### Tuesday, February 20, 2007

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 p.m.</td>
<td>Closed Session Reconvenes</td>
<td>Crowne Plaza Hotel, Springfield, IL</td>
<td>NOTE: At the conclusion of closed session on February 20, the February 6, 2007, Special Meeting will adjourn in the Topaz Room of the Crowne Plaza Hotel. No official action will be taken prior to adjournment.</td>
</tr>
</tbody>
</table>

### Wednesday, February 21, 2007

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Confirmation #</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 a.m.</td>
<td>Education Policy Planning Committee of the Whole</td>
<td>Board Room, 4th Floor</td>
<td>1 6 9 4 6 3 0 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-866-297-6391 (listen only);</td>
<td></td>
</tr>
<tr>
<td>*12:30 p.m.</td>
<td>Ad Hoc Rules Committee of the Whole</td>
<td>Board Room, 4th Floor</td>
<td>1 6 9 4 6 3 0 6</td>
</tr>
<tr>
<td>**4:30 p.m.</td>
<td>Governmental Relations Committee</td>
<td>Board Room, 4th Floor</td>
<td>1 6 9 4 6 3 0 6</td>
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<tr>
<td></td>
<td></td>
<td>1-866-297-6391 (listen only);</td>
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* The Ad Hoc Rules Committee of the Whole will begin immediately following the previous session.

** The Governmental Relations Committee meeting will begin immediately following the House Appropriations-Elementary & Secondary Education hearing.

### Thursday, February 22, 2007

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Confirmation #</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Finance and Audit Committee of the Whole</td>
<td>Board Room, 4th Floor</td>
<td>1 6 9 4 6 3 0 7</td>
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<tr>
<td></td>
<td></td>
<td>1-866-297-6391 (listen only);</td>
<td></td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>ISBE Plenary Session</td>
<td>Board Room, 4th Floor</td>
<td>1 6 9 4 6 3 0 7</td>
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<tr>
<td></td>
<td></td>
<td>1-866-297-6391 (listen only);</td>
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</table>

All State Board of Education meetings listed on this agenda will be accessible to persons with disabilities. Persons planning to attend who need special accommodations should contact the Board office no later than the date prior to the meeting. Contact the Superintendent's office at the State Board of Education, Phone: 217-782-2221; TTY/TDD: 17-782-1900; Fax: 217-785-3972.
Plenary Business Meeting

A. Roll Call/Pledge of Allegiance
   1. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

B. Resolutions & Recognition
   1. Student Advisory Council  (p. 4)
   2. Governor’s Proclamation for Entrepreneurship Education Week  (p. 5)
   3. Art Education Resolution  (p. 6)
   4. Resolution for Cleo Boswell  (p. 7)

C. Public Participation

D. Superintendent’s Report
   * Consent Agenda
     All action consideration items listed with an asterisk (*) are considered to be routine and will be enacted in one motion and vote. Any board member who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which event, the item will be considered in its normal sequence.

Action Considerations

*1. Approval of Minutes
   a. January 18, 2007  (pp. 8-19)

*2 Rules for Initial Review
   a. Part 1 (Public Schools Evaluation, Recognition and Supervision)  (pp. 20-37)
   b. Part 25 (Certification)  (pp. 38-60)
   c. Part 475 (Contested Cases and Other Formal Hearings)  (pp. 61-65)
   d. Part 485 (Appeal Proceedings Before the State Teacher Certification Board)  (pp. 66-75)

*3 Rules for Adoption
   a. Part 1 (Public Schools Evaluation)  (pp. 76-100)

*4. RFSP for ELL-ISAT and ELL-PSAE  (pp. 101-103)

*5. Spring 2007 Mandate Waiver Report  (pp. 104-153)

*6. Approval of Reading First Grant Over $1 million  (pp. 154-156)

*7. Review of Mathematics and Science Partnerships RFP  (pp. 157-158)

*8. Review of Preschool for All RFP  (pp. 159-160)

*9. Recommendations from the Teacher Certification Board  (pp. 161-164)

*10. Guidelines for School-Community Partnerships  (pp. 165-196)

11. Request for Dissolution of Livingston Financial Oversight Panel  (pp. 197-203)

12. Update List of Supplemental Education Service Providers  (pp. 204-206)

13. Election of Board Vice-Chair and Secretary  (p. 207)
E. Announcements and Reports
   1. IBHE Liaison Report (Dr. Proshanta Nandi)
   2. Superintendent’s Announcements
   3. Chairman’s Report
      1. Announcement of Committee Appointments
   4. Committee Reports
   5. Member Reports

F. Information Items
   1. Rulemaking Monthly Status Report  (pp. 208-211)
   2. SBE Fiscal & Administrative Monthly Reports  (pp. 212-228)

G. Adjourn

NOTE: Chairman Ruiz may call for a break in the Board Plenary Session at which time the Board will go into closed session.
TO: Illinois State Board of Education

FROM: Jean Ladage, Board Services Coordinator
       Andrea Wingo, Special Assistant to the Superintendent

Agenda Topic: Student Advisory Council Update

Materials: None

Staff Contact(s): Andrea Wingo

Purpose of Agenda Item
The Student Advisory Council is in Springfield on February 21-22 and would like the opportunity to provide the Board with a brief update on the council’s project for 2007.
WHEREAS, entrepreneurship is vital to Illinois' growth and prosperity; and
WHEREAS, most of the new jobs created throughout the United States in the past decade have come from the creative efforts of entrepreneurs and small businesses; and
WHEREAS, more than 70 percent of young Americans envision starting a business or doing something entrepreneurial as adults; and
WHEREAS, since taking office in 2003, my administration has made an unprecedented commitment to nurturing our entrepreneurs, opening up 19 entrepreneurship centers throughout Illinois to turn promising ideas into promising companies and new jobs; and
WHEREAS, over the past four years, we have invested more than $47 million through the Illinois Entrepreneurship Network that has helped small companies generate almost $2.3 billion in government contracts and international sales and secure almost $429 million in financing; and
WHEREAS, a broad coalition of partner organizations in Illinois and throughout the United States is actively engaged in enhancing entrepreneurial opportunities through collaboration and cooperation with the National Consortium for Entrepreneurship Education; and
WHEREAS, encouraging youth to be excited about entrepreneurship and working to expand the knowledge, skills, and attitudes of Illinois' youth and adults to be successful entrepreneurs are crucial to the long-term growth of local communities, Illinois and the United States; and
WHEREAS, Illinois' Career and Technical Student Organizations offer an array of programs, activities, and competitive events focused on entrepreneurship; and
WHEREAS, the United States House of Representatives resolved to recognize the first annual National Entrepreneurship Week commencing on February 24, 2007, and
WHEREAS, National Entrepreneurship Week provides an opportunity to focus on the innovative ways in which entrepreneurial education can bring together the core academic, technical, and problem-solving skills essential for future entrepreneurs and successful workers in future workplaces:

THEREFORE, I, Rod R. Blagojevich, Governor of the State of Illinois, do hereby proclaim February 24 through March 3, 2007 as ENTREPRENEURSHIP WEEK in Illinois.

In Witness Whereof, I have hereunto set my hand and caused the Great Seal of the State of Illinois to be affixed.

Done at the Capitol, in the City of Springfield, this ___________ day of ____________, in the Year of Our Lord two thousand and ____________ , and of the State of Illinois the one hundred and ____________.

Sincerely yours,

[Signature]

Secretary of State

[Signature]

Governor
RESOLUTION

RECOGNIZING JACOB CORNING

Whereas, GOVERNOR ROD BLAGOJEVICH of the State of Illinois has proclaimed March 11-17, 2007, as ILLINOIS ARTS EDUCATION WEEK and encourages all citizens to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts; and

Whereas, JACOB CORNING from Reagan Middle School, Dixon, Illinois, received first place from over 200 entries in a poster contest sponsored by the Illinois Alliance for Arts Education in conjunction with the Illinois State Board of Education and the Governor’s Office; and

Whereas, JACOB CORNING has visually combined elements of design and composition in his artwork (e.g., rich color, texture, pattern, and rhythm) to comprise the genres of Illinois arts education: dance, drama, music, and visual arts. The cat family symbolizes the uniqueness of the individual as well as its relationship to others; and

Whereas, ART INSTRUCTOR DEBBIE THOMPSON has aided and guided JACOB in his successes as a sixth grade art student; and

Whereas, PRINCIPAL TRAVIS MCGUIRE, SUPERINTENDENT JAMES BROWN, and the DIXON PUBLIC SCHOOL DISTRICT #170 MEMBERS OF THE BOARD OF EDUCATION recognize the value of the arts for all students to assure the development of self-expression, discipline, and a heightened appreciation of beauty and cross-cultural understanding.

Therefore be it Resolved by the ILLINOIS STATE BOARD OF EDUCATION that JACOB CORNING is hereby recognized on this 13th day of March 2007 for the outstanding design concept reflected in his poster submitted in the 2007 “Shaping the Future With the Arts” contest.

________________________________________  ______________________________
Jesse H. Ruiz, Chairman                      Christopher J. Ward, Vice Chairman

________________________________________
Vinni M. Hall, Secretary

________________________________________
Andrea S. Brown, Member

________________________________________
David L. Fields, Member

________________________________________
Brenda J. Holmes, Member

________________________________________
Dean E. Clark, Member

________________________________________
Edward J. Geppert, Jr., Member

________________________________________
Joyce E. Karon, Member
Illinois State Board of Education
Resolution
Honoring
Cleo Arthur Boswell
February 2007

WHEREAS, Cleo Arthur Boswell entered the field of education over forty years ago; and

WHEREAS, she began her career as an elementary school teacher and continued her career as a building principal for twenty years; and

WHEREAS, she accepted the position of Director of Education for a consolidated district, the Archdiocese of Chicago, and was Regional Director of Education for the Comer School Devolvement Program; and

WHEREAS, during her four-year tenure with the Illinois State Board of Education, Cleo served as Division Administrator for Curriculum and Instruction then appointed as Regional Education Officer for Chicago; and

WHEREAS, Cleo held the position of Special Advisor to the Superintendent for the past two years;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Cleo Arthur Boswell on this the twenty-second day of February, 2007, for her untiring work and dedication and we wish her much success at Northeastern Illinois University.

__________________________ ____________________________
Jesse H. Ruiz, Chairman Christopher J. Ward, Vice Chairman

__________________________
Vinni M. Hall, Secretary

__________________________
Andrea S. Brown, Member Dean E. Clark, Member

__________________________
David L. Fields, Member Edward J. Geppert, Jr., Member

__________________________
Brenda J. Holmes, Member Joyce E. Karon, Member
### JANUARY 17, 2007

#### PLENARY SESSION

The Plenary Session was called to order on January 17, 2007 at 12:03 p.m., for purposes of allowing the Board to go into closed session. The Board immediately heard a motion to go into closed session.

#### CLOSED SESSION MOTION

Vinni Hall moved that the Board enter into closed session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:

- **Section c 1** for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and
- **Section c 3** for the purpose of considering the selection of a person to fill a public office.
- **Section c 11** for the purpose of considering pending or probable litigation against or affecting the Board, and
- **Section c 21** for the purpose of discussing minutes of meetings lawfully closed under the Open Meetings Act.

Dr. Hall further indicated that the Board may invite anyone they wish to have included in this closed session. Further, when closed session is adjourned, committee meetings will immediately continue. Mr. Clark seconded the motion and it passed with unanimous roll call vote.

The closed session recessed at 1:30 p.m. on January 17.

### JANUARY 18, 2007

#### RECONVENE/ROLL CALL/PLEDGE OF ALLEGIANCE

Mr. Jesse Ruiz, Chairman, reconvened the plenary meeting at 9:30 a.m. on January 18, 2007. Chairman Ruiz asked Ms. Jean Ladage, Assistant to the Board, to call the roll. A quorum was present. Dr. Chris Koch, Interim State Superintendent of Education, was also in attendance.

Board members, Dr. Koch and anyone who wished to join them faced the American flag and recited the Pledge of Allegiance.

Chairman Ruiz announced that the Board meeting was being audio-cast live over the Internet.

**Members Physically Present:**

- Mr. Jesse Ruiz, Chairman
- Dr. Christopher Ward, Vice Chairman
- Dr. Vinni Hall, Secretary
- Dr. Andrea Brown
- Mr. Dean Clark
- Dr. David Fields
- Ms. Brenda Holmes
- Ms. Joyce Karon

**Members Absent:**

- Mr. Edward Geppert, Jr.

#### RESOLUTIONS & RECOGNITION

Dr. Ward moved that the State Board of Education adopt the resolutions recognizing Illinois School Health Centers and Ms. Becky Watts. Dr. Hall seconded the motion and it passed with a unanimous voice vote.

Dr. Chris Koch asked that Ms. Karen Berg, Ms. Blair Harvey, Ms. Sue Murray and
Ms. Lori Odell from the Illinois Coalition for School Health Centers come forward and receive the resolution on behalf of Illinois School Health Centers. Brenda Holmes thanked staff member Glenn Steinhausen, Principal Consultant for Curriculum & Instruction for all of his efforts in the area of student health care.

Chairman Ruiz thanked Becky Watts, Chief of Staff and Josh Jacobs, Governmental Relations for their service to the State Board Education. Ms. Watts and Mr. Jacobs will be relocating to Murray State University where they will be joining former Superintendent Randy Dunn on his administrative staff. Chairman Ruiz awarded Ms. Watts with a framed resolution. Ms. Watts commented that it had been a privilege to work with a Board and staff who strive everyday to do the right thing for children, educators and the State of Illinois.

Ms. Jane Sharka, Ms. Lou Ann Jacobs and Ms. Pam Kramer from the Illinois School Library Media Association thanked the Board for the funding they have received to provide access to online databases for the children of Illinois. Ms. Sharka shared with the Board a proposal for online database selection and implementation timelines. The online database allows up-to-date information to be available and easily changed as new information is published. Chairman Ruiz asked how textbooks compare to databases. Ms. Sharka explained that online databases allow students to search for information that is reliable, accurate and updated. Textbooks are limited to what is only contained in books; on a database students can search by topic, keyword or title of resource and bring up the full text of additional reliable resources that have been through the editorial process. Chairman Ruiz informed the group that yesterday at the Finance & Audit Committee there was a recommendation for an allocation to fund the online database proposal.

Mr. Manuel Ledezma a senior at Thornton High School in Harvey, Illinois spoke to the Board on Project Lead the Way, a nationwide Career and Technical Education program designed to get youth of all ages interested in engineering and engineering technology. Mr. Ledezma stated that this program has allowed him to be exposed to opportunities he never thought he would have. Mr. Ledezma will be attending West Point Academy and believes that Career and Technical education has played an important part in his preparation for college and his future in aerospace engineering. Mr. Ledezma thanked the Board for their continued support and funding of Career and Technical Education programs.

Ms. Karen Berg, Ms. Sue Murray and Ms. Blair Harvey of the Illinois Coalition of Health Centers thanked the Board for the resolution and recognizing School Health Centers. Ms. Berg also thanked Glenn Stienhausen for his supportive work with the Coalition. There are 50 School Health Centers in Illinois providing quality health care services, many of them being the only place children and families can access services. Ms. Berg commented that there are over twenty-five communities that have expressed interest in having health centers, and are on a waiting list with the Department of Human Services (DHS). State funding for school health centers has been leveled since 2000. This year the Coalition is working to request an increase in the Department of Human Services budget of $5 million dollars which would help school health centers grow over the next five years to twenty new centers.

Ms. Lori Odell from the Uplift Community Health Center on Chicago’s north side stated that the centers ensure a 100% compliance for all children under the state and federal mandate for physicals and shots. Uplift Health Center deals with all kinds of issues from cuts, sprained limbs, responding to asthma attacks, diabetic
reactions, as well as, sports physicals and a full counseling program with staff and several partnerships. The Center is a hub in which there are several programs, full dental examines, medical screening programs and nutrition counseling that is very successful. Ms. Odell thanked the Board for their support of the health centers.

Ms. Sue Murray, former director of two school health centers on Chicago Public High School’s north side thanked the Board for supporting the resolution. Ms. Murray noted that they could not perform the services they do without the help of the schools’ key partners: the principal, office staff, school nurse, guidance counselors and teachers. These partners often help identify the students who have needs, and work with them to provide the best environment for them.

Ms. Brenda Holmes thanked them for their service and stated that she is glad to see that they had made arrangements to speak with the Governor regarding their funding. She also introduced them to Ms. Kristin Richards who was present at the meeting and on Governor Blagojevich’s education staff. Ms. Holmes indicated that Ms. Richards could be of help to the Coalition in contacting the proper people at within the Governor’s staff to help advocate their health center program.

Ms. Deborah Canna, Director of Career Development System, which is an education for employment system in southeastern Cook County, thanked the Board for supporting Career and Technical Education. Ms. Canna shared with the Board a newsletter explaining the launching of the Regional Strategic Plan Initiative for Suburban Cook, Lake County and Chicago area which is aligned with the ISBE Comprehensive Strategic Plan. The Networking Group is made up of nine regional systems which make up about 42% of the secondary students in the states northern region. Ms. Canna noted that they are working very hard to improve the quality and student performance in Career and Technical Education.

Ms. Janet Knupp from the Chicago Education Fund and Mr. Thomas Darden, Co-founder and Managing Director of Reliant Equity Investors, LLC and Board Member on the Chicago Public Education Fund, spoke to the Board in support of National Board Certification. Ms. Knupp thanked the Board for taking into account and acting on the suggestions she made on National Board Certification at the September ISBE Meeting. Ms. Knupp asked that the Board fully fund the program for FY 2008 at $14.5 million dollars. National Board Certification has had a great impact in Illinois; it now ranks eighth in the nation for the number of National Board Certified Teachers. Ms. Knupp asked that the Board ensure that the program is administered fairly and objectively to guarantee the largest numbers of candidates pursue National Board Certification.

Mr. Thomas Darden introduced himself to the Board and stated that he was attending the meeting today out of his tremendous respect for teachers and the difference they have made in his life. The Chicago Education Fund represents a large corporate and civic community that strongly believes in National Board Certification. The Board of Directors is personally involved, because they know the difference a good teacher can make. Chicago Education Fund is committed to growing the number of National Board Certified Teachers in low income schools. There is a great need for quality teachers in these schools, 60% of the schools in Chicago with at least one National Board Certified Teacher have over 85% low income students. The Education Fund Board recognizes the value of the partnership with ISBE in this effort and the Fund has made a significant effort to increase the amount of National Board Certified Teachers in Chicago Public Schools. The investment by ISBE shows the state’s commitment to quality
teaching. Mr. Darden thanked the Board for the previous funds and asked that they continue to adequately fund the program in FY 08. Mr. Darden also asked that ISBE ensure that the programs are administered fairly so that the largest number of teachers can pursue National Board certificates in Illinois.

Ms. Brenda Holmes asked if the Chicago Education Fund would consider developing a mentoring program where National Board Certified Teachers would be required to share the knowledge of what they have learned with other teachers. Ms. Knupp responded by saying that they have had the University of Chicago Consortium on School Research look at the National Board Certified Teachers in Chicago to see if they were mentoring. It was found that the majority of these teachers do so without making it a requirement, and it was not a condition of the stipend. Ms. Knupp said that they have found that most of these teachers are leading professional development. Research has also proven that 5% of the teachers that became National Board Certified teachers in Chicago stayed in Chicago in intercity schools. (Ms. Knupp said that she would send each of the Board Members a copy of the Chicago School Research Report Survey).

Ms. Amanda Rivera, Director of Professional Development for the Department of Human Resources at the Chicago Public Schools, introduced Ms. Marcie Reagan who was the first National Board Certified Teacher in Chicago Public Schools and a representative from the Chicago Teachers Union. Ms. Nancy Schwartz, a staff member of the National Board joined them. Ms. Rivera requested that the Board continue to support National Board Certification Program both programmatically and financially. Together, Chicago Public Schools and the Chicago Education Fund would like to grow the number of National Board Certified Teachers to 1,200 by the year 2008. Ms. Rivera voiced several concerns regarding proposed changes. The original intent of the Illinois Teaching Act of 2000 was to recruit National Board Certified Teachers to pursue this advanced credential that would assist them in improving their practice and elevating the teacher profession. Teachers were to be provided incentives, a tenure certificate, and a $3,000.00 stipend for the ten years of the certificate without strings attached. In addition according to the Act, NBCT teachers were to receive stipends for providing professional development. Currently this professional development is provided by NBCTs during the day, after school, within a school or across the district. The discretion of how or when to use NBCTs for professional development is currently at the district's discretion. Proposed changes would negatively impact this professional development. Proposed rule changes and a decrease in funding would impede CPS from achieving its goals to grow NBCTs for all children especially at the schools that need them the most. Ms. Rivera thanked the Board for their past leadership and support of the National Board Certification Initiative. It has helped put Illinois in the top ten for states with the greatest number of NBCTs by maintaining the current programmatic structure.

Ms. Brenda Holmes let them know that the changes proposed are in proposed legislation, not rules and regulations and the Board has put that proposed legislation on hold. Ms. Holmes commented that she feels there must be a strong commitment towards mentoring and she is glad to see there is evidence of this happening without mandating that it be required. Chairman Ruiz asked that they return to a meeting in the future to keep the Board updated.

| SUPERINTENDENT'S REPORT | Chairman Ruiz commented that all items listed with an asterisk (*) on the agenda are considered to be routine and will be enacted in one motion and vote. Any Board members who wishes separate discussion on any item listed on the consent agenda may remove that item from the consent agenda, in which the |
Chairman Ruiz stated that consent agenda item F 10.b. Adoption of FY08 State Board of Education Budget will be removed from the consent agenda and considered a separate item for discussion.

Superintendent Koch gave the Board members a brief summary on the items on the consent agenda.

Chairman Ruiz asked for a motion regarding the consent agenda.

**Motion:**
Dr. Vinni Hall moved that the State Board of Education hereby approve the consent agenda items with the exception of item F.10.b. (Adoption of FY08 State Board of Education Budget), which will be considered a separate item for discussion.

Mr. Dean Clark seconded the motion and it passed with a unanimous roll call vote.

The following motions were approved by action taken in the consent agenda motion:

- **Approval of the Minutes**
The State Board of Education hereby approves the minutes for the December 14, 2007 meeting.

- **Rules for Adoption**
  **Part 60 (The “Grow Your Own Teacher” Education Initiative)**
The State Board of Education hereby adopts the proposed rulemaking for the “Grow Your Own” Teacher Education Initiative (23 Illinois Administrative Code 60). Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

- **Rules for Adoption**
  **Part 70 (Early Childhood Teacher Assistance Grants)**
The State Board of Education hereby adopts the proposed rulemaking for Early Childhood Teacher Preparation Assistance Grant (23 Illinois Administrative Code 70). Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

- **State Board of Education Bylaws Revision**
The State Board of Education hereby adopts the amendments to the Bylaws recommended for adoption by the Board Operations Committee.

- **2007 State Board Calendar of Meetings**
The State Board of Education hereby approves the calendar of meetings for calendar year 2007.

**NOTE:** The State Board of Education plenary session will be held on the Thursday of each 2-day meeting cycle, beginning at 9:00 a.m.

State Board plenary sessions held in Springfield are located in the 4th Floor Board Room at 100 North First Street, Springfield, Illinois.
Please check back to this website (www.isbe.net/calendar) for information on tentative meeting locations.

**2007 BOARD MEETING SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>January 17-18</td>
<td>Chicago (James R. Thompson Center)</td>
</tr>
<tr>
<td>February 21-22</td>
<td>Springfield</td>
</tr>
<tr>
<td>March 21-22</td>
<td>Springfield</td>
</tr>
<tr>
<td>April 18-19</td>
<td>Springfield</td>
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<tr>
<td>May 16-17</td>
<td>Springfield</td>
</tr>
<tr>
<td>June 20-21</td>
<td>Springfield</td>
</tr>
<tr>
<td>July</td>
<td>No Meeting</td>
</tr>
<tr>
<td>August 9</td>
<td>Springfield (as needed)</td>
</tr>
<tr>
<td>August 22-24</td>
<td>Board Retreat - Springfield</td>
</tr>
<tr>
<td>September 19-20</td>
<td>Springfield</td>
</tr>
<tr>
<td>October 17-18</td>
<td>Mt. Vernon</td>
</tr>
<tr>
<td>November 14-15</td>
<td>* Springfield</td>
</tr>
<tr>
<td>December 12-13</td>
<td>Springfield</td>
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* Following the announcement of Veto Session dates, the November meeting may be changed to Chicago, pending availability of accommodations.

**Cumulative Waiver Report**
The State Board of Education hereby authorizes transmittal of the 2007 Cumulative Waiver Report to the General Assembly before February 1, 2007. This Cumulative Waiver Report includes:

- Notification to the General Assembly that the State Board intends to advance legislative proposals to amend Sections 24-2 and 18-8.05(F)(2)(d)(1) of the School Code, as described in the report; and
- A recommendation that the General Assembly introduce legislation that would amend Section 27-23 of the School Code, increasing the maximum fee that may be charged for driver's education from the current $50 to $250.

**Approval of Updated Legislative Proposals**
The State Board of Education endorses the following legislative proposals in regards to agenda item F.6. (Updated Legislative Proposals) if appropriate vehicles become available:

- Proposal #14 (Obsolete and Duplicative Sections repeal)
- Proposal #24 (Special Education Technology Publication)
- Proposals # 26 (Retired Highly Qualified Teachers Returning to Work)

**Approval of the Illinois Alternate Assessment – Descriptors and Alignment**
The State Board of Education approves the IAA Performance Descriptors as approved by the State Testing Review Committee.

**Approval of Illinois Standards Achievement Test – Descriptors**
The State Board of Education approves the ISAT Reading Performance Descriptors as approved by the State Testing Review Committee.

**Approval of Language Arts Assessment of Grade 11 – Reading Goal 2**
The State Board of Education accepts the recommendation of the Language Arts Assessment Committee and the State Testing Review Committee to adjust the Grade 11 Assessment Frameworks so as to discontinue testing Reading Goal 2.

**Ratification of FY07 State Board of Education Budget**

The State Board of Education ratifies and approves the FY 2007 Budget.

**END OF THE CONSENT AGENDA**

**STATE BOARD OF EDUCATION BUDGET**

**Adoption of FY08 State Board of Education Budget**

Mr. Dean Clark (who was serving as Chair of the Finance and Audit Committee in the absence of Mr. Geppert) moved that the following FY08 Budget be approved, as amended.

**ILLINOIS STATE BOARD OF EDUCATION**

**FY08 General Funds Recommended Increases**

<table>
<thead>
<tr>
<th>General State Aid/Mandated Categoricals</th>
<th>Recommended Increases $000's</th>
</tr>
</thead>
<tbody>
<tr>
<td>General State Aid ($355 Foundation Level Increase)</td>
<td>299,060.3</td>
</tr>
<tr>
<td>Mandated Categoricals (100% Funding)</td>
<td>132,504.6</td>
</tr>
<tr>
<td>Spec Ed - Personnel Reimbursement</td>
<td>206,300.0</td>
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<tr>
<td><strong>Other Requests</strong></td>
<td><strong>153,734.4</strong></td>
</tr>
<tr>
<td>Adler Planetarium</td>
<td>600.0</td>
</tr>
<tr>
<td>Agriculture Education</td>
<td>500.0</td>
</tr>
<tr>
<td>Arts and Foreign Language</td>
<td>3,000.0</td>
</tr>
<tr>
<td>Autism</td>
<td>200.0</td>
</tr>
<tr>
<td>Bilingual Assessment</td>
<td>2,500.0</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>8,448.0</td>
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<td>Blind &amp; Dyslexic</td>
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<td>Charter School - Start Up Grants</td>
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<td>Charter School - Transition Aid</td>
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<td>Continued Reading Improvement Block Grant (7-12)</td>
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<td>Project Description</td>
<td>Budget Request</td>
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<td>Early Childhood Block Grant</td>
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<td>Early Childhood Block Grant (3% COLA)</td>
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<td>Growth Model</td>
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<td>Field Museum</td>
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<td>Grow Your Own Teachers</td>
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<td>Illinois Early Childhood Asset Map</td>
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<td>Logan Square Neighborhood Association</td>
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<td>ROE Services</td>
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<td>Standards Aligned Classroom</td>
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<td>Teacher Mentoring Grants</td>
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<td>Technology for Success</td>
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<td>Truants’ Alternative &amp; Optional Education</td>
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<td><strong>Agency Operations</strong></td>
<td><strong>10,047.9</strong></td>
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<td>Personal Services and Related</td>
<td>5,150.7</td>
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<tr>
<td>Other Operations</td>
<td>4,897.2</td>
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<tr>
<td><strong>TOTAL GENERAL FUNDS BUDGET REQUEST</strong></td>
<td><strong>801,647.2</strong></td>
</tr>
</tbody>
</table>

Mr. Ruiz seconded the motion and it passed with a unanimous roll call vote.

**Approval of Pre-K for All Grant Agreements over $1 million**

Schaumburg School District #54 and Illinois Action for Children

Ms. Karon moved that the State Board of Education approve the award of Preschool for All grants in excess of $1 million to Schaumburg School District #54 and Illinois Action for Children and authorizes the State Superintendent to enter into grant agreements in excess of $1 million with such entities. Dr. Hall seconded...
the motion and it passed with a unanimous roll call vote.

Amendment of Interim Contract

Dr. Ward moved that the State Board of Education authorize the Chairperson to enter into an amendment to the Employment Agreement with Dr. Christopher Koch, by adding the following sentence at the end of Paragraph 1(a):

“Notwithstanding the foregoing, per Section 1A-4 of the School Code and unless earlier terminated as provided herein, Dr. Koch shall serve as State Superintendent of Education under the same terms and conditions set forth in this Agreement, until a successor is appointed.”

Dr. Fields seconded the motion and it passed with a unanimous roll call vote.

Release of the Closed Session Minutes

Ms. Brenda Holmes moved that according to Section 2.06(d) of the Open Meetings Act, the State Board of Education has reviewed the minutes of its closed sessions from May through December, 2006, and hereby certifies that the need for confidentiality still exists for the closed session minutes for the time period reviewed. Ms. Joyce Karon seconded the motion and it passed with a unanimous voice vote.

ANNOUNCEMENTS AND REPORTS:

IBHE Liaison Report

Chairman Ruiz introduced Dr. Proshanta Nandi who has been joining the Board meetings as a representative from the Illinois Board of Higher Education. Dr. Nandi gave a brief summary on the December 5, 2006, IBHE Board meeting held at Harold Washington University in Chicago, Illinois. Dr. Nandi reported that they received presentations by Spencer Foundation President Michael McPherson and the Faculty Advisory Council, Curtis White. The IBHE Board also finalized the approved the Nurse Educator Fellowship Program. Ms. Karon noted that the State Board of Education and the Board of Higher Education dialogue seem to be following in the same direction. Similar issues have been discussed: teacher preparation, student information, etc. Dr. Nandi indicated that the next IBHE Meeting will be on February 06, 2007.

Superintendent's Announcements

Superintendent Koch asked that everyone take a minute to view the Chicago Public School’s Career & Technical Education display set up in the lobby. Superintendent Koch thanked Becky Watts and Josh Jacobs for their hard work and dedication to ISBE and expressed his appreciation to Linda Mitchell and Ronny Wickenhauser for all their work on the Budget. He also acknowledged Darren Reisberg and Jean Ladage for their efforts to prepare and organize the Board packet for the monthly meetings.

Dr. Koch noted that yesterday he announced incorrectly that the meeting with stakeholders had been scheduled; it has not, but that it would be scheduled soon. Dr. Koch said that he wanted everyone to be aware that agency staff have been meeting with Harcourt on a regular basis to ensure a timely release of scores. There is an oversight contract in place to be sure the assessment arrives in time. The Student Information System (SIS) is up running for all school districts in Illinois with the exception of Chicago and we are working closely with them to get SIS up and running. Superintendent Koch commented that he will leave tonight to attend the 7-PAK Meeting of Special Education Directors and Superintendents in Florida. The meeting focus will be preintervention, such as Response to Intervention. John Herner and Ginger Reynolds will also be in attendance.
**Chairman’s Report**

Chairman Ruiz commented he will be appointing a nominating committee who will be recommending nominations for Board officers at the February. The Board will then be voting to fill those positions.

Chairman Ruiz reported that he had participated in the following meetings since the last Board meeting:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 09</td>
<td>Chaired the Re-Enrolling Students Task Force</td>
</tr>
<tr>
<td>January 12</td>
<td>Submitted Mandated Report on Re-Enrolling Students to the Governor &amp; General Assembly</td>
</tr>
<tr>
<td>February 02</td>
<td>American Bar Association Pipeline Project Luncheon Meeting</td>
</tr>
</tbody>
</table>

Chairman Ruiz reported that the following Board members will be attending out of state meetings as listed below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19-20</td>
<td>Dr. Ward will attend the NASBE Study Group on Models of Success: Policies and Strategies for Reconstitution and Schools in Need of Improvement in Alexandria, Virginia.</td>
</tr>
<tr>
<td>January 19-20</td>
<td>Dr. Vinni Hall will be attending the NASBE Study Group on Language &amp; Learning in Public Education: English Proficiency &amp; Language Preservation in Alexandria, Virginia.</td>
</tr>
<tr>
<td>January 19-20</td>
<td>Mr. Dean Clark will be attending the NASBE Governmental Affairs Committee in Alexandria, Virginia.</td>
</tr>
</tbody>
</table>

**Committee Reports**

**Board Operations Committee of the Whole**

Dr. Chris Ward reported that he and the following committee members were in attendance: Dr. David Fields, Dr Vinni Hall, Ms. Joyce Karon, and Chairman Ruiz. Other members in attendance were Dr. Andrea Brown, Mr. Dean Clark, and Ms. Brenda Holmes.

Dr. Ward commented that the committee discussed the following topics:

- Approved the minutes for the December 2006 Board Operations Committee Meeting.
- Reviewed new nominations for Resolutions of Recognition.
- Discussed and approved the 2007 Board Meetings Calendar.
- Reviewed Board Agenda Preparation Plan and Committee Agenda Planning for future Board meetings.

**Education Policy Planning Committee**

Dr. Fields reported that he and the following committee members were in attendance: Dr. Andrea Brown, Mr. Ed Geppert, Dr. Vinni Hall, and Ms. Joyce Karon. Other members in attendance were Mr. Dean Clark, Ms. Brenda Holmes, Dr. Chris Ward and Chairman Ruiz.

Dr. David Fields commented that the committee discussed the following topics:

- EPPPC Committee received a presentation by members of the Coalition for High Schools, Fulton Nolen, Jr., Daryl Morrison and Leslie Wilson
- Approved the minutes for the December 2006 committee meeting.
- Becky McCabe reviewed the Growth Model Task Force Report.
- Becky McCabe and John Craig reported on the RFSP for ELL-ISAT and ELL-PSAE which will replace the current IMAGE Assessment.
- Superintendent Koch reviewed with Committee the new process for grant agreements over $1 million. Two grants for approval this month are Schaumburg District 54 and Illinois Action for Children.
• Dr. Fields commented that High School Emerging Issue will be reviewed at the February Committee meeting due to the time restrictions this month.

Finance and Audit Committee
• Mr. Clark, Interim Chair of the Finance and Audit Committee, reported that he and the following committee members were in attendance: Dr. Andrea Brown and Ms. Brenda Holmes. Mr. Dean Clark commented that he is pleased with the budget process and believes that the Board has done what is best for Illinois children. He also wanted to thank Mr. Geppert for his involvement in the process. Chairman Ruiz also thanked the Finance and Audit Committee members and the other Board members for what he believes is the best budget to date and hopes that the Governor and Legislature agree.

Governmental Relations Committee
Ms. Holmes reported that she and the following committee members were in attendance: Mr. Dean Clark, Mr. Jesse Ruiz & Dr. Chris Ward. Other members in attendance were, Dr Andrea Brown, Mr. David Fields and Dr. Vinni Hall.

Ms. Holmes reported that the members of the committee discussed the following topics:
• Approved the minutes for the December 2006 committee Meeting.
• Reaffirmed the Board’s authority to approve Virtual High School applications.
• Approved the following legislative proposals in regards to agenda item F.6. (Updated Legislative Proposals) Proposal #14 (Obsolete and Duplicative Sections repeal), Proposal #24 (Special Education Technology Publication), Proposals # 26 (Retired Highly Qualified Teachers Returning to Work).
• Discussed Educational Stakeholders meeting and will be planning a second meeting.

Members' Reports
Dr. Hall stated that she participated in choosing a Chicago Public School (CPS) scholarship winner in cooperation with the Enhancement Corporation. The scholarship awards $25,000.00 for college to a CPS student. Dr. Hall commented that she also had the opportunity to meet with President Yahya Jammeh of Gambia, Africa, as well as their Minister of Education.

Dr. Brown attended the Alliance, which is a Southern Illinois Group. The group heard a presentation by Jo Anderson, Executive Director of IEA, who talked on the Invest In Excellence Program.

Chairman Ruiz commented that he participated in the CHASE kick-off for Real Men Read and is looking forward to reading at Chicago Public Schools.

Dr. Ward stated that he attended the Three Rivers Division Meeting of the IASA and updated them on the budget status.

Ms. Karon attended the teacher mentoring group that is coordinated by the Illinois New Teachers Center at the University of Illinois. She also attended a discussion with Dr. Koch and the North Cook Superintendents.

Dr. Fields attended the Illinois New Teacher Collaboration Meeting that helped
plan the statewide conference that will be held on February 27 & 28, 2007 in Springfield.

Dr. Koch thanked the Board Members, staff and the public for all their contributions to the FY 08 Budget.

**Information Items**

Chairman Ruiz asked that the Board members please read the *Monthly Status Report on Rulemaking and the State Board of Education Fiscal and Administrative Monthly Reports* printed in the Board meeting materials each month for information purposes. There were no inquires this month regarding these reports.

**Motion for Adjournment**

Dr. Fields moved that the meeting be adjourned. Mr. Clark seconded the motion and it passed with unanimous voice vote. The meeting adjourned at 11:20 a.m.

Respectfully Submitted,

Dr. Vinni Hall  
Board Secretary  

Mr. Jesse Ruiz  
Chairman
ILLINOIS STATE BOARD OF EDUCATION MEETING
February 21-22, 2007

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education (Interim)
Darren Reisberg, General Counsel
Ginger Reynolds, Assistant Superintendent


Materials: Recommended Rules

Staff Contact(s): Ginger Reynolds

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments to Part 1 for the Board’s initial review.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed amendments.

Background Information
The 2005 amendments to Part 1 that describe the single system of accountability, as required by the No Child Left Behind Act, include duplicate and contradictory language that needs to be eliminated. This situation arose out of an unusual set of developments. While that prior rulemaking was pending, legislation was enacted in Illinois (P. A. 94-666) to state alternate provisions for determining whether schools and districts had made adequate yearly progress and for removing designations of academic early warning or academic watch status. These state-level alternatives were stated to be effective unless the U.S. Department of Education formally disapproved them. In order to conclude the rulemaking and have the required accountability system in place, ISBE adopted a version of Sections 1.30, 1.60, and 1.80 that reflected both possibilities. After a number of months, a response was received from USDE formally disapproving the policies stated in Illinois law, providing ISBE with a basis for deleting that material from the rules.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.
Superintendent’s Recommendation
The Superintendent recommends that the State Board of Education adopt the following motion:

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

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1),

including publication of the proposed amendments in the Illinois Register.

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

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment
1.40 Adequate Yearly Progress
1.50 Calculation of Participation Rate
1.60 Subgroups of Students; Inclusion of Relevant Scores
1.70 Additional Indicators for Adequate Yearly Progress
1.75 Student Information System
1.77 Educator Certification System
1.80 Academic Early Warning and Watch Status
1.85 School and District Improvement Plans; Restructuring Plans
1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency Under Title III
1.90 System of Rewards and Recognition – The Illinois Honor Roll
1.95 Appeals Procedure
1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

Section
1.210 Powers and Duties (Repealed)
1.220 Duties of Superintendent (Repealed)
1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
NOTICE OF PROPOSED AMENDMENTS

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

SUBPART D: THE INSTRUCTIONAL PROGRAM

SUBPART E: SUPPORT SERVICES

SUBPART F: STAFF CERTIFICATION REQUIREMENTS
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section
1.610 Personnel Required to be Qualified
1.620 Accreditation of Staff (Repealed)
1.630 Noncertificated Personnel
1.640 Requirements for Different Certificates (Repealed)
1.650 Transcripts of Credits
1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section
1.705 Minimum Requirements for Teachers (Repealed)
1.710 Requirements for Elementary Teachers
1.720 Requirements for Teachers of Middle Grades
1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004
1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
1.740 Standards for Reading through June 30, 2004
1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
1.750 Standards for Media Services through June 30, 2004
1.755 Requirements for Library Information Specialists Beginning July 1, 2004
1.760 Standards for Pupil Personnel Services
1.762 Supervision of Speech-Language Pathology Assistants
1.770 Standards for Special Education Personnel
1.780 Standards for Teachers in Bilingual Education Programs
1.781 Requirements for Bilingual Education Teachers in Grades K-12
1.782 Requirements for Teachers of English as a Second Language in Grades K-12
1.790 Substitute Teacher

1.APPENDIX A Professional Staff Certification
1.APPENDIX B Certification Quick Reference Chart
1.APPENDIX C Glossary of Terms (Repealed)
1.APPENDIX D State Goals for Learning
1.APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
NOTICE OF PROPOSED AMENDMENTS

1. APPENDIX F
   Criteria for Determination - Student Performance and School Improvement (Repealed)

1. APPENDIX G
   Criteria for Determination - State Assessment (Repealed)


Section 1.30 State Assessment

The State Superintendent Board of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64 of the School Code [105 ILCS 5/2-3.64]. In addition, school districts shall collaborate with the State Superintendent Board in the design and implementation of special studies.

a) Development and Participation

1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (1999), published by the American Educational Research Association, 1230 17th St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated.)

2) Districts shall participate in special studies, tryouts, pilot testing, field testing, and/or norm testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent Board.

3) A school shall generally be selected for participation in these special studies, tryouts, pilot testing, and/or field testing no more than once every four years, except that participation may be required twice every four years in the case of the Illinois Alternate Assessment.

4) All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services shall be required to participate in the State assessment, whether by taking the regular assessment or by participating in an accommodated or alternate form of the assessment (Sections 2-3.25a and 2-3.64 of the School Code).
A) Students who are served in any locked facility that has a State-assigned RCDTS (region/county/district/type/school) code, students who attend public university laboratory schools under Section 18-8.05(K) of the School Code, and students beyond the age of compulsory attendance (other than students with IEPs) whose programs do not culminate in the issuance of regular high school diplomas are not required to participate in the State assessment.

B) It is the responsibility of each district or other affected entity to ensure that all students required to participate in the State assessment do so. See also Section 1.50 of this Part.

5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State assessment by students with disabilities or limited English proficiency.

b) Assessment Procedures

1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington, D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)

2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the approved State assessment, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.

3) Districts shall promptly report to the State Superintendent Board all complaints received by the district of testing irregularities. A district shall fully investigate the validity of any such complaint and shall report to the State Superintendent Board the results of its investigation.

c) Accommodated Assessment
Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15, including students not enrolled in programs of bilingual education, may participate in an accommodated form of the State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student of limited proficiency in English may, however, participate in the regular assessment for his or her grade if, in the judgment of the district or the student’s parent, the regular State assessment is more appropriate for that student. See also Section 1.60(b) of this Part.

d) Alternate Assessment

Students whose Individualized Education Programs identify the regular State assessment as inappropriate for them even with accommodations shall participate in the Illinois Alternate Assessment (IAA) for all subjects tested. See also Section 1.60(c) of this Part.

e) Review and Verification of Information

Each school district and each charter school shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State assessment, including information about the participating students as well as the scores achieved.

1) Within 30 days after the preliminary data are made available, each district or charter school shall use a means prescribed by the State Board to indicate either:

   A) that its preliminary data are correct; or
   B) that unresolved problems still exist within its data.

2) In cases where unresolved problems still exist, staff of the State Board and/or its contractor shall have an additional period of 15 days within which to work with the affected district or charter school to make the necessary corrections.

3) At the end of the 15-day period discussed in subsection (e)(2) of this Section, all districts’ and charter schools’ data shall stand as the basis for
the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95 of this Part.

f) Reports of State Assessment Results

1) Following verification of the data under subsection (e) of this Section, the State Board shall send each school and district a report containing final information from the results of each administration of the State assessment.

A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are wards of the State, and all scores of students who have IEPs, shall be reported to the students’ respective districts of residence and to the schools within those districts that they would otherwise attend.

B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.

2) Each report shall include, as applicable to the receiving entity:

A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and

B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons, and distributions of students’ scores among the applicable proficiency classifications (see subsection (h) of this Section).
g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.

h) Classification of Scores

Each score achieved by a student on a regular, accommodated, or alternate State assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that “demonstrate proficiency”.

1) Each score achieved by a student on a regular State assessment (i.e., the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Exam (PSAE)), as well as each score in mathematics achieved on the accommodated State assessment, shall be classified as “academic warning”, “below standards”, “meets standards”, or “exceeds standards”. Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.

2) Each score in reading achieved by a student on the accommodated State assessment shall be classified as “beginning”, “strengthening”, “expanding”, or “transitioning”. Among these scores, those identified as either “expanding” or “transitioning” shall be considered as demonstrating proficiency.

3) Each score achieved by a student on the Illinois Alternate Assessment shall be classified as “attempting”, “emerging”, “progressing”, or “attaining”. Among these scores, those identified as “progressing” or “attaining” shall be considered as demonstrating proficiency.

i) Scores Relevant to Adequate Yearly Progress

For purposes of determining whether a district or a school has made adequate yearly progress, scores achieved on a State assessment in reading or mathematics shall be “relevant scores”, provided, however, that scores in reading or mathematics that are earned by students who have individualized education
programs (IEPs) shall be “relevant scores” only to the extent identified in their IEPs, unless the policy expressed in Section 2-3.25a of the School Code [105 ILCS 5/2-3.25a] via P.A. 94-666 is formally disapproved by the U.S. Department of Education. For schools without grades higher than 2 (that is, for schools where no State assessment is administered), scores achieved by students in Grade 2 on the Terra Nova examination (CTB McGraw-Hill, 20 Ryan Ranch Road, Monterey CA 93940 (2001)) shall also be considered “relevant scores” for school years from 2002-03 through 2005-06. Beginning with the 2006-07 school year, the determination as to whether a school in this group has made adequate yearly progress shall be the determination applicable to the school where the largest number of students go on into the third grade.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)

Section 1.60 Subgroups of Students; Inclusion of Relevant Scores

A student’s scores shall count among those for his or her school or district, as applicable, for a given year only if he or she was enrolled continuously in the district on or before May 1 of the previous academic year through State testing the following spring. Students who feed into another school within the same district during the summer based upon the district’s progression of students among attendance centers based on grade level shall have their scores counted for the school and district. Any student who is continuously enrolled within the district but, for reasons not mandated by the district, changes to a new school within the district after May 1 will be counted at the district level but not at the school level. Nothing in this Section is intended to exempt a student from the requirement for participation in the State assessment, except as provided in subsection (b)(1) of this Section.

a) Relevant scores shall be disaggregated by content area for any subgroup identified in this subsection (a) whose membership meets the minimum subgroup size. For purposes of this Section 1.60, “minimum subgroup size” shall mean 45 students across all the grades tested in the school or district, as applicable. Except as provided in subsection (b) of this Section, each student’s scores shall be counted in each of the subgroups to which he or she belongs.

1) Students with disabilities, i.e., students who have Individualized Education Programs (IEPs);

2) Racial/ethnic groups:
A) White,
B) Black,
C) Hispanic,
D) American Indian or Alaskan Native,
E) Asian/Pacific Islander,
F) Multiracial/ethnic;

3) Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15; and/or

4) Students who are eligible for free or reduced-price meals under the Child Nutrition Act of 1966 (42 USC 1771 et seq.) or the National School Lunch Act (42 USC 1751 et seq.).

b) Special provisions shall apply to the treatment of scores achieved by students of limited English proficiency in certain circumstances.

1) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English may elect to participate in the State assessment in reading. Any such student who elects not to participate shall nevertheless be treated as having participated for purposes of calculating the participation rate.

2) The score achieved by a student who elects to participate in the regular State assessment in reading under subsection (b)(1) of this Section shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.

3) An Illinois student who is in his or her first year of enrollment in school in the United States and who is identified as having limited proficiency in English shall be required to participate in the State assessment in mathematics. The score achieved by such a student shall be counted for purposes of calculating the participation rate but not for purposes of calculating performance.
4) A student who has previously been identified as having limited proficiency in English and whose scores have been attributed to that subgroup shall continue to have his or her scores attributed to that subgroup for the first two years after the last year when he or she was considered to have limited English proficiency. However, districts and schools shall not be required to count students to whom this subsection (b)(4) applies as part of the subgroup with limited English proficiency for purposes of determining whether the minimum subgroup size exists.

c) All If the U.S. Department of Education formally disapproves the use of indicators for students with disabilities based on their IEPs as provided in Section 2-3.25a of the School Code, all relevant scores of a district’s students with disabilities who participate in the alternate form of the State assessment shall be included in the district’s calculations for purposes of determining whether adequate yearly progress has been made, and subsections (c)(1) through (c)(5) of this Section shall apply. If the U.S. Department of Education does not formally disapprove the use of indicators based on students’ IEPs, subsection (c)(6) of this Section shall apply instead.

1) The number of scores earned by students who participate in the alternate form of the State assessment that may be counted as demonstrating proficiency in a content area shall be no more than 1 percent of all scores achieved by the district’s students in that subject. (See the regulations of the U.S. Department of Education at 34 CFR 200.6.)

2) Except as provided in subsection (c)(3) of this Section, for purposes of calculating adequate yearly progress at the district level, each score that demonstrates proficiency but is in excess of the 1 percent maximum set forth in subsection (c)(1) of this Section shall be counted as not demonstrating proficiency and shall be included as such in the calculations for each subgroup of which the student is a member.

3) A district may apply to the State Superintendent Board of Education for a one-year exception to the 1 percent maximum set forth in subsection (c)(1) of this Section, which may be renewed for one or more subsequent years if warranted. Using a format established by the State Superintendent Board, the district shall display information demonstrating that the prevalence of students for whom the alternate assessment is appropriate exceeds 1
percent of the total population. The district shall also supply a narrative explaining the disproportionate representation of such students in its population. The State Superintendent of Education shall approve a district’s request for an exception if the district superintendent provides assurances that the district meets all the requirements of 34 CFR 200.6 and if the information supplied by the district demonstrates that:

A) families of students with significant cognitive disabilities have been attracted to live in the district by the availability of educational, health, or community services that respond to their needs; or

B) the district’s student population is so small that the presence of even a small number of students with significant cognitive disabilities causes the district to exceed the 1 percent threshold (e.g., in a population of 50 students, one student represents 2 percent); or

C) other circumstances exist such that the overrepresentation of students with significant cognitive disabilities is outside the control of the district, i.e., the overrepresentation is not a result of inappropriate decision-making as to the form of the State assessment that should be used for particular students.

4) When scores that demonstrate proficiency and were achieved by students on the IAA make up more than 1 percent of a district’s scores in either reading or mathematics, and the district has not received approval for an exception to the 1 percent maximum pursuant to subsection (c)(3) of this Section, the district shall be required to identify the “proficient” scores on the IAA that will be counted as not demonstrating proficiency for purposes of calculating adequate yearly progress (AYP). In making this determination, a district may choose to identify:

A) scores of students who belong to the fewest subgroups;

B) scores of students who belong to the largest subgroups;

C) scores of students who belong to the smallest subgroups;
D) scores of students who belong to the subgroups whose performance is farthest above the target applicable to the year in question; or

E) scores of students who belong to the subgroups whose performance is farthest below the target applicable to the year in question.

5) The State Superintendent of Education shall notify each district that is affected by the requirement to identify excess “proficient” scores on the IAA. The deadline set by the State Superintendent shall allow at least five business days for districts’ responses. For any district that does not submit the requested information on this selection within the time allowed, the State Superintendent shall identify the scores that will be considered as not demonstrating proficiency for this purpose.

6) Regardless of whether a student with an IEP participates in the regular State assessment or in the alternate form of the State assessment, his or her scores shall be used to determine AYP only if the IEP provides for reliance on those scores for that purpose. If the IEP establishes other indicators as the basis for determining that the student has made sufficient progress in a given school year, that student shall be counted, in each of the subgroups of which he or she is a member, according to the determination made on that basis.

d) Targets for scores demonstrating proficiency

1) In each subject and for each subgroup of students, the percentage of scores demonstrating proficiency that is required for AYP shall increase from the original baseline of 40 percent for the 2002-03 school year according to the following schedule:

   A) For 2003-04, 40 percent;
   B) For 2004-05 and for 2005-06, 47.5 percent;
   C) For 2006-07, 55 percent;
   D) For 2007-08, 62.5 percent;
E) For 2008-09, 70 percent;
F) For 2009-10, 77.5 percent;
G) For 2010-11, 85 percent;
H) For 2011-12 and for 2012-13, 92.5 percent;
I) For 2013-14, 100 percent.

2) In order to avoid penalizing schools and districts for the decision bias that is associated with a minimum subgroup size, a 95 percent “confidence interval” shall be applied to subgroups’ data. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

e) “Safe Harbor”

A school or a district in which one or more subgroups fail to achieve the required academic target for a particular year may nevertheless be considered as having made AYP for that year. Each subgroup in question must have attained the minimum subgroup size in the preceding year and, for each such subgroup, there must have been a decrease of at least ten percent in the proportion of scores that do not demonstrate proficiency in comparison to that subgroup’s scores for the preceding year. In addition, if the school is a high school, the relevant subgroup’s graduation rate must at least equal the target rate for that year, and, if the school is an elementary or a middle school, the relevant subgroup’s attendance rate must at least equal the target rate for that year (see Section 1.70 of this Part). This “safe harbor” method for calculating AYP shall apply only to subgroups within schools or districts; it shall not be used for the aggregate scores of a school or a district as a whole.

(Source: Amended at 31 Ill. Reg. _____, effective _______________)

Section 1.80 Academic Early Warning and Watch Status

The movement of schools and districts that do not make adequate yearly progress (AYP) into academic early warning status and then into academic watch status shall be as specified in
Section 2-3.25d of the School Code, except that the failure provided that the U.S. Department of Education does not formally disapprove the provisions of that Section added by P.A. 94-666. If Section 2-3.25d applies as amended by P.A. 94-666, a school or district shall not make AYP for two consecutive annual calculations as contemplated in that Section only if scores in the same content area (i.e., in reading or in mathematics) and within the same grouping (i.e., subgroup or the entity as a whole) fall short of the applicable targets set forth in Section 1.60 of this Part in two consecutive annual calculations, or if students in the same subgroup fail to attain the targeted participation rate, attendance rate, or graduation rate, as applicable, in two consecutive annual calculations. If the U.S. Department of Education formally disapproves of this policy, then a school or district shall fail to make AYP for two consecutive annual calculations shall be based upon if those calculations identify failure to attain the same applicable target, regardless of whether the same subgroup is involved in both calculations. Further, unless the U.S. Department of Education formally disapproves of this policy, a school or district shall be removed from any “status designation” after two consecutive years’ one-year’s calculations show that it has met the applicable criteria for AYP in both those years.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education (Interim)
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Initial Review – Part 25 (Certification)

Materials: Recommended Rules

Staff Contact: Linda Jamali, Division Administrator

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments to Part 25 for the Board’s initial review.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed amendments.

Background Information
Several aspects of Part 25 are included in this packet.

- Under the auspices of the State Action for Education Leadership Project (SAELP), four new certification-related initiatives were established in 2006 by P.A. 94-1039: a teacher leader endorsement, an alternative route to administrative certification, a master principal endorsement, and a new principal mentoring program. This rulemaking presents proposed requirements for the first two of these.

  o Proposed new Section 25.30 will set forth requirements for the teacher leader endorsement. The statute establishes three somewhat different sets of qualifications leading to this endorsement, two of which rely on completion of a “specially designed strand of teacher leadership courses” (in combination with either certification from the National Board for Professional Teaching Standards or a master’s degree and qualification as a “proven teacher leader”). This rule will define the strand of coursework and identify who will be considered a “proven teacher leader”. Because this endorsement was intended to provide a career path for such teachers, the coursework will be required to address selected aspects of the Illinois Professional School Leader Standards and may also address improving knowledge and skills related to the Illinois Professional Teaching Standards. The administrative standards specifically related to management are intentionally omitted.

  o Proposed new Section 25.314 implements Section 21-5e of the School Code, which identifies individuals eligible to complete an alternate route to administrative certification. This route is intended to build upon the teacher
leader’s qualifications and calls only for completion of 15 semester hours aimed
at certain administrative competencies. The statute contemplates taking into
consideration the coursework individuals will already have completed, so the rule
calls for the 15 semester hours to focus on the management-related aspects of
the Illinois Professional Teaching Standards and on selected others applicable to
the general administrative endorsement. Several of the other provisions of the
new rule are similar to those used in Section 25.313, an older “alternative route”
rule. The revision to Section 25.335 is related to both these, in that it
acknowledges the exceptions to the general rule that are incorporated in the two
different alternative routes.

- The revision to Section 25.85 will make endorsements in certain foreign languages
  (generally candidates’ native languages) available on a streamlined basis to individuals
  who were prepared outside the United States and could have received those
  endorsements when they originally received Illinois certificates. It has become clear that
  some foreign applicants are not aware of this provision when they originally apply, and it
  makes more sense for them to have continued access to the language endorsement on
  the basis of Section 25.86 rather than to fall under Section 25.85 once they have
  attained Illinois certification in some other field.

- The revision to Section 25.620 responds directly to recent changes in the Grow Your
  Own Teacher Education Act and in Section 21-2.1 of the School Code (Early Childhood
  Certificate) which expressly permit payment to certain student teachers. This is a
  technical update bringing the rule into conformance with those new statutory provisions.

- Changes in the rule on Conditions of Testing (for certification; Section 25.750) will
  establish a new requirement for thumb-printing of individuals taking the tests. Important
  goals of this rule are to provide a deterrent to the method of cheating that involves test-
  taking by someone other than the candidate for certification and to decrease the reliance
  on handwriting analysis in cases where there is doubt as to the identity of the individual
  taking a test.

- Section 25.755 (Voiding of Scores) is being amended to clarify that there are certain
  records and voided scores that may be kept.

These amendments were reviewed with the State Teacher Certification Board at its February 2
meeting, and the Certification Board has recommended them for consideration by the State
Board of Education.

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

Policy Implications: Because the new teacher leader endorsement is not required for any
position or function, there have been some justifiable questions as to why individuals would wish
to pursue it and whether institutions of higher education will see any need to establish
programs. For this reason, some members of the State Teacher Certification Board questioned
the advisability of going forward with portions of this rulemaking.

However, because P.A. 94-1039 establishes July 1, 2007, as the implementation date for both
the endorsement and the alternative route to administrative certification, the rulemaking will
need to be initiated now in order to be timely as required by the Illinois Administrative Procedure
Act. We therefore believe the rules need to move through the process despite the identified shortcomings. They can then be amended if statutory revisions are accomplished.

Budget Implications: None.

Legislative Action: As discussed under “Policy Implications” above.

Communication: Please see “Next Steps” below.

**Superintendent’s Recommendation**
The Superintendent recommends that the State Board of Education adopt the following motion:

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

> Certification (23 Illinois Administrative Code 25),

> including publication of the proposed amendments in the *Illinois Register*.

**Next Steps**
With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means such as the Superintendent’s message and the agency’s website will also be used to inform interested parties of the opportunity to comment on this rulemaking.
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AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, and 2-3.6].


SUBPART B: CERTIFICATES

Section 25.30 Endorsement in Teacher Leadership Requirements for the Secondary Certificate (Repealed)

Beginning July 1, 2007, endorsement as a teacher leader shall be available to persons who fulfill the requirements of this Section. The teacher leader endorsement shall be an optional, advanced credential and shall not be subject to the provisions of Section 25.100 of this Part, except that payment of the fee specified in Section 21-12 [105 ILCS 5/21-12] of the School Code shall be required.

a) Eligibility of Teachers

Each applicant for endorsement as a teacher leader shall hold a standard or master early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate, including an alternative certificate of one of these types, or an administrative certificate that is valid for teaching.

b) Strand of Coursework

Only Illinois institutions of higher education that conduct approved teacher preparation programs shall be eligible to offer the “specially designed strand of teacher leadership courses” discussed in Section 21-7.5 of the School Code [105 ILCS 5/21-7.5].
1) Each proposed strand of coursework shall require candidates for the endorsement to complete no fewer than 18 and no more than 21 semester hours of coursework at the graduate level.

2) In order to receive approval for its proposed strand of coursework, an institution shall submit to the State Superintendent of Education, in a format required by the State Superintendent, a program description identifying the specific courses that will make up the strand and describing how this combination of courses will enhance participants’ ability to contribute to an educational environment that is conducive to learning, improve instructional programs, and provide effective professional development and leadership to their colleagues.

3) To demonstrate that the proposed strand of courses will achieve the goals set forth in subsection (b)(2) of this Section, the institution shall provide information showing that:

A) more than half the semester hours involved will be accounted for by courses addressing the selected Illinois Professional School Leader Standards identified at 23 Ill. Adm. Code 29.100(a), (b), (e), and (f); and

B) any remaining semester hours will be accounted for by courses addressing the improvement of knowledge and skills directly related to the Illinois Professional Teaching Standards set forth at 23 Ill. Adm. Code 24.100.

4) The institution may be asked to clarify or revise aspects of its proposal as necessary. The State Superintendent of Education shall seek a recommendation from the State Teacher Certification Board regarding approval of the proposal, shall present the recommendation to the State Board of Education, and shall provide a response to the institution within 90 days after receipt of the proposal or the last revisions to it. If the State Board of Education disapproves the proposal, the State Superintendent’s response shall identify the specific deficiencies upon which disapproval is based.
c) Proven Teacher Leader

To be considered a “proven teacher leader” for purposes of this Section, an individual shall provide letters signed by the chief administrators or other designated officials of the employing school districts or nonpublic schools documenting that the individual has no fewer than four semesters’ experience in service in any of the following capacities, in any combination:

1) department chair;
2) mentor or peer coach;
3) member of a school improvement team; or
4) leader of a curriculum development team.

An individual seeking the teacher leader endorsement who has completed an approved strand of coursework for this purpose shall submit an application accompanied by the required fee, official transcripts demonstrating completion of the coursework, and either:

1) a statement that the applicant’s name appears on the composite list of teachers who hold certification from the National Board for Professional Teacher Standards (NBPTS) that is posted by the NBPTS; or

2) an official transcript or, in the case of an individual prepared at an institution outside the United States, a statement from an evaluation service approved under Section 25.425 of this Part, showing that the applicant holds a master’s degree in any field and additional evidence that he or she qualifies as a “proven teacher leader” under subsection (c) of this Section.

d) Master’s Degree in Teacher Leadership

An individual seeking the teacher leader endorsement based on completion of a master’s degree program in teacher leadership shall submit an application accompanied by the required fee and an official transcript showing that he or she holds an advanced degree in teacher leadership from an Illinois teacher
preparation institution that encompasses the coursework required under subsection (b) of this Section, or a comparable degree granted by an out-of-state institution that prepares teachers.

(Source: Section repealed at 29 Ill. Reg. 15831, effective October 3, 2005; new Section adopted at 31 Ill. Reg. _____, effective _____________)

Section 25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified

The provisions of this Section shall apply when individuals who hold Illinois certification in one or more fields wish to teach a foreign language but either lack certification appropriate to the grade level of the assignment or have not completed 20 hours of coursework as required to obtain an endorsement in the language (see 23 Ill. Adm. Code 1.730(h)).

a) The provisions of this subsection (a) shall apply to each individual who holds a certificate endorsed for a particular language but whose certification does not extend to other grade levels as needed for an available assignment. (Example: A holder of a secondary (6-12) certificate endorsed for French who wishes to teach French in the fourth grade.)

1) An individual to whom this subsection (a) applies may receive an endorsement valid for teaching the specified language at the remaining grade levels by:

A) submitting the required application for the endorsement, and

B) passing the assessment of professional teaching relevant to the remaining grade levels.

2) With regard to major teaching assignments (i.e., at least 50 percent of the school day) in departmentalized grades 5 through 8, the requirements of 23 Ill. Adm. Code 1.720 (Minimum Requirements for Teachers of Middle Grades) shall apply to any individual who has not passed an assessment of professional teaching relevant to a certificate other than the early childhood certificate.
b) The provisions of this subsection (b) shall apply to each individual who holds an early childhood, elementary, secondary, special K-12, or special preschool–age 21 certificate and wishes to teach a language in which he or she has not completed 20 semester hours of coursework, except that the provisions of Section 25.86 of this Part shall also continue to be available to an affected individual who seeks a language endorsement after receiving an Illinois certificate. (Example: A holder of a secondary (6-12) certificate endorsed for mathematics who wishes to teach Korean.)

1) In order to qualify under this subsection (b), an individual shall submit an application for an endorsement in the specified language at the grade levels of his or her certificate and shall be required to have passed the test relative to that language as listed in Section 25.710 of this Part or, if the language is not listed in that Section, another test identified by the State Board of Education. If the language is listed more than once in that Section, the required test shall be the test not listed under “Transitional Bilingual Education”. (Example: Spanish)

2) An individual who has received an endorsement pursuant to this subsection (b) may receive an endorsement for other grade levels as provided in subsection (a)(1) of this Section.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)

SUBPART E: REQUIREMENTS FOR THE CERTIFICATION OF ADMINISTRATIVE AND SUPERVISORY STAFF

Section 25.314 Alternative Route to Administrative Certification for Teacher Leaders

a) Section 21-5e of the School Code [105 ILCS 5/21-5e] provides for the issuance of administrative certificates to “teacher leaders”, i.e., teachers who:

1) hold certification from the National Board for Professional Teaching Standards (NBPTS); and

2) hold endorsements as teacher leaders under Section 25.30 of this Part; and

3) hold master’s degrees in teacher leadership.
b) Section 21-5e provides that a candidate for administrative certification who is eligible under subsection (a) of this Section shall complete a 15-semester-hour approved course of study leading to competencies for organizational management and development, finance, supervision and evaluation, policy and legal issues, and leadership. Proposals for the establishment of courses of study for this purpose shall be approved if they meet the requirements of subsection (c) of this Section. In making this determination, the State Board of Education shall consult with the State Teacher Certification Board. Proposals shall be addressed as required under Section 25.313(c) of this Part.

c) Each proposal shall describe the proposed course of study and demonstrate how candidates will acquire knowledge and skills equivalent to those addressed in a preparation program approved pursuant to Subpart C of this Part with respect to the standards described at:

1) 23 Ill. Adm. Code 29.100(c); and

2) 23 Ill. Adm. Code 29.120(a), (c), (d), and (f).

d) Section 21-5e also provides that an eligible candidate shall pass the “Illinois Administrator Assessment”. For purposes of this Section, the test identified as “General Administrative” in Section 25.710 of this Part is the “Illinois Administrator Assessment”, and the general administrative endorsement shall be affixed to the certificate earned pursuant to this Section.

e) Each alternative program established pursuant to this Section shall be subject to the Accreditation Review described in Subpart C of this Part.

f) Institutions of higher education conducting programs approved pursuant to this Section shall provide annual reports to the State Teacher Certification Board that describe the programs offered, the number of candidates who apply to each program, the completion rate for each program, and data regarding placement of individuals who complete each program.

(Source: Added at 31 Ill. Reg. _____, effective _____________)
Section 25.335 General Administrative Endorsement (2004)

This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.705 Appendix B. (See also 23 Ill. Adm. Code 29.120.) The requirements of this Section shall apply to the issuance of this endorsement except as otherwise provided in Sections 21-5d and 21-5e of the School Code [105 ILCS 5/21-5d and 5/21-5e] and Sections 25.313 and 25.314 of this Part.

a) Each candidate for the general administrative endorsement shall hold a master’s degree awarded by a regionally accredited institution of higher education and shall have completed the coursework in educational administration and supervision required by Section 21-7.1(e)(2) of the School Code [105 ILCS 5/21-7.1(e)(2)].

b) Each candidate shall have completed an Illinois program approved for the preparation of administrators pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).

c) Each candidate shall have two years’ full-time teaching or school service personnel experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards (Section 21-7.1(e)(2) of the School Code).

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)
Section 25.620 Student Teaching

a) The State Teacher Certification Board recognizes and accepts student teaching only when it is earned after completion of the sophomore year.

b) Student teaching shall be structured as part of comprehensive field experiences and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C of this Part, and in accordance with the standards referred to in Section 25.115(b) of this Part.

c) Student teaching shall be completed at the grade level(s) and in the area of specialization appropriate to the certificate sought. Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.

d) Student teaching must be done under the active supervision of a cooperating teacher who is certificated and qualified to teach in the area and who is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching, unless the student teacher:

1) is serving on a transitional bilingual certificate, a provisional vocational certificate, or a temporary provisional vocational certificate; or

2) is working in a school that is not legally required to employ certified teachers and either has two years’ teaching experience at that school or presents to the employer the evidence described in Section 25.11(g) of this Part documenting that he or she has two years’ teaching experience in one or more other schools exclusive of home schools; or

3) holds a substitute certificate and is not subject to the limitations of Section 21-9 of the School Code [105 ILCS 5/21-9].

e) In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met:
1) The student teacher must be enrolled in a student teaching course at the institution;

2) The student teaching placement and plans must have the prior approval of a designated representative of the teacher education institution; and

3) Plans for the student teaching experience must have been previously discussed and approved by the cooperating teacher if the involvement of such a teacher is required pursuant to subsection (d) of this Section.

f) An individual may receive credit for student teaching or pre-student teaching clinical experiences that are completed during the time for which the individual is paid as a teacher, unless the individual:

1) holds no certificate issued pursuant to the School Code [105 ILCS 5], and performs the student teaching or pre-student teaching clinical experiences in a school district, and is not subject to the authorization for payment stated in Section 25(g) of the Grow Your Own Teacher Education Act [110 ILCS 48/25(g)] or Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]; or

2) holds only a substitute certificate and is subject to the limitations of Section 21-9 of the School Code.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.750 Conditions of Testing

a) On the day of the test, each person shall present the admission ticket received following test registration and two pieces of positive identification, one of which shall include a photograph taken within the last four years. Positive identification includes, but is not limited to, a driver's license, student identification card, Illinois identification card, passport, employee identification card, Social Security card, birth certificate, or selective service registration card. Any person lacking sufficient identification will be required to sign a declaration of identity statement.
Any person lacking sufficient identification and refusing to sign a declaration of identity statement will be refused admission.

b) Persons arriving more than 30 minutes after a test administration has begun will be refused admission. Persons arriving within 30 minutes after a test administration has begun will be required to sign an acknowledgment of late arrival specifying that no additional time will be allotted beyond that already given to the other examinees for the session.

c) Beginning September 1, 2007, each person shall be required to provide a right thumbprint in a designated area on the personalized answer document in order to be admitted to the test site, except that a person who is unable to provide a right thumbprint due to a physical condition shall be admitted if he or she provides a print of the left thumb or, if unable to provide a left thumbprint, a print of another finger. The test proctor shall indicate which finger was used, if other than the right thumb. Any person refusing to provide a thumbprint or other fingerprint in accordance with this subsection (c) shall be refused admission.

d) No refund of fees will be made to any person refused admission under subsection (a), (b), or (c) of this Section.

e) Each person admitted to a testing site shall abide by the instructions of the proctors administering the test in all matters relating to the test, including but not limited to seating arrangements and security measures. Each person authorizes the proctors to serve as his or her agents in maintaining a secure test administration.

f) Each person beginning a test shall take every section of that test. The score of a person not completing all sections of a test will be reported as set forth in Sections 25.765 and 25.775 of this Part, unless such person requests voiding of that score as provided in Section 25.755 of this Part.

g) No refund will be made to any person requesting that his or her score be voided, nor will credit be given toward the fee for any future test.

h) No person may:

1) use written notes during a test;
2) make notes or copies of the contents of a test booklet;

3) use scratch paper;

4) bring into the testing site or use any mechanical or electronic device, except as expressly permitted in the registration materials (i.e., use of a nonprogrammable, solar or battery-powered calculator during the chemistry, mathematics, and physics subject matter tests);

5) bring into the testing site or use any communications device (e.g., telephone, pager) or communicate in any way with other examinees or any person other than the proctors during a test session;

6) remove any test materials from the testing site;

7) engage in behavior that disrupts or gives unfair advantage or disadvantage to other examinees;

8) fail to sign the document(s) on which he or she is directed to record his or her answers; or

9) fail to follow the oral or written instructions or directions of the proctors dealing with the administration of the test.

An individual who wishes to object to any of the testing conditions or procedures set forth in this Section shall notify the testing contractor in writing of the basis for this objection no later than six weeks prior to the test administration date. An individual who wishes to object shall not register using the late or emergency registration procedures described in Sections 25.732 and 25.733 of this Part.

1) The testing contractor shall inform the registrant as to whether his or her objection will be honored.

2) If an individual’s objection is not honored, the testing contractor shall inform the individual that he or she will not be registered for the test administration.
3) An individual who objects to a condition of testing after using late or emergency registration procedures may be prohibited from taking the test, or his or her score may be voided.

(Source: Amended at 31 Ill. Reg. ____., effective _____________)

Section 25.755 Voiding of Scores

a) A person shall have the right to void his/her test score(s). Such a request must be submitted in writing and received by the State Board of Education within seven calendar days after the date of the test.

b) A person's score(s) will be voided by the State Board of Education due to violation by the person of any of the conditions of testing enumerated in Section 25.750(d) and (g) of this Part.

c) The Illinois State Board of Education will also void any affected test score if:

1) any person taking the test engages in any form of misconduct, including but not limited to the actions listed in Section 25.750(g), having the purpose or effect of:

   A) giving any person taking the test an unfair advantage over other examinees,

   B) affecting, either positively or negatively, the performance of any person taking the test, or

   C) representing the performance of the named registered examinee by the performance of another person;

2) there is any testing irregularity that calls into question:

   A) the accuracy of the test scores as measures of the actual performances of the examinees, or
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B) the validity of the test scores as measures of the performances of the examinees in light of the conditions and circumstances under which the test was administered.

d) The State Board of Education shall notify the person of the action taken within six weeks after the test date. If any person’s test materials reveal irregularities that warrant further investigation, the State Board shall forward those materials, including the person’s thumbprint, to the appropriate law enforcement authority and shall notify the affected person(s) within ten days after taking that action. The State Board of Education may require the person to provide a thumbprint to the appropriate law enforcement authority for comparison with that provided on the Personalized Answer Document and may void the test score earned by a person who refuses to do so.

e) No refund will be given to any person whose score is voided.

f) If a score is voided for any reason, it will not be reported or entered on any records. All records of the person’s test responses, including but not limited to answer sheets and electronic media records, will be destroyed and will be irretrievable. Voiding of an individual’s score shall not limit his or her right to retake the test. However, in some instances scores are voided for reasons that render individuals ineligible for certification in Illinois, regardless of any future testing. See Section 21-1 of the School Code [105 ILCS 5/21-1]. In those instances, records of the individuals’ test responses may be maintained by the testing contractor and by ISBE for further investigation. In all other cases, records of the person's test responses, including but not limited to answer sheets and electronic media records, will be destroyed and will be irretrievable.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education (Interim)
Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Initial Review – Part 475 (Contested Cases and Other Formal Hearings)

Materials: Recommended Rules

Staff Contact(s): Darren Reisberg, General Counsel

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendment to Part 475 for the Board’s initial review.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed amendment.

Background Information
The amendment being presented at this time is essentially a technical revision to bring the rules into conformance with the agency’s long-standing practice based on legal analysis. That is, when an application for a certificate is denied because the applicant is not of good character, the applicant is not entitled to the same type of due process (a full evidentiary hearing) as would be afforded to someone who already held a certificate. Hearings before the State Teacher Certification Board or the State Superintendent have never been afforded to individuals whose applications have been denied on this basis, nor has current practice ever been challenged. The reference found in Section 475.40(b)(2) needs to be deleted.

This amendment was reviewed with the State Teacher Certification Board at its meeting on February 2, and the Certification Board has recommended it for consideration by the State Board of Education.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.
**Superintendent’s Recommendation**
The Superintendent recommends that the State Board of Education adopt the following motion:

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

Contested Cases and Other Formal Hearings (23 Illinois Administrative Code 475),

including publication of the proposed amendment in the *Illinois Register*.

**Next Steps**
With the Board’s authorization, staff will submit the proposed amendment to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means such as the Superintendent’s message and the agency’s website will also be used to inform interested parties of the opportunity to comment on this rulemaking.
Section 475.40 Notice of Hearing

a) All hearings conducted under the jurisdiction of the ISBE or the State Superintendent shall be initiated by issuance by the ISBE or the State Superintendent of Education, upon written request or upon the Superintendent's own motion, of a written Notice of Opportunity for Hearing, which shall be served upon all known parties to the hearing.

b) All hearings conducted under the jurisdiction of the STCB shall be initiated when the STCB or the State Superintendent of Education issues a written Notice of
Opportunity for Hearing. Such a notice shall be served upon all known parties to the hearing and shall be issued:

1) upon written request of a person entitled to a hearing; or

2) upon presentation of evidence to the STCB or the State Superintendent demonstrating that a certificate should be suspended or revoked under Section 21-1 or 21-23 of the School Code [105 ILCS 5/21-1 or 21-23] or that an application for a certificate should be denied under Section 21-1 of the School Code.

c) Any party receiving a Notice of Opportunity for Hearing must file a request for hearing within ten days after receipt. When such a request is received, a Notice of Hearing shall be issued by the entity under whose jurisdiction the hearing will be held.

d) Requirements for Service of Notices

1) Service of either a Notice of Opportunity for Hearing or a Notice of Hearing shall be complete when it has been:

   A) served in person; or

   B) served by certified or registered United States Mail, addressed to the last known address of the person(s), partnership(s), association(s), or corporation(s) involved.

2) A Notice of Hearing shall be served no fewer than 30 days before the day designated for the hearing.

3) The person serving the notice shall certify to the manner and date of service in the following form:

   I certify that I served the foregoing by depositing a copy thereof in the United States Mail, postage prepaid, on _________________, 20___, addressed to the following at the address shown:
If service is made by a non-attorney, the certificate of manner and date of service shall be subscribed and sworn to before a notary public.

e) A Notice of Hearing served under this Section shall include:

1) The time, place and nature of the hearing;

2) The legal authority and jurisdiction under which the hearing is to be held;

3) A reference to the particular section of the statutes and rules involved;

4) A short and plain statement of the matters asserted, except where a more detailed statement is otherwise provided for by law; and

5) A designation of a hearing officer, if any, to preside over the hearing, and the hearing officer’s address.

f) A copy of a Notice of Hearing served pursuant to this Section shall be referred to the designated hearing officer or other designated individual, together with the original complaint, application or report and any written request for a hearing filed pursuant to this Part.

g) Service of any document other than a notice upon any party may be made by personal delivery or by depositing it in the United States Mail, postage prepaid, addressed to the last known address of the party. The person serving the document shall certify to the manner and date of service as specified in subsection (d)(3) of this Section.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education (Interim)
       Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Initial Review – Part 485 (Appeal Proceedings Before the State Teacher Certification Board)

Materials: Recommended Rules

Staff Contact(s): Darren Reisberg, General Counsel

Purpose of Agenda Item
The purpose of this agenda item is to present proposed new Part 485 for the Board’s initial review.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed rules.

Background Information
This new set of rules will cover appeals heard by the State Teacher Certification Board (STCB) when a regional superintendent or the State Superintendent has suspended an individual’s certificates pursuant to Section 21-23 of the School Code. That Section of the law provides that in such an instance the individual’s appeal is directed to the STCB. New Part 485 will provide the procedural framework for these appeals, as distinct from other situations (evidentiary hearings) where a hearing before the Certification Board is the individual’s first avenue of recourse, as under Part 475.

These new rules were discussed with the State Teacher Certification Board at its meeting on February 2, and the Certification Board has recommended them for consideration by the State Board of Education.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.
Superintendent’s Recommendation
The Superintendent recommends that the State Board of Education adopt the following motion:

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

Appeal Proceedings Before the State Teacher Certification Board (23 Illinois Administrative Code 485),

including publication of the proposed rules in the Illinois Register.

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED RULES

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER n: DISPUTE RESOLUTION

PART 485
APPEAL PROCEEDINGS BEFORE THE STATE TEACHER CERTIFICATION BOARD

Section
485.10 Authority and Applicability
485.20 Appeal of Decision to Suspend Certificate
485.30 Record of Suspension Proceedings
485.40 Briefs and Response
485.50 Oral Argument
485.60 Continuances and Extensions of Time
485.70 Withdrawal of Appeal
485.80 Decision of Board on Review


SOURCE: Adopted at 31 Ill. Reg. ______, effective _____________.

Section 485.10 Authority and Applicability

This Part is adopted pursuant to Section 21-13 of the School Code [105 ILCS 5/21-13]. This Part shall apply to all appeal proceedings conducted by the State Teacher Certification Board to review administrative decisions made by the State Superintendent of Education or the regional superintendent of schools to suspend certificates pursuant to Section 21-23 of the School Code.

Section 485.20 Appeal of Decision to Suspend Certificate

a) A holder of a certificate issued pursuant to Article 21 of the School Code [105 ILCS Art.21] shall have the right to appeal to the State Teacher Certification Board (“Certification Board”) a decision of the State Superintendent of Education or the regional superintendent of schools to suspend the holder’s certificates. The Certification Board may avail itself of the services of a hearing officer to discharge any of its responsibilities under this Part.
b) Form of Appeal

Each appeal shall conform to the following requirements.

1) The appeal shall be in writing, dated, and signed by the person appealing or his or her representative.

2) The appeal shall identify the certificate type and number and state the name of the certificate-holder, the date of the suspension order, the length of the suspension, and the name of the official issuing the suspension order.

3) The appeal shall identify the parts of the suspension decision with which the holder disagrees and the specific reasons for that disagreement and shall state why the decision of the State Superintendent or the regional superintendent should be reversed.

c) Filing of Appeal

The certificate-holder shall file the appeal not later than ten days following receipt of the order of suspension. The appeal shall be submitted by certified mail, return receipt requested, or personally delivered, in duplicate, to the Secretary of the State Teacher Certification Board at the following address:

Secretary, State Teacher Certification Board
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

No electronic or facsimile transmissions will be accepted. Appeals postmarked later than ten days following the receipt of the order of suspension will not be processed.

d) Notice to Parties

The Board shall give written notice of the certificate-holder’s appeal to the certificate-holder or his or her representative and the complaining party in the hearing that was held before the State Superintendent or regional superintendent.
NOTICE OF PROPOSED RULES

This notice shall inform the certificate-holder of the required filing of a written brief and the opportunity:

1) to inspect the record; and
2) to file a request for oral argument and extension of stay before the Board.

e) Representation

Any party may be represented by legal counsel in the appeal proceeding.

Section 485.30 Record of Suspension Proceedings

a) The record of proceedings in a suspension case heard before the State Superintendent shall consist of:

1) The official record of the hearing as described in Section 475.90(i) of the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475);
2) Any written briefs filed by the parties after the close of the hearing, as described in 23 Ill. Adm. Code 475.90(j); and
3) The order of the State Superintendent, including the findings, opinions, and recommendations of the Hearing Officer, as described in 23 Ill. Adm. Code 475.100.

b) The record of proceedings in a suspension case heard before a regional superintendent shall consist of:

1) All pleadings, including all notices and responses thereto;
2) Evidence received;
3) A statement of matters officially noticed;
4) Offers of proof, objections, and rulings thereon;
5) Any proposed findings and exceptions;
6) Any decision, opinion, or report of the regional superintendent;

7) All staff memoranda or information submitted to the regional superintendent or regional office of education in connection with the regional superintendent’s consideration of the case;

8) Any communication prohibited by Section 10-60 of the Illinois Administrative Procedure Act [5 ILCS 100/10-60], but no such communication shall form the basis for any finding of fact;

9) Any written briefs filed by the parties after the close of the hearing; and

10) The order of the regional superintendent, including the findings of fact, conclusions of law, opinions, or recommendations.

c) Upon reasonable notice, either written or oral, to the Secretary of the Board, a party may inspect the record of the suspension proceedings during normal business hours at the office of the Secretary. A party may also obtain a copy of the record at the party’s own expense at the cost of $.25 per page.

d) No additional evidence outside the record of proceedings shall be presented by the parties before the Board.

Section 485.40 Briefs and Response

a) The certificate-holder shall file a written brief within 21 days after receipt of the notice provided pursuant to Section 485.20(d) of this Part. The brief shall include the following:

1) The certificate-holder’s name, the certificate type and number, the date of the suspension order, the length of the suspension, and the name of the official issuing the suspension order;

2) A summary of the portions of the suspension decision with which the holder disagrees and the specific reasons for that disagreement;

3) A statement of facts, with appropriate reference to the pages of the record on appeal; and
4) Argument, supported by reasons for contentions, with citation of legal authorities and the pages of the record relied on.

b) Briefs shall be filed with the Secretary of the Board in the same manner as is provided for the appeal in Section 485.20 of this Part, and a copy shall be served on the complaining party in the suspension hearing that was held before the regional superintendent or the State Superintendent.

c) The complaining party or the party’s representative may file a response with the Board within 14 days after receipt of the certificate-holder’s brief. Responses shall be supported by argument and served on all parties at the time they are filed.

d) Failure of a certificate-holder to file a timely brief as required by this Section shall constitute a withdrawal of the appeal.

Section 485.50 Oral Argument

The Board shall decide a case on the record of proceedings as defined in Section 485.30 of this Part and shall consider the certificate-holder’s brief and any response, as defined in Section 485.40 of this Part, without oral argument; or shall grant oral argument where necessary or appropriate for a full and fair disposition of the appeal, as follows:

a) Request for Oral Argument

At the time of filing the brief, a certificate-holder may request in writing that the Board hear oral argument and extend the stay of proceedings. The requesting party must certify in writing that he or she has served a copy of the request for oral argument and extension of stay on the State Superintendent or regional superintendent.

b) Decision on Request

The Board shall grant or deny a request within 35 days after receiving it.

1) If the request is denied, the Board shall inform the certificate-holder in writing and thereafter issue its decision based on the record in accordance with Section 485.80 of this Part, and the decision shall contain the reasons for the denial of the request.
2) If the request is granted, the Board shall inform the parties in writing and shall order such review hearing as is necessary for a full and fair disposition of the appeal. If a review hearing is scheduled, the Board shall hear oral argument from both the certificate-holder (or his or her representative) and the complaining party (or his or her representative).

c) Notice of Hearing

The Board shall give written notice to the parties of the date, time, and place set for the review hearing at least 14 days prior to the time fixed for the hearing.

d) Time Allotted for Oral Argument

Oral argument at the review hearing shall be limited to 20 minutes in length for each side, inclusive of rebuttal time.

e) Conduct of Review Hearing

The Board or hearing officer shall regulate the course of the hearing and the conduct of the parties and their counsel therein to ensure an orderly hearing and may consider and rule on procedural requests.

Section 485.60 Continuances and Extensions of Time

Parties shall make their oral arguments at the time and date set by the Board and timely file their briefs and responses. No continuances of an oral argument or extensions of time for filing briefs and responses shall be granted except by order of the Board for good cause shown.

Section 485.70 Withdrawal of Appeal

The certificate-holder may voluntarily withdraw his or her appeal by submission of a signed, written statement to the Board at any time before the Board’s decision is issued. The Board shall notify all parties when a notice of withdrawal is submitted.

Section 485.80 Decision of Board on Review

a) Standard of Review
In making its final decision with respect to an appeal of a suspension order, the Board shall not reverse the findings of the regional superintendent or State Superintendent unless they are against the manifest weight of the evidence.

b) Final Decision

Within 45 days after receipt of the brief or any response, or after the review hearing, whichever occurs last, the Board shall make a final decision that complies with Section 10-50 of the Illinois Administrative Procedure Act [5 ILCS 100/10-50] and shall serve by certified mail a copy of the final decision on each party. Upon its own motion, the Board may extend the stay of proceedings before issuing its final decision.
ILLINOIS STATE BOARD OF EDUCATION MEETING
February 21-22, 2007

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education (Interim)
       Ginger Reynolds, Assistant Superintendent
       Darren Reisberg, General Counsel

Agenda Topic: Action Item: Rules for Adoption – Proposed Amendments to Part 1
               (Public Schools Evaluation, Recognition and Supervision)

Materials: Recommended Rules

Staff Contact(s): Myron Mason, Division Administrator (Interim), Federal Grants and Programs
                 Linda Jamali, Division Administrator, Certification
                 Mark Williams, Division Administrator, Career and Technical Education

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendments for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
This rulemaking mainly responds to changes in state law and as such is not directly related to
the Strategic Plan.

Expected Outcome of Agenda Item
The Board will be asked to adopt the proposed amendments to Part 1.

Background Information
This rulemaking addresses two main issues. In 2006, Public Act 94-875 made several changes
in Section 2-3.25d of the School Code concerning school districts’ preparation of revised school
and district improvement plans and restructuring plans. In particular, these plans will no longer
require approval by the State Superintendent of Education, and the entire discussion of district
restructuring plans has been deleted from the law in order to conform to the No Child Left
Behind Act (NCLB). The corresponding portions of Part 1 need to be amended to reflect these
changes. In addition, the local development of plans is now required to involve “outside
experts”, and it is necessary for our rules to clarify how this requirement is to be met.

In Illinois, districts and schools that have reached a status where revisions to an improvement
plan are required have a nominal choice between using the services provided by the Regional
Systems of Support (RESPROs) or receiving certain funds instead. However, the funding
option is only available where the entitlement would equal at least $50,000, so it is generally not
truly viable. Consequently all affected Illinois districts have been utilizing the RESPROs. NCLB
specifies the types of qualifications to be held by the individuals who serve on these teams, and
relying upon these qualifications is useful as a way of defining in Section 1.85(c) who will be
considered “outside experts” for this purpose.

The second aspect of the amendments relates to the qualifications required for administrative
and supervisory positions. These have been displayed in Appendix B to Part 1 for quite a
number of years, and many of the certificates listed are now out of date. In addition, it is
necessary to ensure that the titles given to administrative functions on the Teacher Service Record correspond closely enough to the rules that district staff can choose the appropriate codes when entering data. Staff from several divisions worked together to ensure that these will correspond. The amendments also include a technical revision to the validity of the provisional vocational certificate (see Appendix A) that reflects a need for slightly greater flexibility in personnel assignments in programs of career and technical education.

These amendments were presented for the Board’s initial review in November of 2006 and subsequently published in the Illinois Register to elicit public comment. None was received, and the version presented for adoption is identical to the original proposal.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**
Policy Implications: Please see above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Superintendent's Recommendation**
The Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby adopts the proposed rulemaking for:

Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1).

Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**
Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment
1.40 Adequate Yearly Progress
1.50 Calculation of Participation Rate
1.60 Subgroups of Students; Inclusion of Relevant Scores
1.70 Additional Indicators for Adequate Yearly Progress
1.75 Student Information System
1.77 Educator Certification System
1.80 Academic Early Warning and Watch Status
1.85 School and District Improvement Plans; Restructuring Plans
1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency Under Title III
1.90 System of Rewards and Recognition – The Illinois Honor Roll
1.95 Appeals Procedure
1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

Section
1.210 Powers and Duties (Repealed)
1.220 Duties of Superintendent (Repealed)
1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

1.260  Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270  Book and Material Selection (Repealed)
1.280  Discipline
1.285  Requirements for the Use of Isolated Time Out and Physical Restraint
1.290  Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section
1.310  Administrative Responsibilities
1.320  Evaluation of Certified Staff in Contractual Continued Service
1.330  Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section
1.410  Determination of the Instructional Program
1.420  Basic Standards
1.430  Additional Criteria for Elementary Schools
1.440  Additional Criteria for High Schools
1.445  Required Course Substitute
1.450  Special Programs
1.460  Credit Earned Through Proficiency Examinations
1.462  Uniform Annual Consumer Education Proficiency Test
1.465  Ethnic School Foreign Language Credit and Program Approval
1.470  Adult and Continuing Education
1.480  Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section
1.510  Transportation
1.515  Training of School Bus Driver Instructors
1.520  School Food Services (Repealed)
1.530  Health Services
1.540  Pupil Personnel Services (Repealed)
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NOTICE OF ADOPTED AMENDMENTS

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section 1.610 Personnel Required to be Qualified
1.620 Accreditation of Staff (Repealed)
1.630 Noncertificated Personnel
1.640 Requirements for Different Certificates (Repealed)
1.650 Transcripts of Credits
1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section 1.705 Requirements for Supervisory and Administrative Staff
1.710 Requirements for Elementary Teachers
1.720 Requirements for Teachers of Middle Grades
1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004
1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
1.740 Standards for Reading through June 30, 2004
1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
1.750 Standards for Media Services through June 30, 2004
1.755 Requirements for Library Information Specialists Beginning July 1, 2004
1.760 Standards for Pupil Personnel Services
1.762 Supervision of Speech-Language Pathology Assistants
1.770 Standards for Special Education Personnel
1.780 Standards for Teachers in Bilingual Education Programs
1.781 Requirements for Bilingual Education Teachers in Grades K-12
1.782 Requirements for Teachers of English as a Second Language in Grades K-12
1.790 Substitute Teacher

1.APPENDIX A Professional Staff Certification
1.APPENDIX B Certification Quick Reference Chart (Repealed)
1.APPENDIX C Glossary of Terms (Repealed)
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

1.APPENDIX D State Goals for Learning
1.APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
1.APPENDIX F Criteria for Determination - Student Performance and School Improvement (Repealed)
1.APPENDIX G Criteria for Determination - State Assessment (Repealed)


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STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

SUBPART A: RECOGNITION REQUIREMENTS

Section 1.10 Public School Accountability Framework

Section 27-1 of the School Code [105 ILCS 5/27-1] establishes the primary purpose of schooling as the transmission of knowledge and culture in certain fundamental learning areas and requires the State Board of Education to define the knowledge and skills which the State expects students to master. These "State Goals for Learning" are set forth in Appendix D to this Part and amplified by the "Illinois Learning Standards", also set forth in that Appendix D. Further, Section 2-3.25 of the School Code [105 ILCS 5/2-3.25] requires that the State Board of Education establish general operational recognition standards for public schools, and Section 2-3.25a of the School Code [105 ILCS 5/2-3.25a] requires that the Board develop recognition standards for student performance and school improvement.

a) Each school district shall ensure that each school makes available to all students instruction in the six fundamental learning areas, i.e., the language arts, mathematics, the biological and physical sciences, the social sciences, the fine arts, and physical development and health.

b) Each school district is required to establish local learning objectives that are consistent with the primary purpose of schooling, assessment systems for measuring students’ progress in the fundamental learning areas, and reporting systems for informing the community and the State of assessment results, all of which are subject to approval by the State Board of Education (Sections 2-3.63 and 27-1 of the School Code [105 ILCS 5/2-3.63 and 27-1]).

1) Local learning objectives will be approved if they:

A) are consistent with the primary purpose of schooling as defined in Section 27-1 of the School Code; and

B) when taken together, are at least as comprehensive as the State Goals for Learning and the Illinois Learning Standards.

2) Assessment systems will be approved if they:

A) are designed to yield information about the extent to which all students in at least the grade levels chosen by the district pursuant
to Section 2-3.63 of the School Code are achieving in the fundamental learning areas; and

B) include reasonable accommodations or alternative tests or procedures for students with disabilities or limited English proficiency.

3) Reporting systems will be approved if they include presentation and interpretation of student achievement information:

A) at regular school board meetings;

B) in newspapers of general circulation and other news media serving the area in which the school district is located, or through other means of mass communication such as posting on the district’s website; and

C) in communications with parents of the district’s pupils, which shall take into account the needs of parents with limited English proficiency.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)

Section 1.85 School and District Improvement Plans; Restructuring Plans

Section 2-3.25d of the School Code requires each district to revise the school improvement plans of any of its schools that are placed on academic early warning or academic watch status and to revise the district’s improvement plan if it is placed on academic early warning or academic watch status. Similarly, restructuring plans are required for schools and districts that remain on academic watch status after a fifth annual calculation. As used in this Section, “NCLB” refers to Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6301 et seq.).

a) A revised school improvement plan shall be submitted to the local school board (and to the local school council in a district operating under Article 34 of the School Code), and to the State Superintendent of Education with the approval of the local board if required under Section 2-3.25d of the School Code, no later than three months after the district’s receipt of notification regarding the school’s status. During the 45-day period following its submission to the local board and
prior to the board’s final approval, each plan shall undergo a peer review process designed by the district.

1) In school districts with a population of 500,000 or fewer, revised school improvement plans shall be required to cover the two school years following the assessment necessitating the plan and to:

A) incorporate strategies based on scientifically based research and an analysis of State and local assessment data and other information that will strengthen the core academic subjects in the school and address the specific academic areas in which the school’s performance has been deficient (NCLB, Section 1116(b)(3)(A)(i));

B) include information about the extent to which all students in the grade levels chosen by the district pursuant to Section 2-3.63 of the School Code are achieving in the fundamental learning areas;

C) adopt policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all subgroups enrolled in the school will meet the State’s proficient level of achievement not later than the end of the 2013-14 school year, including:

i) specific, measurable steps to be taken,

ii) a timeline for these activities, and

iii) a budget for these activities (NCLB, Section 1116(b)(3)(A)(ii));

D) include professional development activities for at least the staff providing services in the academic areas in which the school’s performance has been deficient (NCLB, Section 1116(b)(3)(A)(iii));

E) incorporate a teacher mentoring program (NCLB, Section 1116(b)(3)(A)(x));
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F) establish specific annual, measurable objectives for continuous and substantial progress by each subgroup of students enrolled in the school that will ensure that all such subgroups will make adequate yearly progress and meet the State’s proficient level of achievement not later than the 2013-14 school year (NCLB, Section 1116(b)(3)(v));

G) describe how the school will provide written notice about the identification to parents of each student enrolled in each school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB 1116(b)(3)(A)(vi));

H) specify the responsibilities of the school and the school board under the plan, including the internal and external technical assistance to be provided by the district, technical assistance requested of ISBE, and, if applicable, the district’s fiscal responsibilities under Section 1120A of NCLB (NCLB, Section 1116(b)(3)(A)(vii));

I) include strategies for promoting effective parental involvement in the school (NCLB, Section 1116(b)(3)(A)(viii));

J) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(b)(3)(A)(ix)); and

K) include a process for monitoring progress and revising the plan as needed.

2) In school districts operating under Article 34 of the School Code, school improvement plans shall comply with the requirements set forth in Section 34-2.4 of the School Code and, if applicable, the requirements set forth in Section 1116 of NCLB.

3) Each newly established school shall be required to have a school improvement plan in place by the beginning of its second year of operation. School improvement plans for new schools shall conform to the requirements of subsection (a)(1) or (a)(2) of this Section, as applicable.
b) A new or revised district improvement plan shall be submitted to the local school board, and to the State Superintendent of Education with the approval of the local school board if required under Section 232.25d of the School Code, no later than three months after the district’s receipt of notification regarding its status. The district improvement plan shall be required to cover the two school years following the assessment necessitating the plan and to:

1) incorporate scientifically based research strategies that strengthen the core academic program in schools served by the district (NCLB, Section 1116(c)(7)(A)(i));

2) identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State’s student academic achievement standards (NCLB, Section 1116(c)(7)(A)(ii));

3) address the professional development needs of the instructional staff serving the district (NCLB, Section (c)(7)(A)(iii));

4) include specific measurable achievement goals and targets for each subgroup of students, consistent with adequate yearly progress (NCLB, Section 1116(c)(7)(A)(iv));

5) address the fundamental teaching and learning needs in the schools of the district and the specific academic problems of low-achieving students, including a determination of why the district’s prior plan failed to bring about increased student academic achievement (NCLB, Section 1116(c)(7)(A)(v));

6) incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year (NCLB, Section 1116(c)(7)(A)(vi));

7) specify any requests to ISBE for technical assistance related to the plan and the district’s fiscal responsibilities, if applicable, under Section 1120A of NCLB (NCLB, Section 1116(c)(7)(A)(vii));

8) include strategies for promoting effective parental involvement in the district’s schools (NCLB, Section 1116(c)(7)(A)(viii)); and
9) include a process for monitoring progress and revising the plan as needed.

c) For purposes of compliance with Section 2-3.25d of the School Code [105 ILCS 5/2-3.25d], the requirement for collaboration with “outside experts” in the development of revised school and district improvement plans shall be met through the involvement of a school support team as defined in NCLB, Section 1117(a)(5), or by involving one or more other individuals who would qualify as members of a school support team pursuant to that definition.

d) Each revised school or district improvement plan shall be submitted to the State Superintendent on the business day next following the date of its approval by the local board, using the electronic format made available for this purpose. The State Superintendent shall verify that each plan contains When Section 2-3.25d of the School Code requires that either a school or district improvement plan be approved by the State Superintendent of Education, the State Superintendent shall approve all plans containing each of the elements set forth in subsection (a) or subsection (b) of this Section, as applicable. A plan that is not approved must be revised and resubmitted as soon as reasonably possible, but in no event later than 45 days after its disapproval.

e) Section 2-3.25d of the School Code requires the development of a restructuring plan for a school or a district that remains on academic watch status after a fifth annual calculation and approval of that plan by the State Superintendent of Education. Each required restructuring plan shall be approved by submitted to the State Superintendent of Education with the approval of the local school board no later than six months after the district’s receipt of notification regarding its status.

1) Each school restructuring plan shall indicate that the district is undertaking one or more of the following actions in the affected school:

1) A) reopening the school as a public charter school, consistent with Article 27A of the School Code [105 ILCS 5/Art. 27A];

2) B) replacing all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate yearly progress;

3) C) entering into a contract with an entity, such as a private
management company, with a demonstrated record of effectiveness, to operate the school as a public school;

4) D) implementing any other major restructuring of the school’s governance that makes fundamental reform in:

A) i) governance and management, and/or

B) ii) financing and material resources, and/or

C) iii) staffing.

2) Each district restructuring plan shall indicate that the district is undertaking one or more of the following actions:

A) implementing professional development for all relevant staff;

B) replacing district personnel who are relevant to its inability to make adequate yearly progress;

C) seeking to reorganize the district;

D) requesting ISBE to appoint an Independent Authority pursuant to Section 2-3.25f of the School Code;

E) implementing any other major restructuring of the district’s governance that makes fundamental reform in at least one of the areas listed in subsection (d)(1)(D) of this Section.

3) Each school or district restructuring plan shall be reviewed by staff of the State Board of Education to determine whether the plan demonstrates that:

A) the proposed changes are based on data, documented needs and characteristics of the students served, and/or scientifically based practices that are appropriate in light of the school’s or district’s inability to make adequate yearly progress; and

B) the proposed changes are sufficient in extent or scope to promote increased achievement for all the students in the school or district
and have substantial promise of enabling the school or district to make adequate yearly progress.

4) A plan that is not approved must be revised and resubmitted as soon as reasonably possible, but in no event later than 45 days after its disapproval.

f) e) Failure by a school district to develop, submit, revise, or implement, or maintain approval of its school and district improvement plans or school restructuring plans as required by Section 2-3.25d of the School Code shall affect the district’s recognition status (see Section 1.20(b) of this Part).

(Source: Amended at 31 Ill. Reg. _____, effective _____________)

SUBPART G: STAFF QUALIFICATIONS

**Section 1.705 Requirements for Supervisory and Administrative Staff**

a) Each district superintendent shall hold an administrative certificate with a Superintendent’s endorsement.

b) Each assistant superintendent, principal, or assistant principal shall hold an administrative certificate with a General Administrative or Superintendent’s endorsement, except that a head teacher serving in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5/10-21.4a] shall hold a teaching certificate endorsed for supervision.

c) Each general administrator (e.g., director, assistant director, coordinator, administrative assistant, or general supervisor) in general education shall hold an administrative certificate with a General Supervisory, General Administrative, or Superintendent’s endorsement.

d) Each head of a general education department or supervisor for a specific subject shall hold either:

1) an administrative certificate with a General Supervisory, General Administrative, or Superintendent’s endorsement; or

2) a teaching certificate endorsed for supervision in the area supervised.
e) Each supervisory dean shall hold an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement.

f) Each dean of students shall hold:
   1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement; or
   2) a teaching certificate (endorsed for supervision if the holder disciplines or suspends students); or
   3) a school service personnel certificate endorsed for any field other than school nursing (and for supervision if the holder disciplines or suspends students).

g) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(h)(2) and hold an administrative certificate endorsed for “Director of Special Education”.

h) Each special education supervisor shall meet the requirements of 23 Ill. Adm. Code 226.800(h)(2) and hold either:
   1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement and teaching qualifications in each area supervised; or
   2) a teaching certificate endorsed for each area supervised and for supervision.

i) Each supervisor of more than one school service personnel area shall hold either:
   1) an administrative certificate and a General Administrative or Superintendent’s endorsement; or
   2) a school service personnel certificate endorsed for supervision in each field supervised.
i) Each supervisor of one school service personnel area shall hold:

1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement; or

2) a school service personnel certificate endorsed for the field supervised and for supervision; or

3) a teaching certificate endorsed for speech-language pathology and for supervision (if applicable).

k) Each director of an area vocational center and each director or supervisor of more than one field in career and technical education (including regional system directors) shall hold an administrative certificate with a General Administrative or Superintendent’s endorsement and have teaching qualifications in one of the five occupational areas and 2,000 hours of work experience outside the field of education.

l) Each supervisor of one field in career and technical education shall hold either:

1) an administrative certificate with a General Supervisory, General Administrative, or Superintendent’s endorsement and teaching qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education; or

2) teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a supervisory endorsement.

m) Each administrator in a bilingual education program shall meet the applicable requirements of 23 Ill. Adm. Code 228.30(c).

n) Each chief school business official shall hold an administrative certificate and a Chief School Business Official’s endorsement.
Types of Certificates

The following list of certificates identifies those certificates which, if properly registered and renewed, are valid for teaching, administering or performing the specified service in Illinois public schools.

<table>
<thead>
<tr>
<th>Code</th>
<th>Type of Certificate</th>
<th>Grade Level Valid For</th>
<th>Still Issued</th>
<th>Years Valid</th>
<th>School Code or Ill. Adm. Code</th>
</tr>
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<tbody>
<tr>
<td>02</td>
<td>Early Childhood</td>
<td>to age 6 excluding Kdg.</td>
<td>No</td>
<td>4</td>
<td>21-2.1</td>
</tr>
<tr>
<td>03</td>
<td>Standard Elementary</td>
<td>K-9</td>
<td>No</td>
<td>4</td>
<td>21-3</td>
</tr>
<tr>
<td>03</td>
<td>Initial Elementary</td>
<td>K-9</td>
<td>Yes</td>
<td>4 years of teaching</td>
<td>21-1a; 21-2; 21-3</td>
</tr>
<tr>
<td>03</td>
<td>Standard Elementary</td>
<td>K-9</td>
<td>Yes</td>
<td>5</td>
<td>21-1a; 21-2; 21-3</td>
</tr>
<tr>
<td>03</td>
<td>Master Elementary</td>
<td>K-9</td>
<td>Yes</td>
<td>10</td>
<td>21-1a; 21-2; 21-3</td>
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<tr>
<td>04</td>
<td>Early Childhood</td>
<td>Birth - 3</td>
<td>No</td>
<td>4</td>
<td>21-2.1</td>
</tr>
<tr>
<td>04</td>
<td>Initial Early Childhood</td>
<td>Generally Birth – Grade 3 (as endorsed)</td>
<td>Yes</td>
<td>4 years of teaching</td>
<td>21-1a; 21-2; 21-2.1</td>
</tr>
<tr>
<td>04</td>
<td>Standard Early Childhood</td>
<td>Generally Birth – Grade 3 (as endorsed)</td>
<td>Yes</td>
<td>5</td>
<td>21-1a; 21-2; 21-2.1</td>
</tr>
<tr>
<td>04</td>
<td>Master Early Childhood</td>
<td>Generally Birth – Grade 3 (as endorsed)</td>
<td>Yes</td>
<td>10</td>
<td>21-1a; 21-2; 21-2.1</td>
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<td>Age Range</td>
<td>Year of Teaching</td>
<td>Length of Teaching</td>
<td>Notes</td>
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<td>05</td>
<td>Provisional Early Childhood</td>
<td>Birth – 3</td>
<td>Yes</td>
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<td>Kindergarten - Primary</td>
<td>K-3</td>
<td>No</td>
<td>4</td>
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<td>09</td>
<td>Standard High School</td>
<td>6-12*</td>
<td>No</td>
<td>4</td>
<td>21-5</td>
</tr>
<tr>
<td>09</td>
<td>Initial Secondary</td>
<td>6-12</td>
<td>Yes</td>
<td>4 years of teaching</td>
<td>21-1a; 21-2; 21-5</td>
</tr>
<tr>
<td>09</td>
<td>Standard Secondary</td>
<td>6-12</td>
<td>Yes</td>
<td>5</td>
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### NOTICE OF ADOPTED AMENDMENTS

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<td>Grade</td>
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Resident Teacher – Early Childhood

Birth – Grade 3
Yes
4
21-11.3

Resident Teacher - Secondary

6-12
Yes
4
21-11.3

*If endorsed for teaching, valid for subjects for which the individual is assignable under Section 1.710, 1.720, 1.737, 1.745, or 1.755 of this Part, or to which the individual is assigned pursuant to authorization received under 23 Ill. Adm. Code 25.464 (Short-Term Authorization for Positions Otherwise Unfilled).

**Valid in approved, reimbursable programs of career and technical education (CTE), for “skill-level” instruction in grades 11 and 12 in the field of specialization and provided that the certificate-holder is employed to teach in Grade 11 and/or Grade 12 in the field of specialization, the certificate is also valid for “orientation-level” instruction in grades 9 and 10 in the field of career and technical education endorsement to which the specialization belongs, and provided that the certificate-holder is employed to teach in any of Grades 9 through 12 in the field of specialization, the certificate is also valid for exploratory career and technical education courses in grades 7 and 8 in that field of endorsement.

***Valid only in approved, reimbursable CTE programs for “skill-level” instruction in grades 11 and 12 in the field of specialization.

(Source: Amended at 31 Ill. Reg. _____, effective _____________)

(Plenary Packet - Page 97)
Questions concerning the appropriateness of certificates required for specific positions depend upon the job description of the position and should be referred to the Public School Approval Section, State Board of Education.

<table>
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<th>Position</th>
<th>Certificate Currently Being Issued</th>
<th>Certificate No Longer Issued But Still Valid If Properly Registered</th>
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<td>Teacher K-5</td>
<td>03, 10*, 29*, 30, 33*, 34*, 75</td>
<td>06(K-3), 32*, 42, 45(K-3), 48*, 60, 61, 62, 70, 71</td>
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<td>10**, 75, 73**, 76</td>
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<td>Supervisor P.P.S. Ed.—One Field</td>
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## NOTICE OF ADOPTED AMENDMENTS

For This Position | These Types of Certificates Are Valid (Codes) | (Most Common)
--- | --- | ---
Directors, Coordinators, General Supervisors | 75 or 76(GS,GA or S Endorsement) | 60, 61, 62(K-9), 63, 70, 71

Director-Spec. Ed.—More Than One Field | 75 or 76(GA or S Endorsement) | 60, 61, 70, 71, and approval ***

Director-P.P.S.—More Than One Field | 75 or 76(GA or S Endorsement) | 60, 61, 70, 71

Field-Endorsed for supervision in multiple fields | 73** endorsed for | 

Director-Voc. Ed.—More Than One Field | 75 or 76(GA or S Endorsement) | 60, 61, 70, 71

Chief School Business Official | 75 or 76(C.S.B.O. Endorsement) | Individuals serving as C.S.B.O. prior to 7/1/77 may continue in their position

Principals, Asst. Principals | 75 or 76(GA or S Endorsement) | 60, 61, 62(K-9), 62(6-12), 70, 71

Administrative Asst., Associate Supt., Asst. Supt. Area Voc. Center Director | 75 or 76(GA or S Endorsement) | 

Superintendent | 75 or 76(S Endorsement) | 60, 61, 62(K-9), 63(6-12), 70, 71

School Service Personnel Guidance Nurse Social Worker School Psychologist | 73, 74 | 10

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* Subject named only
** Endorsed for Supervision
*** Additional work and course requirements must be completed under the Special Education Reimbursement Approval requirements of the Department of Specialized Educational Services in order to qualify for special education personnel reimbursement.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

(Source: Repealed at 31 Ill. Reg. _____, effective ____________)