the following:

(i) Participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level.

(ii) Participating in team or department leadership in a school or school district.

(iii) (Blank).

(iv) Publishing educational articles, columns, or books relevant to a teacher's field of certification.

(v) Participating in non-strike related activities of a professional association or labor organization that are related to professional development.

(5) A person must complete the requirements of this subsection (c) before the expiration of his or her Initial Teaching Certificate and must submit assurance of having done so to the regional superintendent of schools or a local professional development committee authorized by the regional superintendent to submit recommendations to him or her for this purpose.

Within 30 days after receipt, the regional superintendent of schools shall review the assurance of completion submitted by a person and, based upon compliance with all of the requirements for receipt of a Standard Teaching Certificate, shall forward to the State Board of Education a recommendation for issuance of the Standard Certificate or non-issuance. The regional superintendent of schools shall notify the affected person if the recommendation is for non-issuance of the Standard Certificate. A person who is considered not to be eligible for a Standard Certificate and who has received the notice of non-issuance may appeal this determination to the Regional Professional Development Review Committee (RPDRC). The recommendation of the regional superintendent and the RPDRC, along with all supporting materials, must then be forwarded to the State Board of Education for a final determination.

Upon review of a regional superintendent of school's recommendations, the State Board of Education shall issue Standard Teaching Certificates to those who qualify and shall notify a person, in writing, of a decision denying a Standard Teaching Certificate. Any decision denying issuance of a Standard Teaching Certificate to a person may be appealed to the State Teacher Certification Board.

(6) The State Board of Education, in consultation with the State Teacher Certification Board, may adopt rules to implement this subsection (c) and may periodically evaluate any of the methods of qualifying for a Standard Teaching Certificate described in this subsection (c).

(7) The changes made to paragraphs (1) through (5) of this subsection (c) by this amendatory Act of the 93rd General Assembly shall apply to those persons who hold or are eligible to hold an Initial Certificate on or after the effective date of this amendatory Act of the 93rd General Assembly and shall be given effect upon their application for a Standard Certificate.

(8) Beginning July 1, 2004, persons who hold a Standard Certificate and have acquired one master's degree in an education-related field are eligible for certificate renewal upon completion of two-thirds of the continuing education units specified in subdivision (C) of paragraph (3) of subsection (e) of Section 21-14 of this Code or of the
continuing professional development units specified in subdivision (E) of paragraph (3) of subsection (e) of Section 21-14 of this Code. Persons who hold a Standard Certificate and have acquired a second master's degree, an education specialist, or a doctorate in an education-related field or hold a Master Certificate are eligible for certificate renewal upon completion of one-third of the continuing education units specified in subdivision (C) of paragraph (3) of subsection (e) of Section 21-14 of this Code or of the continuing professional development units specified in subdivision (E) of paragraph (3) of subsection (e) of Section 21-14 of this Code.

(d) Master Certificate. Persons who have successfully achieved National Board certification through the National Board for Professional Teaching Standards shall be issued a Master Certificate, valid for 10 years and renewable thereafter every 10 years through compliance with requirements set forth by the State Board of Education, in consultation with the State Teacher Certification Board. However, each teacher who holds a Master Certificate shall be eligible for a teaching position in this State in the areas for which he or she holds a Master Certificate without satisfying any other requirements of this Code, except for those requirements pertaining to criminal background checks. A holder of a Master Certificate in an area of science or social science is eligible to teach in any of the subject areas within those fields, including those taught at the advanced level, as defined by the State Board of Education in consultation with the State Teacher Certification Board. A teacher who holds a Master Certificate shall be deemed to meet State certification renewal requirements in the area or areas for which he or she holds a Master Certificate for the 10-year term of the teacher's Master Certificate.

(Source: P.A. 92-16, eff. 6-28-01; 92-796, eff. 8-10-02; 93-679, eff. 6-30-04.)
Section 25.905 Choices Available to Holders of Initial Certificates

Pursuant to Section 21-2(c) of the School Code, an individual who is subject to the requirements of this Subpart K shall successfully complete one of the options listed in this Section in order to qualify for a standard teaching certificate. Out-of-state applicants may qualify for a reduction in the requirements of subsection (d) or subsection (e) of this Section; see Section 25.11(a)(2)(B) of this Part. Each affected individual may choose to:

   a) Complete a program of induction and mentoring that meets the requirements of Section 25.910 of this Part;
   
   b) Complete at least four semester hours of graduate-level coursework on the assessment of one’s own performance in relation to the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24) that meets the requirements of Section 25.915 of this Part;
   
   c) Complete at least four semester hours of graduate-level coursework addressing the requirements for certification by the National Board for Professional Teaching Standards that meets the requirements of Section 25.920 of this Part;
   
   d) Complete at least 12 semester hours of graduate-level coursework towards, or either hold or receive, an advanced degree from an accredited institution of higher education in an education-related field, provided that the coursework completed meets the requirements of Section 25.925 of this Part;
   
   e) Accumulate 60 continuing professional development units (CPDUs), or such quantity as may be applicable under Section 21-2(c)(2)(E) of the School Code [105 ILCS 5/21-2(c)(2)(E)], by completing selected activities as specified in Section 25.930 of this Part;
   
   f) Complete a nationally normed, performance-based assessment, if such an assessment is made available pursuant to Section 25.940 of this Part;
   
   g) Complete the requirements for being considered “highly qualified” in an additional teaching field (see Section 25.942 of this Part);
   
   h) Receive a post-baccalaureate, education-related professional development certificate issued by an Illinois institution of higher education in accordance with Section 25.942 of this Part;
i) Complete all required activities in pursuit of certification by the National Board for Professional Teaching Standards (see Section 25.942 of this Part); or

j) Receive a subsequent certificate or an additional endorsement (see Section 25.942 of this Part).

(Source: Amended at 29 Ill. Reg. 15831, effective October 3, 2005)
Section 25.910 Requirements for Induction and Mentoring

Completion of a program of induction and mentoring as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

a) The program selected by a certificate-holder must have been approved for this purpose by the State Board of Education in consultation with the State Teacher Certification Board. Two or more school districts or other organizations may jointly offer a program of induction and mentoring under this Section. An entity or group of entities that wishes to offer an approved program of induction and mentoring shall submit to the State Superintendent of Education a written plan for the program that conforms to the requirements of Section 21-2(c)(2)(A) of the School Code [105 ILCS 5/21-2(c)(2)(A)]. A program shall be approved if the plan demonstrates that the program will meet the specifications of subsections (b) through (g) of this Section. Entities that were conducting programs of induction and mentoring prior to July 1, 2003, may apply to the State Superintendent under this Section for verification that those programs met the requirements of this Section so that individuals who have completed them may fulfill the requirements of this Subpart K on that basis. The State Board of Education shall annually publish a list of induction and mentoring programs that have been approved for this purpose.

b) A formally trained mentor shall be assigned to assist each new teacher, and no mentor shall be assigned to assist more than five new teachers during any given school year. To the extent possible, mentor teachers shall hold the same type of certificate as the new teachers with whom they will work. Each mentor teacher assigned shall hold, or shall have retired while holding, a standard or master certificate and shall have completed a training program that addresses all the following topics:

1) Content Knowledge and Pedagogy;
2) Adult Learning Theory;
3) Verbal and Non-Verbal Communication Skills;
4) Attributes and Styles of Positive Critiques;
5) Classroom Observation Skills Related to Assessment of Performance;
6) Strategies for Providing Constructive Feedback and Social Support;
7) Problem-Solving Skills; and

8) Formative Assessment and Self-Assessment.

c) Each new teacher shall receive formal mentoring, which may include mentoring conducted electronically, consisting of an established sequence of sessions no less than two school years in duration. The planned sequence for each teacher shall comprise no fewer than three episodes of observation, which may be conducted using videoconferencing or videotaping, that include preparation with the mentor teacher prior to observing the new teacher in the classroom; observation of the new teacher’s teaching practice; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

d) The program shall afford mentor teachers and new teachers systematic opportunities for contact with each other so that new teachers will receive professional and social support in the school environment. The program shall include a formal mechanism for orienting new teachers to the school improvement and professional development plans that apply and for assisting them in understanding their respective employers’ expectations with regard to the Illinois Professional Teaching Standards and the relevant content-area standards.

e) New teachers shall be afforded at least one opportunity during each semester to participate in professional development opportunities that involve:

1) observing teaching practice modeled by experienced teachers and discussing selected aspects of teaching practice with these teachers; or

2) participating in workshops, conferences, symposia, seminars, or other, similar training events that are designed to increase teachers’ knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards that apply to their respective areas of certification or assignment.

f) The program shall require formative assessment of new teachers’ professional development. The mentor teacher shall participate in formative assessment by providing written feedback after observing the teaching performance of the new teacher and by providing written analysis of written materials prepared by the new teacher. The new teacher shall participate in formative assessment by preparing at least one written reflection on his or her teaching practice for each quarter of a school year, for review by the mentor teacher. New teachers’ written
reflections shall be required to focus on relevant aspects of the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24) and the content-area standards that apply to their assignments and areas of certification and to issues identified in the feedback received from mentor teachers.

g) Each plan for an induction and mentoring program shall include a specific method for collecting and maintaining information that will permit evaluation of the program and will contribute to an overall assessment of the effectiveness of induction and mentoring. For each program, at least the following information shall be collected and supplied to the State Board of Education upon request:

1) the length of time during which recipients of the program remain employed as teachers (if known) or remain employed as teachers in the district where mentoring and induction were received;

2) the percentage of recipient teachers who received ratings of “satisfactory” or “excellent” each year since completing the program;

3) any savings realized in the cost of recruiting new teachers due to increased retention; and

4) any decrease in the number or percentage of teachers teaching outside their respective fields.

h) As evidence of completion for this requirement, the candidate for a standard certificate shall maintain verification, in a format specified by the State Board of Education, signed by the administrator of the approved mentoring and induction program.

i) An individual may transfer between programs approved under this Section.

j) Each holder of an initial certificate who chooses the option described in this Section shall be required to complete:

1) an approved program of at least one year’s duration, if his or her initial certificate was issued before September 1, 2007;

2) an approved program of at least two years’ duration, if his or her initial certificate was issued on or after September 1, 2007.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)
Induction and Mentoring Programs

The induction and mentoring program must be approved by the Illinois State Board of Education in consultation with the State Teacher Certification Board and include three components: observation of the new teacher’s classroom practice by an experienced teacher, review and analysis of written documentation prepared by the new teacher, and reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards.

Only two-year induction and mentoring programs that meet the requirements for approval may be used for eligibility for the Standard teaching certificate. There is an exception for teachers who were issued Initial teaching certificates prior to September 1, 2007. Those teachers may use a one-year induction and mentoring program. Teachers can transfer between approved programs.

Time teachers spent in induction and mentoring programs prior to the program’s approval may be creditable if the requirements listed below are met.

To see a list of approved programs, click on “Professional Development Providers” from www.isbe.net and on the next page, “Professional Development Provider System” and then “Enter as a Guest.”

Initial Certificate Holders--Induction and Mentoring Program

The Initial certificate holder must ensure that the program has been approved before submitting the Statement of Assurance. Only participation in approved programs is creditable for this purpose.

New teachers who participate in an approved induction and mentoring program will receive

- formal mentoring from an experienced teacher;
- three observations with prior preparation;
- a response from the mentor with feedback, suggestions, and techniques for each observation;
- opportunities for contact so that the new teachers have professional and social support in the school environment;
- orientation to the school improvement and professional development plans that apply;
- help in understanding their employer’s expectations regarding the Illinois Professional Teaching Standards and the relevant content-area standards;
- at least one opportunity each semester to observe experienced teachers and discuss aspects of teaching practice with these teachers or to participate in workshops, conferences or similar events or trainings to increase the teacher’s skills relative to the Illinois Professional Teaching Standards or their area of certification or assignment;
- a review from the mentor with written feedback on at least one of their written reflections on their teaching practice for each quarter of a school year.

Evidence of Completion for Induction and Mentoring Program

The approved provider is responsible for issuing the evidence of completion form from the provider website. The form must be signed by an administrator of the program.
Requirements for Applicants Seeking Approval of an Induction and Mentoring Program

A single district or two or more school districts or other organizations or entities may jointly offer a program. Applicants seeking approval must submit an online application through the Professional Development Provider System at www.isbe.net. The application must demonstrate that the requirements listed below will be met. To get to the provider application, click on “Professional Development Providers” from our main page www.isbe.net. On the next page, click on “Professional Development Provider System.” If you are already an approved provider for workshops or conferences for CPDU’s or one of the approved courses, you may use your existing login and password. Otherwise, you must create a login and password and a provider account.

The mentors and their assigned teachers must have contact so that the new teachers have professional and social support in the school environment. The program must orient teachers to the school improvement and professional development plans that apply and help them understand their employer’s expectations with regard to the Illinois Professional Teaching Standards and relevant content-area standards.

New teachers must have at least one opportunity each semester to participate in professional development activities that involve
- observing experienced teachers and discussing with them aspects of their teaching practices; and
- participating in workshops, conferences, symposia, seminars or other similar training events designed to increase their knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards relevant to their areas of certification or teaching assignment.

The program must collect and maintain information for evaluation and that will contribute to an overall assessment of the effectiveness of the induction and mentoring including
- the length of time the new teachers remain employed as teachers (if known) or remain employed as teachers in the district in which they were mentored;
- the percentage of new teachers who were rated “satisfactory” or “excellent” each year since completing the program;
- any savings realized in the cost of recruiting new teachers due to increased retention; and
- any decrease in the number or percentage of teachers teaching outside their respective fields.

Mentors

Mentor teachers must hold or have retired while holding a Standard or Master certificate that should, to the extent possible, be the same type of certificate held by the new teachers to whom they are assigned. Mentors cannot be assigned to more than five new teachers during any given school year and must complete a training program that addresses
- content knowledge and pedagogy,
- adult learning theory,
- verbal and non-verbal communication skills,
- attributes and styles of positive critiques,
- classroom observation skills related to assessment of performance,
- strategies for providing constructive feedback and social support,
- problem-solving skills, and
- formative assessment and self-assessment.
Mentor Responsibilities
The mentor teacher must set up a sequence of sessions with no fewer than three observations, all of which may be conducted electronically through videoconferencing or videotaping. The mentor must

- prepare the new teacher prior to the classroom observation;
- observe the new teacher’s teaching practice;
- provide feedback, suggestions, and techniques after the observations.

The mentor must provide in writing

- feedback after observing the new teacher’s performance, and
- an analysis of the teacher’s written reflections on his or her teaching practices focusing on relevant Illinois Professional Teaching Standards and the content-area standards that apply to their assignments and areas of certification and to issues identified in the feedback from the mentor teacher for each quarter of a school year.
TO: Education Policy Planning Committee
FROM: Dr. Ginger M. Reynolds, Assistant Superintendent

Agenda Topic: Induction for the 21st Century Educator – Informational Item

Purpose of Agenda Item
The purpose of this agenda item is to hear from Vicki Hensley and Nicki Rosenbaum about their induction and mentoring program.

Relationship to/Implications for the State Board’s Strategic Plan
GOAL 2: Improving Educator Quality for All Children

Expected Outcome(s) of Agenda Item
It is anticipated that the outcome of this agenda item will be that Committee members will be more informed of the options for induction and mentoring in Illinois.
Preface: About the Induction for the 21st Century Educator Initiative

The Illinois Continuum of Teacher Development (ICTD) has been developed for use by mentors and new teachers involved in the Induction for the 21st Century Educator Initiative. This is a multi-level professional development program designed to provide the new teacher with support as they begin their teaching careers. The program provides training and support to mentor teachers as they work with new teachers.

History behind the initiative: The initiative is a result of the combined efforts of the Illinois State Board of Education (ISBE) and the Illinois Association of Regional Superintendents of Schools (IARSS). A proposal was submitted to the IARSS Professional Development Committee in January of 2000. The proposal was accepted and sent to a design team made up of representatives of all the stakeholder organizations in Illinois; 28 participants in all. This design team determined the actual composition of the trainings. As a result of that design team a writing/research team took over implementing its vision.

The result of that design team is a multi-tiered Induction professional development program. It consists of an educational leader training component as well as a mentor training component.

The educational leader training is comprised of three “Phases”. Each of the three Phase trainings are six hours in length and approved for Administrator Academy credit. (For a more in-depth look at the topics covered in these trainings see attached Chart #1, page 5.)

The mentor training component is 36 hours/6 days of intense training for district-selected mentors. Those six days are divided as follows: 2 days for Mentoring 101, 1 day on Formative Assessment, 2 days on The Coaching Cycle and 1 day on Analysis of Student Work. (For a more in-depth look at the topics covered in the six days see attached Chart #2, page 6.)

Educational leader trainers and mentor coaches are available through Regional Offices of Education and Intermediate Service Centers throughout the state. For a list of available trainers/coaches in Illinois visit the Induction for the 21st Century Educator web site at www.21stcenturyinduction.org.
Preface: About the Induction for the 21st Century Educator Initiative
Administrator/Teacher Leader Training Components

Phase I
Awareness
- Historical Perspective of Induction
- Learning Communities/School Culture/Relationships
- Nature of the Protégé
- Mentor’s Role Characteristics, Selection Process
- Administrator’s Role
- Administrator’s Initial Steps
- Content-Area Standards for Principals
- Illinois Professional Teaching Standards (IPTS)
- Administrative Support for Protégés, Mentors

Approved Administrator
Academy Course
Title: Induction for the 21st Century Educator: Leadership Awareness Training
Number: 320

Phase II
Application
- Linking to Awareness Training
- Professional Development
- Induction Program Components
- Communication, Verbal and Non-Verbal Feedback
- Program Models
- Expansion
  - Formative Assessment
  - Coaching Cycle
  - Videotaping
  - Analysis of Student Work
- Program Development and Assessment

Approved Administrator
Academy Course
Title: Induction for the 21st Century Educator: Leadership Application Training Phase II
Number: 323

Phase III
Analysis
- Analyze Current Induction Plan
- Share Strategies, Best Practices and Instruments for Assessment of Induction/Mentoring Programs
- Assessment Resources
- Collecting Data for Program Improvement/Program Requirements
- Analysis/Reflection of Administrator/Teacher Leader Role within Induction Program

Approved Administrator
Academy Course
Title: Induction for the 21st Century Educator: Leadership Analysis Training Phase III
Number: 324
Preface: About the Induction for the 21st Century Educator Initiative
ROE/ISC Coaches, Lead Mentors and Local District Mentor Training Components

Mentoring 101

Part 1
• State and National Legislation
• Why we need quality Induction/mentoring programs?
• What research says? Why Induction for the 21st Century Educators?
• Stages of Teacher Development
• Phases of New Teacher Development
• The Mentoring Year
• Getting Ready
• Most Frequently Perceived Problems
• Mentor Roles and Alignment Activity
• Building Trusting Relationships
• Reflective Journaling
• Mentor Challenges

Part 2
• The Writing Process
• Identifying Examples of Writing
• Data Gathering
• Interactive Journaling
• Mentors—Characteristics, Expectations and Benefits
• Tailoring Support
• Mentoring Conversation and Protocol
• Language and Attitude of Support and Stems

Formative Assessment
• Mentor Roles
• Formative Assessment—What? Why? Characteristics
• Purposes of Standards
• Linkage of Standards
• Formative Assessment Tools
  – Collaborative Assessment Log
  – Continuum for Self-assessment
  – Self-assessment Summary
  – Individual Learning Plan

The Coaching Cycle

Part 1
• Using Stems
• Purpose of Standards
• Evidence vs. Opinion
• Why Coaching?
• Triune Brain
• Fundamental Requirements for Successful Coaching
• Coaching Cycle, the Reasons for Coaching and the Planning Conference
• Selective Scripting
• Reluctant Protégé
• Why Data Gathering, Data Gathering Tools
• Quantitative Observation Techniques

Part 2
• Reflective Journaling
• Videotaping
• Analyzing Teaching and Learning through Videotaping
• Data Gathering Tools
• Giving Feedback
• 4 Types of Feedback
• Reflecting Conference Preparation
• Review of Coaching Cycle through Videos

Analysis of Student Work
• Why Analyze?
• Analyzing Work Protocol
  – Identify for Assessing the Work
  – Analyze the Work Samples (Sort)
  – Clarify Students’ Instructional Needs
  – Generate Strategies
  – Identify Next Steps
• Differentiating Instruction
**Standard One: Content Knowledge**

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

**Narrative Summary**

The teacher’s deep understanding of the content they teach is the foundation for student learning. The teacher understands students’ conceptual frameworks and their misconceptions. The teacher relates knowledge of the discipline to other content areas and to life and career applications. The teacher understands how students’ disabilities affect these processes.

**Performance Indicators**

An effective teacher:

1.1 Demonstrates knowledge of subject matter content.

1.2 Teaches subject matter concepts by adapting materials and resources and methods of inquiry to meet the needs of all learners.

1.3 Communicates a variety of explanations and representations of key concepts, and makes connections to other content areas and experiences.

1.4 Designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.

---

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows basic knowledge of subject matter by teaching key concepts to students.</td>
<td>Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Builds on instruction with consideration for students’ cognitive and linguistic abilities.</td>
<td>Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and inter-relationships. Designs activities suitable for students’ cognitive development.</td>
<td>Uses comprehensive knowledge of subject matter and student development in a flexible manner to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and across subject area(s).</td>
</tr>
<tr>
<td>Uses available or mandated instructional materials and resources to make content accessible to students.</td>
<td>Employs instructional materials and resources from the school, district and community that build on students’ interests and backgrounds, and appropriately accommodate students’ developmental levels. Evaluates resources for their comprehensiveness, perspective, accuracy and usefulness in representing particular ideas and concepts.</td>
<td>Secures and adapts multiple resources and curriculum that make content accessible to and challenging for all students. Enlists student input in evaluating and selecting materials and resources. Monitors students’ misconceptions and prior knowledge of content, and adapts materials and resources accordingly.</td>
<td>Creates and disseminates teaching resources and curriculum that are appropriate to content, learner and learning task. Supports colleagues in evaluating teaching resources and curriculum.</td>
</tr>
</tbody>
</table>
## Standard One: Content Knowledge

### 1.3 Communicating Key Concepts and Making Connections

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits in their instruction an understanding of the skills and knowledge inherent in his/her discipline. Relates content to prior lessons within subject matter. Designs instruction to integrate national, state and local content standards into instructional planning.</td>
<td>Connects key concepts, skills, and themes within and across disciplines, linking them to content standards, prior lessons and students' backgrounds. Communicates content utilizing a variety of explanations.</td>
<td>Provides students with opportunities to deepen their content knowledge by recognizing patterns, identifying problems and exploring multiple solutions and explanations. Integrates key concepts, skills and underlying themes within and across curriculum to support standards. Pursues professional development to increase content knowledge and connections.</td>
<td>Engages students in problem solving and methods of inquiry to uncover curricular connections.</td>
</tr>
</tbody>
</table>

### 1.4 Making Content Accessible to Students with Disabilities

| Uses varied instructional practices through materials, resources and technologies to provide access to the general curriculum to all students, in relation to the student’s IEP goals and in consultation with a special educator and/or mentor. Develops some systems to provide equitable access to classroom resources. | Utilizes adaptive resources and technologies to extend student understanding and to make general curricular content accessible to students with disabilities. Provides resources that reflect the diversity of the classroom. | Selects, modifies and adapts appropriate and relevant instructional materials, resources and technologies to provide access to general curricular content for students with disabilities. | Designs learning experiences and utilizes adaptive devices/technologies to provide access to general curricular content and to enrich learning for all students. Advocates for appropriate learning experiences and resources, in accordance to IEP goals, to make content accessible and meaningful. |
*Trainers – Active ROE/ISC selected and trained to deliver the administrator/teacher leader trainings
** Coaches – Active ROE/ISC selected and trained to deliver the mentor trainings
APPENDIX A
SUGGESTED PILOT PROGRAM STANDARDS

Standard 1: Sponsorship, Administration and Leadership
Each new teacher induction pilot is sponsored by one or more organizations that demonstrate a commitment to beginning teacher induction and improving student achievement. The pilot has qualified leaders who implement the program within an administrative structure that effectively manages and provides support and formative assessment services to beginning teachers, teacher leaders, and administrators.

Standard 2: Program Goals and Design
The development of program design and goals are guided by current research, effective practices, and the local context. Program design and goals reflect a sound understanding of research on the unique strengths and needs of individual beginning teachers as they develop over time. Program goals and design include appropriate support activities and assessment practices designed to effectively meet the needs of beginning teachers and support their professional growth. Program goals are explicitly linked to improving teacher quality and raising student achievement and are based upon the Illinois Professional Teaching Standards.

Program design supports mentors who are fully or partially released from classroom responsibilities to focus intensively on the induction of new teachers and teacher development. Released mentors meet with their new teachers weekly to problem solve, reflect upon teaching practices, gather data on classroom practice and acquire new skills. Meetings may vary, occurring before, during or after school depending on the beginning teacher’s particular needs and context. A mentor teacher caseload may vary from 12 to 16 new teachers; for partially released mentors, the ratio is proportionately less.

Standard 3: Resources
The quality and effectiveness of pilot programs rests largely on the appropriate and thoughtful use of human and fiscal resources. The pilot program leadership demonstrates commitment to high quality mentoring and induction, and ensures that an administrative structure is in place to effectively deliver support and formative assessment services that maximize beginning teacher success. The program allocates sufficient resources among collaborating sponsors to ensure support for essential program components and staffing.

Standard 4: Site Administrator Roles and Responsibilities
Site administrators are crucial to setting the stage for beginning teacher success and viewed as important partners. They create a positive climate for the program’s intensive mentoring support and formative assessment activities. Program leadership works with site leaders to ensure that induction practices are integrated into existing professional development initiatives and efforts are made to secure assignments and establish working conditions for beginning teachers that maximize their chances for success. Site administrators are well prepared to assume their responsibilities for supporting beginning teachers in the induction program. Preparation includes both the development of knowledge about beginning teacher needs as well as an understanding of the important role of the principal in supporting each component of the program. Site administrators make time to meet and communicate concerns with the beginning teacher their mentor.
Standard 5: Mentor Selection
By selecting well-qualified mentors, the program can assure that beginning teachers receive quality support and assessment. Mentors are recruited and selected using a clearly articulated, open process that may involves a number of stakeholder groups, including: site and district administrators, union or teacher organization leadership, veteran teacher leaders, former or current mentors, university clinical and tenured faculty, as well as the program leader(s). The process includes a written application with letters of recommendation and a formal interview process. Selection is guided by well-defined, explicit criteria and a rubric. Selection criteria may include but are not limited to: recognition as an exemplary classroom teacher and excellent professional role model; current/former classroom teacher with at least (5) years successful teaching; and effective interpersonal and communication skills.

Standard 6: Mentor Professional Development
Mentors are well prepared to assume their responsibilities, and are consistently supported in their efforts to assist beginning teachers. Professional development includes both the development of knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages program participants. Awareness of the diversity of beginning teacher needs and the ability to structure and provide opportunities that nurture professional growth and development demand unique abilities and skills of mentors. To support them in their new roles, mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor’s tenure.

Mentors also participate in an ongoing professional learning community that supports their practice and their use of mentoring tools, protocols, and formative assessment. This “community of mentoring practice” meets frequently and fulfills a number of purposes: 1) to create a collaborative community of practice for mentors; 2) to deepen mentoring skills and advance induction practices; 3) to support program implementation; 4) to provide for mentor accountability in a supportive environment; 5) to support each mentor’s emerging leadership. These meetings provide a steady, supportive context where mentors share issues and dilemmas of practice and benefit from tailored support.

Standard 7: New Teacher Professional Development
Beginning teachers participate in an ongoing, formal network of novice colleagues for the purpose of professional learning, problem-solving, and mutual support. These regular learning opportunities begin with an orientation to the induction program prior to the start of the school year, and continue throughout the academic year. The curriculum addresses issues of pedagogy, classroom management and content knowledge and is aligned with the Illinois Professional Teaching Standards, beginning teachers’ assessed needs, and/or local instructional needs or priorities.

Standard 8: Assessment of New Teacher Practice
a. Formative Assessment - New teacher professional growth is guided by a system of formative assessment, in which the novice and mentor collaboratively collect and analyze multiple sources of data and reflect upon classroom practice in an ongoing process. The induction program’s formative assessment system is based on the Illinois Professional Teaching Standards, the IPTS Continuum of Teacher Development, and/or Charlotte Danielson’s Framework for Teaching as well as evidence of teacher practice, including student work. The assessment information is used to determine the scope, focus, and content
of professional development activities that are the basis of the beginning teacher’s individual learning plan. The program provides time to ensure that the quality of the process (e.g. observations, data collection, and reflective conversations) is not compromised.

b. **Optional Summative Assessment** – Pilot programs are also encouraged to include summative assessment for beginning teachers subject to agreement between districts and collective bargaining agents where applicable. Assessment options may include the development and review of a discipline-specific teaching portfolio with evidence of teacher practice and student work; observation and interview-based assessments, such as PRAXIS III; and peer review systems, whereby programs involve the mentor teacher directly in the summative assessment process and the mentor’s assessment of a beginning teacher practice is factored into the site administrator’s final evaluation.

**Standard 9: Program Evaluation**
The pilot programs operate a comprehensive, ongoing system of program evaluation and development that involves all program participants and other stakeholders and leads to substantive program improvements and refinements. Opportunities for program leaders to meet with one another enhance leadership growth and effectiveness.
EXECUTIVE SUMMARY

The 2004-2005 evaluation of the Induction for the 21st Century Educator initiative focused on three aspects of the program: 1) assessing educational leaders, mentors and mentor coaches satisfaction with the Induction training, 2) measuring mentor and protégé satisfaction with the mentoring experience, and 3) identifying mentor and protégé experiences that differentiated highly satisfied mentor-protégé dyads from less satisfied mentor-protégé dyads.

Satisfaction with the training was assessed by having educational leaders, mentor coaches, and mentors complete a revised training evaluation form. This form allowed the training participants to rate the quality of their training experience across 13 areas. Analysis of the training evaluation form indicated that the average evaluation ratings were high (i.e., 3.83 on a 1 to 4 scale) and such ratings were maintained across training sites and individual trainers. Based on these findings, it appears that participants find the training successful in communicating the content of the initiative.

Protégé satisfaction with the mentoring experience was measured by having the protégés complete a questionnaire asking them to rate their mentoring experience across six dimensions. The average protégé satisfaction with the mentoring experience was 4.32 (on a 1 to 5 scale with a score of 1 representing a low level of satisfaction and a score of 5 representing the highest level of satisfaction). The average protégé satisfaction score has increased across each year of the Induction initiative, and the current average is significantly higher than the average satisfaction score recorded during either the 2002-2003 or 2003-2004 program years.

Mentors were asked to rate the degree to which they felt they provided their protégés with support across the same six mentoring dimensions rated by the protégés. The average mentor self-assessment score was a 4.09 (on a 1 to 5 scale with a 1 indicating the mentor did not believe he or she provided the relevant support and a 5 indicating the mentor strongly believed he or she provided the relevant support). The current average is a slight increase over the average established in 2003-2004 and suggests mentors believe they are providing the types of support critical to the success of their protégés.

Correlational analyses indicate that new teachers who are more satisfied with their mentoring experience are more likely to plan to return to their current teaching assignment. Analysis of the mentor data indicate that positive mentor self-assessments are strongly associated with mentoring a protégé who teaches at the same grade level and that more positive ratings are associated with new teacher-mentor dyads which scheduled more frequent meetings. Mentors with more positive ratings were also more likely to indicate they intended to continue mentoring in the future.

Following the analysis of the new teacher and mentor survey data, the new teacher and mentor ratings for matched pairs of participants (i.e., new teacher-mentor dyads) were compared. These comparisons allowed for the identification of high and low satisfied dyads (as determined by the level of agreement between dyad members concerning the content and quality of the mentoring experience). Follow-up interviews were conducted with members of more and less satisfied new
teacher-mentor pairings. The goal of these interviews was to identify the types of interaction patterns associated with more and less satisfied dyads.

Results of these interviews suggest that 1) regular protégé-mentor meetings (especially informal meetings) are likely to have a positive impact on the satisfaction experienced by new teachers, 2) highly satisfied new teachers were more likely to have mentors who helped them become part of the learning community, and 3) highly satisfied mentors were more likely to report a more extensive training experience than were less satisfied mentors.
TO: Education Policy Planning Committee

FROM: Dr. Ginger M. Reynolds, Assistant Superintendent

Agenda Topic: IASB Targeting Achievement through Governance – Informational Item

Purpose of Agenda Item
The purpose of this agenda item is to hear from Angela Peifer of the Illinois Association of School Boards. She will present information and outcomes from their program for local school board members funded through an Illinois grant.

Relationship to/Implications for the State Board’s Strategic Plan
(GOAL 1 Enhancing Literacy; GOAL 2 Improving Educator Quality for All Children; or GOAL 3 Expanding Data-Informed School Management & Support Practices)

Expected Outcome(s) of Agenda Item
It is anticipated that the outcome of this agenda item will be that Committee members will be more informed about this program and its results in Illinois.
TO: Education Policy and Planning Committee

FROM: Dr. Ginger M. Reynolds, Assistant Superintendent
       Teaching and Learning

Contact: Gail Lieberman

Agenda Topic: Status Report on The Illinois Accountability Workbook

Purpose of Agenda Item
The purpose of the agenda item is to apprise members of the Board of the status of the Illinois Accountability Workbook. Action will occur at a later date, after further interaction with the U. S. Department of Education.

Expected Outcome(s) of Agenda Item
It is expected that basic information regarding the changes the agency is seeking in 2006 will be understood by Board members.

Background Information
In 2004 and again in 2005, ISBE sought changes in the 2003 Illinois Accountability Workbook. Changes for last year were formally approved by USDE the week of September 12th. The Board thereafter moved for final adoption of revised content.

For 2006, staff has again outlined changes for USDE to consider. Once the request has been considered, we anticipate that most, if not all, of the outlined items will be submitted as amendments to the workbook and returned to USDE for final review. The intent is to use the changes, once approved, as part of the process for 2006 AYP calculations.

2005
As a refresher, the final approved changes in 2005 were:

- Subgroup size/use of Confidence Intervals (CI)
- District grade span review regarding district improvement status
- Special education “proxy”
- New definition of full academic year
These requests, and any requests from 2006, must be viewed in the context of NCLB overall and the three specific adequate yearly progress (AYP) criteria:

- Achieve at least a 95% participation rate in state assessments for all students and for each subgroup. Participation rates can be averaged with one or two previous years to reach 95%.
- Reach targets (47.5% in 2005 and 2006) for the overall group for percent meeting and exceeding standards in reading and mathematics and reach targets for subgroups (47.5% in 2005 and 2006) or meet Safe Harbor requirements.
- Meet attendance targets (from 89% in 2006 to 92% in 2014) and graduation targets (from 69% in 2006 to 85% in 2014).

**2006**

Changes being sought for 2006 are as follows:

**Clarifications**

**Clarify language regarding full academic year.** There was confusion in Illinois about the wording used for “full academic year” in the 2005 workbook. While the concept approved by USDE in 2005 will remain in place (a spring date to enroll through testing the next spring; less than 365 days; continuous enrollment), a clarification is necessary.

The current language in the workbook is as follows: “For the 2005-06 school year and thereafter, a full academic year for a school or district is defined as the student having been enrolled continuously in the district on or before May 1st of the previous academic year through state testing the following spring.”

We seek to clarify that sentence by having it read “For 2006-07 and thereafter, students who are enrolled in the district on or before May 1, 2006, and who stay continuously enrolled through state testing in Spring 2007, are considered to be enrolled for a full academic year.”

**Clarify language regarding medical exemptions.** Our current workbook addresses medical exemptions from two aspects along with homebound student exemptions. We may want to clarify the medical exemption language to ensure all students are appropriately tested.

**Requests for Change**

**Backmapping (e.g., using Grade 3 adequate yearly progress to apply to Grade 2 for the feeder schools ending in Grade 2).** Illinois has been testing students in Title I-funded schools at Grade 2 when Grade 2 was the highest grade in that school, in order to hold those schools accountable. The original 2003 state accountability workbook said ISBE would consider a backmapping process for these Grade 2 situations. The backmapping process was considered in 2005-06, and the change subsequently submitted to USDE in February 2006. The amendment says that 2006 will be the last year of the Grade 2 test - other state assessments are now Grades 3-8 and 11 - and that AYP information for 3rd graders will be mapped back to Grade 2 buildings (details were delineated).

**Continue with 2% proxy for scores of students with disabilities.** Illinois used the USDE-allowed 2% proxy in 2005. A small number of schools and districts were positively impacted by this opportunity. Approximately 7 schools made AYP in reading and 3 in math (out of 4,249
public schools and 23 charter schools), and about 27 LEAs made AYP in reading and 38 in math (out of 881 LEAs in 2004-05) as a result of this provision. Illinois is requesting the use of this option again in 2006. It is anticipated that the Illinois calculation will be 14%, as it was in 2005.

**Changes in Confidence Intervals (CI).**
In previous years, Illinois had used a 3% standard error of measurement as a statistical treatment for calculating adequate yearly progress (AYP). After much deliberation in 2005, a confidence interval (CI) of 95% was used instead of a 3% standard error of measurement. By using this change in subgroups, 50 schools and 5 LEAs made AYP due to the subgroup change from 40 to 45. As a result of the change to CI, 242 schools and 135 LEAs made AYP. The approved change was made in 2005 in order to make the review of data more fair, reliable, and valid.

After careful review of the use of a CI in 2005 for the first time in the State, and after reviewing what other states have done and are doing, Illinois would like to extend the use of a CI from 95% to 99%. Again, it would make the assessment system more valid and reliable as Illinois schools and districts work to meet the annual target (in 2006: 47.5%). Also, Illinois would like to use a CI with safe harbor, as other states have done in the recent past. We are requesting a 75% level, although some states are using a slightly higher level now. Finally, Illinois would like to apply a CI to the “all group” as well as to subgroups. Other states have done this but Illinois has not.

By making these changes, we anticipate an additional number of schools will view their results viewed fairly, particularly those at the high school level and in small schools.

**Public school choice/supplemental educational services (SES) per USDE flexibility agreement.**
The Board has talked a great deal about supplemental educational services in the recent past, but little about the public school choice provision. That could be in part because only 9% of districts in Illinois have schools or grades across all schools that can offer choice. Illinois has limited choice offerings because we have a number of single school LEAs, districts with only one building with established grade levels, and many schools in need of improvement within a district.

Of the 881 LEAs in 2004-05, there were 598 districts with only one school or with each grade level offered in only one school, so no public school choice was available in the district (e.g., Cairo #1 in Southern Illinois has a Prek-2 school, a Grade 3-6 school, and a Grade 7-12 school). There are another 203 districts that have multiple buildings but not every grade is available in more than one building (e.g., Quincy #172 has several K-3 buildings but only one middle school and one high school). In 2004-05 there were 70,930 Illinois students offered choice; 8,340 who applied to transfer; and 1,184 who were accepted into choice slots at 292 schools.

In Fall 2005, USDE allowed Boston, Chicago, New York, and Virginia on behalf of four districts, to have a “flexibility agreement” which encourages LEAs to promote the use of SES, acknowledging that there may be limited offerings available for public school choice and allowing use of LEA facilities to offer SES. On behalf of students who do not have a real choice option, Illinois proposes a statewide flexibility agreement for all its LEAs in need of improvement. This agreement would allow LEAs with schools in need of improvement or an
LEA in need of improvement to offer SES with the LEA serving as provider. As we understand it, this could not be done without the use of the flexibility agreement.

**Subgroup size**
Illinois currently uses a subgroup size of 45. That number had been used with our 2005 tested population (Grades 3, 5 and 8 in reading and mathematics and Grade 11 in reading and mathematics). As of 2006, tested grades have expanded and now include Grades 3-8 (and Grade 11) in reading and mathematics.

We examined how many schools had subgroups using only the 2005 tested grades and the subgroup size 45. Of the 3200 or so elementary schools, about 3000 schools had one or more subgroups. This will expand dramatically for 2006 if the subgroup size remains at 45. The more subgroups in a school, the less likelihood there is of achieving AYP.

In order to provide schools the fairest opportunity to achieve AYP, and use their resources for school improvement most effectively, we would like to maintain the school or district at about the same level of scrutiny as in 2005. We requested use of 90 as the state’s subgroup number, given our six tested grades at the elementary school level. We want to maintain a common sense approach with schools, and believe using a subgroup size of 90 is best for our schools, now that we are testing six elementary grades.

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

*Policy Implications:* There are many contained within these changes but the bottom line in 2005 and again in 2006 is fairer and more reasonable approaches to having all students assessed and all schools and districts held accountable. Illinois is not relaxing the percentage proficient (47.5% of students in 2006 meeting or exceeding the standards) but is looking at the big picture, given the doubling of elementary students being tested and the need for a more broadly used confidence interval.

*Budget Implications:* None at this time.

*Legislative Action:* Public Act 94-666 of 2005 is relevant to the final workbook language. Although we asked USDE for their action on the law’s language in August 2005, no written response has been received on whether or not USDE has formally approved or disapproved certain actions as outlined in the law (e.g., for students with disabilities with an IEP, the IEP should be used as the measure of adequate yearly progress rather than a state assessment). If formally approved by USDE, we would need to submit appropriate wording to amend the workbook. If formally disapproved, we would need to inform the relevant parties.

*Communication:* When final, later in 2006, these changes need to be communicated to the field. The final approved workbook will be posted on the agency’s NCLB website.

**Pros and Cons of Various Actions**
This is an information item at present. No action is necessary at this time.

**Next Steps**
None by the Board at this time. Staff will await hearing from USDE on next steps and will keep the Board apprised of developments.