AGENDA

1. Roll Call

2. Board Member Participation by Other Means

3. Public Participation

4. Minutes of the February Education Policy Planning Committee Meeting (pp. 2-4)

5. National Board for Professional Teaching Standards (NBPTS) Presentation (pp. 5-26)

6. High School Emerging Issue Discussion (Chris Koch) (pp. 27-35)
   Discussion Participants:
   Judy Erwin, Executive Director, Illinois Board of Higher Education (IBHE)
   Debbie Meisner-Bertauski, Associate Director for Academic Affairs, IBHE
   Elaine Johnson, Vice President for Instruction & Policy Studies, Illinois Community College Board


8. District 211 PSAE Pilot Proposal (Becky McCabe) (pp. 36-38)

   (Becky McCabe)

*10. 21st Century Community Learning Centers RFSP (Myron Mason) (Plenary pp. 126-127)

11. Committee Agenda Planning/Additional Items

12. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and Board action may be taken in the plenary session.
The Education Policy Planning Committee meeting convened at 10:30 a.m.

1. **ROLL CALL:** David Fields requested roll call to be taken. See above.

2. **BOARD MEMBER PARTICIPATION BY OTHER MEANS:** There was no participation from the board members through any other means.

3. **PUBLIC PARTICIPATION:** Roger Thornton, Terri Busch, Tim Cannon and Bob LeFevre, all of Township #211, were in attendance to obtain support of a pilot program to allow students to retake the PSAE in the spring of their senior year.

   **(ORIGINAL AGENDA ITEM #11 PSAE PILOT PROPOSAL FROM DISTRICT 211 MOVED TO PUBLIC PARTICIPATION)(Becky McCabe):** Becky McCabe was in attendance to state her concerns about additional state testing. The following implications were discussed with regard to this pilot:
   - Legislative and compliance issues with requiring students who do not meet the standards;
   - Consequences if students do not pass the PSAE the second time;
   - Cost implications;
   - Issues with scores and accurate data collection; and
   - Limited resources and time issues at district and state levels

   The Committee will discuss this issue further in March.

   **PUBLIC PARTICIPATION:** Jon Furr of Holland and Knight and Kelly James from the Gates Foundation were in attendance to discuss their proposed Memorandum of Understanding (MOU) with the Governor’s office and the Gates Foundation. Ms. James summarized with the Committee the information that was in her handout. Mr. Furr spoke about the partnering with the Foundation on a national project, which has two major stands.
   - To increase collaboration among a number of national core partners including CCSSO, NGA and NASBE and the Foundation with Holland and Knight coordinating technical assistance efforts.
   - To choose five to eight states to provide sustained technical assistance on work readiness issues.
Mr. Furr proposed that Illinois be one of these states. Ms. James stated that the Foundation has done most of their work at this point with the Chicago Public Schools and charter schools in Chicago.

The Committee instructed the Superintendent to continue talking with Gates and to bring this item to the March meeting for a more thorough discussion.

(ORIGINAL AGENDA ITEM #10 GUIDELINES FOR SCHOOL-COMMUNITY PARTNERSHIPS MOVED TO PUBLIC PARTICIPATION.) (Barbara Shaw): Barbara Shaw of the Illinois Violence Prevention Authority was in attendance to discuss and obtain the Board’s support for the Guidelines for School-Community Partnerships. Interim Superintendent Koch thanked Ms. Shaw for her assistance to our agency and the Committee responded favorably to her efforts.

4. MINUTES OF THE JANUARY 2007 EPPC MEETING: The Committee approved the minutes for the January 2007 EPPC Meeting.

5. HIGH SCHOOL EMERGING ISSUE DISCUSSION: Mark Williams began by stating that this year’s High School Conference is June 14 and 15, 2007 in Bloomington. Willard Daggett and Dr. Noguera will be presenting at this conference. Mr. Williams stated that the focus for the June 2007 conference will be on professional development.

Board members asked staff to clarify how the MOU with the Gates Foundation and the Board’s work with the High School Coalition can fit together to result in a unified approach.

Becky McCabe invited the Board members to the Coalition meeting on Monday, February 28th. She further stated that the Coalition is anxious to have a dialogue with Board Members and encourages them to attend the Coalition meetings. Arrangements have been made to allow for as many members that wish to participate to do so.

The Committee plans to revisit this issue once again in a substantial discussion at the March meeting.

6. DEFINITION OF TECHNOLOGY LITERATE (Dana Kinley): Dana Kinley and Glenda Bequette were in attendance to obtain the Board’s approval on the Definition of Technology Literate and hope for adoption of this at the March Board meeting. They stated that the USDE notified states in 2005 that of a requirement to define the term “technology literate.” Ms. Kinley stated that the proposed definition is broad enough in scope and foundation to provide a universal description of technology regardless of grade level.

This agenda item will be brought back to the full Board for adoption.

7. REVIEW OF READING FIRST GRANT OVER $1 MILLION (Dana Kinley): Dana Kinley was in attendance to obtain the Committee’s retroactive approval of the FY07 Reading First Grant that exceeds $1 million.

The Committee approved for this item to go to the full Board at the plenary session.

8. REVIEW OF MATHEMATICS AND SCIENCE PARTNERSHIP RFP (Dana Kinley): Ms. Kinley asked for the Committee’s review of the Math and Science Partnership RFP. She stated that through an advisory panel which began in 2002, the focus is on institutions of higher education to develop masters degree programs with appropriate endorsements in math and science to increase the number of teachers in Illinois who are highly qualified in math and science.

The Committee approved for this item to go to the full Board at the plenary session.

9. REVIEW OF PRESCHOOL FOR ALL RFP (Kay Henderson): Kay Henderson was in attendance to obtain permission for the release of the Preschool for All RFP for FY 08. She stated that Interim Superintendent Koch gave her permission to make this retroactive. Further, we are asking for authorization from the State Superintendent to enter into the grant agreements that will be come out of the RFP that will be in excess of $1 million.
The Committee approved for this item to go to the full Board at the plenary session.

10. **ILLINOIS NEW TEACHER COLLABORATIVE INFORMATIONAL UPDATE (Linda Kolbusz-Kosan, INTC, Nancy Johnson and Linda Jamali):** Linda Jamali began by stating that the Illinois New Teacher Collaborative program is housed at the University of Illinois. She stated that Ms. Kolbusz-Kosan will be giving an update on the ten pilots for induction and mentoring that is in progress around the state. She introduced Linda Kolbusz-Kosan, who is the Program Coordinator for the Pilot programs. Linda Kosan commented that this has turned out to be a well-planned pilot program and stakeholders are pulling funding together. She added that Illinois was cited at a symposium as being one of the most progressive states due to a well-planned pilot program.

She informed the Committee that 40 districts, 680 new teachers, 351 mentors and over 22,000 students are being served. She added that there is diversity throughout the state, as the Board requested. Ms. Kosan invited the Board members to the INTC statewide conference on February 27 and 28, 2007, at the Hilton in Springfield.

11. **COMMITTEE AGENDA PLANNING/ADDITIONAL ITEMS:**

   - More discussion on the NBCT presentation for NCLB Reauthorization position and the International Teacher Recruitment and Exchanges.
   - More discussion on the high school issue with the Committee of the Whole
   - Interim Superintendent Koch suggested discussion regarding International Teacher Recruitment in the near future (possibly April)
   - Dr. Fields stated that at a later date, we will get the update on SES.

12. **ADJOURNMENT:** Vinni Hall moved to adjourn the EPPC meeting and Ed Geppert seconded the motion. The EPPC meeting adjourned at 12:30 p.m.
TO: Education Policy Planning Committee

FROM: Dr. Ginger M. Reynolds, Assistant Superintendent
       Linda Jamali, Division Administrator, Certification

Agenda Topic: National Board for Professional Teaching Standards Presentation

Materials: The following materials were provided by the presenters. In some cases only Executive Summaries are included because the reports are lengthy. Full reports are available.

- Principal and Teacher Leadership in Chicago: Early Evidence on Two Initiatives (Executive Summary)
- Principal and Teacher Leadership in Chicago: Continuing Analysis of Three Initiatives (Executive Summary)
- Using Illinois NBCTs to Improve Student Achievement
- Increasing Capacity to Serve Teachers in Rural Communities
- Using Illinois NBCTs to Lead School Improvement
- Survey of Chicago National Board Certified Teachers (not available from presenters in time for inclusion in Board packet)

Staff Contact(s): Linda Jamali
               Angela McDermott

Purpose of Agenda Item
In response to a request by Ms. Paula Johnson Purdue and Ms. Loretta Durbin, the Education Policy Planning Committee will hear a presentation in support of the NBPTS program. The presentation will include the results of a survey of National Board teachers and candidates.

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

Expected Outcome(s) of Agenda Item
The presentation and subsequent discussion will provide Board members with additional information about the NBPTS program, especially as it relates to mentoring.

Background Information
Please see attached materials.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: The Board has supported National Board Certification in Illinois.

Budget Implications: The Board recommended an increase in funding for National Board Certification in its FY2008 budget.

Legislative Action: None
Communication: None

**Superintendent’s Recommendation**
None needed.

**Next Steps**
To be determined.
Principal and Teacher Leadership in Chicago:

Early Evidence on Two Initiatives
March 2004

Penny Bender Sebring
Susan Sporte
Stephen Ponisciak
Elaine Allensworth

Prepared for
The Chicago Public Education Fund
Principal and Teacher Leadership in Chicago:

Early Evidence on Two Initiatives

March 2004

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EXECUTIVE SUMMARY

The purpose of this study was to gather initial evidence about the performance of LAUNCH principals and National Board Certified teachers, particularly whether they are building the capacity of their schools to improve student learning, and for LAUNCH principals, whether learning gains are larger in their schools than in others. The Chicago Public Education Fund invests in both programs. The results are based on data from the annual compilation of test scores and regular, biannual surveys conducted by the Consortium on Chicago School Research. This was a small-scale study designed to provide preliminary findings and a baseline for monitoring progress in the future. The results are somewhat encouraging, particularly for National Board Certified Teachers.

LAUNCH

LAUNCH has been able to recruit and place Latino principals, who traditionally have been underrepresented in CPS.

LAUNCH principals and the vast majority of other new and veteran principals received their advanced degrees and certification through Chicago-area universities, suggesting that these institutions could be fertile ground for strengthening principal preparation.

Most LAUNCH graduates had taught for 16 years or more before assuming the role of principal. They have been in their current positions about two years, and expect to stay for only another six and one-half years.

LAUNCH graduates appear to be more active than other new or veteran principals in obtaining professional development for themselves and their faculties.
Teachers did not rate LAUNCH principals any differently than other new principals or veteran principals with respect to leadership competence. Since LAUNCH principals are relatively new, this is not surprising.

Gains in student learning were slightly better for schools led by LAUNCH principals than schools led by other new principals, but the differences were very small. There were no differences in learning gains between LAUNCH principals and veteran principals. It is still early to expect substantial impact of LAUNCH on student outcomes.

LAUNCH principals reported several major roadblocks to improving student learning: lack of time for teacher planning and professional development; difficulty removing poor teachers; social problems in the school’s community (poverty, gangs, drugs, etc.); parents who are apathetic or irresponsible about their children; and problem students (apathetic, hostile, etc.).

Although there was variation between elementary schools and high schools, candidates and board-certified teachers were often more likely than other teachers to be actively involved in professional development and to show more intense commitment to their school.

Principals often rated board-certified teachers as extraordinary with respect to their competence in teaching, diagnosing students’ needs, setting high standards, pacing instruction, and helping other teachers.

Board-certified teachers were twice as likely as other teachers to hold leadership roles, such as Local School Council representative, reading specialist or facilitator, lead teacher, or union delegate. Principals stated that about two-thirds of these teachers led professional development activities.

Schools with clusters of candidates and/or board-certified teachers showed more intense involvement of teachers in schoolwide decisions, a stronger orientation toward innovation, and a slightly stronger sense of teacher responsibility for the entire school.

In conclusion, the Chicago Public Education Fund has invested in programs that show promise. The evidence for LAUNCH was more neutral, but it is early in the new principals’ tenure to expect differences in teachers’ ratings and student outcomes. The Fund’s investment in board-certified teachers is helping the city’s school system provide high-caliber teachers for schools that may not otherwise be able to attract them.
Principle and Teacher Leadership in Chicago
Continuing Analysis of Three Initiatives

Holly M. Hart
Stephen M. Ponisciak
Susan E. Sporte
W. David Stevens

Prepared for
The Chicago Public
Education Fund
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In 2004, the Consortium on Chicago School Research (CCSR) provided The Chicago Public Education Fund (The Fund) with an initial look at the performance of Leadership and Urban Network for Chicago (LAUNCH) and principals and teachers certified by the National Board for Professional Teaching Standards (NBPTS), two leadership programs that were just becoming established in Chicago. The aim of this formative evaluation is to provide information for continued program improvement. In this report we update previous findings and examine New Leaders for New Schools (NLNS), a more recently initiated principal training program. Results are based on data from the annual compilation of test scores and the biannual surveys conducted by CCSR.

Overall, comparisons between LAUNCH, NLNS, and comparably experienced principals show a small number of significant differences. Given an average tenure of three years for LAUNCH principals and a year and a half for NLNS principals, it may be too soon to detect differences in such outcomes as organizational climate and student learning gains. Suggestions for future work are described in our interpretive summary.

LAUNCH

The number of LAUNCH principals has nearly doubled since our last analyses to 61, though only a small number (8) work in high schools. The proportion of principals with doctorates has increased overall, but particularly among LAUNCH principals: the number with doctorates has increased by 20 percentage points since 2003. Nearly all LAUNCH principals earned their highest degree from universities in the Chicago area.

- The average age of LAUNCH principals is 51. They have served an average of three years as principal and plan to serve another seven to eight years.
- Elementary school LAUNCH principals report using data for curricular decisions—such as setting individual and schoolwide goals for students—to a greater extent than other elementary principals.
- The amount of time LAUNCH principals report spending on personal and staff professional develop-
ment has dropped considerably since 2003 to a level similar to that of other principals.

- Teachers did not rate LAUNCH principals differently than comparably experienced principals in terms of leadership, though in elementary schools with LAUNCH leaders teachers did report greater use of reformed literacy practices and more teacher-parent interaction.

- No differences in student learning gains between LAUNCH and comparably experienced or veteran principals were found.

- Only two LAUNCH elementary schools had a cluster of national-board-certified teachers (NBCTs) and participated in the survey. Yet these schools showed dramatic effects. Of 16 measures, 8 showed significantly positive differences compared to schools with similarly experienced principals. However, we must be cautious in interpreting such effects based on only two schools.

- LAUNCH principals’ perceptions of roadblocks to school improvement also changed from 2003. “Pressure to raise test scores,” rose from fifth to first on the list of most serious obstacles.

- LAUNCH principals reported greater satisfaction with their pre-service training than other principals and also reported greater confidence in their ability to carry out leadership tasks.

**NLNS**

NLNS principals are still few in number. At the time of the survey there were only 13 NLNS principals (10 in elementary and 3 in high schools). All three high schools led by NLNS principals have opened since the fall of 2001. All high school NLNS principals and 60 percent of elementary NLNS principals taught for at least six years prior to becoming a principal. Similar to LAUNCH and other CPS principals, nearly all NLNS principals earned their highest degree from universities in the Chicago area.

- NLNS principals are much younger than either LAUNCH or other comparably experienced principals, with an average age of 42 years at the elementary level and 36 at the high school level. They averaged a year and a half in their positions but expect to work more years as principals (an average of 11 and 17.5 additional years for elementary and high school principals, respectively).

- On measures of leadership, NLNS principals were not rated differently than other comparably experienced principals. However, teachers in their elementary schools rated them more positively in the areas of professional capacity and instruction. Specifically, they reported greater innovation and reflective dialogue among the teaching staff and fewer traditional literacy practices and assessments.

- No differences in learning gains were found for NLNS principals, though their brief tenure at their schools may make this a premature expectation.

- While NLNS principals were very satisfied with their pre-service training, they indicated less confidence than other principals in handling operational management and budget issues.

**NBPTS**

Though teachers certified by the NBPTS were more likely than other teachers to work in magnet and more advantaged schools, the majority worked in regular schools. More than half taught in schools where 80 percent or more of the students came from low-income families.

- High schools with clusters of at least three national-board-certified teachers (NBCTs) scored significantly higher on several measures of professional capacity, including collective responsibility, reflective dialogue, and teacher-teacher trust.

- In elementary schools a similar trend in scores was evident, but differences did not reach statistical significance. However, elementary schools with NBCT clusters were significantly more likely to use reformed literacy practices.

- NBCTs were also more likely to report holding leadership positions than other teachers.

- Most principals report offering a variety of supports to teachers seeking national-board certification.
Those supports least likely to be offered are the most expensive for schools—providing substitute teachers, shielding candidates from extra duties, and providing stipends for extra expenses.

In conclusion, the most positive findings begin to suggest support for The Fund’s theory of action, that a concentration of talented teachers and leaders in a school will move the school toward improvement, though causation cannot be established with the available cross-sectional data. Future analyses with larger numbers of LAUNCH and NLNS principals, more years of survey data for use longitudinally, and greater survey participation may yield more definitive results. A more in-depth look at schools, perhaps using in-person interviews and observations, might be required to capture early differences between LAUNCH, NLNS, and other principals before they reach the level detectable in schoolwide organizational measures and student learning gains.
Overview

The purpose of this white paper is to show how National Board Certified Teachers (NBCTs) improve student achievement and how the expansion of the Illinois Teaching Excellence Act will improve performance in Illinois schools. This paper highlights:

- Illinois case studies and results of research showing NBCT impact on student achievement,
- The Illinois National Board for Professional Teaching Standards (NBPTS) Comprehensive Support System, a partnership between the National Board Resource Center (NBRC) at Illinois State University and the Illinois State Board of Education, as a resource to grow and train NBCT leaders, and
- Research-based strategies for Illinois leaders to expand the impact of NBCTs on Illinois student achievement.

Case studies of three Illinois schools in Chicago, Elgin, and Sorrento, and independent research studies show that NBCTs improved student achievement on standardized tests in classrooms and schools. The Illinois NBPTS Comprehensive Support is the only statewide system in the country with the capacity to recruit and support candidates for National Board Certification, and train NBCTs as mentors and leaders in school improvement throughout Illinois. Illinois leaders can advance the state’s Comprehensive Strategic Plan for Elementary and Secondary Education (ISBE, 2005) by:

- Growing the number of Illinois NBCTs,
- Providing NBCTs continued access to leadership and school improvement training, and
- Building the capacity of leaders in schools, districts, and Regional Offices of Education, and the Illinois State Board of Education to use NBCTs as school improvement leaders and professional development providers.

Lynn Gaddis, NBCT and Stephanie Epp, NBCT Co-Directors, National Board Resource Center at Illinois State University

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Illinois Case Study
Chicago Public Schools
Gray Elementary School

NBCTs Increase ISAT Reading and Math Scores above State Average

As a result of a teacher survey, Principal Sandra Carlson asked the six National Board Certified Teachers (NBCTs) at Gray Elementary School to design and deliver professional development to the teachers focused on reading and math. As a result, third and fifth grade students at Gray Elementary School outscored state averages on the Illinois Standards Achievement Test (ISAT) reading and math in 2004 with eighth grade students improving to within 3 percent of the state.

- Third grade students improved 14 percent in reading and 7 percent in math.
- Fifth grade students improved 19 percent in reading and 23 percent in math.
- Eighth grade students improved 9 percent in reading and 3 percent in math.

The six NBCTs used what they learned in the NBPTS process to teach other teachers how to analyze student work, collaboratively identify what was working and not working, and use scientifically based research instructional strategies to improve reading and math learning. NBCT Lisa Pappas believes that a key factor in the student achievement gains was that the NBCTs worked with the principal, school improvement team, and mentor teams to support changes at the school. The team of NBCTs at Gray Elementary School immersed their staff in the National Board’s standards for accomplished teaching — Curriculum, Learning Environment, Diversity, Multiple Pathways to Student Learning, and Assessment to improve student achievement.

“NBCTs used what they learned as candidates for National Board Certification in the Chicago Public Schools training to teach other teachers about best practices, to lead other teachers, and to not be afraid to help those teachers be leaders.”

Lisa Pappas, NBCT
Gray Elementary School
Illinois Case Study
Bond County Community Unit School District No. 2
Sorrento Elementary School and Greenville Elementary School

NBCTs’ Students in Title One Rural School Score over 80% in ISAT Tests

The Assistant Superintendent for Curriculum, Peggy Allan, identified National Board Certified Teachers (NBCTs) to improve student Illinois Standards Achievement Test (ISAT) performance at Sorrento School. One NBCT moved to third grade, where students improved writing scores from 28 percent in 2003 to 83 percent in 2004 meeting or exceeding the state standards. Another NBCT showed consistent results over three years with 100 percent of students meeting or exceeding the state writing standards.

“Having five NBCTs in Sorrento Elementary School and four NBCTs in Greenville Elementary School created a new legion of teacher leaders. Such personal, professional growth has enabled them to become more confident and anxious to share what they have learned from the NBPTS process with colleagues. The NBCTs are ready and willing to be teacher leaders and mentors and to be risk takers and innovative to implement their new learning in the classroom. They feel so much more analytical and reflective and they constantly evaluate themselves to redirect their teaching and look at students more as individuals. From an administrative standpoint of promoting instructional leadership and better teaching, having teachers engaged in analyzing themselves and their teaching strategies, what else could you ask for?”

Peggy Allan, Assistant Superintendent
Bond County Community Unit School District No. 2

Independent Research: NBCTs Impact Student Achievement

Elementary Students Gain 25 Days of Instruction with NBCTs

In a study of the 1999-2003 Stanford Achievement Test-ninth edition scores of Arizona third to sixth grade students in 14 school districts, researchers found that students in National Board Certified Teachers’ (NBCTs) classrooms outperformed students whose teachers are not NBCTs. Further, researchers found that those gains went beyond higher test scores, adding up to learning improvements equivalent to more than a month’s worth of additional time in the classroom. (Vandevoort, Amrein-Beardsley, & Berliner, 2004).

High School Students of NBCTs Achieve in Math

In a National Science Foundation-funded study of more than 100,000 Miami-Dade, Florida, ninth and tenth grade math students, Cavalluzzo found that students of National Board Certified Teachers (NBCTs) scored higher on the Florida Comprehensive Assessment Test (FCAT). Records show that NBCTs were particularly effective with black and Hispanic students. The research also showed that National Board Certification had a greater effect than state certification to teach math or relatively more teaching experience (Cavalluzzo, 2004).

Students in NBCT Classrooms Score Higher On Achievement Tests

In a U.S. Department of Education-funded study of more than 600,000 North Carolina third to fifth grade students’ annual test scores from 1996-1999, researchers found that students of National Board Certified Teachers (NBCTs) outperformed the students of other teachers. The gain was higher (15 percent) for younger and lower-income students of NBCTs (Goldhaber & Anthony, 2004).

Students of NBCTs Learn More

In a national study of National Board Certified Teachers (NBCTs) and teachers who did not achieve National Board Certification, researchers found that NBCTs outperformed non-NBCTs on 13 dimensions of effective teaching. Students of NBCTs demonstrated a deeper understanding of the content taught than the students of non-NBCTs (Bond, 2002).

Chicago Principals Rate NBCTs as Extraordinary

In a University of Chicago study, researchers found that most Chicago National Board Certified Teachers (NBCTs) work in high-needs schools and are rated by their principals as demonstrating extraordinary skill in teaching, diagnosing student needs, setting high standards, and helping colleagues (Chicago Public Education Fund, 2004).

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National Board Certification is all about data-driven instructional improvement. Teachers who achieve this designation spend one year and hundreds of hours videotaping their teaching, analyzing student work, and documenting their ability to help all learners achieve high standards. Research shows that teachers who complete the process, whether or not they achieve, believe they experienced outstanding professional development that helped them improve the work they do with students (NBPTS, 2001).

NBCTs seek and assume leadership roles.

• In a survey by the National Board for Professional Teaching Standards (NBPTS) of all National Board Certified Teachers (NBCTs) in 2001, 99.6 percent said they were involved in at least one leadership activity to improve the quality of teaching or boost student learning in the nation's classrooms.

• On average, NBCTs were involved in 10 leadership activities and almost all respondents, 89 percent, agreed that increased involvement in leadership activities made them more effective as educators (NBPTS, 2001).

• The Chicago Public Education Fund study (2004) found that “schools with clusters of candidates and/or NBCTs showed more intense involvement of teachers in school wide decisions, a stronger orientation toward innovation, and slightly stronger sense of teacher responsibility for the whole school and not only their classrooms.”

• In a February 2005 survey of Illinois NBCTs by the National Board Resource Center (NBRC) at Illinois State University, more than 58 percent of NBCTs currently have leadership roles as mentors of teachers and 39 percent have roles in curriculum development.

However, not all NBCTs have access to support other teachers. Two research studies (Berry, 2005, and WestEd, 2001) shed light on the factors that impede NBCTs in accessing leadership opportunities.

• Berry (2005) found three factors as barriers to NBCTs' involvement in school reform:
  1. The lack of administrator support for and knowledge of the National Board standards and assessment process,
  2. Too little time for teachers to work with their colleagues, and
  3. A critical need among NBCTs for professional development in the area of adult leadership.

• The WestEd study, similarly, found that NBCTs had little access to leadership opportunities in school improvement. The WestEd study reported that NBCTs, on completing the National Board Certification process, found a renewed commitment to working with the lowest-performing students. “On the other hand, several recently completed candidate and NBCTs expressed frustration with the lack of opportunities for leadership and professional growth at both school and district levels.”

Illinois Case Study
Elgin School District U-46 – Channing School

**NBCTs Led Teachers in Poverty School to Increase ISAT Scores**

The Elgin School District U-46 in Illinois used the expertise of four National Board Certified Teachers (NBCTs) to support teachers in an Academic Early Warning List (AEWL) school to produce the second largest percentage of increase in Illinois Standards Achievement Test (ISAT) scores in both reading and math in 2004. When Channing School was identified on the AEWL, NBCT Deb Fralick asked Superintendent Connie Neal if she and three other NBCTs could help the teachers impact the learning of the 99 percent poverty-level, and Hispanic students. These four NBCTs delivered professional development twice a month and mentored teachers from November 2003 to March 2004. They supported teachers in learning about the ISAT reading, math, and writing tests and implementing instructional strategies to improve student skills. The result is that Channing Elementary School students increased their performance by 24.7 percent in the 2004 ISAT scores with 67.3 percent of students meeting or exceeding state standards.

www.coe.ilstu.edu/ilnbpts/
The National Board Resource Center at Illinois State University was designated by NBPTS in 1999 as one of five National Board Resource Centers in the country. By using a comprehensive support system and Web-based services, this center has distinguished itself as a model program ensuring that teachers in urban, suburban, and rural communities across Illinois have access to training which is improving teaching and student learning in their schools.”

Joseph Aguerrebere, President
National Board for Professional Teaching Standards

Capacity of Illinois NBPTS Comprehensive Support System

Since 1995, the Illinois State Board of Education has supported National Board for Professional Teaching Standards’ (NBPTS) candidates by paying the application fee and offering mentoring support. In 1997, the legislature passed the Illinois Teaching Excellence Act, stipulating the only means to the Illinois Master Teaching Certificate is by achieving National Board Certification. Illinois Master Teachers are eligible for a $3,000-a-year stipend and mentor compensation. From 2002 to the present, the Illinois State Board of Education partnered with the National Board Resource Center at Illinois State University to implement statewide expansion of NBPTS in Illinois through the Illinois NBPTS Comprehensive Support System.

The Illinois NBPTS Comprehensive Support System has the capacity to continue to increase the number of National Board Certified Teachers (NBCTs), offer leadership training to Illinois NBCTs and collaborate with leaders in schools, districts, Regional Offices of Education, and the Illinois State Board of Education to use NBCTs in improving student learning throughout Illinois. Since 2002, this NBCT-led system:

• More than tripled the number of NBCTs from 348 in 2001 to 1,239 in 2004,
• Developed and delivered mentor and leadership training to NBCTs, and
• Worked with educational leaders in schools, districts, unions, Regional Offices of Education, and universities in all regions of Illinois.

NBCT Regional Coordinators in eight regions of the state coordinated the work of five local coordinators each to recruit, support candidates, train NBCTs and support school leaders in developing programs. The Illinois NBPTS Comprehensive Support System led by NBCTs has the networked system and the capacity to train NBCTs and collaborate with school leaders to use NBCTs as leaders of increased student achievement and school improvement.

Research-based Strategies for NBCTs to Impact Student Achievement

Research results and the Illinois case studies suggest a few key policies that the state could adopt to use National Board Certified Teachers (NBCTs) to improve student achievement.

• Continue to increase the number of NBCTs to enable all teachers and students throughout Illinois access to highly accomplished teacher leaders. Recruit and support candidates in identified regions of the state with greatest need, particularly those areas with few NBCTs or high incidence of low performing schools.

• Continue to use the Illinois National Board for Professional Teaching Standards (NBPTS) Comprehensive Support System at the National Board Resource Center at Illinois State University to offer training to NBCTs in leading teachers and administrators in school improvement process, mentoring, and professional development. NBCTs have been assessed to show they can analyze student work and their teaching decisions to redirect their instruction so all students will move toward meeting standards. It makes sense that these accomplished teachers should have opportunities to continue to learn how to impact other teachers through mentoring and professional development of best practices.

• Build the capacity of leaders in schools, districts, unions, Regional Offices of Education, and universities to use NBCTs in leadership roles to improve student achievement. Design opportunities for NBCT teacher leaders in their schools, districts, and regions to work toward the goals and objectives of the Illinois State Board of Education Comprehensive Strategic Plan for Elementary and Secondary Education.

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Increasing Capacity to Serve Teachers
In Rural Communities
THE ILLINOIS MODEL

Program Description

Building upon an existing statewide infrastructure, the Illinois project extends National Board Certification opportunities to teachers in traditionally underserved rural areas of the state. Strategic outreach efforts, dedicated National Board Certified Teachers and careful tracking have ensured that teachers from all communities have access to the process and are engaged in high quality professional development.

Previous activity in Illinois primarily came from strong and successful programs in Chicago Public Schools and a few other communities. The focus of this project was to extend the program into all of the state’s communities, especially some of the most rural. The program involves several key components: it trains and promotes collaboration of NBCT leaders to deliver awareness sessions, pre-candidacy recruitment sessions, candidate support and mentor training; it develops and disseminates materials, resources, and candidate support meeting curricula to NBCTs to support them in that role; and it utilizes a website and other online supports to increase access for teachers within the state and in other locations.

Indicators of Success

★ Candidate volume in rural Illinois – the project’s targeted area – doubled in the first year and continues to grow.

★ Increased awareness and support from stakeholders in the business community and from policymakers.

★ Increased participation from minority candidates in communities that previously had limited awareness and involvement.

Key Steps to Success

1. Ensured equity and access across the state while allowing local NBCT consultants to develop individual and customized programs within their communities that were responsive to local needs.

2. Built the capacity of NBCTs to mentor candidates and assume other leadership roles to improve education in the state. Made resources easily available to NBCTs to support them in these roles.

3. Supported overall state educational goals by marshalling NBCTs to help address challenges in literacy instruction, thereby positioning NBCTs as a resource for improving education throughout the state.

4. Engaged large numbers of NBCTs – at least half of the state’s more than 800 – in the program and offered a range of opportunities for NBCTs to get involved.

5. Housed the program at a university that is known in the state and the nation as a strong teacher education institution and the program is viewed as a natural extension of the university’s work.
“This was a very rewarding experience for me. I felt like I was giving back to my community by exposing educators to the possibilities that exist with NBPTS. I was thrilled at the level of participation at all of the meetings that I held. I am still receiving kudos from those who attended.”

Gwendolyn Lee, Ph.D., Associate Superintendent of Schools
Thornton Township, District 205, Illinois

Lessons Learned

★ Personal relationships make a critical difference in building support for and offering the program. Coordinators and NBCT consultants have built strong relationships with stakeholders throughout the state – at the state level and at the local level – and those relationships have helped them to maintain support for the program even as tough economic conditions have forced schools to reduce or eliminate professional development resources.

★ Personal relationships and outreach also have led to increased candidate participation from teachers in minority populations. Broader recruitment strategies, including typical activities like putting flyers in teachers’ mailboxes, were less likely to result in increased participation from minority teachers. Instead, NBCTs engage in person-to-person outreach as a way to help more teachers feel welcomed into the process.

★ Communications about the program always focus on solving problems and fulfilling the needs of that person or organization. Program coordinators and other leaders always strive to answer the question, “NBCTs, so what?” They work to position Illinois NBCTs and the services provided by the National Board Resource Center as resources for the emerging issues and needs in Illinois education.

Next Steps

As the number of NBCTs across the state continues to grow and NBCTs build their capacity to influence change and improve education, program supporters have come to understand the critical role strong teachers should play in improving education.

Contact:

Dr. Lynn Gaddis, NBCT
705 E. Lincoln, Suite 313
Normal, IL 61761
Phone: (309) 454-4980
Email: lagaddi@ilstu.edu

“The National Board Certification process has profoundly changed the way my professional community views accomplished teaching by focusing teachers on best practice as it directly relates to student learning. Because of what they have learned through this process, NBCTs in my area have been able to impact the quality of professional development activities in their own schools, resulting in positive changes for student learning.”

Becky Hatch-Prochaska, NBCT Coordinator
Kindergarten teacher, Goodrich School,
Woodridge, Illinois
Overview

The purpose of this paper is to explore leadership by National Board Certified Teachers (NBCTs) as a critical element for improving schools and student learning in Illinois. It builds on a previous publication entitled “Using Illinois NBCTs to Improve Student Achievement.”

A growing body of independent research shows that NBCTs are more effective at improving student achievement than their non-board certified counterparts. Several national studies, using different methods and samples, provide evidence that students of NBCTs at both the elementary and secondary levels outperform their peers on standardized tests and other measures of learning (Bond, 2002; Cavalluzzo, 2004; Goldhaber & Anthony, 2004; Vandeventor, Amrein-Beardsley, & Berliner, 2004). In one study, researchers found that those gains went beyond higher test scores, adding up to learning improvements equivalent to more than a month’s worth of additional time in the classroom (Vandeventor, Amrein-Beardsley, & Berliner, 2004). The positive effects of having an NBCT for a teacher are even greater for minority (Cavalluzzo, 2004) and low-income (Goldhaber & Anthony, 2004) students.

This second paper on NBCT leadership highlights

• Results of a survey of Illinois NBCTs about their leadership roles to improve student learning,
• Voices of Illinois NBCTs and other educators engaged in leadership for student learning,
• Illinois initiatives designed to promote NBCT leadership for student learning, and
• Research-based strategies for Illinois leaders to create the conditions for NBCTs to lead school improvement focused on student learning.

Increasing demands for school accountability, coupled with research-based evidence that NBCTs positively impact student learning, have resulted in heightened attention to ways that schools can effectively utilize the expertise of NBCTs on a broader scale. In order for this to occur in Illinois, educational leaders must set the conditions that allow NBCTs to successfully assume leadership for school improvement by

• Designing a variety of leadership roles that use the expertise of NBCTs to improve student learning,
• Providing Illinois NBCTs with leadership training and support to improve schools, and
• Creating the conditions, especially in high-needs schools, to allow NBCTs to collaborate with colleagues and implement best practices to help all students learn.

Lynn Gaddis, NBCT, and Stephanie Epp, NBCT
Co-Directors
National Board Resource Center at Illinois State University

Illinois Initiative
State Action for Education Leadership Project

A Seamless Route to Leadership for Illinois NBCTs

The Illinois State Action for Education Leadership (IL-SAELP) project, funded by The Wallace Foundation, focuses on strategies to address the conditions that enable effective leadership and leadership development in Illinois schools. Aligned with the goals of the No Child Left Behind (NCLB) legislation, these strategies center on strengthening leaders’ decision-making authority and ability to address issues of student achievement and stimulating administrator preparation and professional development programs that focus on improving student achievement. One specific IL-SAELP initiative will work with universities around the state who already support NBCTs to develop a seamless route to Illinois Type 75 certification for NBCTs who wish to become instructional leaders. Offering this seamless route to Type 75 certification will provide Illinois schools with instructionally savvy teachers prepared for leadership positions aimed at improving student achievement. A second certification under consideration is that of teacher leader. This certificate will give an additional career path opportunity to NBCTs and other accomplished teachers who do not want the responsibilities of a Type 75 certificate but wish to lead instruction either at the school or district level.

“One of the ways Springfield schools enact our commitment to the improvement of teacher quality is through support of those who seek and receive National Board Certification. We believe that recipients of National Board Certification represent an important resource, not only to their students, but also to their teaching colleagues. Each NBCT has publicly demonstrated professional expertise in both content knowledge and pedagogy. As a district, we would be remiss in our failure to acknowledge this accomplishment. To this end, our Board of Education celebrates the achievement of National Board Certification through public recognition and a salary award. We are currently exploring possibilities with NBCTs for tapping their expertise and interest as mentors within our New Teacher Induction program, as professional development providers, and as hosts of observation/demonstration classrooms. By the conclusion of the coming school year, we hope to have in place defined opportunities for NBCTs in which they will continue to grow as teacher leaders, hone their professional skills, and assist others in the improvement of professional practice.”

Sue Dole
Deputy Superintendent
Springfield School District No. 186
Survey of Illinois NBCTs—Leadership Roles

In 2005, the National Board Resource Center at Illinois State University conducted a survey of 1,073 Illinois NBCTs to determine their current leadership roles, interest in new leadership opportunities, and perceptions of the kinds of training and support needed to assume new leadership roles (Gaddis & Epp, 2005). Nearly 600 Illinois NBCTs completed the survey, resulting in a 55% response rate. Their comments about teacher leadership bear striking similarities to those made by other NBCTs and teacher leaders in national studies (NBPTS, 2001).

Current Leadership Roles

In Illinois, nearly all (92.2%) of the NBCT respondents indicated that they hold multiple leadership roles in addition to their full-time assignments as classroom teachers (83.7%); department chairs, instructional coaches, library/media specialists and counselors (10.8%); and administrators (2.2%). The additional leadership roles cited by these NBCTs included that of mentor, school improvement coach, literacy coach, professional association/union leader, tutoring coordinator, internal review or school improvement team member, grant-writer, curriculum developer, trainer for the Illinois Standards Achievement Test, and professional development provider. Over half (57.2%) of the NBCT respondents mentor their colleagues, and nearly one-third (32%) work with student teachers.

Just over half (51.3%) of the Illinois NBCT respondents indicated that they had assumed new leadership roles as a result of becoming a National Board Certified Teacher. These new leadership roles include providing instructional support to colleagues in key areas such as math and reading, opening a new school focused on reflective practices, mentoring new teachers, mentoring colleagues seeking National Board Certification, leading a school improvement team, coordinating national accreditation for pre-kindergarten and kindergarten programs, teaching at area universities, conducting action research, leading technology initiatives, and serving on various state advisory committees.

Desired Leadership Roles

The NBCT respondents are committed to their work with students in classrooms and are also interested in new leadership opportunities pertaining to school improvement, student learning, and the mentoring and induction of colleagues into the profession. Table 1 outlines the most frequently selected leadership roles NBCT respondents would like to assume.

<table>
<thead>
<tr>
<th>Table 1. Desired Leadership Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher mentor ............................................... 49.4%</td>
</tr>
<tr>
<td>Cooperating teacher/Supervisor for student teachers ........................................ 45.2%</td>
</tr>
<tr>
<td>Adjunct faculty at a college or university ........................................ 34.6%</td>
</tr>
<tr>
<td>Curriculum director ........................................ 26.3%</td>
</tr>
<tr>
<td>Professional development director ........................................ 21.4%</td>
</tr>
<tr>
<td>School improvement coach ........................................ 18.5%</td>
</tr>
<tr>
<td>Department head/Chair ........................................ 15.5%</td>
</tr>
<tr>
<td>Literacy coach ........................................ 15.0%</td>
</tr>
<tr>
<td>Principal/Assistant principal ........................................ 15.5%</td>
</tr>
<tr>
<td>New teacher induction director ........................................ 7.5%</td>
</tr>
</tbody>
</table>

(Percentages total more than 100% as respondents were asked to mark all leadership roles of interest.)

Preparation for Leadership

Respondents believed that the National Board Certification process equipped them with competencies for leadership in the arenas of effective instruction, assessment, parent and community involvement, data-driven decision-making, and promoting equitable practices within the school. Table 2 outlines the competencies most frequently selected by respondents.

<table>
<thead>
<tr>
<th>Table 2. Competencies for Leadership as a Result of National Board Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying methods for effective instruction ........................................ 94.0%</td>
</tr>
<tr>
<td>Using multiple methods to assess student learning ........................................ 90.3%</td>
</tr>
<tr>
<td>Involving parent and community members in the school ........................................ 76.4%</td>
</tr>
<tr>
<td>Promoting respect for diversity and equitable practices in the school ........................................ 75.7%</td>
</tr>
</tbody>
</table>

(Percentages total more than 100% as respondents were asked to mark all competencies gained.)

When asked which competencies for leadership they would like to further develop, Illinois NBCTs wanted to know more about promoting student achievement in collaboration with their building- and district-level colleagues, mentoring, grant-writing, and providing effective professional development.

NBCTs and the Type 75 Illinois Administrative Certificate

Most of the NBCT respondents (79.7%) of this survey do not hold a Type 75 Illinois Certificate. Of the 20.3% who do hold a Type 75 Certificate, 80% are not using the Type 75 in their current role. Of the NBCT respondents who do not currently hold the Type 75 Illinois Certificate, 78.4% would pursue an NBCT route to an Illinois Teacher Leader credential, if one were available. 44.3% would pursue an NBCT route to a Type 75 Illinois Certificate.

“I believe that as we increase the number of NBCTs in our district, we are more likely to address the mandates of NCLB. Not only are NBCTs more adept at solving classroom learning issues, they are more willing to do so. Out of 38 NBCTs in our district, nine currently serve as department chairs. In addition, two are currently serving as building technology directors and another is an assistant principal. In addition, NBCTs serve as facilitators of the new teacher induction program, NBCT mentors, staff development organizers, and assessment coordinators. Several NBCTs have been instrumental in the development of new courses to serve our at-risk, low-achieving populations.”

Samantha Dolen, NBCT
Science Department Chair
James B. Conant High School, Township High School District No. 211

www.coe.ilstu.edu/ilnbpts/
Independent Research: Conditions for Effective NBCT Leadership

NBCT Leadership in Low-Performing Schools

Linquist and Peterson (2001) found that NBCTs in low-performing schools in California improved the “professional culture and quality of teaching in low-performing schools” if administrators (a) understood and supported the National Board Certification process; (b) ensured “priorities, expectations, and management practices aligned to National Board tenets and processes”; and (c) used the expertise of NBCTs in a variety of leadership capacities. They also found that teachers in low-performing schools should be encouraged to pursue National Board Certification over time in a tiered, developmental process, and to use the National Board for Professional Teaching Standards (NBPTS) as part of “built-in” time within school routines to discuss accomplished teaching that promotes student learning.

NBCT Leadership in Urban Schools

In conjunction with The Chicago Public Education Fund and NBPTS, Berry and King (March 2005) profiled NBCT initiatives in four urban centers—Chicago, Illinois; Charlotte-Mecklenburg, North Carolina; Los Angeles, California; and Miami-Dade County, Florida—to outline several strategies for bringing NBCTs and other accomplished teachers into the schools that need them most. According to the participating NBCTs, the following conditions must be in place for them to effectively lead school improvement initiatives in low-performing schools:

• Principal leadership must be good—NBCTs do not want to work for ineffective principals.
• Administrators must understand the National Board Certification process and the potential benefits of working with NBCT leaders to improve student achievement.
• NBCTs need access to leadership training.
• NBCTs and other accomplished teachers want to work with “kindred spirits” and have time to collaborate.
• “Accomplished teachers need smaller ‘case’ loads so they can get to know students and their families well.”
• NBCTs need access to instructional resources that support their use of best practices.
• Accomplished teachers, and all building staff, need ongoing training to build a collaborative learning community.
• Though ranked as least important by the participating teacher leaders, NBCTs and other accomplished teachers “should expect salary and/or other incentives to teach in low-performing schools.”

NBCTs’ Leadership in Rural Schools

Berry, Johnson, and Montgomery (February 2005) conducted a case study of how a rural school in North Carolina, with 60% of students living in poverty, tapped the talent of its nine NBCTs out of 25 teachers to transform teaching and learning. Within five years, the school moved from 56% of students at or above grade level to 83% of students at or above grade level.

“As a result of their own certification experience, NBCTs can speak convincingly about the value of conducting regular classroom assessments and engaging in personal reflection; inviting ‘critical friends’ to observe in classrooms and offer constructive criticism; and using self-improvement strategies such as analyzing videotaped lessons, sampling student work, and reading and critiquing professional literature. In addition, NBCTs try out and model new instructional strategies.” These rural teachers and administrators understand how to use the NBPTS process and NBCTs to improve student achievement throughout the school.

Illinois Initiative Urban Summit for NBCT Leadership

Chicago Leads National Summit on Using NBCTs for School Improvement

The Chicago Public Education Fund, The Chicago Public Schools, and the National Board for Professional Teaching Standards (NBPTS) convened a national summit of four urban school districts with large numbers of NBCTs to consider how to increase the number of NBCTs and how to effectively use NBCTs to improve schools. The Chicago Public Schools set a goal of increasing the number of NBCTs teaching in the district from 380 to 1,200 by 2007. Arne Duncan, Chief Executive Officer of Chicago Public Schools, says that “the effort to increase the number of master teachers is central to the district’s plan for improvement.” The Chicago Public Education Fund has raised $2.4 million for the NBPTS project in Chicago. The four districts—Chicago Public Schools, Charlotte-Mecklenburg, North Carolina; Los Angeles, California; and Miami-Dade County, Florida—will continue to work with the Chicago Public Education Fund, NBPTS, and others to maximize the impact of NBCTs on teaching and learning in our nation’s urban centers.

“At the Chicago Public Education Fund, we believe that leadership is the single most important factor in an organization’s success. The Fund believes National Board Certification is one of the most effective ways to legitimately identify teachers who know instruction and can drive improved student achievement. NBCTs offer The Chicago Public Schools an unprecedented opportunity to identify some of their most talented teachers, team them with effective principals, and support them in improving whole-school performance.”

Janet Knupp
President
The Chicago Public Education Fund
Research-based Strategies to Use NBCT Leaders for School Improvement

National Board Certification is embedded throughout the Illinois licensure system as the only means to achieve the Illinois Master Teaching Certificate and an option for achieving or renewing the Illinois Standard Teaching Certificate (Presley & Cameron, 2005). According to the Illinois Teaching Excellence Act, Illinois Master Teachers are eligible for a $3,000-a-year stipend and mentor compensation. It makes sense to utilize these existing policies to maximize the impact of these accomplished teachers on student learning and school improvement in Illinois. Research results and Illinois initiatives suggest a few key policies that the state could adopt to use NBCTs as leaders of school improvement:

• Recruit and grow clusters of NBCTs in high-needs schools and create structures that will allow them to collaborate with one another and their colleagues on issues of student learning (University of Chicago’s Consortium on Chicago School Research, 2001).
• Expand the array of leadership opportunities available to NBCTs to improve student learning and schools.
• Provide leadership training and routes to credential NBCTs as leaders.
• Continue the work of the Illinois NBPTS Comprehensive Support System through the National Board Resource Center at Illinois State University to create and disseminate resources to improve teaching and learning in Illinois, train NBCTs, and coordinate the work of NBCT regional and local coordinators to provide professional development.

“IIn the beginning, the motivating force in our district was the $3,000 master-teacher stipend earned from the state for 10 consecutive years. As the candidate cohort journeyed through the process, their conversations became more and more about teaching and learning, research, and trends and issues relevant to the classroom. My dream is to one day have a district where being a National Board Certified Teacher is the norm and a goal all teachers have. It is the children who benefit from having been taught by a National Board Certified Teacher.”

Frances Karanovich
2004 Illinois Superintendent of the Year
Macomb Community Unit School District No. 185

“...We have a district goal of 25% of our teachers becoming NBCTs. Our school board and central office are in full support of the program, and our candidates are provided support by our National Board director and current NBCTs. The National Board process helps us truly start to understand the powerful impact we can have on student learning. Every teacher in our district has praise for the personal growth the process generates. This new insight translates into a passion to improve the learning environment for all students. Our students truly get better teaching from National Board Certified Teachers.”

Jeanie Probst, NBCT
Principal, Highland Middle School
Highland Community Unit School District No. 5

Illinois Initiative
National Board Resource Center at Illinois State University

NBCTs Designing School Improvement Resources

In 2005, the National Board Resource Center at Illinois State University convened a group of NBCTs from across Illinois with successful experience in raising student achievement and improving schools. These NBCTs worked with the National Board Resource Center staff to outline key strategies for NBCTs to support teachers in their schools and districts to improve teaching and learning. Products included facilitators’ working agendas, PowerPoint presentations, materials, and resources for NBCTs to deliver effective professional development to improve student achievement in schools. Materials are currently being developed to train NBCTs through the Illinois NBPTS Comprehensive Support System. Ten regional and 40 local NBCT coordinators will arrange training in all areas of the state. All materials and resources will be disseminated through the National Board Resource Center at Illinois State University’s Web site so NBCTs in all schools and districts will have free access.

www.coe.ilstu.edu/lnbpts/
TO: Illinois State Board of Education
FROM: Christopher Koch, Ed.D., Interim State Superintendent of Education

Agenda Topic: High Schools Emerging Issue

Materials: Data Quality Campaign Information folders

Staff Contact(s): Ginger Reynolds, Becky McCabe, Mark Williams, Connie Wise

Purpose of Agenda Item
The purpose of this agenda item is to allow the Committee of the Whole an opportunity to discuss its Emerging Issue of High Schools with representatives of the Community College Board and the Board of Higher Education.

The Draft Memorandum of Understanding with the Gates Foundation has been substantially modified from the February version and is provided at the request of the State Superintendent for your review and comment and is expected to be approved in plenary session.

Expected Outcome(s) of Agenda Item
The Board will become familiar with the proposed Gates Memorandum of Understanding and will vote to enter into the agreement formally during plenary session.

Background Information
Since the Board designated high schools as one of its Emerging Issues, at least two major opportunities for further work in Illinois have developed:

1. The Coalition for Illinois High Schools grew out of the 2006 conference The High School Challenge. This group is comprised of a long list of education stakeholders in Illinois, including the Illinois State Board of Education, who are interested in initiating high school reform. The Coalition has developed a mission statement and goals. The Board is supporting this effort. The Coalition is planning a conference for June 2007 to build upon last June’s conference at which Willard Daggett will speak, though the full agenda still is in development. This group of influential stakeholders is ready to work with the Board as it plans further high school involvement.

2. The Bill and Melinda Gates foundation has expressed interest in working with the Agency, the Governor, and the Board to build capacity in Illinois for the increased achievement of all students. The Gates Foundation is particularly interested in high schools, and its focus areas include college and work readiness. Gates is interested in finding areas of mutual interest with the Board, including high schools.
The ICCB and IBHE are critical partners in the discussion of high schools. Community colleges, for example, are experienced in the successful articulation of coursework with high schools. If we are to succeed in expanding such arrangements, we need to work in concert.

**Data Quality Impacting High Schools**

The conversation about high schools also needs to focus on data quality. The Data Quality Campaign provides a framework from which this can occur through the identification of 10 essential elements of a longitudinal data system that have direct bearing on our conversation with high schools. For example, states are being assessed on their ability to match student records between the P-12 and postsecondary systems, student-level college readiness test scores, and student level transcript information, including information on courses completed and grades earned.

Currently there are only a handful of states with the capacity to answer the following types of questions:

- What high school performance indicators (e.g., enrollment in rigorous courses or performance on state tests) are the best predictors of students’ success in college or the workplace?
- What percentage of high school graduates take remedial courses in college?
- Which teacher preparation programs produce the graduates whose students have the strongest academic growth?

The Illinois Community College Board and Board of Higher Education share a strong interest in this data so that states may make better policy decisions regarding policies impacting high schools, community colleges and institutions of higher education. Illinois currently ranks among the bottom of states currently meeting these 10 elements.

The agency just submitted a proposal for $6,000,000 to the U.S. Department of Education for a longitudinal data system that, if funded, will help to provide part of the resources for a data warehouse and also the architecture for easily transmitting data between entities.

**Superintendent's Recommendation**

The superintendent recommends approval of the following motion:

The State Board of Education approves for signature the Memorandum of Understanding between the Office of the Governor, the State Board of Education and the Gates Foundation.
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MEMORANDUM OF UNDERSTANDING AMONG 
THE OFFICE OF THE GOVERNOR ROD BLAGOJEVICH, 
THE ILLINOIS STATE BOARD OF EDUCATION, AND 
THE BILL & MELINDA GATES FOUNDATION FOR 
THE ILLINOIS COLLEGE AND WORK READINESS PARTNERSHIP

I. INTRODUCTION

This Memorandum of Understanding establishes a partnership among the Office of the Governor Rod R. Blagojevich (Governor's Office), the Illinois State Board of Education (ISBE), and The Bill & Melinda Gates Foundation (Foundation), to develop and support State policies and programs that ensure Illinois students are prepared for college and work.

Each partner has demonstrated a commitment to addressing college and work readiness. The following efforts serve as examples of this commitment:

- **Governor's Office**: Governor Blagojevich successfully led the effort to increase Illinois' high school graduation requirements for the first time in more than 20 years; has supported policies leading to increased rigor in high schools; and has proposed the formation of a P-20 Council to better address the linkages between secondary and higher education.

- **Illinois State Board of Education**: ISBE has focused on college and workforce preparation by selecting high school reform as a Board emerging issue, and by adopting as a central component of its strategic plan the goal of fostering 21st Century literacy skills. ISBE is also working with the Illinois Department of Commerce and Economic Opportunity (DCEO) and other state agency partners on improving the preparation of students for work and careers and is chairing the Illinois Workforce Investment Board Task Force on K-12 career development. ISBE, DCEO and other agency partners are working to expand the innovation talent pool in Illinois through a variety of strategies including: (i) promoting science, technology, engineering and mathematics (STEM) education; and (ii) aligning the State's activities with career and technical education and industry-led efforts such as the iBIO biosciences education initiative.

- **The Bill & Melinda Gates Foundation**: Through its partnerships in communities across the nation, the Bill & Melinda Gates Foundation is committed to raising the high school graduation rate and helping all students - regardless of race or family income - graduate as strong citizens ready for college and work.

Through this partnership, the Foundation will provide coordinated, sustained technical assistance to the Governor's Office, ISBE, and other partners (such as a State P-20 Council, if created) to help the State create an overall framework for policy enactment and implementation and step-by-step action plans for particular issues. The Foundation will provide its technical assistance primarily through Holland & Knight's Education Policy Team. Holland & Knight's Education Policy Team has extensive expertise on the
process of state policy change, and has assisted numerous states to leverage federal law and national reforms to move state policy. As part of this partnership, Holland & Knight will help ISBE and the Governor's Office make linkages to the Foundation's other core partners and national best practices, and will maintain the connection between the State of Illinois and the Foundation for possible participation in multi-state initiatives.

II. PARTNERSHIP DESCRIPTION

In support of the State's efforts to implement effective policy change, the partnership will focus primarily on objectives and strategies relating to college and work readiness. The Partnership's work will occur in at least two phases, as described below.

A. Phase I Process

Phase I of the partnership's work will consist of a visioning and analysis process leading to recommendations in the policy areas identified in II.B, as well as an analysis of any other related policy areas requested by ISBE or the Governor's Office. The Foundation and Holland & Knight will collaborate with ISBE and the Governor's Office to determine outside experts appropriate for the selected policy areas. Holland & Knight and the outside experts will then, in coordination with the State partners:

1. Map and review what efforts the State has underway in the various policy areas;
2. Benchmark the State's status in each policy area against best-in-class approaches nationally and internationally; and
3. Provide recommendations for actions in each policy area, considering the Illinois context and the State's current policies and programs.

The Phase I analysis will be presented to the Agency, Board, and Governor's Office prior to or at the [_____] 2007 State Board meeting.

In addition to the Phase I analysis described above, Phase I activities will include a review by Holland & Knight, working with the State partners, of the State's current status in other key policy areas identified through national consensus as central to a comprehensive state college- and work-readiness policy agenda (such as assessments, availability of advanced learning opportunities, access to higher education, and effective educators). Holland & Knight will also broadly identify possible policy objectives and strategies relating to these policy areas. This review (in less detail than the analysis in the Phase I policy areas discussed below) will help to determine areas for further analysis and action in subsequent phases of the partnership.

Throughout the Phase I activities, Holland & Knight and the outside experts will closely coordinate with the State Superintendent and the designated Governor's Office representative, as well as other identified staff. Holland & Knight and the outside experts will also collaborate with the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and other key constituencies (as identified by the State partners) throughout the Phase I process.
B. Phase I Policy Areas

The Phase I analysis described in II.A shall address the following policy areas, as well as other related policy areas that may be requested by ISBE or the Governor's Office:

1. Establishing Expectations:
   - Recommend a state process for defining the knowledge and skills needed for success in college and the workforce in the 21st Century, and compare the Illinois Learning Standards to national benchmarks and model definitions from other states.
   - Consider State policies relating to graduation requirements and course content to ensure high school graduates are taking challenging courses to prepare them for life after high school.

2. Data Systems and Measurements:
   - Describe the importance of a world-class data system for the achievement of educational goals and improving student outcomes.
   - Determine opportunities for improved coordination and integration among the current state data systems (e.g., Student Information System, higher education data systems, systems used for workforce preparation programs).
   - Provide recommendations for the inclusion of data elements to better inform policy and action including, specifically, the 10 essential elements identified by the Data Quality Campaign as critical to the development of a longitudinal data system.
   - Suggest methods by which the State can more effectively use data to drive State policy, support district/school improvement, and student-level support and interventions.

   - Recommend possible approaches for targeted, data-driven, student-level support and intervention systems, considering practices in other states and building off of the State's existing dropout recovery and prevention and Response To Intervention (RTI) programs.
   - Suggest possible frameworks for a broad support system for all high schools and districts in improvement status.
   - Consider methods, based on national models and lessons learned, to undertake targeted interventions in low-performing high schools and districts, differentiated based on level of need.

C. Phase II Activities

Upon review of the Phase I report, ISBE and the Governor's Office will identify specific initiatives that are both ripe for State action and critical to the State’s implementation of its policy objectives. Holland & Knight will coordinate the development of a step-by-step action plan to address each selected initiative. On some
issues, Holland & Knight will develop the action plan primarily working with ISBE, with general coordination with the Governor's Office. On other issues, the reverse will be true. The action plan will include recommendations for: (i) other external partners that can assist with the implementation of the initiative; (ii) necessary staffing and/or contractual support needed to carry out the initiative; and (iii) identifying and obtaining the other necessary resources to carry out the initiative.

Based on the "higher level" review of other possible policy objectives, ISBE and the Governor's Office may identify areas for in-depth analysis not addressed in the Phase I report. The Foundation and Holland & Knight will then coordinate with ISBE and the Governor's Office to frame the scope of the analysis and establish a process and schedule for an in-depth review of those policy areas.

D. Participation in regular meetings and follow-up to help manage and succeed in the process of policy change

Holland & Knight and the Foundation will schedule regular meetings with ISBE and the Governor's Office (as separate meetings, or collectively, as deemed appropriate by the partnership) to track overall progress and discuss next steps for specific action items. Between these meetings, Holland & Knight will coordinate directly with members of ISBE and the Governor's Office to assist with the management and implementation of policy change. Holland & Knight will provide semiannual detailed reports to the Governor, State Board, and State Superintendent on the status of the partnership's initiatives and anticipated activities during the next six months, providing an opportunity for the State's leadership to evaluate outcomes and future policy directions. More frequent reports on specific issues will be provided upon request.

III. Administrative Matters

The services provided by Holland & Knight within the scope of this partnership will be at no cost to the State. Holland & Knight's services will be provided through the support of the Foundation, based upon the Foundation's budget for this partnership. The Governor's Office and ISBE agree that the state-specific policy planning arising out of the partnership can be shared with Foundation staff, other states, and other core partners assisting the Foundation on its national college and work readiness initiatives. If the Governor's Office or ISBE require or desire deeper policy support or legal counseling on specific matters beyond the scope of services provided through the support of the Foundation, Holland & Knight and/or the Foundation will work with ISBE and the Governor's Office to address the need for those services on a case-by-case basis.

The partnership formed under this Memorandum of Understanding will extend until June 30, 2008, with an option for renewal by all parties dependent on a review of the services performed, State needs, and policy outcomes. The parties to this Memorandum of Understanding may amend it at any time through a written agreement signed by each of the parties, and any party may terminate this Memorandum of Understanding at any time through written notice to the other parties.
In demonstration of their agreement to the terms set forth in this Memorandum of Understanding, authorized representatives of the Governor's Office, ISBE, and the Foundation have set forth their signature below.

OFFICE OF THE GOVERNOR ROD R. BLAGOJEVICH

By: ____________________________
Its: ____________________________
Date: __________________________

ILLINOIS STATE BOARD OF EDUCATION

By: ____________________________
Its: ____________________________
Date: __________________________

THE BILL AND MELINDA GATES FOUNDATION

By: ____________________________
Its: ____________________________
Date: __________________________
Illinois State Board of Education Meeting
March 21, 2007

To: Education Policy Planning Committee

From: Christopher A. Koch, Ed.D., State Superintendent of Education (Interim)
       Ginger Reynolds, Ph.D. Assistant Superintendent

Agenda Topic: Prairie State Achievement Examination pilot program

Materials: None

Staff Contact(s): Becky McCabe, Student Assessment

Purpose of Agenda Item
To provide the Board with costs and procedures for the implementation of a Grade 12 Prairie State Achievement Examination (PSAE) pilot in the spring of 2008.

Expected Outcome(s) of Agenda Item
The Board will determine how it wants the Agency to proceed with this pilot.

Background Information
In January, 2006, District 211 Superintendent Roger Thornton contacted Dr. Ginger Reynolds and ISBE staff to discuss his local district board’s proposal for allowing seniors who did not meet standards on PSAE during their junior year to retake the PSAE, and for allowing those results to count toward AYP.

By law, seniors may voluntarily retake the PSAE in the fall of their senior year to improve their scores or they may take a portion of the PSAE to meet the PSAE graduation requirement. The fall date of administration provides students with ACT scores in time to apply for college. The seniors’ scores, however, are not included in AYP calculations.

On February 14, 2006, Superintendent Thornton met with State Superintendent Randy Dunn and State Representative Suzanne Bassi to discuss his proposal. Superintendent Thornton and his administrative staff presented to the Education Policy Planning Committee in March, 2006 on the educational support for high school students in their district, their concerns about seniors who fail PSAE, their desire to continue instructional rigor, and the impact that low performing student scores have on AYP. A petition from the District 211 School Board was presented to the ISBE Board requesting an additional administration of the PSAE for those seniors who failed the PSAE and requesting that the results be used to adjust the school's AYP status.

In June 2006 ISBE staff reviewed the proposal and brought their concerns to the Board. ISBE staff checked with the U.S. Department of Education and confirmed that AYP cannot be calculated as proposed by this petition. Therefore, AYP recalculation is not included in this proposal.

Superintendent Dunn asked ISBE staff to look into the possibility of piloting such a proposal. Staff returned to the Board with the pros and cons of such piloting. Dr. Reynolds emphasized to the Board that staff and resources at ISBE do not allow for such a pilot to occur without additional funding. The Board suggested ISBE might be willing to accompany District 211 to request appropriate funding from the legislature to administer such a pilot.
At the February Education Policy Planning Committee meeting, the Board directed the ISBE staff to return in March with information about the costs and procedures for implementing a 12th Grade PSAE pilot in the spring of 2008.

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

**Policy Implications:**
For a pilot, there are no formal policy changes necessary. The results of the pilot study, however, may provide information which would result in policy changes.

**Budget Implications:**
1) The cost of the test itself would be $65 per student, the same amount we currently pay per student. The total cost for the tests would be dependent upon the number of students taking the test. In order to conduct a reasonable study, 2500 to 3000 Grade 12 students should participate. The total cost would be approximately $195,000. We cannot use NCLB funds for this pilot; we would have to use state funds. Sufficient state funds are not available in the current fiscal year.

2) In order to implement the pilot, the agency would need at least one additional full-time employee in the Student Assessment Division. As stated above, we cannot use NCLB funds for this pilot, and we do not have additional state funds available for personnel, so we would need an estimated $105,000 in additional state personnel funding. The administration of the pilot will require the same procedures we use for the administration of the Grade 11 test, but it also will require additional responsibilities such as:
   - Create an advisory committee of educators to provide input on issues related to the pilot program.
   - Establish criteria and procedures for high schools to enroll in the pilot program.
   - Work with a research team to gather data, conduct an evaluation study, and report the results.
   - Work with pilot schools to make certain that the test administration is implemented correctly and does not interfere with the Grade 11 students testing results.
   - Oversee the data processing with districts for accuracy.

3) A research study should be conducted to provide information about the results of the pilot and the unintended consequences of holding a spring Grade 12 PSAE test for students who did not meet the standards in their Grade 11 year. A written report to the Board would be expected at the end of the study. The cost of such a study would be at least $50,000. NCLB funds are not available for this purpose; the agency would have to use general revenue. This expenditure is not in the current or proposed budgets.

4) For the pilot, the Student Information System may need to provide a mechanism for collecting and designating Grade 12 as separate from Grade 11 test data to ensure accurate AYP calculations. We cannot be certain of the cost, but we anticipate additional funding would be necessary for training, programming, and coding. We estimate this cost at approximately $100,000. Federal funds cannot be used for this expenditure, and we do not have sufficient available state funds this fiscal year.

An estimated total cost for the pilot program is $450,000.
Legislative Action:
For a pilot program, no legislative action is necessary.

Communication:
ISBE will provide information and procedures to high schools regarding the pilot.

**Pros and Cons of Various Actions**

**Pros**
- The pilot is possible if the additional FTE can be hired.
- Students have an opportunity to increase their PSAE scores.
- Districts have another year to demonstrate enhanced educational opportunities and learning for students.

**Cons**
- Without an increase in staff, the work required for the pilot implementation could seriously impact the work process, deadlines, and communication for the regular PSAE administration.
- For the pilot, we should involve schools that do not have the same level of resource capacity as District 211 has (which allows them to add the intense instructional coursework necessary for students to pass the PSAE in their senior year). Testing in those less well-resourced schools may have a negative impact on the students in those schools.