Public Conference Call Access Number: 1-866-297-6391 (listen only)
Confirmation # 1 2 7 0 4 8 3 8

AGENDA
1. Public Participation
2. Report from the ISBE/Student Assessment Value-Added Conference (Becky McCabe)
   * 3. Discussion regarding Prairie State Achievement Examination system supplemental contract for the Writing component (Becky McCabe) *(pp. 219-221 Plenary Packet)*
   * 4. Discussion of Writing Component (Becky McCabe) *(pp. 222-224 Plenary Packet)*
      a. Illinois Standards Achievement Test (ISAT),
      b. Illinois Measure of Annual Growth in English (IMAGE),
      c. Illinois Alternate Assessment (IAA)
   * 5. Illinois Alternate Assessment RSFP (Becky McCabe and John Craig) *(pp. 225-227 Plenary Packet)*
3. Illinois Alternate Assessment RSFP (Becky McCabe and John Craig) *(pp. 225-227 Plenary Packet)*
4. Overview of Annual Report on Special Education (Chris Koch) *(p. 2)*
5. Recommendations for program approvals (Dennis Williams and Marti Woelfle) *(pp. 192-194 Plenary Packet)*
6. Highly Qualified Teachers and HOUSSE policy (Gail Lieberman and Dennis Williams) *(pp. 3-18)*
   * 9. Discussion of Recommendations from the Appeals Advisory Committee (Gail Lieberman and Renee Vilatte) *(pp. 228-232 Plenary Packet)*
   *10. Action pursuant to the Accountability Workbook (Gail Lieberman and Connie Wise) *(pp. 233-277 Plenary Packet)*
   *11. Discussion of proposed changes in NASBE Policy Positions (Dave Fields) *(pp. 195-202 Plenary Packet)*
7. Discussion regarding timelines and logistics of report card data presentation (David Fields)
8. Introduction of and discussion with Student Advisory Council members (Linda Jamali) *(pp. 19-20)*
9. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and action will be taken in the plenary session.
TO: Illinois State Board of Education

FROM: Dr. Randy J. Dunn, State Superintendent of Education
       Chris Koch, Assistant Superintendent, Special Education Services

Agenda Topic: Annual Report on Special Education

Materials: None

Staff Contact(s): Chris Koch

Purpose of Agenda Item

Chris Koch will be available at the Education Policy Planning Committee meeting to discuss this report with members and to answer any questions you may have. Members of the State Board received a copy of the 2004 Annual Report on Special Education when it was released in August. Additional copies will be available at the Education Policy Planning Committee.

Expected Outcome(s) of Agenda Item

For Information purposes only.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education
Ginger Reynolds, Assistant Superintendent

Agenda Topic: Illinois High Objective Uniform State Standard of Evaluation (HOUSSSE)

“Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances” Document

Staff Contact(s): Dennis Williams, Bob Bigham, Sally Vogl

Purpose of Agenda Item
To inform State board members of upcoming action pending federal review of Illinois HOUSSSE.

Expected Outcome(s) of Agenda Item
SBE members will be familiar with potential policy action in November and the plan of action.

Background Information
State Superintendent Dunn directed Dennis Williams to convene a Work Group for the purposes of expanding the current HOUSSSE rules to include special education and teachers of multiple subjects. The USDOE Illinois team pointed out in their report that the current Illinois HOUSSSE did not meet federal standards because it allowed individuals to count teaching experience for more than 50% of the total points. The team recommended that Illinois look at a more liberal point system.

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

Policy Implications: The current Illinois HOUSSSE is in Administrative Rule. The rule must be changed to align with any change in the HOUSSSE definition. This is a very high stakes policy for teachers who wish to be identified as Highly Qualified for NCLB, as well as local school districts employing teachers.

Budget Implications: None

Legislative Action: Potential Rules Changes

Communication: All ROEs, local school districts, professional organizations and teachers must be made aware of the final changes. The Certification Division is working with Becky Watts to release the information to all parties.

Pros and Cons of Various Actions
The HOUSSSE definitions are critical to all Illinois educators and will be viewed as a positive step in identifying teachers as highly qualified.

Superintendent’s Recommendation
No recommendation at this time.

Next Steps
Prepare to hear the revised HOUSSSE definition at the regularly scheduled October SBE meeting. The draft that will be presented will have been reviewed by the US DOE and the State Teacher Certification Board. Acceptance of the HOUSSSE by the SBE establishes the definitions as State Policy and will allow teachers and districts to begin identifying area in which teachers are highly qualified.
Plan for Implementing Revised Illinois High, Objective, Uniform State Standard of Evaluation or HOUSSE

June 1, 2005

- The State Superintendent convened a work group to discuss revisions to the current Illinois HOUSSE definitions on June 1, 2005. Participants were told that the current definition that allowed teachers to receive 50% credit for experience was not acceptable by federal standards. The group’s goal was to address that problem and identify other measures for which credit could be counted. The work group succeeded in making some recommendations, but asked for an additional meeting to address the issues of special education and multiple subject teachers.

August 3, 2005

- The second work group meeting is tentatively scheduled. The group has been expanded to include more special education practitioners and experts.

September 2005

- Final recommendations from the Work Group will be presented to the USDE for review and alignment to federal standards.

October 2005 (at the latest)

- Recommendations from the work group will be presented to the State Teacher Certification Board. A motion may be carried forth to the State Board of Education or further information and discussion may be necessary.

- A motion (if made) will be presented to the State Board of Education to modify the current HOUSSE definitions and adopt them as policy.

- A proposal to change the administrative rules to identify HOUSSE as defined by SBE policy will be recommended.

November – December 2005

- The administrative rules process will begin to alter the rules addressing the Initial certificate holders.

- ISBE will administer a unified plan for disseminating this information to all Illinois educators in collaboration with the educational professional organizations, teacher unions, and Regional Offices of Education.
Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances

Introduction and General Principles

Pursuant to the federal No Child Left Behind Act of 2001 (NCLB), teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) are required to be “highly qualified” for those assignments. The criteria set forth in this Appendix D are those that will be used in Illinois to make this determination.

Further, fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for acquisition of the standard teaching certificate after four years of teaching experience (see Section 25.905(g) of this Part) or as the basis for renewal of the standard or master teaching certificate (see Section 25.805(e) of this Part).

A teacher’s qualifications do not make him or her “highly qualified” in the absolute sense. Rather, the question is whether a teacher is “highly qualified” with respect to his or her areas of assignment. A teacher who collaborates or consults with another teacher does not have “primary responsibility” and is not required to be “highly qualified” in the core academic subject area; each teacher who does have “primary responsibility” for a core academic subject area must be.

There are differences between the criteria for being considered “highly qualified” and some of the Illinois requirements for various assignments (see Subpart G of 23 Ill. Adm. Code 1, Public Schools Evaluation, Recognition and Supervision). The “highly qualified” status of a given individual with respect to an assignment shall not relieve any entity that is required to employ certified staff of the obligation to observe the applicable Illinois requirements for that assignment.

In establishing requirements for being considered “highly qualified, NCLB and the Individuals with Disabilities Education Act (IDEA) distinguish between “veteran teachers” and those who are new to the profession. In addition to the specific requirements set forth for being considered “highly qualified” for particular assignments, veteran teachers can be considered “highly qualified” based on an additional set of criteria, the High Objective Uniform State Standard of Evaluation (HOUSSE). For the purposes of this Appendix D, each individual shall become a “veteran teacher” when he or she has accrued at least one full year’s teaching experience. The HOUSSE criteria may then be applied in determining whether the individual can be considered “highly qualified” for assignments in core subjects.

Point values for many of the activities described as part of the HOUSSE criteria are consistent with Section 25.875 of this Part, which defines continuing professional development activities, available amounts of credit, and required evidence of completion in the context of certificate renewal.
In the material that follows, references to a particular type of certificate (e.g., elementary) should be understood to mean a certificate of that type that is also valid for the subject(s) taught by virtue of the certificate-holder’s subject-specific qualifications. These references include provisional, initial, standard, and master certificates of each type where applicable. However, a master certificate that is endorsed for the subject area of assignment is, in and of itself, a basis for the holder’s being considered “highly qualified” for that assignment, other than at the primary level, where passage of a test is required of teachers who are new to the profession. That is (except in the case of assignments at the primary level), an individual who holds a relevant master certificate shall be considered “highly qualified” without reference to any additional requirements stated for the assignment to which the master certificate applies.

An “elementary” certificate is a “Type 03” certificate established under Section 21-3 of the School Code [105 ILCS 5/21-3]. An “early childhood” certificate is a “Type 04” certificate established under Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]. A “secondary” certificate is a “Type 09” certificate established under Section 21-5 of the School Code [105 ILCS 5/21-5]. Either a “special K-12” or a “special preschool – age 21” certificate is a “Type 10” certificate established under Section 21-4 of the School Code. A “transitional bilingual” certificate is a “Type 29” certificate established under Section 14C-8 of the School Code [105 ILCS 5/14C-8]. A “short-term emergency” certificate in special education is a “Type 12” certificate established under the policies of the State Board of Education that were the subject of the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.

General Education

Grades Below 6

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she:

a) holds an elementary or a special K-12 certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test; or

b) holds an elementary or a special K-12 certificate valid for the subject(s) taught and has passed the content-area test applicable to that endorsement; or

c) holds an early childhood certificate that is valid for the primary grades and has passed the Early Childhood test (applicable only through Grade 3); or

d) holds an elementary, an early childhood, or a special K-12 certificate valid for the subject(s) taught and qualifies with 100 points under the Illinois HOUSSE, if applicable.

Middle Grades (6-8)
A teacher who has primary responsibility for teaching content in core academic subjects, whether in a self-contained or a departmentalized setting, will be considered “highly qualified” if he or she holds an elementary, a special K-12, or a secondary certificate valid for the subject(s) taught and:

a) has passed the Elementary/Middle Grades test; or

b) for each core subject area of teaching responsibility:
   1) has passed the content-area test specific to the subject taught, or
   2) has completed a major or coursework equivalent to a major, or
   3) holds a graduate degree in a field directly related to the area of assignment, or
   4) holds certification from the National Board for Professional Teaching Standards (NBPTS) or an Illinois master certificate, or
   5) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate valid for the subject(s) taught and, for each core subject area of teaching responsibility:

a) has passed the relevant content-area test; or

b) has completed a major or coursework equivalent to a major; or

c) holds a graduate degree in a field directly related to the area of assignment; or

d) holds NBPTS certification or an Illinois master certificate; or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

Bilingual Education

Requirements specific to English as a Second Language (ESL) (or English as a New Language (ENL)) are stated separately; see below.

Grades Below 6
A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, in a program of bilingual education will be considered “highly qualified” if he or she:

a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:

1) holds an elementary or special K-12 certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test, or

2) holds an elementary or a special K-12 certificate valid for the subject taught and has passed the content-area test applicable to that subject, or

3) through Grade 3 only, holds an early childhood certificate that is valid for the primary grades and has passed the Early Childhood test, or

4) holds an elementary or special K-12 certificate with an endorsement for self-contained general elementary education, or an elementary or a special K-12 certificate valid for the subject(s) taught, or, through Grade 3 only, an early childhood certificate valid for the primary grades and qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) holds a transitional bilingual certificate and:

1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and

2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and

3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, whether in a self-contained or a departmentalized setting, will be considered “highly qualified” if he or she:

a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate; and:

1) holds an elementary or a special K-12, or a secondary certificate valid for the subject(s) taught; and
2) for each core subject area of teaching responsibility:
   A) has passed either the Elementary/Middle Grades test or the content-area test specific to the subject taught, or
   B) has completed a major or coursework equivalent to a major, or
   C) holds a graduate degree in a field directly related to the area of assignment, or
   D) holds NBPTS certification or an Illinois master certificate, or
   E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) holds a transitional bilingual certificate and:
   1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and
   2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
   3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, will be considered “highly qualified” if he or she:

a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
   1) holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate valid for the subject(s) taught, and
   2) for each core subject area of teaching assignment:
      A) has passed the relevant content-area test, or
      B) has completed a major or coursework equivalent to a major, or
C) holds a graduate degree in a field directly related to the area of assignment, or

D) holds NBPTS certification or an Illinois master certificate, or

E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) holds a transitional bilingual certificate and:

1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and

2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and

3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

English as a Second Language (ESL) or English as a New Language (ENL)

A course with either of these titles is, by definition, a course in English (see 23 Ill. Adm. Code 228).

Grades Below 6

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified" if he or she:

a) holds an elementary or a special K-12 certificate with approval for bilingual education, ESL, or ENL or a special K-12 certificate endorsed for bilingual education, ESL, or ENL and:

1) has passed the Elementary/Middle Grades test or the content-area test for ENL or English Language Arts, or

2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) through Grade 3 only, holds an early childhood certificate valid for the primary grades with approval for bilingual education, ESL, or ENL, and:

1) has passed the Early Childhood test, or

2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
c) holds a transitional bilingual certificate and:

1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and

2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and

3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

Middle Grades (6-8)

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she:

a) holds an elementary, a special K-12, or a secondary certificate with approval for ESL or ENL (or, for Grades 5 and 6 only, with approval for bilingual education), or holds a special K-12 certificate endorsed for ESL or ENL, and:

1) has passed the Elementary/Middle Grades test or the content-area test for either ENL or English Language Arts, or

2) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or

3) holds a graduate degree in English language arts or the teaching of English as a new language, or

4) holds NBPTS certification or an Illinois master certificate in English language arts or the teaching of English as a new language, or

5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

b) for Grade 6 only, holds a transitional bilingual certificate and:

1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and

2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate with approval for ESL or ENL, or holds a special K-12 certificate endorsed for ESL or ENL, and:

a) has passed the content-area test for either ENL or English Language Arts, or

b) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or

c) holds a graduate degree in English language arts or the teaching of English as a new language, or

d) holds NBPTS certification an Illinois master certificate in English language arts or the teaching of English as a new language, or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

Special Education

A special education teacher who is new to the profession, who is considered “highly qualified” in language arts, mathematics, or science, and who teaches two or more subjects shall be considered “highly qualified” in all subjects taught for two years after the date of first employment. Once this two-year period has elapsed, the teacher shall be required to meet the criteria for being considered “highly qualified” in the core subject area of assignment. **However, it should be noted that a teacher in this situation will be treated as a veteran teacher after attaining one year’s teaching experience, as is the case for any other teacher. That is, the teacher has two years before he or she will be required to meet the criteria in every subject taught but will have access to points under the Illinois HOUSSE after one year’s experience.**

A special education teacher who has completed an Illinois approved preparation program in special education after June 30, 2002, and has also passed the assessment of professional teaching shall be considered “highly qualified” in language arts, by virtue of the subject-area competence cumulatively evidenced by the individual’s:

- completion of coursework addressing numerous relevant knowledge and performance indicators;
• passage of the test of basic skills covering reading, writing, grammar, and mathematics; and
• passage of the assessment of professional teaching, one of whose major components is the Language Arts Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24).

[Note to the committee: We have purposely not mentioned the general curriculum test for special education teachers since it won’t be administered until 2006. We recommend reliance on the three factors noted above instead, recognizing that this approach will not automatically extend to everyone completing a program after 6/30/02 but only to those who also (2003) passed the APT.]

Grades Below 6

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she:

a) holds either an elementary or a special preschool-age 21 certificate endorsed for the student population served and has passed the Elementary/Middle Grades test; or

b) holds either an elementary or a special K-12 certificate valid for the subject taught and endorsed for the student population served, and has passed the content-area test applicable to the subject taught; or

c) through Grade 3 only, holds an early childhood certificate that is valid for the primary grades and for early childhood special education, or holds a special preschool – age 21 certificate endorsed for the student population served, and has passed the Early Childhood test; or

d) holds an elementary or a special preschool-age 21 certificate endorsed for the student population served, or an early childhood certificate that is valid for the primary grades, and qualifies with 100 points under the Illinois HOUSSE, if applicable.

[Subsection (e) was deleted as per earlier note and discussion.]

Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she holds a special preschool-age 21 certificate endorsed for the student population served, or holds an elementary, secondary, or special K-12 certificate that is valid for the grade level(s) of the assignment and the subject(s) taught and endorsed for the student population served; and, for each core subject area taught:
DISCUSSION DRAFT OF PROPOSED REVISIONS; AUGUST 2005

[Bold text represents new or revised material.]

a) has passed either the Elementary/Middle Grades test or the content-area test specific to the subject taught; or

b) has completed a major or coursework equivalent to a major; or

c) holds a graduate degree in a field directly related to the area of assignment; or

d) holds NBPTS certification or an Illinois master certificate; or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

[Subsection (b) was deleted as per earlier note and discussion; without a (b) we couldn’t have (a) free-standing, so reformatted.]

Middle-Grades Teachers Providing Instruction at the Primary Level

A teacher who provides instruction at the primary level to students of middle-grade age whose performance is assessed against alternate achievement standards will be considered “highly qualified” if he or she meets the criteria for either new or veteran special education teachers at either the primary or the middle-grade level, whether the teacher is a veteran or new to the profession.

Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she holds a special preschool-age 21 certificate endorsed for the student population served or an elementary, secondary, or special K-12 certificate, as applicable to the grade levels of the assignment and endorsed for the student population served; and, for each core subject area taught:

a) has passed the content-area test specific to the subject taught; or

b) has completed a major or coursework equivalent to a major; or

c) holds a graduate degree in a field directly related to the area of assignment; or

d) holds NBPTS certification or an Illinois master certificate; or

e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

[Subsection (b) was deleted as per earlier note and discussion; without a (b) we couldn’t have (a) free-standing, so reformatted.]

Secondary Teachers Providing Instruction at the Primary or Middle-Grades Level

Secondary Teachers Providing Instruction at the Primary or Middle-Grades Level
A teacher who provides instruction at the primary level or the middle-grades level to students of secondary school age whose performance is assessed against alternate achievement standards will be considered “highly qualified” if he or she meets the criteria for either new or veteran special education teachers at either the secondary level or the level at which instruction is provided, whether the teacher is a veteran or new to the profession.

Points Available Under the Illinois HOUSSE

The activities listed in this Appendix D shall be eligible for counting by teachers in general education, bilingual education, and special education. In the case of special education, a given activity, other than teaching experience, may be counted only if it relates to the core academic subject taught rather than special education as the “area of assignment”.

a) Teaching experience in the subject area of assignment: 12.5 points per semester, up to a maximum of 50 points. (Special education teachers may count teaching experience in special education as experience in each core academic subject taught.)

b) Completion of an approved Illinois preparation program specific to the area of assignment after June 30, 2002, or completion of an approved out-of-state preparation program offered by an institution that was accredited by NCATE at the time: 25 points. (May not be counted in conjunction with points under subsection (e).)

c) Completion of college coursework in the subject area of assignment: 7 points per semester hour.

d) Possession of NBPTS certification or an Illinois master certificate in either early childhood education or elementary education: [This terminology needs to be checked.] 100 points for a general education teacher in the primary grades. Possession of NBPTS certification or an Illinois master certificate in special education: 25 points for a special education teacher.

e) Completion of a major in elementary education, an Illinois approved preparation program in elementary education, or an approved out-of-state elementary education preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through Grade 8. Completion of a major in early childhood education, an Illinois approved early childhood education preparation program, or an approved out-of-state early childhood preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through Grade 3. (May not be counted in conjunction with points under subsection (b).)
DISCUSSION DRAFT OF PROPOSED REVISIONS; AUGUST 2005

[Bold text represents new or revised material.]

f) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events that are directly related to the area of teaching assignment: 1 point per full hour of participation. (3-hour minimum was deleted)

g) Presenting at conference sessions, workshops, institutes, seminars, symposia, or other similar training events: 8 or 3 points, in accordance with Section 25.875(k) of this Part.

h) Work experience (non-teaching) directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience, up to a maximum of 50 points.

i) Supervising a student teacher in the subject area of assignment: 10 points per student teacher.

j) Peer review or peer coaching that meets the requirements of Section 25.875(b) of this Part: 5, 8, 9, or 11 points per semester, in accordance with Section 25.875(b)(2) of this Part.

k) Mentoring a new teacher in the subject area of assignment, provided that the mentoring arrangement conforms to the requirements of Section 25.875(c)(1)(A) of this Part: 9 or 11 points per semester, in accordance with Section 25.875(c)(2)(A) of this Part.

l) Participation in site-based management or decision-making teams, relevant committees, boards, or task forces directly related to school improvement plans and focused on the core academic subject of assignment: 8 or 11 points per semester, in accordance with Section 25.875(d) of this Part. (May be counted only once per subject area.)

m) Teaching a college course in accordance with Section 25.875(j) of this Part that is directly related to the subject area of assignment: 20 points.

n) Participating in action research and inquiry projects that meet the requirements of Section 25.875(n) of this Part and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(n)(2) of this Part.

o) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) of this Part: 12 or 15 points per year, in accordance with Section 25.875(p)(2) of this Part.

p) Participation in a study group directly related to the area of teaching assignment: 6 or 8 points per semester, in accordance with Section 25.875(q) of this Part.
DISCUSSION DRAFT OF PROPOSED REVISIONS; AUGUST 2005

q) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) of this Part: points in relation to contact hours per semester, as set forth in Section 25.875(s)(2) of this Part.

r) Participation in curriculum development or assessment activities that meet the requirements of Section 25.875(u) of this Part and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(u)(2) of this Part.

s) Publication of educational articles, columns, or books that are directly related to the subject area of assignment: points in accordance with Section 25.875(x)(2) of this Part.

t) Teacher-to-teacher consultation that includes activities such as observation, meetings, and exchange of information (whether face to face or via communications technology) and that relates to topics such as materials, curriculum, evidence-based practices, and techniques and strategies aligned to the State Goals for Learning (see 23 Ill. Adm. Code 1, Appendix D): 1 point per hour, up to a maximum of 50 points.

u) Possession of NBPTS certification or an Illinois master teaching certificate in an area other than in the area of assignment: 15 points.

v) Possession of an Illinois standard teaching certificate in an area other than in the area of assignment: 10 points.

w) Possession of NBPTS certification or an Illinois master teaching certificate in special education: 25 points for a special education teacher, applicable to any subject area addressed in the portfolio prepared for NBPTS.

x) Completion of a major or an approved program in special education with at least 15 points in each core academic subject taught: 75 points for a special education teacher who teaches two or more academic subjects exclusively to children with disabilities in the primary or middle grades.

Special Provisions for Teachers of Multiple, Related Subjects

Teachers who have primary responsibility for teaching two or more related core academic subject areas, including special education teachers, may be considered “highly qualified” under the Illinois HOUSSE by combining points attributable to all those subjects. That is:

Points for mathematics and any of the sciences may be combined.
Points in history, civics and government, economics, and geography may be combined.
Points in English, reading, and language arts may be combined.
Points in dance, drama/theatre arts, music, and visual arts may be combined.
Points in a foreign language may be counted at X% value toward English, reading, or language arts. [and should the reverse be true; at what value or limit?]

The availability of these combinations notwithstanding, an individual may not be considered “highly qualified” in a subject for which he or she has fewer than 25 points specifically attributable to that field. [We thought a limitation of this type would be necessary/realistic.]

Special Circumstances

Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

a) holds a certificate applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or

b) holds a bachelor’s degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

Teachers Who Hold Alternative Certificates

A teacher who holds an alternative certificate (see Sections 21-5b and 21-5c of the School Code [105 ILCS 5/21-5b and 21-5c]) that was attained through completion of an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the certificate was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an alternative secondary certificate will be considered highly qualified if he or she has passed the relevant content-area test, has completed a major or coursework equivalent to a major in that subject, holds a graduate degree in a field directly related to the subject, or holds a master certificate in the subject.

Teachers Who Hold Resident Teacher Certificates

A teacher who holds a resident teacher certificate (see Sections 21-11.3 and 21-11.4 of the School Code [105 ILCS 5/21-11.3 and 21-11.4]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, has completed a major or coursework equivalent to a major in that subject, holds a graduate degree in a field directly related to the subject, or holds a master certificate in the subject.
TO: Illinois State Board of Education
FROM: Dr. Randy J. Dunn, State Superintendent of Education
       Dr. Ginger Reynolds, Assistant Superintendent

Agenda Topic: Student Advisory Council
Materials: Membership List
Staff Contact(s): Linda Jamali and Lynn Rhoades

Purpose of Agenda Item
To introduce the 2005-2006 Student Advisory Council to the Illinois State Board of Education.

Expected Outcome(s) of Agenda Item
During the meeting and the lunch that follows, share ideas with the Council concerning possible projects for the year.

Background Information
List of SAC members.

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

Communication: Additional information will be shared with Becky Watts for a press release.

Pros and Cons of Various Actions
N/A

Superintendent’s Recommendation
N/A
I recommend that the following motion be adopted:

Next Steps
The SAC will begin work on a policy proposal.
2005-06 Student Advisory Council Members

Ariel Janiece Austin, daughter of Renita Austin, of Chicago, is a sophomore at King College Preparatory High School.

Anna Bittman, daughter of Tom and Susan Bittman of Winnetka, is a junior at New Trier High School.

Michael Byerley, son of Maria and William Byerley of Lemont, is a junior at Lemont Township High School.

Nick Diaz, son of Jose and Rita Diaz of Northlake, is a sophomore at West Leyden High School.

Edward Dumoulin, son of David and Barbara Dumoulin of Marine, is a senior at Triad High School in Troy.

Jillian Gindy, daughter of Jeff and Julie Gindy of Bourbonnais, is a senior at Bradley-Bourbonnais Community High School.

Kylynn Harby, daughter of David and Terry Harby of Fairmount, is a senior at Catlin High School.

Laurice Jackson, daughter of Judith N. Gibbs, of South Holland, is a senior at Thornwood High School.

Ross Jacobs, son of Faye and Josh Jacobs of Wilmette, is a senior at New Trier High School in Winnetka.

Michael Jacobson, son of Traci and Bob Jacobson of Prospect Heights, is a senior at John Hershey High School in Arlington Heights.

Chris Kalogeropoulos, son of John and Cindy Kalogeorpoulos of Hoffman Estates, is a senior at William Fremd High School in Palatine.

Andrea Lockley, daughter of Butch and Cindy Lockley of Olney, is a junior at East Richland High School.

Benjamin John Luehrs, son of Marty and Virginia Luehrs of Bloomington, is a senior at University High School in Normal.

Dan McFadden, son of Susan and Terry McFadden of Shorewood, is a senior at Joliet West High School.

Andrew Peterson, son of Michael and Susan Peterson of Riverton, is a senior at Riverton High School.

Cody Sandusky, son of Bill and Stacey Sandusky of Harrisburg, is a senior at Carrier Mills-Stonefort High School in Carrier Mills.

Mary Jo Sprout, daughter of Fred and Nancy Sprout of Roseville, is a senior at Roseville High School.

Stephanie Swigert, daughter of Wayne and Judy Swigert of Taylorville, is a senior at Taylorville High School.

Whitney Thorpe-Klinsky, daughter of Drs. Charissa Thorpe and Robert Klinsky of New Baden, is a senior at Wesclin High School in Trenton.

Andrew Wherley, son of Richard and Dana Wherley of Secor, is a senior at Eureka High School.