AGENDA (timeframes are estimated for planning purposes)

I. Roll Call

II. Board Member Participation by Other Means

III. Public Participation (30 minutes) 9:15 – 9:45 a.m.

IV. Minutes of the October Ad Hoc Rules Committee of the Whole Meeting (pp. 2-5)

V. Rules for Discussion 9:45 – 10:05 a.m.
   A. Part 30 (Programs for the Preparation of Principals in Illinois) (Patrick Murphy) (pp. 6-48)

VI. *Rules for Initial Review (Darren Reisberg, Shelley Helton) 10:05 – 10:10 a.m.
   A. Part 151 (School Construction Program) (Deb Vespa) (pp. 49-56)

VII. *Rules for Adoption (Darren Reisberg, Shelley Helton) 10:10 – 10:25 a.m.
   A. Part 1 (Public Schools Evaluation, Recognition and Supervision) (Connie Wise) (pp. 57-93)
   B. Part 25 (Certification) (Patrick Murphy, Linda Jamali) (pp. 94-174)
   C. Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) (pp. 175-198) (Deb Vespa)
   D. Part 675 (Providers of Supplemental Educational Services) (Monique Chism) (pp. 199-209)

VIII. Committee Agenda Planning/Additional Items

IX. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and action may be taken in the plenary session.
I. ROLL CALL
Chairman Jesse Ruiz called the meeting to order at 9:10 a.m. He noted that all Board members were present.

II. BOARD MEMBER PARTICIPATION BY OTHER MEANS
There was no need for Board member participation by other means.

III. PUBLIC PARTICIPATION
Four individuals provided comments, and the remarks of three of those individuals are incorporated below under the discussion of Part 1 (Public Schools Evaluation, Recognition and Supervision). In addition, Daryl Morrison, education policy/agency relations director of the Illinois Education Association, invited Board members to attend the organization’s upcoming forum titled “Serving Struggling Schools”.

IV. RULES FOR INITIAL REVIEW
The Chairman turned the meeting over to General Counsel Darren Reisberg to summarize briefly the proposals that the Board would be considering. Mr. Reisberg indicated that three sets of rules are before the Board for initial review, and each responds to recently enacted statutory changes.

Part 228 (Transitional Bilingual Education): These amendments define “instructional costs” for the purposes of districts’ use of state bilingual education funding. P.A. 96-1170, effective January 1, 2011, requires recipients of bilingual funding to devote at least 60 percent of the money received to “instructional costs”.

Part 235 (Early Childhood Block Grant): Two recently enacted laws removed the “sunset” provision on the Preschool for All (PFA) program and eliminated the predecessor program that served students ages 3 to 5 (Prekindergarten Program for Children at Risk of Academic Failure). Given the reductions in Early Childhood Block Grant, funding for parental training programs offered separately either from the Preschool for All or the 0 to age 3 Prevention Initiative will no longer be provided, and references to that program are being removed from the rulemaking.

Mr. Reisberg also noted that the proposed amendments address a policy change in that they increase from 51 percent to 80 percent the proportion of academically at-risk or low-income students needed in order for an applicant to receive priority consideration in the proposal review process for PFA grants. The law requires priority consideration to be given to programs that
“primarily” serve at-risk students, and Mr. Reisberg explained that the Board has the liberty to define what “primarily” is. This change will ensure that the programs being funded serve primarily at-risk students, he said.

Board member Vinni Hall raised a concern about the 80 percent threshold, observing that children benefit from being with students from different economic and linguistic communities. Early Childhood Division Administrator Kay Henderson said that overall, both the PFA and prekindergarten programs currently serve about 83 percent students who qualify as at risk. For this reason, Ms. Henderson indicated that the rules change is unlikely to have a dramatic impact across the board, yet it may affect some individual programs that have not reached that percentage. She also noted that if sufficient funds are available, then the agency can consider funding programs that meet the second priority area of serving 80 percent or more students who are low income.

Ms. Henderson stressed the need for programs to target the state’s most vulnerable students, particularly in tight fiscal times, through better identification and screening. For FY 2012, Ms. Henderson noted that all programs in good standing that were first funded in FY 2009 or after will be required to submit a complete proposal under a competitive process so that staff can target limited funds to high-quality programs serving at-risk students rather than making across the board cuts for all existing programs. When questioned by Board Member Andrea Brown, Ms. Henderson noted that the criteria for determining at risk status have been in place since 1985 and are periodically reviewed. School districts and other applicants can use these criteria to determine the conditions that exist in their communities that might cause a child to be at risk of academic failure. Ms. Henderson also briefly discussed the Illinois Early Childhood Asset Map (IECAM), which maps services, like Head Start, that are offered across the state.

Responding to Board member Lanita Koster, Ms. Henderson indicated that the removal of the parental training program from the rules is the result of a 2005 statutory change that limited the program to grantees funded at that time. For those that wanted to expand, Ms. Henderson said staff worked with these programs to convert them to Prevention Initiative programs, which serve at risk children, ages 0 to 3, and their families. She indicated all but a few of the remaining programs have shifted from a general focus under parental training to one that targets the most at-risk families.

Part 575 (School Technology Program): P.A. 783, effective August 28, 2009, allows nonpublic schools that are recognized by the State Board of Education to apply for a loan under the Technology Revolving Loan program. The proposed amendments to implement this law define the process by which loans to nonpublic schools will be provided, including retaining priority consideration for awarding loans to eligible public entities (i.e., school districts, charter schools, approved university laboratory schools, and area vocational centers). The proposed amendments also establish a process to recover equipment from nonpublic schools that either close or default on their loan.

V. RULES FOR ADOPTION: Mr. Reisberg summarized two sets of amendments for the Board’s adoption.

Part 1 (Public Schools Evaluation, Recognition and Supervision): These amendments address several areas, including annual measurable achievement objectives (AMAOs) for English language learners and requirements pertaining to a school district’s use of an interim or part-time superintendent. Staff received 34 letters of public comment regarding the interim or part-time superintendent proposal, and they are proposing changes to address the concerns raised.

AMAOs are used to determine the percentage of students making progress or attaining proficiency, as well as whether districts are making annual yearly progress (AYP) under the No Child Left Behind Act of 2001. Additionally, modifications to the original AMAO progress target, as proposed, are presented in response to concerns raised by the U.S. Department of Education.
USDE, which wants to ensure that the agency’s AMAOs were actually measuring improvement in Illinois school districts. Mr. Reisberg further explained that while USDE has approved the use of the proposed AMAO targets for 2010 calculations, it has asked the State Board to reconsider the AMAO progress target to ensure that a student who increases his or her score on the ACCESS by .5 of a level in one of four domains of speaking, listening, reading or writing but decreases in one or more of the others is not considered to be making progress in attaining English.

Mr. Reisberg indicated that USDE would like to see a change in the method for calculating progress for the 2010-11 AMAO determinations. Staff will bring back to the Board another rulemaking to address measuring progress based on a composite score, he said. State Superintendent Chris Koch cautioned the Board that using a composite score will result in fewer districts meeting the progress target but also would provide consistency when comparing progress of English language learners in Illinois with those in other states.

Three representatives from Bannockburn School District 106 (JoAnn Desmond, superintendent; Lucy Hammerberg, board president; and Debbie Barnes, principal) addressed the interim/part-time superintendent restrictions being considered. In particular, they asked that a retired superintendent be allowed to serve in a part-time capacity. Citing the academic achievement level of their students, they said their administrative arrangement for the district of 188 students to employ a part-time superintendent and full-time principal is a cost-effective alternative to employing both a full-time superintendent and principal. They also pointed out that the compromise staff proposed of allowing part-time superintendents who are fully employed at least 50 percent or more of full-time conflicts with the prohibition against using a retired individual. (Teacher retirement rules allow retired individuals to currently work only 120 days a year and starting in January, only 100 days a year)

Mr. Reisberg acknowledged that the provisions regarding superintendent employment set forth in the School Code are vague; however, regional offices of education had difficulty in applying standards consistently and looked to the agency to better define the conditions for a superintendent’s employment. As noted above, based on public comment, particularly concerning the fiscal impact of requiring full-time superintendents, staff are proposing that part-time superintendents be allowed. Mr. Reisberg added that the proposed prohibition against using retired superintendents remains, although some exceptions are proposed for unforeseen circumstances.

When questioned by Board President Jesse Ruiz, Ms. Hammerberg admitted that finding a person of high quality who would want to serve as both superintendent and principal in a small school district would be difficult, and those individuals who may hired in these types of districts move on to better opportunities or retire. Ms. Hammerberg again stressed that the current arrangement is the most cost-effective option for the district, with District Superintendent Desmond adding that both positions cost the district about $180,000 a year. By contrast, Ms Hammerberg said superintendents in the Bannockburn area earn about $250,000 a year (although she admitted that this salary range did not take into consideration school district size). Chairman Ruiz also asked about consolidation, but Ms. Hammerberg responded that while her board had discussed this, consolidation would appreciably increase the tax rate for the community.

Dr. Brown asked if the teachers’ union supported the arrangement, and District Superintendent Desmond said she believed they did. (For the record, IEA’s Mr. Morrison noted that his state organization supports districts’ employing full-time superintendents.) Vice Chairman Chris Ward inquired whether the district had sought a waiver to use an interim superintendent, and Board member James Baumann supported that approach so that the district can continue its current arrangement. District Superintendent Desmond acknowledged that the waiver process is an option but cited a 2002 “ruling” as to why the district did not seek that course of action.
Regarding the 2002 “ruling”, Dr. Koch noted that education has vastly changed since 2002 and agreed that the agency would entertain a waiver from the district regarding its current situation, should the rules be promulgated. In addition, he noted that he appreciated the discussion about consolidation since he often gets questions from legislators regarding the advisability of allowing very small districts. It is difficult for small districts to keep up, particularly with data collection and reporting, and Dr. Koch noted challenges when working with 868 districts, providing both customizations and consistency. While a waiver would be considered, Dr. Koch asked District Superintendent Desmond if she could meet her responsibilities in 100 days per year. Dr. Desmond said she could due to the high-functioning character of her district but acknowledged that it may not be workable in districts not making AYP. In response, Mr. Reisberg reiterated that the proposed rule sets forth policy statewide rather addressing individual district circumstances, so the waiver option presents an alternative for districts whose circumstances warrant relief.

**Part 365 (Technology Immersion Pilot Project):** This rulemaking aligns the Technology Immersion Pilot Project, which was repealed as of August 31, 2010, to the provisions of the newly enacted Children's Low-cost Laptop Program. Under the new program, the grade levels eligible to participate in the program have been expanded from grades 3 to 5 up to grade 8, and geographic distribution of programs statewide is tied to the proportion of students being served in funded programs rather than the number of schools receiving grant awards.

Mr. Reisberg noted that these rules came to the Board as emergency rulemaking, as well as ordinary rulemaking. No public comment was received on this rulemaking, and the version presented for adoption is identical to what the Board considered in August. Once the rulemaking is final, it will replace emergency amendments currently in effect.

Mr. Reisberg asked Curriculum and Instruction Division Administrator Marica Cullen to update the Board on the status of the program, since the emergency rules are in effect. Ms. Cullen said that funding for the program was released October 21, and the Request for Proposals will be issued shortly. The new law addresses deficiencies identified under the previous program, Ms. Cullen said, and still provides a third of the funding to Chicago, a third to the collar counties and a third to the remaining parts of the state. In addition, Ms. Cullen said that school districts will now purchase laptop computers directly to help them meet the goals set in their individual technology plans. Under the new law, Ms. Cullen added that support is being provided for an evaluation and for agency staff to monitor the project.

**VI. COMMITTEE AGENDA PLANNING/ADDITIONAL ITEMS**

Mr. Reisberg indicated that at least two rulemakings that have generated significant public comment will be on the Board’s December agenda: Part 30, Programs for the Preparation of Principals in Illinois, and Part 1, Public Schools Evaluation, Recognition and Supervision, which addresses the definition of “grade 11” for the purpose of administering the Prairie State Achievement Examination. Part 25 amendments, addressing institution and unit recognition and program approval, also will be brought back to the Board for adoption.

**VII. ADJOURNMENT**

Board member David Fields moved that the meeting be adjourned. Dr. Hall seconded the motion, and the meeting adjourned at 10:40 a.m.
ILLINOIS STATE BOARD OF EDUCATION MEETING
December 15-16, 2010

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Linda Tomlinson, Assistant Superintendent
Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Discussion Item: Part 30 Rules (Programs for the Preparation of Principals in Illinois)

Materials: Recommended Rules

Staff Contacts: Patrick Murphy, Division Administrator

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

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item links to Strategic Goal 2 in that the proposed rules set forth the requirements for programs established by institutions of higher education and other eligible entities designed to prepare principals to be highly effective school leaders.

Expected Outcome of Agenda Item
The Board will be asked for input and advice regarding several sections of Part 30 that are proposed for change in response to public comment.

Background Information
Public Act 96-903, effective in July 1, 2010, added Section 21-7.6 to the School Code and charged the State Board with establishing standards and requirements for principal preparation programs developed by institutions of higher education and not-for-profit entities, and for approving such programs. The law directs each principal preparation program to determine criteria for admitting candidates; to require that candidates complete an internship and receive training in evaluation of staff; and to establish partnerships with one or more school districts or certain, recognized nonpublic schools. The public act authorizes the State Board to adopt rules necessary to implement and administer such programs.

The groundwork for revising principal preparation in Illinois began more than five years ago. Initially discussed and debated by the Commission on School Leader Preparation in Illinois Colleges and Universities, the Illinois School Leader Task Force later was established, under a General Assembly resolution, to continue the work. Further participation of interested parties occurred over the last two years with the participation of five design teams and various statewide meetings. Along the way, there have been numerous opportunities for both formal and informal participation, collaboration and feedback by all interested parties.

The proposed rules were published October 8, 2010, in the Illinois Register to elicit public comment; 140 were received. Given the range and complexity of the issues raised, staff are bringing these rules to the State Board for further discussion and to request approval for several amendments to the rules that are being proposed in response to public comments.
Analysis and Implications for Policy, Budget, Legislative Action and Communications

Policy Implications: Five key issues raised through the public comment process are summarized below, with suggested amendments to the rules included.

Curricular requirements

Commenters stated that the proposed rules impose excessive hourly requirements for the time that candidates must spend on activities related to providing instruction to students with disabilities and English language learners (ELLs). Section 30.40(a)(1)(A) and (B) requires that candidates must participate for a minimum of 20 hours in development of IEP meetings; a minimum of 40 hours working with special education teachers; and a minimum of 40 hours with teachers assigned to transitional bilingual education programs or transitional programs of instruction. The commenters described these requirements as ‘overkill’ and ‘virtually impossible’ to meet in several areas of the state with small or nonexistent populations of ELLs. Comments from representatives of nonpublic schools and their organizations also noted that the requirements for special education and bilingual education cannot be duplicated in nonpublic school settings. Other commenters advocated for flexibility in curricular requirements that recognized the demographic characteristics of the school district where a candidate is placed for his or her internship and the individual needs of candidates.

Staff believe that the commenters raise valid concerns in that specifying a set number of hours to any one of the six internship components outlined under Section 30.40(a)(1) could be counterproductive in shifting the focus of the internship to one or two specific areas at the expense of others that are equally important. Another avenue to emphasize the importance of the special education and bilingual education foci, therefore, is to identify specific skills and competencies that principals need in these areas and ensure that these areas are addressed in the internship and properly assessed at its conclusion.

In light of these comments, it is recommended that Sections 30.40, 30.45 and 30.80 be amended. Specific changes proposed in response to these comments can be found on pages 3-6 of the summary and analysis.

Prior experience of building principals serving as mentors

The proposed rules require that building principals who serve as mentors to candidates during the internship have four years of successful experience as a building principal (See Section 30.40(b)(2).) Many commenters objected to both parts of this requirement (i.e., number of years and successful experience), calling the four-year requirement impractical and unrealistic, and voicing concerns that candidates from areas of the state with large numbers of at-risk student populations and high principal turnover could not be expected to show sufficient years of successful experience. It was feared that principals in schools not meeting Adequate Yearly progress (AYP) could not demonstrate ‘successful’ experience. Along this same line, some writers commented that university faculty who currently supervise principal candidates could not meet the requirement of showing four years of successful experience serving as a principal.

Given the volume of comments received on this point, staff recommend that Section 30.40(b)(2) be amended to require that the principal demonstrate three years of successful experience in order to serve as a mentor. (See page 8 of the summary and analysis.) The requirement of three years of experience aligns with the criteria contained in the New Principal Mentoring Program (105 ILCS 5/2-3.53a), which requires “three or more years [of experience] and
demonstrated success as an instructional leader”. This proposed modification will make it easier for programs to recruit desirable mentors, especially from rural areas of the state, while still achieving the goals of the principal preparation program.

Prior experience of teachers entering principal preparation programs

Section 30.70 (Candidate Selection) requires that candidates have four years of teaching experience on a valid and current Illinois certificate or a teaching certificate from another state in order to enter a principal preparation program. The majority of commenters objected to this condition as impractical and discriminatory, noting that it would limit access to the program (especially for those residing in rural areas of Illinois) and would restrict from entering the program otherwise qualified candidates in education fields other than teaching or those with business backgrounds. One commenter noted that the issue of prior teaching experience had been debated for years during the work of the Task Force, with no consensus reached, and that the requirement for four years was a last-minute addition from the State Teacher Certification Board (STCB). Some writers stated that Section 21-7.1 of the School Code only requires candidates to have four years of teaching experience in order to receive the principal endorsement, rather than at the time candidates enter the preparation program. Most of these commenters stated that requiring two years of teaching experience would be sufficient for candidates, which was the standard before Section 21-7.1 was amended by Public Act 96-903.

Staff are not recommending any changes based on the public comment received on this issue. Staff have discussed this issue with stakeholders and with members of the State Teacher Certification Board and believe it is imperative that redesigned principal preparation programs require candidates to have four years of teaching experience before they can be considered for enrollment. For most educators new to teaching, the first two years are focused on learning the mechanics of the classroom, becoming familiar with students and with one’s teaching style, and mastering the skills involved in working within a school. Teachers must complete four years of teaching and be evaluated in order to be granted tenure in a district, as well as to progress from an initial teaching certificate to a standard teaching certificate. Moreover, a background of success in a business or other non-educational field is no guarantee that a candidate will automatically display strengths as an academic leader. Staff believe that it is essential all candidates have sufficient teaching experience before entering a principal preparation program to ensure that the curricula and internship experiences are informed by practices involving working to improve student achievement.

Use of adjunct faculty by principal preparation programs

Many writers took issue with the statement that no more than one-third of coursework in a principal preparation program could be taught by adjunct faculty. Since part-time, or adjunct, faculty members typically are still practicing in the field or have recently retired, commenters noted that using them gives students exposure to successful practitioners with the most recent ties to classroom instruction in a given field. Such qualifications make their contributions to a university program extremely valuable, and institutions should not be subjected to ‘micromanagement’ from the State Board staff in how adjunct staff are assigned.

In reviewing these comments, State Board staff have considered current research on the strengths and limitations of instruction by adjunct faculty. Staff acknowledge institutions’ need to provide their students with the right blend of full-time faculty support and instruction from staff who are current practitioners and the rule should be modified accordingly. At the same time, research from two national associations that looked at adjunct instructors at the community
college level acknowledged that funding concerns, insufficient professional development, isolation from peers, and little chance for tenure or job security can all adversely affect the quality of instruction provided. Staff recognize that the rules should not be too prescriptive and any percentage that they chose may appear arbitrary, yet it would be difficult to prescribe qualitative criteria that adequately convey the complexity of the quality control issues involved in faculty assignments.

Given the volume of comments received on this point, staff recommend that Section 30.60(c) be amended to require that no more than one-half of coursework in a program be taught by adjunct faculty, and that Section 80.(b) be amended to include the employment criteria for selection and evaluation of adjunct faculty as part of materials submitted with each program proposal. (See pages 9-10 of the summary and analysis.)

Funding Issues

Several writers stated that the proposed rules and the degree of specificity they impose on partnerships for curriculum, selection of candidates, required program content, staffing ratios, use of mentors' time, and assessments of candidates' progress amount to unfunded mandates on higher education institutions and the school partners that will work to create principal preparation programs. On a related topic, some commenters questioned how the fees programs may charge to candidates to provide reimbursement for substitute teachers, and any monetary stipends given to candidates (Section 30.40(e),(f)), could be included in these rules without a state-provided funding source.

Staff are not recommending any changes based on the public comment received on this issue. Establishment of principal preparation programs that conform to Section 21-7.6 of the School Code and any resulting rules is a choice on the part of higher education institutions and not-for-profit entities and their partnering districts and nonpublic school partners. Institutions and entities that choose to establish these programs acknowledge the costs inherent in implementing high-quality programs that prepare effective school leaders. For this reason, the proposed regulatory requirements should not be considered ‘mandates’. The design of programs to train these instructional leaders will, in all probability, require partners to expend additional resources.

Other public comments received

For a discussion of all other public comments received, please see the attached Summary and Analysis of Public Comment.

Next Steps
The State Superintendent will direct staff to revise the draft rules for Part 30 in accordance with direction given by the State Board following discussion of public comment.
Summary and Analysis of Public Comment
23 Ill. Adm. Code 30
(Programs for the Preparation of Principals in Illinois)

General Comments

Of the 140 public comments received on these rules, 46 percent came from Illinois colleges currently offering programs for principal preparation; 21 percent came from current or retired public school district administrators and teachers; and 13.6 percent were received from Illinois education associations and groups representing children’s needs. Seven percent of comments came from Illinois non-public schools, and the remaining comments came from Illinois state agencies, other states, nationally-based education programs, and writers giving no affiliation.

Comments in Support

Several commenters praised the shift in emphasis inherent in these proposed rules to preparing principals to be leaders held responsible for student achievement and possessing a deep knowledge of instruction. Similarly, writers expressed hopes that a redesigned program for principals would lead to increased academic success for each child in school, thereby working to eliminate achievement gaps. Commenters commended the rules’ emphasis on partnerships, the broadening of endorsements to cover prekindergarten through grade 12, and the requirement for candidates to incorporate work with teachers of English language learners (ELLs) and students with disabilities.

Comments in Opposition

Many writers described the proposed rules as being overly prescriptive, as micromanaging on the part of the State Board, as mandating expenditures at the university and school levels, and showing programmatic biases against candidates in some parts of the state. These commenters believed that the rules will negatively affect the right of educators to job advancement, to future employability, and to personal and professional growth. One writer stated that the rules will shrink the pool of applicants for the principalship to such an extent that small districts will have little or no chance to hire one, and he predicated school district consolidation and skyrocketing of principal salaries as consequences if the rules are enacted. A few writers stated what seems implied in several other comments - that ‘genuine collaboration’ from universities and school districts was lacking in the drafting of these rules.

While the above comments pertain to the rules as a whole, related criticisms were also directed to several aspects of the rules, and these are discussed in the sections that follow “General Comments”.

Analysis

Public Act 96-903, effective in July 1, 2010, added Section 21-7.6 to the School Code and charged the State Board with establishing standards and requirements for principal preparation programs developed by institutions of higher education and not-for-profit entities, and for approving such programs. The law directs each principal preparation program to determine criteria for admitting candidates; to require that candidates complete an internship and receive training in evaluation of staff; and to establish partnerships with one or more school districts or
certain, recognized nonpublic schools. The public act authorizes the State Board to adopt rules necessary to implement and administer such programs.

The groundwork for revising principal preparation in Illinois began more than five years ago. Initially discussed and debated by the Commission on School Leader Preparation in Illinois Colleges and Universities, the Illinois School Leader Task Force later was established, under a General Assembly resolution, to continue the work. Further participation of interested parties occurred over the last two years with the participation of five design teams and various statewide meetings. Along the way, there have been numerous opportunities for both formal and informal participation, collaboration and feedback by all interested parties.

Funding Issues

Comment

Several writers stated that the proposed rules and the degree of specificity they impose on partnerships for curriculum, selection of candidates, required program content, staffing ratios, use of mentors' time, and assessments of candidates' progress amount to unfunded mandates on higher education institutions and the school partners that will work to create principal preparation programs. On a related topic, some commenters questioned how the fees programs may charge to candidates to provide reimbursement for substitute teachers, and any monetary stipends given to candidates (Section 30.40(e),(f)), could be included in these rules without a state-provided funding source.

Analysis

Establishment of principal preparation programs that conform to Section 21-7.6 of the School Code and any resulting rules is a choice on the part of higher education institutions and not-for-profit entities and their partnering school partners. Institutions and entities that choose to establish these programs acknowledge the costs inherent in implementing high-quality programs that prepare effective school leaders. For this reason, the proposed regulatory requirements should not be considered ‘mandates’. Moreover, the considerable history behind identifying criteria for high-quality principal preparation programs and the planning that occurred is an acknowledgment from the field that Illinois must revise its training to ensure that building administrators are well-equipped to educate an increasingly diverse student body. The design of programs to train these instructional leaders will, in all probability, require partners to expend additional resources.

Recommendation

No changes are recommended in response to these comments.

Standards used in program design

Comment

A handful of comments were received about the requirement in Section 30.30(b) that development of a training program be based on the critical success factors and associated competencies outlined in document titled, “The Principal Internship: How Can We Get It Right?”, produced by the Southern Regional Education Board (SREB) in 2005. These writers asserted that the document does not represent nationally validated standards and had not been
recommended for use by the Task Force. Instead, the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards promulgated by the National Policy Board for Educational Administration were to have been used in this context.

Another commenter questioned why the 13 critical success factors listed in Section 30.30(a)(3) could not be listed in the proposed rules, with the reference to the website eliminated.

Analysis

The SREB document is specific to the internship, which is only one component required of principal preparation programs. The primary purpose of the document is to rate the success of a candidate – as a result of his or her internship – in acquiring the leadership skills in the areas identified as essential (see Section 30.45(b)) for highly successful principals. The reference to the document under “General Program Requirements” is to alert potential programs of their obligations to ensure, via training, that mentoring principals and faculty supervisors are sufficiently familiar with the requirements so that they may adequately assess a candidate’s competency in each during and at the end of the internship. Staff members note that the Task Force discussed various ways in which to assess candidates’ performance during the internship, and further work conducted by the design teams is reflected in Section 30.45(a). Section 30.45(b), however, presents other research-based competencies that are measurable and can be duplicated among programs offering principal preparation programs. As such, they flesh out and complement the assessments related to the competencies the design teams identified.

The proposed rules do require that all principal preparation programs meet the 2008 ISLLC standards (see Section 30.30(c)). Recognition of these standards must be infused throughout each component of the program (i.e., curriculum, field experiences, internship).

Finally, given the length and specificity of the critical success factors cited in the document, State Board staff believed inclusion of a link to the website where the complete primary report can be found would be more useful for participating programs and preserve the accuracy of the document than staff’s attempting to summarize the content in the rules.

Recommendation

No changes are recommended in response to these comments.

Curricular requirements

Comment

Many commenters stated that the proposed rules impose excessive hourly requirements for the time that candidates must spend on activities related to providing instruction to students with disabilities and English language learners (ELLs). Section 30.40(a)(1)(A) and (B) require that candidates must participate for a minimum of 20 hours in development of IEP meetings; a minimum of 40 hours working with special education teachers; and a minimum of 40 hours with teachers assigned to transitional bilingual education programs or transitional programs of instruction. The commenters described these requirements as ‘overkill’ and ‘virtually impossible’ to meet in several areas of the state with small or nonexistent populations of ELLs. Comments from representatives of nonpublic schools and their organizations also noted that the requirements for special education and bilingual education cannot be duplicated in nonpublic
school settings. Nonpublic schools employ individual family service plans in place of IEP’s and are not subject to the requirements for the provision of bilingual education found in Article 14C of the School Code.

Additionally, one writer noted that separating time spent on IEP development from time spent on more general special education issues was counterproductive to research on Response to Intervention. Another wrote that some candidates entering the internship may already have acquired extensive experience in these two areas for which credit could be assigned. Several advocated for flexibility in curricular requirements that recognized the demographic characteristics of the school district where a candidate is placed for his or her internship and the individual needs of candidates.

Analysis

In setting these requirements, State Board staff considered the need for principals to understand the instructional needs of all students in order to improve achievement for the school population. The role and responsibilities of the principal differ in several significant ways than that of a special education or bilingual education teacher, so explicit exposure is needed so candidates are equipped to respond to the statutory and regulatory duties of a school in these areas, as well as to address achievement of these populations as part of the overall school improvement process.

Programs that are currently approved for principal preparation have lacked in-depth exposure to these populations. Most school districts in the state serve at least one student with disabilities, as well as one ELL. For this reason, a candidate’s lack of access to the populations, as perceived by some of the commenters, may not be a major issue. For instance, schools with even one student with disabilities or an ELL must provide services to assist that student to progress academically, in accordance with federal and state law and regulations.

State Board staff acknowledge these concerns. In the event that the participating school does not serve any students with disabilities or ELLs, then the candidate would work with her or his preparation program to be assigned to another school to complete this aspect of the internship.

Commenters did raise valid concerns, however, that specifying a set number of hours to any one of the six internship components outlined under Section 30.40(a)(1) could be counterproductive in shifting the focus of the internship to one or two specific areas at the expense of others that are equally important. Another avenue to emphasize the importance of the special education and bilingual education foci, therefore, is to identify specific skills and competencies that principals need in these areas and ensure that these areas are addressed in the internship and properly assessed at its conclusion.

Recommendation

It is recommended that the following changes be made in Sections 30.40, 30.45 and 30.80.

Section 30.40(a)(1) The internship shall consist of the following components:

A) A minimum of 40 hours of participation in meetings to develop individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C (The Individualized
Education Program (IEP)) and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC 794);

B) A minimum of 40 hours of activities with special education teachers to address curricular needs of students with disabilities, which shall not include any time spent in meetings held to develop or modify IEPs or Section 504 plans;

C) A minimum of 40 hours of activities with teachers assigned to programs established under 23 Ill. Adm. Code 228 (Transitional Bilingual Education) to address the curricular needs of English language learners;

D) Engagement in instructional activities that involve teachers at all grade levels (i.e., preschool through grade 12), including teachers in both general education and special education, bilingual education and gifted education settings;

B)E) Observation of the hiring, supervision and evaluation of teachers and development of a professional development plan for teachers; and

C)E) Participating in leadership opportunities to demonstrate that the candidate meets required competencies.

Section 30.45(a) The principal preparation program shall rate each candidate’s level of knowledge and abilities gained and dispositions demonstrated as a result of the candidate’s participation in the internship required under Section 30.40 of this Part. The candidate shall demonstrate competencies listed in subsections (1) through (4) of this Section by the completion during the course of the internship of the tasks specified.

Section 30.45(a)(4) The candidate demonstrates a thorough understanding of the requirements for and development of individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C (The Individualized Education Program (IEP)), individual family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226 and 34 CFR 300.24 (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), including the ability to disaggregate student data, as well as employ other methods for assisting teachers in addressing the curricular needs of students with disabilities. The candidate can work with school personnel to identify English language learners and administer the appropriate program and services, as specified under Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) to address the curricular and academic needs of English language learners (ELLs). As evidence of meeting this competency, the candidate shall:
A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan;

B) evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers);

C) in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;

D) work with teachers to develop a plan which focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted);

E) proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;

F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and

G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

5) A principal preparation program shall rate a candidate’s demonstration of having achieved the competencies listed in this subsection (a) as “meets the standards” or “does not meet the standards” in accordance with a rubric that will be posted no later than January 1, 2011 on the State Board of Education’s website. Should the rubric be modified, the State Superintendent shall inform the approved programs of the changes no later than January 1 and modify the website accordingly.
Prior experience

Comment

The proposed rules require that building principals who serve as mentors to candidates during the internship have four years of successful experience as a building principal (See Section 30.40(b)(2).) Many commenters objected to both parts of this requirement (i.e., number of years and successful experience), calling the four-year requirement impractical and unrealistic, and voicing concerns that candidates from areas of the state with large numbers of at-risk student populations and high principal turnover could not be expected to show sufficient years of successful experience. It was feared that principals in schools not meeting Adequate Yearly progress (AYP) could not demonstrate ‘successful’ experience.

Along this same line, some writers commented that university faculty who currently supervise principal candidates could not meet the requirement of showing four years of successful experience serving as a principal.

Analysis

The requirement that mentors and faculty supervisors have four years of successful experience as a principal is based on the underlying goal of redesigning preparation programs to stress instructional leadership. Some commenters indicated it would be difficult to partner with schools that have principals who have been employed for at least four years. FY 2010 data from the Teacher Service Record, however, show that 50 percent or more of the principals employed in schools located in all but one educational service region have been employed for four or more years.

As to “successful experience”, this requirement does not and was not meant to rule out principals teaching in schools not meeting AYP, many of whom nonetheless have had success under their leadership. Moreover, evidence of student growth, which is used, in part, to calculate AYP, was originally required for only two of the previous five years. Preparation programs may determine what data are relevant to support successful prior experience for mentors as they recruit schools with which to partner.

Given the volume of comments received on this point, staff recommend that the rules be amended to require that the principal demonstrate three years of successful experience in order to serve as a mentor. The requirement of three years of experience aligns with the criteria contained in the New Principal Mentoring Program (105 ILCS 5/2-3.53a), which requires “three or more years [of experience] and demonstrated success as an instructional leader”. This proposed modification will make it easier for programs to recruit desirable mentors, especially from rural areas of the state, while still achieving the goals of the principal preparation program.

Recommendation

It is recommended that the following changes be made in Section 30.40(b)(2).

b) A public or nonpublic school may serve as an internship site if the principal of the school:
holds a current and valid administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337; and

has three four years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal's previous five years, and formal evaluations or letters of recommendation from former supervisors.

**Teachers’ prior experience**

**Comment**

Section 30.70 (Candidate Selection) requires that candidates have four years of teaching experience on a valid and current Illinois certificate or a teaching certificate from another state in order to enter a principal preparation program. One writer stated that the requirement is absurdly low and advocated for a minimum of 15 years of classroom experience. However, the majority of commenters objected to this condition as impractical and discriminatory, noting that it would limit access to the program (especially for those residing in rural areas of Illinois) and would restrict from entering the program otherwise qualified candidates in education fields other than teaching or those with business backgrounds. More specifically, another writer stated that the proposal would prevent individuals with Type 73 certificates (School Service Personnel) who are working as school counselors, social workers, and speech therapists from entering the program, although such individuals often have four years of background and skills and have worked closely with school administrators.

One commenter noted that the issue of prior teaching experience had been debated for years during the work of the Task Force, with no consensus reached, and that the requirement for four years was a last-minute addition from the State Teacher Certification Board (STCB). Some writers stated that Section 21-7.1 of the School Code only requires candidates to have four years of teaching experience in order to receive the principal endorsement, rather than at the time candidates enter the preparation program. Most of these commenters stated that requiring two years of teaching experience would be sufficient for candidates, which was the standard for receiving the endorsement before Section 21-7.1 was amended by Public Act 96-903.

**Analysis**

State Board staff have discussed this issue with stakeholders and with members of the State Teacher Certification Board and believe it is imperative that redesigned principal preparation programs require candidates to have four years of teaching experience before they can be considered for enrollment. For most educators new to teaching, the first two years are focused on learning the mechanics of the classroom, becoming familiar with students and with one’s teaching style, and mastering the skills involved in working within a school. In the majority of cases, the third year of teaching is the first in which the new teacher is knowledgeable and comfortable enough to make progress as an instructional leader in his or her classroom.

Teachers must complete four years of teaching and be evaluated in order to be granted tenure in a district, as well as to progress from an initial teaching certificate to a standard teaching certificate. Allowing a teacher with only two years of classroom experience to enter a rigorous graduate program that encompasses identification and remediation of individual and systemic problems is counterintuitive. Requiring novice teachers without tenure to supervise tenured faculty is unreasonable.
Moreover, a background of success in a business or other non-educational field is no guarantee that a candidate will automatically display strengths as an academic leader. Also, Section 21-7.1 of the School Code prohibits an individual from obtaining a principal’s endorsement unless he or she has four years of teaching experience (although an individual with two years of experience on a school service personnel certificate would qualify for a general administrative endorsement, the predecessor to the principal endorsement). Staff believe that it is essential all candidates have sufficient teaching experience before entering a principal preparation program to ensure that the curricula and internship experiences are informed by practices that involve working to improve student achievement.

**Comment**

No changes are recommended in response to these comments.

**Staffing issues**

**Comment**

Some commenters expressed strong support of Section 30.60 of the proposed rules regarding minimum staffing requirements. These writers noted their expectation that institutions with existing programs for principal preparation would object vociferously to the staffing limits imposed.

The majority of comments received on Section 30.60, however, were critical. Several writers took issue with the statement that no more than one-third of coursework in a principal preparation program could be taught by adjunct faculty. Since part-time, or adjunct, faculty members typically are still practicing in the field or have recently retired, commenters noted that using them gives students exposure to successful practitioners with the most recent ties to classroom instruction in a given field. Such qualifications make their contributions to a university program extremely valuable, and institutions should not be subjected to ‘micromanagement’ from the State Board staff in how adjunct staff are assigned.

Commenters also objected to the provision that no mentor should have more than two candidates assigned to him or her at any one period during the internship (an exception is provided for a third candidate when cause can be shown). It was pointed out that large school districts currently participate in programs offered by up to seven universities and smaller colleges under the current requirements, which have no mentor-candidate restrictions. The limit of two candidates was characterized as prescriptive, insensitive to the needs of schools with large enrollments as well as smaller rural districts, and as assigning all responsibilities for the selection of candidates to the mentor with the inherent risks of bias in that process.

**Analysis**

The limit of no more than two candidates for a given mentor was set in acknowledgment of the essential competencies that a candidate should gain in the internship component of the principal preparation program. In order to achieve the level of competency expected, the building principal, or mentor, must work closely with each candidate during the internship. Agency staff do not believe it is reasonable to expect a principal to perform her or his regular duties to the school and still meet the extensive time requirements that will be necessary for multiple candidates to get the most benefit from these redesigned programs.
Nothing in these rules states that the role of a principal serving as a mentor encompasses sole control over candidates selected for her or his school. Rather, the proposed rules set forth only selection criteria for placement in the program generally (see Section 30.70). It is assumed that the entity offering the preparation program will work with the school districts with which it has partnered to appropriately place candidates in participating schools. Programs are free to set additional requirements to ensure that no bias in candidate selection will occur.

On the issue of the use of adjunct faculty, State Board staff have considered comments and current research on the strengths and limitations of instruction by adjunct faculty. Staff acknowledge institutions’ need to provide their students with the right blend of full-time faculty support and instruction from staff who are current practitioners and the rule should be modified accordingly. At the same time, research from two national associations that looked at adjunct instructors at the community college level acknowledged that funding concerns, insufficient professional development, isolation from peers, and little chance for tenure or job security can all adversely affect the quality of instruction provided. Staff recognize that the rules should not be too prescriptive and any percentage that they chose may appear arbitrary, yet it would be difficult to prescribe qualitative criteria that adequately convey the complexity of the quality control issues involved in faculty assignments.

Recommendation

It is recommended that the following changes be made in Sections 30.60(c) and 30.80(b).

Section 30.60(c) No more than one-half one-third of the coursework in a program shall be taught by adjunct faculty. For each adjunct faculty member employed, the program shall maintain evidence that the individual has demonstrated expertise in the area of his or her assignment.

Section 30.80(b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.145, the program proposal required to be submitted as part of the request for approval shall specify how the program will meet the requirements set forth in this Part, as well as address each of the following:

1) The guidance to be developed to ensure that faculty supervisors effectively assist candidates to optimize their experiences during the internship;

2) The roles and responsibilities of candidates and faculty supervisors;

3) Employment criteria used in selecting and evaluating adjunct faculty;

4) The process the institution or not-for-profit entity will use to communicate with the faculty supervisor and candidate;

5) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;
5. A description of the rubric the program will use to assess and evaluate the quality of a candidate’s portfolio required under Section 30.70;

6. The competencies, to include those specified in Section 30.45(a) of this Part, expected of candidates who complete the program and how those expectations will be communicated to the candidate upon his or her admittance to the program;

7. The activities to meet the expectations embedded in the critical success factors specified in Section 30.45(b) of this Part that will be required of candidates for completion of the program and how these activities and expectations will be communicated to the candidate upon his or her admittance to the program;

8. A copy of the partnership agreement or agreements and a description of the partners’ involvement in the development of the program, a description of the roles each partner will have, and information on how the partnership will continue to operate and how it will be evaluated;

9. A copy of any agreements with school districts or nonpublic schools (other than those participating in the partnership) that will serve as sites for the internship or field experiences;

10. A description of each course proposed and the internship, to include:

   A) a course syllabus;

   B) how progress will be measured and successful completion will be determined;

   C) a data table that demonstrates each course’s, and the internship’s, alignment to the ISLLC 2008 standards (see Section 30.30(c) of this Part); and

   D) for individual courses, a detailed description of any field experiences required for course completion.

11. Copies of assessments and rubrics to be used in the program, including but not limited to samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under Section 30.45 of this Part;
13) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of certified staff under Article 24A of the School Code [105 ILCS 5/Art. 24A];

14) A letter signed by the chief administrator of the institution and/or the not-for-profit entity, stating its commitment to hiring additional full-time faculty if enrollment in the program increases; and

15) A complete description of how data on the program will be collected, analyzed, and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district or nonpublic school.

Candidate selection

Comment

Several writers expressed concerns about the requirement in Section 30.70(d) that candidates submit a portfolio as part of the selection process. The commenters noted that the creation of a portfolio was overly burdensome; that its breadth would be better suited to candidates leaving the program; and that no research was cited for inclusion of the portfolio, or for a rubric by which to assess portfolio contents. Similar comments were received on the requirement in Section 30.70(f) that each applicant must interview with at least two of the program’s full-time faculty members. Writers criticized this requirement as another mandated strain on resources and as representing bureaucratic interference into the academic independence of institutions.

In addition, comments were received on candidates’ needing to submit evaluations of their teaching abilities from supervisors, noting that release of such information from a school district could be hampered or prevented by fear of violating personnel privacy laws and laws pertaining to students’ individual records.

Analysis

These requirements for candidate selection were part of the Task Force’s recommendations and staff believe that they are necessary and valid. Candidates are being asked to demonstrate evidence of their success in furthering students’ academic achievement and the factors and dispositions that accompany such accomplishments; how this success is measured is left to the discretion of each principal preparation program to determine. There is no requirement that school districts furnish evaluations of candidates. It is expected that most candidates would have much of this evidence at-hand and would be free to release such information.

The need for candidates to be interviewed in person by full-time faculty members is necessary to ensure that programs know candidates in advance and can select the best candidates for the program. There is great inconsistency among selection processes employed in current programs. It is common to find candidates who are not interviewed in person and who, in fact, do not know most, if not all, of the faculty supervising their programs.
Recommendation

No changes are recommended in response to these comments.

Program review process

Comment

Critique received on Section 30.80 (Program Approval and Review) centered on three topics.
1. The process was described as overly detailed, overly regulated and in need of streamlining.
2. Writers stated that the review panel was redundant and open to favoritism; such responsibilities should instead be shared between the STCB and the Illinois Board of Higher Education (BHE).
3. Some writers perceived a lack of an appeal process for programs recommended for denial by the State Teacher Certification Board following a recommendation for denial from the Principal Preparation Review Panel.

Analysis

State Board staff view the review process as critical and the creation of a review panel with diverse representation as the best way to ensure impartial analysis of each program, particularly since the review panel can make recommendations only.

Further, Section 30.80(f) refers applicants for approval of principal preparation programs to Section 25.160 of rules governing Certification. In particular, an applicant that receives a negative recommendation about its program from the STCB has an opportunity to object to the recommendation in writing and to provide additional supporting documentation as to why the program should be approved or to withdraw its application from consideration. Any additional information that the applicant submits is provided to the State Board of Education, along with the STCB recommendation. It is up to the State Board of Education to accept, modify or reject the STCB’s recommendation.

Recommendation

No changes are recommended in response to these comments.

Concerns of non-public schools

Comment

Writers from nonpublic schools asked for assurances that the fees programs may charge candidates, as well as any monetary stipends programs may provide, are available to their schools as well (Section 30.40(e),(f)).

Analysis

Since both sections describe such fees and allocations as discretionary, they are available to any principal preparation programs choosing to use them.
Recommendation

No changes are recommended in response to these comments.

Comment

Commenters objected to the inclusion of “State assessment results” in Section 30.45(a)(1)(A) for the activities expected of a candidate during the internship component, noting that such test results are not available to nonpublic schools.

Analysis

These writers are correct in that students in nonpublic schools are not administered the Illinois Standards Achievement Test or the Prairie State Achievement Examination, and the section of the rules should be modified.

Recommendation

It is recommended that the following change be made in Section 30.45(a)(1)(A).

Section 30.45(a)(1)(A) The candidate conveys an understanding of how the school’s mission and vision affect the work of the staff in enhancing student achievement. He or she understands and is able to perform activities related to data analysis and can use the results of that analysis to formulate a plan for improving teaching and learning. As evidence of meeting this competency, the candidate shall:

A) review school-level data, including, but not limited to, State assessment results or, for nonpublic schools, other standardized assessment results; use of interventions, and identification of improvement based on those results;

Comment

Finally, commenters objected to the lack of representation from nonpublic schools on the Principal Preparation Review Panel (Section 30.80(c)), noting that a presence was required to ensure that the implementation and conduct of the new programs would include consideration of the needs and contributions of nonpublic schools.

Analysis

Under Article 21 of the School Code, the State Board of Education is charged with setting forth requirements for the certification of teachers and administrators who work in the public schools. Unlike for public schools, Article 21 does not require that nonpublic schools employ only individuals who are appropriately certified. Additionally, while the agency in 2009 promulgated administrative rules that govern the registration and recognition of nonpublic schools, staff did not specify in those rules that teaching staff hold more than just a bachelor’s degree (beginning in the 2011-12 school year).
As noted above, staff employed in nonpublic schools in Illinois are not subject to any certification requirements. Many nonpublic schools in the state do require that certain staff be certified, but doing so is optional. For this reason, the agency and its partners have not specifically worked to design principal preparation programs that consider the needs and contributions of schools that are not required to have certified staff. Further, Article 21 does not require representation of nonpublic schools on the State Teacher Certification Board, so agency staff see no reason to extend membership to nonpublic schools on a panel that reviews and makes recommendations that are advisory to the STCB.

Finally, participation in principal preparation programs is voluntary for all higher education institutions and approved not-for-profit entities, and each may choose the type of schools with which they wish to partner. Those schools are then obligated to work within the criteria and requirements as set forth in the law and any rules subsequently promulgated to implement the program.

Recommendation

No changes are recommended in response to this comment.

Miscellaneous comments

Comment

One writer asked if individuals holding out-of-state administrative certification would be eligible for continued employment in Illinois schools after these rules take effect. Others stated that the issue of reciprocity of program requirements between Illinois institutions of higher education and those in other states had not been addressed by these rules.

Analysis

Requirements for receipt of a principal endorsement can be found in Section 21-7.1 of the School Code and proposed Section 25.337 of rules governing Certification (see Part 25 proposal in the Board packet). As stated in those proposed amendments to Part 25, starting in 2011, an individual may seek a principal endorsement provided he or she meets all of the requirements contained in Part 30. Until June 30, 2014, the general administrative endorsement also will continue to be issued; requirements for that endorsement can be found in Section 25.335 of rules governing Certification.

Individuals holding administrative certification from other states will need to obtain the principal endorsement in order to work in Illinois districts, starting July 1, 2014. They will have to meet all the same criteria as candidates from Illinois or show that the requirements for receipt of the administrative certificate from their state are comparable to the criteria set forth in Part 30, or depending on the time in which they apply for certification, Section 25.335. A clarification of this fact has been recommended for placement in Section 30.40(b) (see pages 19-20 of this analysis).

Recommendation

No changes are recommended in response to these comments.
Comment

One writer, noting that by definition an internship could last no more than 24 months, asked whether allowances would be made for candidates who required a leave of absence during the period of the internship for unforeseen circumstances such as a medical or family emergency.

Analysis

The rules provide (Section 30.30(a)(2)) that programs address the establishment of the internship in the written agreement signed by each partner. Programs may wish to make allowances for candidates having to interrupt the internship for circumstances beyond their control and to allow credit to be carried over for coursework already completed when the candidate returns to the program, depending on the specific situation, such as how long someone has been out of the program and the reason the person had to discontinue the internship.

Recommendation

It is recommended that Sections 30.10 and 30.40(g) be amended as follows.

Section 30.10  "Internship" means a candidate’s placement in public or nonpublic schools for a sustained, continuous, structured and supervised experience lasting no more than 24 months during which the candidate engages in experiences and leadership opportunities to demonstrate proficiencies in required competencies expected of a principal. (Also see Section 30.40(g) of this Part.)

Section 30.40(g)  A program may extend the length of an internship beyond 24 months for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency, provided that the program adopts procedures for requesting an exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. A copy of the policy shall be provided to each candidate who enrolls in the program.

Comment

One commenter asked if the rules could be amended to allow part-time faculty to serve as faculty supervisors working with candidates during the internship period. The writer noted that the Task Force had recommended that clinical supervisors, who are not necessarily full-time faculty members, be allowed to serve in such roles.

Analysis

State Board staff agree with this comment and will suggest an amendment to the rules.

Recommendation

It is recommended that Section 30.10 (Definitions) and Section 30.60(f) be amended as follows:
“Faculty Supervisor” means a faculty member employed on a full-time or part-time basis in a principal preparation program who supervises candidates during the internship period.

Section 30.60(f) Each full-time faculty member in the program and each faculty supervisor shall participate in the training required for evaluation of certified personnel under Section 24A-3 of the School Code.

Comment

One writer advocated that Regional Offices of Education (ROE) be given specific responsibilities to assist partnerships, such as evaluation of interns' assessments, working with school districts on memoranda of understanding, conducting awareness sessions for school districts on the new programs, and appointment of a lead ROE in each of six areas to serve as an administrative agent.

Analysis

The involvement of ROEs could certainly prove valuable to program participants. However, its inclusion in the rules at this juncture would create a mandate on the regional offices before they had an opportunity to comment on these extra burdens. Failure of the agency to mandate participation of ROEs by rule does not preclude programs from establishing partnerships with entities beyond school districts or nonpublic schools, which could include ROEs.

Recommendation

No changes are recommended in response to this comment.

Comment

One writer advocated for school districts being consultants only, rather than partners, in the new programs for principal preparation. Citing the need to show sensitivity to economic conditions in Illinois schools, and the lack of sufficient personnel to administer such programs, the writer stated that even requiring the formality of a written agreement would reduce the pool of possible school partners. Allowing schools to act as consultants to universities would still provide sufficient input to prevent institutions of higher education from operating in isolation.

Analysis

Co-design of the programs was a formal recommendation from the Task Force. Districts are not being asked to administer programs but to work in collaboration with institutions of higher education. Districts or nonpublic schools with concerns over staffing or monetary issues may choose not to participate in the program.

Recommendation

No changes are recommended in response to this comment.
Comment

One comment was received about the requirement in Section 30.30(d)(1), that coursework must focus on all grade levels (i.e., preschool through grade 12). The writer asked if a coursework activity that covered all grades but one would be considered insufficient.

Analysis

The intent of Section 30.30(d)(1) is that the totality of coursework covered by a program is comprehensive and addresses all grade levels, not that each instructional activity offered must cover every single grade.

Recommendation

No changes are recommended in response to this comment.

Comment

A few writers asked that the rules acknowledge the importance of meeting the needs of children from birth to age 3 by including that population in these rules.

Analysis

Most public schools do not address families with children under the age of 3. Programs that address the early learning needs of young children (such as Prevention Initiative) are often run by community organizations, not by the school district itself. Expanding the scope of the population to be served by principal preparation programs would in effect expand the role of Illinois public schools, an undertaking that would require passage of legislation.

Recommendation

No changes are recommended in response to these comments.

Comment

One commenter stated that the requirement for interns to observe the hiring, supervision and evaluation of teachers (Section 30.40(a)(1)(E)) could probably not be met by candidates participating in the internship during the summer and fall months, since districts' hiring cycles usually begin in the spring.

Analysis

Many school districts hire during the summer and fall months. Since the rules do not limit the times of the year when candidates are to begin their internship, State Board staff expect that all candidates should be able to complete this requirement without changing the rules.

Recommendation

No changes are recommended in response to this comment.
Comment

Several writers objected to the exclusion from the internship of activities not directly related to the provision of instruction (Section 30.40(a)(2)). Supervision of students and their activities was described as an essential task in any school. It was noted that ISLLC Standards 2 and 3 both include supervision as a performance indicator for competent principals and that supervision and associated management activities are commonly stressed in coursework and in textbooks for principals.

Analysis

The intent of Section 21-7.6 of the School Code and the proposed rules is to design principal preparation programs that shift the focus of the position from managerial duties to proficiency as an instructional leader. With that primary focus in mind, non-instructional duties cannot be counted towards completion of the internship and the assessments embedded in these proposed rules are not aligned to such non-instructional duties.

Recommendation

No changes are recommended in response to these comments.

Comment

One writer asked if the requirement that a mentor principal hold a current and valid administrative certificate (Section 30.40(b)(2)) would eliminate the ‘longstanding practice’ of institutions placing candidates in out-of-state schools for internships, since such principals would not hold Illinois certification. The writer advocated for allowing principals certified in other states to be eligible to serve as mentors. Otherwise, taxpaying Illinois residents who work in border states and would wish to participate in internships in those states will no longer be permitted to receive principal training in their local Illinois universities.

Commenters from the nonpublic school community also were concerned with the requirement that principals who are serving as mentors must hold a current and valid administrative certificate endorsed for general administrative or principal (Section 30.40(b)(1)), noting that principals in nonpublic schools commonly hold a ‘valid and exempt’ certificate. The requirement for a current and valid certificate was characterized as discriminatory to administrators in nonpublic schools.

Analysis

Principals in other states who meet the qualifications set forth in this Section are eligible to act as mentors if their schools or districts are partnered with an Illinois institution or not-for profit entity and can meet all other requirements set forth in the rules.

‘Valid and exempt’ certificates simply acknowledge that the holder is not currently teaching in a public school. Amendments will be suggested to make this point more clear.

Recommendation

It is recommended that Section 30.40(b)(1) be amended as follows.
b) A public or nonpublic school may serve as an internship site if the principal of the school:

1) holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337; or

2) if the internship site is located in another state, a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located; or

3) in the case of a nonpublic school, either holds a valid and exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal or meets the requirements of subsection (b)(1) of this Section.

4) In all cases, the principal shall have three or four years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal’s previous five years, and formal evaluations or letters of recommendation from former supervisors.

Comment

Four comments were received about the provision in Section 30.40(c)(1) that faculty supervisors conduct at least four face-to-face meetings with the mentor at the internship site of each candidate. One writer stated that it would be possible under this Section for the faculty supervisor to have to conduct more than 190 visits. A minimum of two on-site visits was suggested as more reasonable and allowing faculty time to attend to other responsibilities.

Analysis

It should be noted that the four required visits can be spread out over the length of the internship. For an internship lasting 12 months, two visits each semester would be required; internships lasting up to 24 months would require only one visit each semester. This number seems more than reasonable, given the importance of collaboration between the faculty supervisor and the mentor in furthering candidates’ success in the program.

Recommendation

No changes are recommended in response to these comments.

Comment

A few writers objected that requiring candidates to complete the inservice training required for evaluation of certified staff (105 ILCS 5/24A-3) before commencing the internship was unrealistic since it would be difficult for a classroom teacher to complete the training. Associated costs were also cited as a negative.
Analysis

Under current rules, a person can complete all requirements for a certificate endorsed for general administrative without meeting eligibility requirements to evaluate staff. The need for principal candidates to have such training was a concern of the Illinois School Leader Task Force. Additionally, Section 30.45(a) requires that candidates be assessed relative to the conduct of an evaluation. It is important that the candidate have this training prior to beginning the internship so that he or she will have the knowledge required to demonstrate competencies in this area.

Recommendation

No changes are recommended in response to these comments.

Comment

Three writers commented that requiring candidates to observe teachers as part of an evaluation process (Section 30.45(2)(B)) could violate the collective bargaining agreement between the district and its teachers. Writers also voiced concerns over the potential release of information on individual teacher performance to universities.

Analysis

Given the importance of candidates acquiring first-hand knowledge of staff evaluation, candidates who are prevented from observing a teacher at work in the classroom will have to visit a school where such observation is permitted. State Board staff do not expect programs to allow candidates to participate in any official evaluation of any one teacher. The use of the word ‘model’ in this Section was designed to convey that distinction but the language can be made more explicit.

Recommendation

It is recommended that Section 30.45(a)(2)(B) be amended as follows:

(a)(2) The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of the students. The candidate presents knowledge and skills associated with clinical supervision and teacher evaluation, including strong communication, interpersonal and ethics skills. The candidate can apply the National Staff Development Council's Standards for Staff Development (2001) posted at [http://www.nsdc.org/standards/index.cfm](http://www.nsdc.org/standards/index.cfm). No later amendments to or editions of these standards are incorporated by this Section. As evidence of meeting this competency, the candidate shall:

A) create a job description, including development of interview questions and an assessment rubric, participate in interviews of candidates, make recommendations for hiring (i.e., rationale for action and supporting data), and prepare letters for candidates not selected;
B) participate in a model evaluation of a teacher, to include at least notes, observations, student achievement data, and examples of interventions and support, as applicable, based on the evaluation results, with the understanding that no candidate will participate in the official evaluation process for any particular teacher; and

Comment

One commenter stated that the State Board should not require coursework on current ‘hot topics’, such as bullying (Section 30.50(a)(7)), but should instead require universities to cover a broad range of human and social issues.

Analysis

State Board staff believe that bullying is a long-standing problem in schools and that the widespread use of electronic media by students has only increased the extent of the problem in the last several years. Beginning principals need the training that will help them recognize bullying attempts promptly and take appropriate actions to stop it.

Recommendation

No changes are recommended in response to this comment.

Comment

Three writers disagreed with the provision in Section 30.60(f) that full-time faculty members in the principal preparation program participate in the training required for evaluation of certified staff required under Section 24A-3 of the School Code. Two commenters asked that those faculty who had already completed such training not be required to repeat it, while a third would restrict this requirement to faculty members teaching certain courses only.

Analysis

As noted, Section 24A-3 of the School Code requires that any evaluator undertaking an evaluation after September 1, 2012, must first complete a training program approved by the State Board. This program has not yet been established so no one has completed the training. Once training is available, State Board staff would agree that full-time faculty members would not have had the new training and therefore, they would need to complete this just as current administrators will be required to complete it.

Recommendation

No change is recommended at this time in response to these comments.
PART 30
PROGRAMS FOR THE PREPARATION OF PRINCIPALS IN ILLINOIS

Section
30.10 Definitions
30.20 Purpose and Applicability
30.30 General Program Requirements
30.40 Internship Requirements
30.45 Assessment of the Internship
30.50 Coursework Requirements
30.60 Staffing Requirements
30.70 Candidate Selection
30.80 Program Approval and Review

AUTHORITY: Implementing and authorized by Section 21-7.6 of the School Code [105 ILCS 5/21-7.6].

SOURCE: Adopted at 35 Ill. Reg. _____, effective _____________

Section 30.10 Definitions

As used in this Part:

“Adjunct faculty” means part-time faculty who are not full-time employees of the institution.

“Dispositions” means professional attitudes, values and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues and communities.

“Educational unit” means the college, school, department, or division of an institution or not-for-profit entity that is primarily responsible for the initial and continuing preparation of teachers and other education professionals.

“Faculty” means either professional education staff employed at an institution or staff members employed by not-for-profit entities in principal preparation programs who provide instruction to candidates.

“Faculty Supervisor” means a faculty member employed on a full-time or part-time basis in a principal preparation program who supervises candidates during the internship period.
"Internship" means a candidate’s placement in public or nonpublic schools for a sustained, continuous, structured and supervised experience lasting no more than 24 months, during which the candidate engages in experiences and leadership opportunities to demonstrate proficiencies in required competencies expected of a principal. (Also see Section 30.40(g) of this Part.)

“Institution” means a regionally accredited institution of higher learning as specified in Section 21-21 of the School Code [105 ILCS 5/21-21]. (Also see 23 Ill. Adm. Code 25.10 (Accredited Institution).)

“Mentor” means the principal of the public or nonpublic school in which a candidate is placed who works directly with the candidate on the day-to-day activities associated with the principal’s role as the school leader.

“Nonpublic school” means a school recognized in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) and meeting the staffing requirements set forth in 23 Ill. Adm. Code 25.65(b) (Alternative Certification).

“Not-for-profit entity” means an entity that is subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5] and that is recognized to provide an educator preparation program in the State of Illinois pursuant to 23 Ill. Adm. Code 25.Subpart C (Approving Programs that Prepare Professional Educators in the State of Illinois).

“Partner” means one or more institutions, not-for-profit entities, school districts or nonpublic schools that jointly design, implement and administer the principal preparation program. For the purposes of this Part, “partners” do not include school districts and their schools or nonpublic schools that serve only as sites for candidates to complete internship requirements or field experiences.

“Program completers” means persons who have met all the requirements of a State-approved principal preparation program established pursuant to Section 21-7.6 of the School Code [105 ILCS 5/21-7.6] and this Part and who have fulfilled the requirements for receipt of a principal endorsement set forth in Section 21-7.1 of the School Code [105 ILCS 5/21-7.1] and 23 Ill. Adm. Code 25.337 (Principal Endorsement (2011)).

Section 30.20 Purpose and Applicability

a) This Part sets forth the requirements for the approval of programs to prepare individuals to be highly effective in leadership roles to improve teaching and learning and increase academic achievement and the development of all students [105 ILCS 5/21-7.6].
b) Requirements of this Part are in addition to the requirements for the approval of new educator preparation programs set forth in 23 Ill. Adm. Code 25.Subpart C. Any program offered in whole or in part by a not-for-profit entity also must be approved by the Board of Higher Education [105 ILCS 5/21-7.1].

c) Candidates successfully completing a principal preparation program shall obtain a principal endorsement on an administrative certificate and are eligible to work as a principal, assistant principal, assistant or associate superintendent, and junior college dean (Section 21-7.1 of the School Code; also see 23 Ill. Adm. Code 25.337).

d) No later than July 1, 2014, all programs for the preparation of principals shall meet the requirements set forth in this Part.

e) Beginning September 1, 2012, institutions or not-for-profit entities may admit new candidates only to principal preparation programs that have been approved under this Part.

Section 30.30 General Program Requirements

a) The program shall be jointly established by one or more institutions or not-for-profit entities and one or more public school districts or nonpublic schools.

b) The responsibility and roles of each partner in the design, implementation and administration of the program shall be set forth in a written agreement signed by each partner. The written agreement shall address at least the following:

1) the process and responsibilities of each partner for the selection and assessment of candidates;

2) the establishment of the internship and any field experiences, and the specific roles of each partner in providing those experiences, as applicable;

3) the development and implementation of a training program for mentors and faculty supervisors that supports candidates’ progress during their internships in observing, participating, and demonstrating leadership to meet the 13 critical success factors and 36 associated competencies outlined in “The Principal Internship: How Can We Get It Right?”(Southern Regional Education Board, 2005; http://publications.sreb.org/2005/05V02_Principal_Internship.pdf). No later amendments to or edition of this document are incorporated by this Part;

4) names and locations of non-partnering school districts and nonpublic schools where the internship and any field experiences may occur; and
5) the process to evaluate the program, including the partnership, and the role of each partner in making improvements based on the results of the evaluation.

c) Each program shall meet the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at http://www.npbea.org/projects.php. No later amendments to or editions of these standards are incorporated by this Part.

d) Each program shall offer curricula that address student learning and school improvement and focus on:

1) all grade levels (i.e., preschool through grade 12);

2) the role of instruction (with an emphasis on literacy and numeracy), curriculum, assessment and needs of the school or district in improving learning;

3) the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24 (Standards for All Illinois Teachers));

4) all students, with specific attention on students with special needs (e.g., students with disabilities, English language learners, gifted students, students in early childhood programs); and

5) collaborative relationships with all members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

Section 30.40 Internship Requirements

a) The internship portion of the program shall be conducted at one or more public or nonpublic schools so as to enable the candidate to be exposed to and to participate in a variety of school leadership situations in settings that represent diverse economic and cultural conditions and involve interaction with various members of the school community (e.g., parents, school board members, local school councils or other governing councils, community partners).

1) The internship shall consist of the following components:

A) A minimum of 20 hours of participation in meetings to develop individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C (The Individualized Education Program (IEP)) and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC 794);
B) A minimum of 40 hours of activities with special education teachers to address curricular needs of students with disabilities, which shall not include any time spent in meetings held to develop or modify IEPs or Section 504 plans;

C) A minimum of 40 hours of activities with teachers assigned to programs established under 23 Ill. Adm. Code 228 (Transitional Bilingual Education) to address the curricular needs of English language learners;

D) Engagement in instructional activities that involve teachers at all grade levels (i.e., preschool through grade 12), including teachers in both general education, special education, bilingual education and gifted education settings;

E) Observation of the hiring, supervision and evaluation of teachers, other certified staff, and noncertified staff, and development of a professional development plan for teachers; and

F) Participating in leadership opportunities to demonstrate that the candidate meets the required competencies described in Section 30.45 of this Part.

2) The internship shall not include activities that are not directly related to the provision of instruction at the school (e.g., supervision of students during lunch or recess periods, completion of program coursework).

3) The internship shall require the candidate to work directly with the mentor observing, participating in, and taking the lead in specific tasks related to meeting the critical success factors and essential competencies referenced in Section 30.30(b)(3) of this Part.

b) A public or nonpublic school may serve as an internship site if the principal of the school:

1) holds a valid and current administrative certificate endorsed for general administrative or principal pursuant either to 23 Ill. Adm. Code 25.335 or 23 Ill. Adm. Code 25.337; or

2) if the internship site is located in another state, a valid and current administrative certificate that is comparable to the required Illinois administrative certificate issued by the state in which the internship site is located; or
3) in the case of a nonpublic school, either holds a valid and exempt Illinois administrative certificate that is registered and endorsed for general administrative or principal or meets the requirements of subsection (b)(1) of this Section.

4) 2) In all cases, the principal shall have three four years of successful experience as a building principal as evidenced by relevant data, including data supporting student growth in two of the principal’s previous five years, and formal evaluations or letters of recommendation from former supervisors.

c) Each program shall assign a faculty member to serve as faculty supervisor for the internship portion of the program, provided that the individual assigned meets the requirements of subsection (b) of this Section. Faculty supervisors shall:

1) conduct at least four face-to-face meetings with the mentor at the internship site of each candidate;

2) observe, evaluate and provide feedback at least four times a year to each candidate about the candidate’s performance;

3) host three seminars each year for candidates to discuss issues related to student learning and school improvement arising from the internship; and

4) work in collaboration with site mentors to complete the assessment of the candidate’s performance during the internship as required pursuant to Section 30.45 of this Part.

d) Programs shall ensure that each candidate:

1) successfully completes the training required under Section 24A-3 of the School Code [105 ILCS 5/24A-3] before beginning his or her internship; and

2) passes the applicable content-area test (see 23. Ill. Adm. Code 25.710 (Definitions)) before completion of the internship.

e) Programs may charge fees of candidates, in addition to tuition, to be used to reimburse schools for the costs of employing substitute teachers for candidates who are full-time teachers and must be absent from their classrooms in order to complete internship activities.

f) Programs may provide monetary stipends for candidates while they are participating in their internship.
g) A program may extend the length of an internship beyond 24 months for any candidate who has to discontinue the internship portion of the program due to unforeseen circumstances, such as a medical or family emergency, provided that the program adopts procedures for requesting the exemption, the specific reasons under which the exemption would be granted, and the length of time within which a candidate must resume the internship. A copy of the policy shall be provided to each candidate who enrolls in the program.

Section 30.45 Assessment of the Internship

a) The principal preparation program shall rate each candidate’s level of knowledge and abilities gained and dispositions demonstrated as a result of the candidate’s participation in the internship required under Section 30.40 of this Part. The candidate shall demonstrate competencies listed in subsections (a)(1) through (4) of this Section by the completion during the course of the internship of the tasks specified.

1) The candidate conveys an understanding of how the school’s mission and vision affect the work of the staff in enhancing student achievement. He or she understands and is able to perform activities related to data analysis and can use the results of that analysis to formulate a plan for improving teaching and learning. As evidence of meeting this competency, the candidate shall:

A) review school-level data, including, but not limited to, State assessment results or, for nonpublic schools, other standardized assessment results, use of interventions, and identification of improvement based on those results;

B) participate in a school improvement planning (SIP) process, including a presentation to the school community explaining the SIP and its relationship to the school’s goals; and

C) present a plan for communicating the results of the SIP process and implementing the school improvement plan.

2) The candidate demonstrates a comprehensive understanding of the process used for hiring staff who will meet the learning needs of the students. The candidate presents knowledge and skills associated with clinical supervision and teacher evaluation, including strong communication, interpersonal and ethics skills. The candidate can apply the National Staff Development Council’s Standards for Staff Development (2001) posted at http://www.nsdc.org/standards/index.cfm. No later amendments to or editions of these standards are incorporated by this Section. As evidence of meeting this competency, the candidate shall:
A) create a job description, including development of interview questions and an assessment rubric, participate in interviews of candidates, make recommendations for hiring (i.e., rationale for action and supporting data), and prepare letters for candidates not selected;

B) participate in a model evaluation of a teacher, to include at least notes, observations, student achievement data, and examples of interventions and support, as applicable, based on the evaluation results, with the understanding that no candidate will participate in the official evaluation process for any particular teacher; and

C) create a professional development plan for the school to include the data used to develop the plan, the rationale for the activities chosen, options for participants, reasons why the plan will lead to higher student achievement, and a method for evaluating the effect of the professional development on staff.

3) The candidate demonstrates the ability to understand and manage personnel, resources and systems on a schoolwide basis to ensure adequacy and equity, including contributions of the learning environment to a culture of collaboration, trust, learning and high expectations; the impact of the budget and other resources on special-needs students, as well as the school as a whole; and management of various systems (e.g., curriculum, assessment, technology, discipline, attendance, transportation) in furthering the school’s mission. As evidence of meeting this competency, the candidate shall:

A) investigate two areas of the school’s learning environment (i.e., professional learning community, school improvement process, professional development, teacher leadership, school leadership teams, cultural proficiency, curriculum, and school climate), to include showing connections among areas of the learning environment, identification of factors contributing to the environment’s strengths and weaknesses, and recommendations for improvement of areas determined to be ineffective;

B) analyze the school’s budget, to include a discussion of how resources are used and evaluated for adequacy and effectiveness; recommendations for improvement; and the impact of budget choices, particularly on low-income students, students with disabilities, and English language learners; and

C) review the mission statement for the school, to include an analysis of the relationship among systems that fulfill the school’s mission, a description of two of these systems (i.e., curriculum, instruction,
assessment, discipline, attendance, maintenance, and transportation) and creation of a rating tool for the systems, and recommendations for system improvement to be discussed with the school’s principal.

4) The candidate demonstrates a thorough understanding of the requirements for and development of individualized education programs pursuant to 23 Ill. Adm. Code 226.Subpart C (The Individualized Education Program (IEP)), individual family service plans (IFSP) pursuant to 23 Ill. Adm. Code 226 and 34 CFR 300.24 (2006), and plans under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), including the ability to disaggregate student data, as well as employ other methods for assisting teachers in addressing the curricular needs of students with disabilities.

The candidate can work with school personnel to identify English language learners and administer the appropriate program and services, as specified under Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) to address the curricular and academic needs of English language learners (ELLs).

As evidence of meeting this competency, the candidate shall:

A) use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan;

B) evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers);

C) in conjunction with special education and bilingual education teachers, identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students leading to school improvement;

D) work with teachers to develop a plan which focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted);
E) proactively serve all students and their families with equity and honor and advocate on their behalf, ensuring an opportunity to learn and the well-being of each child in the classroom;

F) analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and development of all students; and

G) recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

5) A principal preparation program shall rate a candidate’s demonstration of having achieved the competencies listed in this subsection (a)(1-3) as “meets the standards” or “does not meet the standards” in accordance with a rubric that will be posted no later than January 1, 2011 on the State Board of Education’s website. Should the rubric be modified, the State Superintendent shall inform the approved programs of the changes no later than January 1 and modify the website accordingly.

A) A candidate must achieve a “meets the standards” on each competency in order to successfully complete the internship.

B) A candidate who fails to achieve a “meets the standards” on any of the three areas of competency may repeat the tasks associated with the failed competency at the discretion of the principal preparation program.

b) Each candidate shall participate in, and demonstrate mastery of, the 36 activities listed in Appendix 3 of the document referenced in Section 30.30(b)(3) of this Part. The principal preparation program shall implement a process to assess both the candidate’s understanding of school practices that foster student achievement and his or her ability to provide effective leadership. The assessment process and any rubrics to be used shall be submitted as part of the program’s application for approval under Section 30.80 of this Part.

1) Programs shall ensure that each candidate demonstrates the participation level in 100 percent of the activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part.

2) The assessment shall at least determine at what point a candidate demonstrates leadership in conducting the activities. Each candidate must
demonstrate leadership in at least 80 percent of the activities associated with the critical success factors described and defined in Section 30.30(b)(3) of this Part in order to successfully complete the internship.

Section 30.50 Coursework Requirements

a) The coursework required by the preparation program of its candidates must cover each of the following areas:

1) State and federal laws, regulations and case law affecting Illinois public schools;

2) State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners;

3) use of technology for effective teaching and learning and administrative needs;

4) use of a process that determines how a child responds to scientific, research-based interventions that are designed to screen students who may be at risk of academic failure; monitor the effectiveness of instruction proposed for students identified as at risk; and modify instruction as needed to meet the needs of each student;

5) understanding literacy skills required for student learning that are developmentally appropriate (early literacy through adolescent literacy), including assessment for literacy, developing strategies to address reading problems, understanding reading in the content areas, and scientific literacy;

6) understanding numeracy skills and working collaboratively across content areas to improve problem-solving and number sense at all grade levels;

7) identification of bullying; understanding the different types of bullying behavior and its harm to individual students and the school; and the importance of teaching, promoting and rewarding a peaceful and productive school climate; and

8) the process to be used to evaluate certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3].

b) A portion of the required coursework shall include “field experiences”, i.e., multiple experiences that are embedded in a school setting and relate directly to the core subject matter of the course. The principal preparation program shall determine the courses for which completion of field experiences will be required and the time allotted to field experiences across all courses in the curriculum.
c) In addition to meeting the requirements in subsections (a) and (b) of this Section, programs providing 50 percent or more of coursework via distance learning or video-conferencing technology shall be approved only if they meet the following conditions.

1) Candidates must be observed by a full-time tenure track faculty member who provides instruction in the principal preparation program. The observations, which must take place in person, shall be for a minimum of two full days each semester, and for a minimum of 20 days throughout the length of the program. The observations must include time spent interacting and working with the candidate in a variety of settings (i.e., observing the candidate’s teaching, attending meetings with the candidate, observing the candidate during the internship portion of the program).

2) Each candidate shall be required to spend a minimum of one day per semester, exclusive of internship periods, at the program’s Illinois facility in order to meet with the program’s full-time faculty, to present and reflect on projects and research for coursework recently completed, and to discuss the candidate’s progress in the program.

3) Each candidate shall be required to attend in person the meetings outlined in Section 30.40(c) of this Part.

Section 30.60 Staffing Requirements

a) At a minimum, each program shall allocate two faculty members on a full-time basis to the program if 100 candidates or fewer are enrolled on a part-time or a full-time basis, and one additional faculty member shall be allocated on a full-time basis for each increment of 50 or fewer candidates enrolled on a part-time or a full-time basis.

1) For the purposes of this subsection (a), “enrolled” means enrollment in one or more courses required for completion of the program.

2) A faculty member may include time spent teaching in other educational leadership programs (e.g., superintendent, chief school business official) offered by the institution when determining “full-time basis”.

b) No candidate shall receive more than one-third of his or her coursework from the same instructor.

c) No more than one-half one-third of the coursework in a program shall be taught by adjunct faculty. For each adjunct faculty member employed, the program shall maintain evidence that the individual has demonstrated expertise in the area of his or her assignment.
d) A faculty supervisor shall have no more than 36 candidates assigned to him or her during any one 12-month period of an internship. However, when a university requires faculty to supervise at least 48 candidates in order to have a full course load, these faculty shall have no more than 48 candidates assigned to them.

e) No mentor shall have more than two candidates assigned to him or her at any period during the internship, except that the State Teacher Certification Board (STCB) may make an exception for a third candidate if the STCB finds the explanation and accompanying documentation submitted by the program supports granting of the exception (i.e., there is only one qualified mentor available in sparsely populated areas of the State).

f) Each full-time faculty member in the program and each faculty supervisor shall participate in the training required for evaluation of certified personnel under Section 24A-3 of the School Code.

Section 30.70 Candidate Selection

Candidates admitted to a program for principal preparation shall be selected through an in-person interview process. Each candidate must meet the following minimum requirements.

a) A valid and current Illinois teaching certificate (i.e., early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate).

b) Four years of teaching experience either on a valid and current Illinois teaching certificate or in another state on a valid and current teaching certificate for that state.

c) Passage of the test of basic skills if the candidate had not been required to take the test for receipt of his or her Illinois teaching certificate (see 23 Ill. Adm. Code 25.720(b)).

d) Submission of a portfolio that presents evidence of a candidate’s proficiency in each of the following categories:

1) Support of all students achieving high standards of learning;

2) Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years;

3) Significant leadership roles in past positions;

4) Strong oral and written communication skills;
5) Analytic abilities needed to collect and analyze data for student improvement;

6) Demonstrated respect for family and community;

7) Strong interpersonal skills; and

8) Knowledge of curriculum and instructional practices.

e) For purposes of subsection (b) of this Section, “evidence” includes, but is not limited to:

1) Evaluations of the candidate’s teaching abilities from supervisors that attest to students’ academic growth;

2) Evidence of leadership roles held and descriptions of the impact the candidate has had on the classroom, school or district, or the constituents served;

3) An analysis of classroom data (student scores) that describes how the data were used to inform instructional planning and implementation, including an explanation of what standards were addressed, the instructional outcomes, and steps taken when expected outcomes did not occur;

4) Information on the candidate’s work with families and/or community groups and a description of how this work affected instruction or class activities;

5) Examples of the candidate’s analytical abilities as evidenced by a description of how he or she used the results from student assessments to improve student learning; and

6) Evidence of curriculum development, student assessments, or other initiatives that resulted from the candidate’s involvement on school committees.

f) Each applicant shall interview with no fewer than two of the program’s full-time faculty members and shall, at a minimum, discuss the contents of his or her portfolio and complete on site a written response to a scenario presented by the interviewers.

Section 30.80 Program Approval and Review

a) A program seeking approval shall follow the procedures set forth in 23 Ill. Adm. Code 25.145 (Approval of New Programs within Recognized Institutions).
b) In addition to meeting the requirements of 23 Ill. Adm. Code 25.145, the program proposal required to be submitted as part of the request for approval shall specify how the program will meet the requirements set forth in this Part, as well as address each of the following:

1) The guidance to be developed to ensure that faculty supervisors effectively assist candidates to optimize their experiences during the internship;

2) The roles and responsibilities of candidates and faculty supervisors;

3) Employment criteria used in selecting and evaluating adjunct faculty;

4) The process the institution or not-for-profit entity will use to communicate with the faculty supervisor and candidate;

5) Any additional requirements for admission to the program that the institution or not-for-profit entity will impose;

6) A description of the rubric the program will use to assess and evaluate the quality of a candidate’s portfolio required under Section 30.70;

7) The competencies, to include those specified in Section 30.45(a) of this Part, expected of candidates who complete the program and how those expectations will be communicated to the candidate upon his or her admittance to the program;

8) The activities to meet the expectations embedded in the critical success factors specified in Section 30.45(b) of this Part that will be required of candidates for completion of the program and how these activities and expectations will be communicated to the candidate upon his or her admittance to the program;

9) A copy of the partnership agreement or agreements and a description of the partners’ involvement in the development of the program, a description of the roles each partner will have, and information on how the partnership will continue to operate and how it will be evaluated;

10) A copy of any agreements with school districts or nonpublic schools (other than those participating in the partnership) that will serve as sites for the internship or field experiences;

11) A description of each course proposed and the internship, to include:

A) a course syllabus;
B) how progress will be measured and successful completion will be determined;

C) a data table that demonstrates each course’s, and the internship’s, alignment to the ISLLC 2008 standards (see Section 30.30(c) of this Part); and

D) for individual courses, a detailed description of any field experiences required for course completion.

12) Copies of assessments and rubrics to be used in the program, including but not limited to samples of scenarios to which a candidate must provide a written response and interview questions for selection in the program and any additional assessments to be used for the internship beyond what is required under Section 30.45 of this Part;

13) A description of the coursework for candidates and training to be provided for faculty members relative to the evaluation of certified staff under Article 24A of the School Code [105 ILCS 5/Art. 24A];

14) A letter signed by the chief administrator of the institution and/or the not-for-profit entity, stating its commitment to hiring additional full-time faculty if enrollment in the program increases; and

15) A complete description of how data on the program will be collected, analyzed, and used for program improvement, and how these data will be shared with the educational unit or not-for-profit entity and the partnering school district or nonpublic school.

c) A request for program approval shall be submitted to the State Superintendent for consideration (see 23 Ill. Adm. Code 25.145(b)). The State Superintendent shall provide a complete request to the Principal Preparation Review Panel for its review and recommendation as to whether the program should be approved. The panel, to be appointed by the State Superintendent, shall consist of:

1) two individuals holding current and valid Illinois teaching certificates and currently employed in Illinois public schools;

2) two individuals holding current and valid administrative certificates endorsed for “general administrative” pursuant to 23 Ill. Adm. Code 25.335 or “principal” pursuant to 23 Ill. Adm. Code 25.337, and currently employed as principals in Illinois public schools;

3) two individuals holding current and valid administrative certificates endorsed for “superintendent” pursuant to 23 Ill. Code 25.360 and currently employed as superintendents in Illinois public schools;
4) two individuals from institutions of higher education in Illinois that have a recognized educational unit approved for the provision of educator preparation programs pursuant to 23 Ill. Adm. Code 25. Subpart C;

5) one certified staff member currently employed in a school district in any city in Illinois having a population exceeding 500,000;

6) two individuals working in the field of education outside of Illinois and living outside of Illinois; and

7) one individual representing the Illinois business community.

d) The Principal Preparation Review Panel shall acknowledge receipt of the request for approval within 30 days of receipt. Based upon its review, the Panel may:

1) issue a recommendation to the State Teacher Certification Board (STCB) that the principal preparation program be approved; a copy of that recommendation and notification of the STCB’s meeting to consider the Panel’s recommendation shall be provided to the applicant; or

2) issue a recommendation to the STCB that the principal preparation program be denied, including the reasons for the recommended denial; a copy of that recommendation and notification of the STCB’s meeting to consider the Panel’s recommendation shall be provided to the applicant.

e) An institution or not-for-profit entity may withdraw its request for approval by notifying the State Superintendent of Education of its intent to withdraw no later than 15 days after it receives notification of the Principal Preparation Review Panel’s recommendation.

f) Actions following upon the recommendation of the STCB shall be as described in 23 Ill. Adm. Code 25.160 (Notification of Recommendations; Decisions by State Board of Education).

g) An approved principal preparation program shall be subject to the review process set forth in 23 Ill. Adm. Code 25.Subpart C.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Linda Riley Mitchell, Chief Financial Officer
      Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Item: Proposed Amendment for Initial Review: Part 151 (School Construction Program)

Materials: Recommended Amendment

Staff Contact(s): Debbie Vespa, Division Administrator

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

Relationship to/Implications for the State Board’s Strategic Plan
This item is technical in nature, but the rulemaking indirectly links to Strategic Plan Goal 3, safe and healthy learning environments, in that it incorporates statutory requirements pertaining to “green” buildings.

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

Background Information
P.A. 96-37, effective August 25, 2009, made several changes to the School Construction Program, including setting forth “green” building standards for any school construction projects for which school districts make application on or after July 1, 2009. While the Board adopted amendments resulting from this public act earlier this year related to school maintenance and energy efficiency grants, the portion of the law addressing school construction grants was inadvertently omitted from that rulemaking.

Section 151.30(f) currently addresses options for providing evidence of meeting “green” building standards for applications submitted on or after July 1, 2007. That subsection is being amended to provide for the new standards, which include a link to the website where information about the standards can be found.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications. See “Background” above.
Budget Implications. None.
Legislative Action. None.
Communication. See “Next Steps” below.
Pros and Cons of Various Actions
The amendment are technical in nature and are intended to provide clarity and ensure districts’ awareness of all applicable requirements. Failure to make these changes would not alter districts’ obligation to comply with the School Construction Law.

Superintendent’s Recommendation
The State 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:

- School Construction Program (23 Illinois Administrative Code 151),
- 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 Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 151
SCHOOL CONSTRUCTION PROGRAM

SUBPART A: SCHOOL CONSTRUCTION PROJECT GRANTS

Section
151.10 Purpose
151.20 Eligible Applicants
151.30 Application for School Construction Project Grant Entitlement
151.35 Application for School Construction Project Grant Entitlement - Districts With A Population Exceeding 500,000
151.40 Award of Construction Project Grant Entitlement
151.50 Priority Ranking of Construction Grant Entitlements
151.55 Needed Capacity for Unit Districts
151.60 Grant Index
151.70 Debt Service Grants (Repealed)

SUBPART B: SCHOOL MAINTENANCE PROJECT GRANTS

Section
151.100 Purpose; Eligible Applicants
151.110 Definitions
151.120 Application for School Maintenance Project Grants
151.130 Award of School Maintenance Project Grants - Applicants With a Population of 500,000 or Fewer
151.135 Award of School Maintenance Project Grants - School Districts With a Population Exceeding 500,000
151.140 Terms of the Grant

SUBPART C: SCHOOL ENERGY EFFICIENCY PROJECT GRANTS

Section
151.200 Purpose; Eligible Applicants
151.210 Definitions
151.220 Application for School Energy Efficiency Project Grants
151.230 Award of School Energy Efficiency Project Grants - Applicants with a Population of 500,000 or Fewer
151.235 Award of School Energy Efficiency Project Grants - School Districts with a Population Exceeding 500,000
151.240 Terms of the Grant

AUTHORITY: Implementing the School Construction Law [105 ILCS 230] and authorized by Section 5-55 of that Law.


Section 151.30 Application for School Construction Project Grant Entitlement

a) A school district seeking a school construction project grant entitlement shall submit an application that includes a District Facilities Plan. A district shall annually update its application in order to establish eligibility for a construction grant.

b) Applications shall be addressed as follows:

Illinois State Board of Education
School Construction Program
100 North First Street
Springfield, Illinois  62777-0001

c) Applications or updates must be received at the address shown in subsection (b) of this Section by April 1 preceding the beginning of the fiscal year in question.
Each application or update must include the Capital Development Board’s program statement as defined in 71 Ill. Adm. Code 40.

d) An application that is incomplete will be returned and will not be processed until it is complete. An application must be complete by the applicable filing deadline in order to be considered. All information contained in the application shall be subject to verification and correction by the State Board of Education and the Capital Development Board by means including on-site inspection and review of documents.

e) Each application shall include the following information.

1) A narrative description of the present educational program of the district and anticipated changes in the educational program over the next five years, including:

   A) the number of schools currently operated by the district;

   B) the configuration of the district’s schools by grade level;

   C) the basis upon which students are assigned to the district’s schools; and

   D) the nature and estimated impact of any changes in these factors over the next five years.

2) A description of the present and projected financial position of the district, including but not limited to the availability of current revenue, fund balances, the amount of general obligation debt of the district, and the amount of unused bonding power. This requirement may be met by attaching or, if already on file with the State Board, incorporating by reference:

   A) a copy of the district’s basic financial statements (i.e., Statement of Revenues Received/Revenues, Expenditures Disbursed/Expenditures, Other Financing Sources (Uses), and Changes in Fund Balances) from the district’s Annual Financial Report for the fiscal year ending June 30 immediately preceding the fiscal year in which the application or update is submitted;
B) a copy of Part III (Budget Summary) and Part IV (Summary of Cash Transactions) from the School District Budget Form for the fiscal year in which the application or update is submitted; and

C) a statement showing the amount of the district’s unused bonding power as determined under Article 19 of the School Code [105 ILCS 5/Art. 19].

3) A description of the district’s maintenance plan and schedule, including but not limited to:

A) the maximum authorized operations and maintenance tax rate of the district;

B) the rate at which the operations and maintenance taxes were last extended;

C) the amount of operations and maintenance expenditures for the last fiscal year;

D) a statement assuring that new, renovated, and existing facilities are being or will be properly maintained; and

E) a brief explanation of how the district intends to maintain new, renovated, and existing facilities.

4) Facility inventory information, including:

A) a listing of each parcel of land, building, building addition, or other structure owned or used by the district to house its operations or held by the district for investment or revenue-producing purposes;

B) for each parcel of land, building, building addition, or other structure, a listing of the following information, as applicable:

   i) the facility type;

   ii) the ownership class;
iii) an indication of whether the structure is a main building or a building addition;

iv) the functional age of the building or addition as determined under Section 151.50(d)(2) of this Part;

v) the enrollment capacity as determined pursuant to the standards specified in Section 151.50(d) of this Part;

vi) the type of school housed in the building or building addition;

vii) the number of students currently housed in the facility;

viii) the number of inadequately housed students currently housed in the facility as determined under Section 151.50(c) and (d) of this Part;

ix) an indication of the district’s plans for the facility within the next five years; and

x) an indication of which planned activities are the subject of a request for a school construction project grant.

f) Each application submitted on or after July 1, 2007, shall also include information demonstrating that the project conforms to the “green building” requirements of Section 5-40 of the School Construction Law [105 ILCS 230/5-40]. Conformance may be demonstrated by providing the evidence indicated either in subsection (f)(1) or (f)(2) of this Section, as applicable. Of:

1) For each application submitted on or after July 1, 2007 through June 30, 2009:

   a) certification under the United States Green Building Council’s Leadership in Energy and Environmental Design Green Building Rating System [105 ILCS 230/5-40] posted at www.usgbc.org (2008; no later editions or revisions are incorporated); or
B) 2) a rating under the Green Building Initiative’s Green Globes Green Building Rating System [105 ILCS 230/5-40] posted at www.thegbi.org/commercial/about-green-globes/rating-and-evaluation-process.asp (2007; no later editions or revisions are incorporated); or

C) 3) compliance with green building standards established by the Illinois Capital Development Board, when codified by that agency in its rules in Title 71 of the Illinois Administrative Code; or


(Source: Amended at 35 Ill. Reg. _____, effective _____________)
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Connie Wise, Assistant Superintendent
Darren Reisberg, Deputy Superintendent and General Counsel

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

Materials: Recommended Rules

Staff Contacts: Jim Palmer, Interim Division Administrator

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
The proposed changes relate to Strategic Goal 1 for two reasons. First, school districts will be held accountable for administering the Prairie State Achievement Examination (PSAE) or, as applicable, the Illinois Alternate Assessment (IAA), to every student, which will help to improve instruction and increase student achievement. Second, every student will be required to take a course in consumer education without the option of a proficiency test, exposing each student equally to the breadth and depth of this instruction.

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

Background Information
The changes being proposed in Part 1 result from two separate actions: (1) a federal monitoring finding regarding testing procedures at the high school level and (2) P.A. 96-1061, effective July 14, 2010, which eliminates the option for students to take a consumer education proficiency examination.

The proposed rules were published September 3, 2010, in the Illinois Register to elicit public comment; 79 comments were received. A summary and analysis of the public comment, along with any recommendations for changes in the proposed amendments as a result, is attached.

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

Testing Procedures. The Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001, requires school districts to measure the proficiency of high school students in at least language arts and mathematics at least once during grades 10 through 12. In Illinois, the PSAE is the assessment used by districts for accountability purposes under ESEA, and pursuant to Section 2-3.64 of the School Code, districts are to administer the test to students in grade 11. In the last year, however, it became apparent that some school
districts were defining “grade 11” using a student’s completion of a certain number of credits or coursework, which resulted in various standards being applied across the state.

In April 2010, monitors from the U.S. Department of Education (USDE) reviewed the agency’s implementation of the accountability provisions of Title I, Part A, of ESEA, among other areas. In its spring 2010 Title I federal monitoring document, it cited Student Information System data as showing that approximately 8 percent of high school students had not been tested in grade 11 and therefore had not been included in the federal accountability system. As a result, USDE has directed the agency to take steps to ensure that all high school students are being assessed for accountability purposes. Therefore, it was initially proposed that Section 1.30 of the rules be amended to define “grade 11” for the purpose of administering the PSAE or IAA, as applicable, as the third school year after a student successfully completes grade 8. An exception was made for students with Individualized Education Programs under the circumstances specified in Section 1.30. For these students, “grade 11” for the purpose of administering the PSAE or IAA will be the year during which the student turns 18 years old.

Further refinement of the rule is proposed as a result of the public comment received and further discussions with the USDE; see the attached analysis for a discussion of the comment and the modifications recommended in response to the concerns raised. These modifications have been shared with representatives from a number of statewide education groups that had submitted public comment, and these groups supported the changes.

**Consumer Education Proficiency Test.** Since the 1986-87 school year, Section 27-12.1 of the School Code has provided high school students the option of being exempt from the requirement to take a course in consumer education if they are able to pass a proficiency examination. The examination is developed by the agency through a contract with a testing company in accordance with criteria found in the law and Section 1.462 of the rules.

Last year, the agency introduced legislation (which became P.A. 96-1061) to eliminate the proficiency test for several reasons:

- The annual cost for test administration and development is approximately $120,000,
- Less than 2 percent of high school students take the test each year (an average of about 8,000 out of more than 600,000 high school students statewide), and
- the failure rate is extremely high (around 80 percent of the students who take the test each year fail).

As a result of the test’s elimination, Section 1.462 can be repealed and other references to the test are being removed from Sections 1.420 and 1.440.

Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Pros and Cons of Various Actions**

The proposed change to define “eleventh grade” is designed to bring the agency into compliance with federal law. The recommendations being made in response to public comment address the concerns that students will be forced to take the PSAE without having received instruction in certain content measured by the assessment, yet will ensure that the agency meets the accountability requirements of the ESEA.
The changes regarding consumer education are necessary to conform the rules to new State statutory requirements. Failure to promulgate these amendments will result in the rules being contrary to State law, which may cause confusion in the field regarding the availability of the proficiency examination.

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

**Superintendent’s Recommendation**
The State Board of Education hereby adopts the proposed rulemaking for:

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

Further, the Board authorizes the State Superintendent of Education to make such technical and 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 amendments will be filed with the Secretary of State and disseminated as appropriate.
Summary and Analysis of Public Comment
23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision)

All but three of the comments received opposed the proposed definition of “grade 11 student” as being a student who is in his or her third year of schooling after successfully completing grade 8 for the purpose of administering the Prairie State Achievement Examination (PSAE). The reasons for opposition varied but primarily focused on the areas discussed below.

Comments

Unfair to students. The commenters stressed that the proposed rule unfairly penalizes students who may not have had the coursework necessary to do well on the PSAE or must repeat the courses due to failing grades. In these situations, the students are not prepared to take the PSAE, they argued, and as a result, will most likely do poorly. One superintendent said that educators have a “moral obligation to prepare students for academic success”, while another observed that requiring students to take a test for which they are not prepared is “cruel and demoralizing”. A high school principal predicted that requiring all students to take the PSAE in their third year of high school could increase the number of dropouts and frustrate students who are “hanging on by a thread”. The validity of test results could also be challenged, a commenter noted, if educators ignore “instructional opportunities” necessary for success and/or the “mastery of the skills and knowledge levels that we are testing”. Many commenters also pointed out that students start high school with varying levels of knowledge and competencies. Those exhibiting “academic deficiencies” will need additional time for remediation to meet grade-level expectations.

As an alternative to the proposed definition, commenters suggested that grade 11 status be determined by the number of credits earned or completion of specific coursework, such as the courses required under Section 27-22 of the School Code [105 ILCS 5/27-22] for receipt of a diploma. Some specific suggestions were proposed, including defining grade 11 status as students who have earned 50 percent of the credits needed for graduation. As many noted, students who are behind academically may be in their fourth year of high school and be considered only to have “junior” status. Using a system based on credits earned or courses completed also is analogous to elementary grades, commenters argued, in that a student who is retained in grade takes the Illinois Standards Achievement Test (ISAT) for the grade level in which he or she is placed rather than the higher grade level from which he or she was held back. It was recommended that at the high school level, a student retained in grade 9 or 10 could be assessed using the ACT’s EXPLORE or PLAN assessments, the cost for which is funded by the state.

Adversely affects annual yearly progress (AYP). Commenters noted that using scores of students who are not prepared to take the PSAE in determining their schools’ and districts’ AYP under the No Child Left Behind Act of 2001 (NCLB) is inherently unfair and a unreliable measure of a school’s effectiveness in educating its students. Even those schools that admitted that inclusion of the scores of unprepared students would not hurt their AYP nonetheless advocated that a definition not be tied to the number of years that a student has been in high school.

Many of the commenters urged the agency to consider using all students scores on the PSAE – regardless of their grade status or year in high school – to make AYP determinations, with one individual calling this a “fair remedy”. This would mean that students could be in their fourth
year of high school and be classified either as an eleventh-grader or a twelfth-grader. In this way, schools would not be using the grade classification as a way to exclude a student’s score from AYP determinations, as is the case with students who take the PSAE for the first time as seniors.

**Constitutes social promotion.** Several commenters compared the proposed definition to “social promotion”. “Progress through grades 9 to 12 will be based on ‘seat time’ and age” under the definition, one assistant principal stated. A superintendent noted that no purpose is served by testing students with “their age-wise, but not academic-wise, peers”. These comments correctly noted that social promotion is illegal under Section 10-20.9a of the School Code (105 ILCS 5/10-20.9a), which prohibits promotion of a student based upon “age or other social reasons not related to the academic performance” of the student.

**PSAE and senior status.** A few commenters suggested that the agency use completion of the PSAE as an indicator of “senior” status. In this way, they said, school districts would be unable to “skip” a student from grade 10 to grade 12 as a way of avoiding testing the student in grade 11 and having his or her scores included in the school’s AYP calculation. Along the same lines, a superintendent suggested that a student take the PSAE before he or she is “promoted”, thus ensuring that “every student is assessed, but at a time more appropriate to each student’s [achievement] level”.

**Analysis**

Allowing districts the flexibility to determine grade 11 status locally, as is the alternative reflected in many of the comment received, has resulted in 62 districts during school year 2009-10 having between 6.25 percent and 46.52 percent of their grade 12 students not being administered the PSAE in grade 11. Scores for these students, which many commenters predicted could be low, had the potential to significantly affect the resulting AYP determinations for these districts during the 2008-09 school year. Several commenters urged the agency to deal with these violators individually instead of defining grade 11 by rule; however, it is this failure to have a measurable standard that has prevented the agency from taking action against these school districts.

A definition of “grade 11” is needed to ensure that the calculation of AYP for all schools and districts for accountability purposes is done on a consistent and uniform basis. The intent of the rule is not to penalize or demoralize students, but rather to level the playing field among all districts so that the accountability system used in Illinois produces valid and reliable data that are comparable from district to district. Many of the comments received, on their face, make sense when they are reviewed in light of individual students and their abilities, due to their preparation, to test well on the PSAE. That being said, however, it is important to remember that the purpose of the state’s accountability system is not to rate individual students but to determine the ability of schools and districts in ensuring that all students succeed.

It is evident in the public comments received that each district now has a different way of approaching the requisite coursework or credits needed for its students to be considered eleventh-graders. Currently, administrative rules require a minimum of 16 credits in order for a student to earn a regular high school diploma, and districts may establish local requirements in addition to the 16 credits. It is safe to say that all districts do require more than the minimum, with some requiring the completion of upwards of 30 credits in order to graduate. For this reason, it would difficult for State Board staff to define “grade 11” using a one-size-fits-all approach. For consistency, staff could instead rely on current standards requiring school districts to establish a process for measuring progress, awarding credit, and communicating to
students and parents the requirements for receipt of a high school diploma in a timely manner as an alternative to the agency's mandating that a specific number of credits be earned or coursework completed.

As a result of the suggestions received in the public comment, State Board staff clarified with the U.S. Department of Education (USDE) whether the scores of students who take the PSAE in their fourth year of high school could be included as part of the district’s AYP determination for accountability purposes. Staff also questioned whether USDE would object to a student’s retaining grade-11 designation (i.e., not being promoted to grade 12) until that student had taken the PSAE, even though the student could be in grade 12 for only a month or so before graduation (given the April administration of the test). Representatives from USDE indicated the department’s primary concerns are that all students are assessed at least once during high school and that all students are included in the accountability system. In particular, USDE stressed that students who have not completed the necessary coursework are not prepared to be tested on content they have not yet learned. In order to ensure that the scores of all students tested are being included in the accountability system, it would be reasonable to consider a student as being in grade 11 until that student has taken the PSAE or IAA, as applicable.

Recommendation

It is recommended that Section 1.30(b)(4) be changed as follows:

(b)(4) Districts shall administer the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), “grade 11” means the point in time when third school year after a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part. A district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable successfully completes grade 8, except that for any student who has an Individualized Education Program pursuant to 23 Ill. Adm. Code 226.Subpart C (The Individualized Education Program (IEP)), has not completed grade 8 by age 15, and continues to attend school in an elementary school district as described in Section 14-6.01 of the School Code [105 ILCS 5/14-6.01], grade 11 shall mean the school year during which the student turns 18 years old.

Other Comments

Comment

Commenters noted the lack of alignment between the ACT, a college-readiness test that is part of the PSAE, and the Illinois Standard Achievement Test (ISAT), stating that learning expectations for elementary grades are not rigorous enough to ensure all students are ready for high school-level work. These individuals observed that some students who have met or exceeded the standards on the ISAT will score below the high school readiness mark on ACT’s EXPLORE exam, particularly in math. These students, they said, are not ready for freshmen-level work and may need to first take remedial coursework to catch up. As for students who are
not meeting or exceeding grade 8 standards as tested by the ISAT, elementary schools promote these students to grade 9, at least one commenter said, yet the high schools are expected to have these same students meeting grade 11 standards within three years. Another mentioned that the apparent goal of the rulemaking is to “pressure high schools to bring all students to junior status in a timely manner”.

Several other commenters questioned whether the ACT was an appropriate test to use as part of the state’s accountability system. Since the test is a norm-referenced, college readiness test, one said, it is designed to “sort and select” students who will do well in postsecondary education. Another asked staff to explain how the ACT is a “measure of academic progress”.

Another person predicted that implementing the grade 11 definition as proposed would have similar negative consequences on a school’s and district’s AYP as occurred when the IMAGE (Illinois Measure of Growth in English) assessment for English language learners was eliminated several years ago.

Analysis

Designating a test to be used for state accountability purposes under NCLB is not the purpose of these rules. For this reason, there is no need to debate the appropriateness of the use of the ACT as a portion of the high school assessment. Further, the agency received clear directions from U.S. Department of Education more than three years ago that it was to assess English language learners using the same assessment that is administered to all other students.

As for the high school readiness of eighth-grade students who fail to meet standards on the ISAT, high school districts and elementary districts should work together to develop clear expectations and align curriculum so that students are prepared to begin high school level work as ninth-graders. Similar activities should be occurring in unit districts, as well. This type of cooperation, however, is not something that can be mandated by the state through rulemaking.

Recommendation

No change is recommended in response to these comments.

Comment

One commenter suggested that tying passage of the PSAE to graduation would make the test “mean something” and cause scores to increase.

Analysis

Section 2-3.64 of the School Code was amended in 2004 to require that all students take the PSAE in order to receive a regular high school diploma. Exceptions were later set forth in the law for certain students who would be exempt from taking the test due to their Individualized Education Programs, level of English proficiency, program placement of the student, or the district’s obligations under NCLB. The purpose of the law was to ensure that school districts that were required to do so were testing all students for the purpose of the state and federal accountability systems.

As of 2007, the Education Commission of the States reported that 22 states have exit exam requirements for high school graduation, with four more states phasing in requirements for exit
exams over the next several years. While some may make strong arguments for Illinois’ adoption of an exit exam for graduation purposes, this rulemaking is not the avenue for analyzing the advisability of making such a high-stakes testing requirement for Illinois students, as it is state law, rather than agency rules, that would need to be changed in order to accommodate this suggestion.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

One person asked how “the third school year” would be treated in the case of students who have completed grade 8 but were not enrolled in school for one or both of the following school years (i.e., grades 9 and/or 10). Similarly, another commenter asked about students who enroll and then drop out and re-enroll the following year.

**Analysis**

The rule, as proposed, does not explicitly specify that the student must be enrolled in school, although that was the intent. Given the change in the initial rule as proposed above, however, the points raised are moot and no further clarification is needed.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

The agency was asked not to make changes in the testing system at this time, since it is participating in the multi-state Partnership for Assessment of Readiness for Colleges and Careers, which is seeking to develop assessments for use in those states that have incorporated the Common Core State Standards for English language arts and mathematics.

**Analysis**

The purpose of this rulemaking is not to change the current testing system. Students are still required to take the Prairie State Achievement Examination, including the ACT, when they are in grade 11 – a requirement that not all districts are meeting. The purpose of the rulemaking is to address concerns raised by USDE that have the potential to jeopardize the state’s receipt of the funding under Title 1, Part A, of the ESEA.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

Several commenters mentioned that the definition, as proposed, was part of a bill that failed to be enacted last year, questioning why the agency was proposing by rule a requirement that did not gain General Assembly passage.
Analysis

Section 2-3.64 of the School Code requires school districts to ensure that students take the PSAE during the second semester of grade 11 and further authorizes the State Board of Education to establish by rule the circumstances under which a student would be exempt from this requirement. Neither the lack of sufficient credits nor failure to successfully complete specific coursework is a test exemption under Section 1.30(a)(4), yet, as noted above, agency staff have found that 62 districts have between 6 and 46 percent of their seniors failing to take the PSAE when they were in grade 11.

The agency was posed to change the rules last year to address districts’ failure to test all grade 11 students, but the sponsor of the bill ask staff to delay the proposed rulemaking while he attempted to enact legislation. The agency does not believe that the rules, as proposed, exceed its authority under the law.

Recommendation

No change is recommended in response to this comment.
Illinois Register

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

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

Subpart B: School Governance

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.210</td>
<td>Powers and Duties (Repealed)</td>
</tr>
<tr>
<td>1.220</td>
<td>Duties of Superintendent (Repealed)</td>
</tr>
<tr>
<td>1.230</td>
<td>Board of Education and the School Code (Repealed)</td>
</tr>
<tr>
<td>1.240</td>
<td>Equal Opportunities for all Students</td>
</tr>
<tr>
<td>1.242</td>
<td>Temporary Exclusion for Failure to Meet Minimum Academic or Attendance Standards</td>
</tr>
<tr>
<td>1.245</td>
<td>Waiver of School Fees</td>
</tr>
<tr>
<td>1.250</td>
<td>District to Comply with 23 Ill. Adm. Code 180 (Repealed)</td>
</tr>
<tr>
<td>1.260</td>
<td>Commemorative Holidays to be Observed by Public Schools (Repealed)</td>
</tr>
</tbody>
</table>
# ILLINOIS REGISTER

## STATE BOARD OF EDUCATION

### NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.270</td>
<td>Book and Material Selection (Repealed)</td>
</tr>
<tr>
<td>1.280</td>
<td>Discipline</td>
</tr>
<tr>
<td>1.285</td>
<td>Requirements for the Use of Isolated Time Out and Physical Restraint</td>
</tr>
<tr>
<td>1.290</td>
<td>Absenteeism and Truancy Policies</td>
</tr>
</tbody>
</table>

### SUBPART C: SCHOOL DISTRICT ADMINISTRATION

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.310</td>
<td>Administrative Qualifications and Responsibilities</td>
</tr>
<tr>
<td>1.320</td>
<td>Evaluation of Certified Staff in Contractual Continued Service</td>
</tr>
<tr>
<td>1.330</td>
<td>Hazardous Materials Training</td>
</tr>
</tbody>
</table>

### SUBPART D: THE INSTRUCTIONAL PROGRAM

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.410</td>
<td>Determination of the Instructional Program</td>
</tr>
<tr>
<td>1.420</td>
<td>Basic Standards</td>
</tr>
<tr>
<td>1.430</td>
<td>Additional Criteria for Elementary Schools</td>
</tr>
<tr>
<td>1.440</td>
<td>Additional Criteria for High Schools</td>
</tr>
<tr>
<td>1.445</td>
<td>Required Course Substitute</td>
</tr>
<tr>
<td>1.450</td>
<td>Special Programs (Repealed)</td>
</tr>
<tr>
<td>1.460</td>
<td>Credit Earned Through Proficiency Examinations</td>
</tr>
<tr>
<td>1.462</td>
<td>Uniform Annual Consumer Education Proficiency Test (Repealed)</td>
</tr>
<tr>
<td>1.465</td>
<td>Ethnic School Foreign Language Credit and Program Approval</td>
</tr>
<tr>
<td>1.470</td>
<td>Adult and Continuing Education</td>
</tr>
<tr>
<td>1.480</td>
<td>Correctional Institution Educational Programs</td>
</tr>
</tbody>
</table>

### SUBPART E: SUPPORT SERVICES

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.510</td>
<td>Transportation</td>
</tr>
<tr>
<td>1.515</td>
<td>Training of School Bus Driver Instructors</td>
</tr>
<tr>
<td>1.520</td>
<td>School Food Services (Repealed)</td>
</tr>
<tr>
<td>1.530</td>
<td>Health Services</td>
</tr>
<tr>
<td>1.540</td>
<td>Pupil Personnel Services (Repealed)</td>
</tr>
</tbody>
</table>

### SUBPART F: STAFF CERTIFICATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.610</td>
<td>Personnel Required to be Qualified</td>
</tr>
</tbody>
</table>
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)
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)


SUBPART A: RECOGNITION REQUIREMENTS
Section 1.30 State Assessment

The State Superintendent 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 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, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.

3) A school shall generally be selected for participation in these special studies, tryouts, and/or pilot 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, with or without accommodations, or by participating in an 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
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

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, as reflected in those students’ IEPs or plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), 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 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 the results of its investigation.

4) Districts shall administer the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), “grade 11”
means the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part. A district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable.

c) Accommodations

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 State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student with limited proficiency in English shall be afforded extra time for completion of the State assessment when, in the judgment of the student’s teacher, extra time is necessary in order for the student’s performance to reflect his or her level of achievement more accurately, provided that each test must be completed in one session. See also Section 1.60(b) of this Part.

d) Illinois Alternate Assessment

Students with the most significant cognitive disabilities whose Individualized Education Programs (IEPs) identify the regular State assessment as inappropriate for them even with accommodations shall participate in the Illinois Alternate Assessment (IAA), based on alternate achievement standards, 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 10 days after the preliminary data for the Illinois Standards Achievement Test (ISAT) and the IAA are made available and within five days after preliminary data for the PSAE Prairie State Achievement Examination (PSAE) are made available, each district or charter school shall make any necessary corrections to its demographic and score data and then use a means prescribed by the State Board to indicate either:
A) that both its demographic and preliminary data are correct; or

B) that it is requesting rescoring of some or all portions of the assessment for specific students.

2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work with the affected district or charter school to make any resulting corrections.

3) At the end of the 21-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 when available, 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 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 ISAT or the PSAE) 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 achieved by a student on the IAA shall be classified as “entry”, “foundational”, “satisfactory”, or “mastery”. Among these scores, those identified as “satisfactory” or “mastery” 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”. 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 35 Ill. Reg. _______, effective ____________)

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.420 Basic Standards

a) Class schedules shall be maintained in the administrative office in each attendance center of a school district.

b) Every school district shall have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, on line, or from other external sources, that can be disseminated to other schools within the State.

c) Every school district shall:

1) Provide curricula and staff inservice training to help eliminate unconstitutional and unlawful discrimination in our schools and society. School districts shall utilize the resources of the community in achieving the stated objective of elimination of discrimination and to enrich the instructional program.

2) Include in its instructional program concepts designed to improve students' understanding of and their relationships with individuals and groups of different ages, sexes, races, national origins, religions, and socio-economic backgrounds.

d) Boards shall adopt and implement a policy for the distribution of teaching assignments, including study hall and extra class duties and responsibilities.
e) Every school system shall conduct supervisory and inservice programs for its professional staff. The staff shall be involved in planning, conducting, and evaluating supervisory and inservice programs.

f) Sections 10-19, 18-8.05, 18-12, and 18-12.5 of the School Code [105 ILCS 5/10-19, 18-8.05, 18-12, and 18-12.5] establish certain requirements regarding the school year and the school day. School districts shall observe these requirements when preparing their calendars and when calculating average daily attendance for the purpose of claiming general State financial aid.

1) Section 18-8.05(F)(2)(c) of the School Code provides that, with the approval of the State Superintendent of Education, four or more clock-hours of instruction may be counted as a day of attendance when the regional superintendent certifies that, due to a condition beyond the control of the district, the district has been forced to use multiple sessions. The State Superintendent’s approval will be granted when the district demonstrates that, due to a condition beyond the control of the district, its facilities are inadequate to house a program offering five clock-hours daily to all students.

A) The district superintendent’s request to the State Superintendent shall be accompanied by an assurance that the local school board has approved the plan for multiple sessions, including the date of the meeting at which this occurred, and evidence of the approval of the responsible regional superintendent.

B) Each request shall include a description of the circumstances that resulted in the need for multiple sessions; information on the buildings and grades affected; the intended beginning and ending dates for the multiple sessions; a plan for remedying the situation leading to the request; and a daily schedule showing that each student will be in class for at least four clock-hours.

C) Approval for multiple sessions shall be granted for the school year to which the request pertains. Each request for renewed approval shall conform to the requirements of subsections (f)(1)(A) and (B) of this Section.

D) Students who are in attendance for at least 150 minutes of school work but fewer than 240 minutes may be counted for a half day of
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

...attendance. Students in attendance for fewer than 150 minutes of school work shall not be counted for purposes of calculating average daily attendance.

2) Section 18-8.05(F)(2)(h) of the School Code allows for a determination under rules of the State Board regarding the necessity for a second year’s attendance at kindergarten for certain students so they may be included in a district’s calculation of average daily attendance. Districts may count such students when they determine through an assessment of their individual educational development that a second year of kindergarten is warranted.

3) A school district shall be considered to have conducted a legal school day, which is eligible to be counted for General State Aid, when the following conditions are met during a work stoppage.

   A) Fifty percent or more of the district's students are in attendance, based on the average daily attendance during the most recent full month of attendance prior to the work stoppage.

   B) Educational programs are available at all grade levels in the district, in accordance with the minimum standards set forth in this Part.

   C) All teachers hold certificates that are registered with the Regional Superintendent for their county of employment. Other than substitute teachers, certification appropriate to the grade level and subject area(s) of instruction is held by all teachers.

4) Sections 18-12 and 18-12.5 of the School Code set forth requirements for a school district to claim General State Aid in certain circumstances when one or more, but not all, of the district’s school buildings are closed either for a full or partial day. A school district shall certify the reasons for the closure in an electronic format specified by the State Superintendent within 30 days from the date of the incident. In addition, the certification submitted for reasons of a public health emergency under Section 18-12.5 of the School Code shall be accompanied by a signed statement from the local health department to the State Superintendent that includes:

   A) the name of the building that is being recommended for closure;
B) the specific public health emergency that warrants the closure; and

C) the anticipated building closure dates recommended by the health department.

5) Attendance for General State Aid Purposes

A) For purposes of determining average daily attendance on the district’s General State Aid claim, students in full-day kindergarten and first grade may be counted for a full day of attendance only when they are in attendance for four or more clock hours of school work; provided, however, that students in attendance for more than two clock hours of school work but less than four clock hours may be counted for a half day of attendance. Students in attendance for fewer than two hours of school work shall not be counted for purposes of calculating average daily attendance.

B) For purposes of determining average daily attendance on the district’s General State Aid claim, students enrolled full time in grades 2 through 12 may be counted for a full day of attendance only when they are in attendance for five or more clock hours of school work; provided, however, that students in attendance for more than two and one-half clock hours of school work but less than five clock hours may be counted for a half day of attendance. Students in attendance for fewer than two and one-half hours of school work shall not be counted for purposes of calculating average daily attendance.

C) For purposes of determining average daily attendance for General State Aid received under Sections 18-12 and 18-12.5 of the School Code, “immediately preceding school day” shall include school days in the previous school year in instances in which the building closure occurs before three or more days of instruction have been provided in the school year for which attendance is being counted.

D) For the purposes of determining average daily attendance for General State Aid under Section 10-29 of the School Code [105 ILCS 5/10-29], a school district operating a remote educational program shall document, and make available to the State
Superintendent of Education or his or her designee upon request, a written or online record of instructional time for each student enrolled in the program that provides sufficient evidence of the student’s active participation in the program (e.g., log in and log off process, electronic monitoring, adult supervision, two-way interaction between teacher and student, video cam).

**g)** Each school board shall annually prepare a calendar for the school term, specifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual pupil attendance, computable under Section 18-8.05 of the School Code (see Section 10-19 of the School Code).

**h)** Local boards of education shall establish and maintain kindergartens for the instruction of children (see Sections 10-20.19a and 10-22.18 of the School Code [105 ILCS 5/10-20.19a and 10-22.18]).

1) School districts may establish a kindergarten of either half-day or full-day duration. If the district establishes a full-day kindergarten, it must also provide a half-day kindergarten for those students whose parents or guardians request a half-day program.

2) If a school district that establishes a full-day kindergarten also has 20 or more students whose parents request a half-day program, the district must schedule half-day classes, separate and apart from full-day classes, for those children. If there are fewer than 20 children whose parents request a half-day program, those students may be enrolled in either the morning or afternoon session of a full-day program provided that the following conditions are met.

   **A)** Distinctive curriculum plans for the half-day and full-day kindergarten programs must be developed by the school district, made available to parents to assist the parents in selecting the appropriate program for their child, and maintained in district files.

   **B)** A common core of developmental, readiness and academic activities must be made available to all kindergarten students in the district regardless of the amount of time they attend school.
C) All support services (e.g., health counseling and transportation) provided by the district must be equally available to full-day and half-day students.

i) Career Education

1) The educational system shall provide students with opportunities to prepare themselves for entry into the world of work.

2) Every district shall initiate a Career Awareness and Exploration Program that should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels.

j) Co-Curricular Activities

1) Programs for extra classroom activities shall provide opportunities for all students.

2) The desires of the student body in the area of co-curricular activities shall be of critical importance. At all times, activities of this nature shall be carefully supervised by a school-approved sponsor.

k) Consumer Education and Protection

1) A program in consumer education shall include at least the topics required by Section 27-12.1 of the School Code [105 ILCS 5/27-12.1].

2) The superintendent of each unit or high school district shall maintain evidence showing that each student has received adequate instruction in consumer education or has demonstrated proficiency by passing the Consumer Education Proficiency Test as required by law (see Section 27-12.1 of the School Code [105 ILCS 5/27-12.1]) prior to the completion of the 12th grade. Consumer education may be included in course content of other courses, or it may be taught as a separate required course.

3) The minimal time allocation shall not be less than nine weeks or the equivalent for grades 9-12 and shall include installment purchasing, budgeting, comparison of prices and an understanding of the roles of consumers interacting with agriculture, business, trade unions, and
government in formulating and achieving the goals of the mixed free enterprise system.

4) Teachers instructing in consumer education courses shall hold certification valid for the grade levels taught and have completed at least three semester hours in consumer education courses.

l) Conservation of Natural Resources

Each district shall provide instruction on current problems and needs in the conservation of natural resources, including, but not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of domestic animals (Section 27-13.1 of the School Code [105 ILCS 5/27-13.1]).

m) Every school district has the responsibility to prepare students for full citizenship. To this end each school district should encourage student discussion and communication in areas of local, State, national and international concern.

n) Health Education

1) Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act [105 ILCS 110].

   A) There is no specific time requirement for grades K-6; however, health education shall be a part of the formal regular instructional program at each grade level.

   B) The minimal time allocation shall not be less than one semester or equivalent during the middle or junior high experience.

   C) The minimal time allocation shall not be less than one semester or equivalent during the secondary school experience.

   D) If health education is offered in conjunction with another course on a “block of time” basis in a middle school, a junior high school, or a high school, instruction may be offered in any combination of the
grade levels in the school, provided that the total time devoted to health education is the equivalent of one full semester’s work.

2) Nothing in this Section shall be construed as requiring or preventing the establishment of classes or courses in comprehensive sex education or family life education as authorized by Sections 27-9.1 and 27-9.2 of the School Code [105 ILCS 5/27-9.1 and 27-9.2].

o) Library Media Programs

Each school district shall provide a program of library media services for the students in each of its schools. Each district’s program shall meet the requirements of this subsection (o).

1) General

The program shall include an organized collection of resources that circulate to students and staff in order to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. No later than the beginning of the 2014-15 school year, a district that relies solely upon the collection of a local public library shall maintain evidence that students receive instruction, direction, or assistance in locating and using resources that are applicable to these purposes from an individual who is qualified under Section 1.755 of this Part and who is acting on behalf of the school district.

2) Financial Resources

Each district’s annual budget shall include an identifiable allocation for resources and supplies for the program, except that a unit district serving fewer than 400 students or an elementary or high school district serving fewer than 200 students may demonstrate that it is meeting its students’ needs through alternate means that the district has determined are adequate in light of local circumstances.

3) Facilities

If there is no single location within a particular attendance center that is specifically devoted to a library media center, such as where classroom
collections have been established instead, the district shall ensure that equitable access to library media resources is made available to students in all the grade levels served. If students’ only access to library media resources is achieved by visiting a location outside their attendance center, the district shall maintain records demonstrating that all students’ regular schedules include time for this purpose.

4) Staff

Nothing in this subsection (o)(4) shall be construed as prohibiting districts or schools from sharing the services of individuals qualified under Section 1.755 of this Part, and nothing in this subsection (o) shall be construed as permitting an individual who is not qualified as a library information specialist to assume that role. No later than the beginning of the 2009-10 school year, each district shall assign responsibility for overall direction of its program of library media services to an employee who holds an elementary, a secondary, a special K-12, a special preschool-age 21, an early childhood, or an administrative certificate. Except as otherwise provided in subsection (o)(4)(A) of this Section, the individual to whom this responsibility is assigned shall meet the requirements of Section 1.755 of this Part, and the individual to whom this responsibility is assigned shall not provide the services described in Section 1.755 of this Part unless he or she meets the requirements of that Section.

A) In the event that no employee of the district holds any of the qualifications enumerated in Section 1.755 of this Part, the individual to whom direction of the program is assigned shall be required to participate annually in professional development consisting of:

i) undergraduate or graduate coursework in library science offered by a regionally accredited institution of higher education; or

ii) one or more workshops, seminars, conferences, institutes, symposia, or other similar training events that are offered by the Illinois State Library, a regional library system, or another professional librarians’ organization; or
iii) one or more “library academies” if these are made available by or at the direction of the State Superintendent of Education.

B) A district that is otherwise unable to fulfill the requirements of this subsection (o)(4) shall ensure that the overall direction of the library media program (e.g., selection and organization of materials, provision of instruction in information and technology literacy, structuring the work of library paraprofessionals) is accomplished with the advice of an individual who is qualified pursuant to Section 1.755 of this Part.

p) Physical Education

1) Appropriate activity related to physical education shall be required of all students each day unless otherwise permitted by Section 27-6 of the School Code [105 ILCS 5/27-6]. The time schedule shall compare favorably with other courses in the curriculum. Safety education as it relates to the physical education program should be incorporated.

2) There shall be a definite school policy regarding credit earned each semester in physical education with provisions for allowable variables in special cases.

3) If a district determines that it is difficult to implement a program of physical education that involves all students daily, the administration should consult one of the program service personnel from the State Board of Education for assistance in the development of an acceptable program.

4) The physical education and training course offered in grades 5 through 10 may include health education (Section 27-5 of the School Code [105 ILCS 5/27-5]).

5) Special activities in physical education shall be provided for pupils whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act [225 ILCS 60], prevents their participation in the courses provided for normal children (Section 27-6 of the School Code).
6) Pursuant to Section 27-6 of the School Code, a student who presents an appropriate excuse from his or her parent or guardian or from a person licensed under the Medical Practice Act of 1987 shall be excused from participation in physical education. Each school board shall honor excuses signed by persons licensed under the Medical Practice Act of 1987 and shall establish a policy defining the types of parental excuses it will deem “appropriate” for this purpose, which shall include, but need not be limited to, reliance upon religious prohibitions. A board shall, however, have no authority to honor parental excuses based upon students’ participation in athletic training, activities, or competitions conducted outside the auspices of the school district. For each type of excuse that will be considered “appropriate”, the school board shall identify in its policy any evidence or support it will require. For example, a board may require a signed statement from a member of the clergy corroborating the religious basis of a request.

7) In addition, pursuant to Section 27-6(b) of the School Code, each school board that chooses to excuse pupils enrolled in grades 9 through 12 from engaging in physical education courses under that subsection shall establish a policy to excuse pupils on an individual basis and shall have the policy on file in the local district office. The district shall maintain records showing that, in disposing of each request to be excused from physical education, the district applied the criteria set forth in Section 27-6 to the student's individual circumstances.

q) Pupil Personnel Services

To assure provision of Pupil Personnel Services, the local district shall conduct a comprehensive needs assessment to determine the scope of the needs in the areas of:

1) Guidance and Counseling Needs;

2) Psychological Needs;

3) Social Work Needs;

4) Health Needs.

r) Social Sciences and History
Each school system shall provide history and social sciences courses that do the following:

1) analyze the principles of representative government, the Constitutions of both the United States and the State of Illinois, the proper use of the flag, and how these concepts have related and currently do relate in actual practice in our world (see Section 27-21 of the School Code [105 ILCS 5/27-21]);

2) include in the teaching of United States history the role and contributions of ethnic groups in the history of this country and the State (Section 27-21 of the School Code);

3) include in the teaching of United States history the role of labor unions and their interaction with government in achieving the goals of a mixed free-enterprise system (Section 27-21 of the School Code);

4) include the study of that period in world history known as the Holocaust (Section 27-20.3 of the School Code [105 ILCS 5/27-20.3]);

5) include the study of the events of Black history, including the individual contributions of African-Americans and their collective socio-economic struggles (Section 27-20.4 of the School Code [105 ILCS 5/27-20.4]);

6) include the study of the events of women's history in America, including individual contributions and women's struggles for the right to vote and for equal treatment (Section 27-20.5 of the School Code [105 ILCS 5/27-20.5]); and

7) include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression (Section 27-21 of the School Code).

s) Protective eye devices shall be provided to and worn by all students, teachers, and visitors when participating in or observing dangerous vocational arts and chemical-physical courses of laboratories as specified in Section 1 of the Eye Protection in School Act [105 ILCS 115/1]. Such eye protective devices shall meet the nationally accepted standards set forth in "Practice for Occupational and Educational Eye and Face Protection", ANSI Z87.1-2003, issued by the American

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 1.440 Additional Criteria for High Schools

The School Code establishes differing requirements for the coursework that high schools must offer, the courses students must take, and the courses students must pass in order to graduate.

a) Course Offerings. Each district shall provide a comprehensive curriculum that includes at least the following offerings. The time allotment, unless specified by the School Code or applicable rules, is the option of the local school district.

1) Language Arts
2) Science
3) Mathematics
4) History of the United States
5) Foreign Language
6) Music
7) Art
8) Career and Technical Education -- Orientation and Preparation
9) Health Education
10) Physical Education
11) Consumer Education
12) Conservation of Natural Resources


b) Required Participation

1) Each student shall be required to take one semester or the equivalent, i.e., at least 18 weeks, of health education during the secondary school experience.

2) Each student shall be required to take physical education daily, except as provided in Section 27-6 of the School Code and Section 1.445 of this Part.

3) Each student shall be required to take consumer education for 50 minutes per day for a period of nine weeks in any of grades 9-12, unless he or she has demonstrated proficiency pursuant to the provisions of Section 27-12.1 of the School Code [105 ILCS 5/27-12.1] and Section 1.462 of this Part.

4) Each student shall be required to take a course covering American patriotism and the principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois, and the proper use and display of the American flag for not less than one hour per week, or the equivalent. (Sections 27-3 and 27-4 of the School Code)

c) Specific Requirements for Graduation. A “unit” is the credit accrued for a year’s study or its equivalent. A student may be permitted to retake a course that he or she has already successfully completed (for example, to earn a better grade). However, credit may not be awarded more than once for completion of the same course, and the same course may not be counted more than once toward fulfillment of the State requirements for graduation.

1) Each student shall be required to have accrued at least 16 units in grades 9-12 if graduating from a four-year school or 12 units in grades 10-12 if graduating from a three-year high school. In either case, one unit shall be in American History or American History and Government. (Section 27-
22 of the School Code)  

No student shall receive certification of graduation without passing an examination on the subjects discussed in subsection (b)(4) of this Section.

2) Pursuant to Section 27-22 of the School Code, all students, except students with disabilities whose course of study is determined by an individualized education program, must successfully complete certain courses, depending upon the school year in which they enter the 9th grade and subject to the exceptions provided in Section 1.445 of this Part, as a prerequisite to receiving a high school diploma.

3) Credits earned by students prior to entry into Grade 9 as authorized by Section 27-22.10 of the School Code [105 ILCS 5/27-22.10] may be used to fulfill any of the requirements of subsection (c)(2) of this Section.

d) School districts shall have on file in the local district office a description of all course offerings that may comply with the requirements of the law. A course will be accepted as meeting the relevant requirement for graduation if its description shows that its principal instructional activity is the development and application of knowledge and skills related to the applicable requirement.

1) The course description for a “writing-intensive” course will be accepted for purposes of Section 27-22 of the School Code if:

   A) a goal of the course is to use the writing that students do relative to the subject matter being presented as a vehicle for improving their writing skills;

   B) writing assignments will be an integral part of the course’s content across the time span covered by the course;

   C) the written products students are required to prepare in order to receive credit for the course and the feedback students receive are such that:

      i) students’ writing proficiency is evaluated against expectations that are appropriate to early or late high school and encompass all of the standards applicable to State Goals 3 and 5 (see the State Goals for Learning and the Illinois Learning Standards in Appendix D to this Part); and
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED AMENDMENTS

ii) students receive information from the evaluation of their written products that will permit them to improve their writing skills in terms of correct usage; well-organized composition; communication of ideas for a variety of purposes; and locating, organizing, evaluating, and using information.

2) The writing-intensive study provided in at least one writing-intensive course must be designed to address and integrate the elements of the writing process and to refine or apply research skills.

e) It is the responsibility of the school district's administration to provide parents and guardians timely and periodic information concerning graduation requirements for all students, particularly in cases where a student's eligibility for graduation may be in question.

f) Additional requirements for graduation may be adopted by local boards of education. Boards of education may accept courses completed in a community college toward graduation.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)

a) Section 27-12.1(b) of The School Code (Ill. Rev. Stat. 1985, ch. 122, par. 27-12.1(b)) requires that the State Board of Education furnish to each school district a uniform annual consumer education proficiency test to be administered by each school district to those pupils of the district in grades 9 through 12 who elect to take the test.

b) Any pupil who takes the test, which no pupil may do more than once in any school year, and who achieves a score thereon which is not less than the score established by the State Board of Education, as provided in subsection (d) of this Section, shall be excused from having to receive instruction in consumer education otherwise required by Section 27-12.1(a) of The School Code.

c) Test Development
The State Board of Education will annually develop a Consumer Education Proficiency Test:

1) which measures student proficiency in the area of consumer education; and

2) which can be administered in a uniform manner throughout the state.

d) Proficiency Score

The minimum score for passing the Consumer Education Proficiency Test will be 70 percent correct answers, based on a pilot test taken by a representative sample of Illinois students who have completed course work in consumer education and who have teacher-assigned grades A or B.

e) Test-Distribution

Not later than September 15 of each year, the State Board of Education will send the following items to each school district in the state that serves students in grades 9 through 12:

1) Copies of the Uniform Annual Consumer Education Proficiency Test and the corresponding answer sheets.

2) An answer overlay indicating the correct response to each item on the test.

3) A format for scoring the test, which shall be used to determine each student’s raw score and whether or not the student’s score is at least equal to the minimum proficiency score established pursuant to the provisions of subsection (d) of this Section and specified on the scoring form.

4) Instructions needed to ensure uniform test administration including the dates—established pursuant to subsection (f) of this Section—on which the test shall be given to students in grades 9 through 12 who elect to take the test.

f) Dates of Test Administration

1) The test shall be administered annually on either the last Tuesday or Wednesday in January.
2) There may be a year in which a school, for reasons beyond its control, is unable to administer the test on either of the regularly scheduled dates. In that situation, the district must submit a written request for an alternate test date for that school.

g) School District Responsibilities

School districts serving students in grades 9 through 12 shall have the following responsibilities regarding the Uniform Annual Consumer Education Proficiency Test.

1) Student Notification

Districts shall annually provide to all students in grades 9 through 12 and/or their parents or guardians a written notice at least ten (10) school days prior to each test date, which shall at least include:

A) the date(s), time(s) and location(s) of test administration;

B) the provisions of subsections (a) and (b) of this Section; and

C) the procedure students shall use to indicate they wish to take the test.

2) Test Security

Districts shall establish test security measures which shall at least provide:

A) that no copies of the test or answer key shall be made; and

B) that the answer keys and, except during administration of the test, all copies of the test shall be kept in a secure location to which persons who are not involved in the administration of the test do not have access; and

C) that persons involved in administering the test do not reveal test questions or answers to students prior to administration of the test.

3) Student Test Results
Within 45 days after each test date, districts shall provide to students and/or their parents or guardians a notice which shall include:

A) the student’s test score; and

B) a statement that the student has demonstrated proficiency as required in subsection (b) of this Section and is excused from receiving instruction in Consumer Education; or

C) a statement that the student has not demonstrated proficiency and must receive instruction in Consumer Education as required by Section 27-12.1(a) of The School Code, or the student may take the test again in a subsequent school year.

4) Temporary Student Records

Districts shall maintain student test results in the "Student Temporary Record" as defined in 23 Ill. Adm. Code 375.10 (Student Records).

5) Reporting Requirements

Upon the written request of the State Superintendent of Education, districts shall provide information related to the testing (e.g., test scores, grade-level distribution, and item results) within 30 days of each test date.

(Source: Repealed at 35 Ill. Reg. _____, effective ____________)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Linda Tomlinson, Assistant Superintendent
       Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Item: Amendments for Adoption: Part 25 (Certification)

Materials: Recommended Rules

Staff Contacts: Linda Jamali and Patrick Murphy, Division Administrators

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 item relates to Goal 2, highly prepared and effective teachers and school leaders, in that it involves improvements in numerous provisions related to the preparation and certification of educational personnel.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 25.

Background Information
The primary changes being proposed in this rulemaking address the process for recognizing institutions and their educational units and approving their programs for educator preparation. The changes result, in part, from the need to respond to P.A. 96-862, effective January 1, 2010, and P.A. 96-903, effective July 1, 2010, which allow not-for-profit entities to offer certain educator preparation programs. Additionally, the proposed changes address a desire on the part of agency staff to streamline and simplify the recognition and approval processes while still providing for a high level of accountability.

The process for institution recognition, unit accreditation, and program approval was put in place in 1999 to align to the content standards developed by the National Council on the Accreditation of Teacher Education (NCATE) to accredit educational units. The rules recognized that institutions that seek accreditation under NCATE must also meet State requirements, many of which were similar to those required under NCATE. The goal of the rulemaking at that time was to avoid any unnecessary duplication of effort. The process, however, has proven to be costly and has failed to yield timely and useful information to alert the agency sooner to problems that units or programs may be experiencing.

Under the rules as proposed, once recognized, educational units and their approved programs will no longer be subject to automatic review every five or seven years; therefore Sections 25.125 and 25.127 are proposed for repeal. Rather, units will be required to submit annual program reports for each educator preparation program that it offers, as well as unit reports, that include specific data about candidates’ success. (See Sections 25.115(h) and (i).) Any
deficiencies identified in the reports or brought to the State Board’s attention in any other way will trigger additional reviews and the possibility of probation for up to two years or revocation of recognition or approval. (See Section 25.130.) The proposed amendments also clarify that the State Board may visit an institution at any time as part of the accountability process, and they assign requirements relative to program approval to a single location, Section 25.145. Additional clarification of requirements and other technical changes also are being proposed throughout the rulemaking necessitated by the changes in the recognition and approval processes.

Other proposed changes include:

- language pertaining to the issuance of certain administrative certificates and endorsements in Sections 25.335, 25.345 and 25.360 that defines the education needed to be equivalent to a master’s degree, resulting from the enactment of P.A. 96-1423;
- new Section 25.337 that sets forth requirements for receipt of a principal’s endorsement as per P.A. 96-903;
- changes in Sections 25.345 and 25.360 to conform requirements for candidates for the chief school business official or superintendent endorsement with the provisions of P.A. 96-982; and
- consideration in program assessments of candidates’ dispositions (see Sections 25.142 and 25.610).

The proposed amendments were published October 22, 2010, in the Illinois Register to elicit public comment; six were received. A summary and analysis of the public comment, along with any recommendations for changes in the proposed amendments as a result, is attached.

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

Pros and Cons of Various Actions
Promulgation of this group of changes will provide for more timely information regarding the performance of educator preparation programs approved for operation in Illinois and allow for remediation to correct identified problems sooner than under the current system of visitation. Failure to proceed with this rulemaking will mean that the agency will continue to use the five- or seven-year visitation schedule outlined in Subpart C of the rules as its primary tool to determine whether educator preparation programs are producing high-quality teachers and administrators.

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

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

Certification (23 Illinois Administrative Code 25),

Further, the Board authorizes the State Superintendent of Education to make such technical and 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 rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the rules will be filed with the Secretary of State and disseminated as appropriate.
Summary and Analysis of Public Comment  
23 Ill. Adm. Code 25 (Certification)

Comment

Five of the six comments submitted questioned the discontinuation of a program for which no students have been enrolled for three consecutive years (see Section 25.165, “Discontinuation of Programs”). One commenter, a coordinator of a secondary education program at a small college, indicated that despite his institution’s low enrollment of students, small programs are essential to provide an alternative for candidates who may not want to enroll in larger institutions. He expressed concern that the intent of the rule is to eliminate low-enrollment programs and suggested a five-year period of time of non-enrollment, rather than three, to guard against students’ being unable to finish their programs of study. Two others urged the agency to return to the five-year timeframe that they said was changed to three years in January 2010.

Other commenters echoed these remarks, with several discussing their perceptions that it is the number of “completers” who eventually are entitled by the institutions to receive certification that the agency uses to determine program discontinuation.

Analysis

The comments presented are a bit confusing in that the submitters seem to be suggesting that the rule would eliminate programs with low enrollment in any given year. On the contrary, only a program that has no students enrolled in each of three consecutive years will be discontinued. The rule, which has been in place since 2006 and has never been amended, is intended to ensure that all programs are current, have sufficient faculty and conform to all approval requirements. It is likely that a program that has not been operational for three years, due to no enrollment of students in any of those three years, may have reduced staff, eliminated coursework and made other changes that would jeopardize its previous approval status.

The rule is not being used to discontinue programs currently serving students nor is it applied on an annual basis or based on the number of students who successfully complete their programs of study and are entitled to receive a certificate. Further, even if the program does not enroll any new students in a given year, it may remain operational provided that students enrolled in any previous years continue their studies in the approved preparation program. For this reason, even if there is only one student enrolled in a program, he or she would be able to complete his or her program of study without fear of it being discontinued.

Recommendation

No change is recommended in response to this comment.

Comment

Two of the same commenters who expressed concerns about discontinuation also requested that the agency consider an “expedited” approval process for discontinued programs that reapply for approval.
Analysis

A program that is discontinued may apply for re-approval under the process outlined in Section 25.145, which also is part of this rulemaking. Under the rules, as proposed, a recognized institution submits an application to the State Board of Education that addresses each of the program components outlined in subsection (a) (i.e., alignment to standards, faculty information, program of study, data collection, assessments). The application is then submitted directly to the State Teacher Certification Board (STCB) for consideration at its next meeting. Specifics related to State Board staff’s review (up to 60 days) and an institution’s response (another 60 days) are proposed to be removed from the rules.

Admittedly, it may take some institutions more time to complete the application but each component is essential to the STCB’s deliberations of whether the program should be approved, and agency staff do not believe that any should be eliminated. Since the STCB meets only once a month, the time between when an application is submitted and the next scheduled meeting will determine how long the approval process will take.

Recommendation

No change is recommended in response to this comment.

Comment

A commenter requested State Board staff, along with representatives from educator preparation programs, meet each year to consider whether refinements or improvements are needed in the type of information requested in the annual program report required under Section 25.100(h) of the proposed rules. The commenter also requested that the agency publish a summary of the data contained in the reports, to include information regarding the issuance of certificates, and any recommendations that the agency may have after reviewing the data submitted. She said publishing this type of summary will enable institutions to see “what comes from all the hours devoted to producing the annual reports”.

Analysis

Section 25.100(h) requires each recognized educational unit to annually submit a report that addresses:

- program updates;
- a summary of the program’s structure, faculty, candidates and assessment results; and
- data related to the test passage rate of candidates who successfully complete the program.

The annual reports are reviewed by staff and provided to the STCB for its consideration. State Board staff use these annual reports to monitor the quality of the programs provided and to determine whether programs continue to be aligned to the program standards and are offering learning opportunities necessary for candidates’ preparation as professional educators. If a report reveals that this is not happening, then interventions, as set forth in Section 25.130, may be employed.

The commenter’s suggestions are timely in that staff have considered placing summary data from the annual reports on the agency’s website. Staff will take the comments under
advisement as they work with the STCB to improve transparency regarding program quality and improvements.

Recommendation

No change is recommended in response to this comment.
TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 25
CERTIFICATION

SUBPART A: DEFINITIONS

Section 25.10  Accredited Institution

SUBPART B: CERTIFICATES

Section 25.11  New Certificates (February 15, 2000)
25.15  Standards for Certain Certificates (Repealed)
25.20  Requirements for the Elementary Certificate (Repealed)
25.25  Requirements for “Full” Certification
25.30  Endorsement in Teacher Leadership
25.35  Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
25.37  Acquisition of Subsequent Teaching Certificates (2004)
25.40  Requirements for the Special Certificate (Repealed)
25.43  Standards for Certification of Special Education Teachers
25.45  Standards for the Standard Special Certificate -- Speech and Language Impaired
25.50  General Certificate (Repealed)
25.60  State Special Certificate, Grades 11-12, For Teaching Elective Subjects (Repealed)
25.65  Alternative Certification
25.67  Alternative Route to Teacher Certification
25.70  Provisional Vocational Certificate
25.72  Temporary Provisional Vocational Certificate
25.75  Part-time Provisional Certificates
25.80  Requirements for the Early Childhood Certificate (Repealed)
<table>
<thead>
<tr>
<th>Section</th>
<th>Rule Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.85</td>
<td>Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified</td>
</tr>
<tr>
<td>25.86</td>
<td>Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified</td>
</tr>
<tr>
<td>25.90</td>
<td>Transitional Bilingual Certificate and Examination</td>
</tr>
<tr>
<td>25.92</td>
<td>Visiting International Teacher Certificate</td>
</tr>
<tr>
<td>25.95</td>
<td>Majors, Minors, and Separate Fields for the Illinois High School Certificate (Repealed)</td>
</tr>
<tr>
<td>25.99</td>
<td>Endorsing Teaching Certificates (Repealed)</td>
</tr>
<tr>
<td>25.100</td>
<td>Endorsing Teaching Certificates (2004)</td>
</tr>
<tr>
<td>25.105</td>
<td>Temporary Substitute Teaching Permit</td>
</tr>
<tr>
<td>25.110</td>
<td>System of Approval: Levels of Approval (Repealed)</td>
</tr>
<tr>
<td>25.115</td>
<td>Recognition of Institutions and Accreditation of Educational Units, and Approval of Programs (Repealed)</td>
</tr>
<tr>
<td>25.120</td>
<td>Standards and Criteria for Institutional Recognition and Program Approval (Repealed)</td>
</tr>
<tr>
<td>25.125</td>
<td>Accreditation Review of the Educational Unit (Repealed)</td>
</tr>
<tr>
<td>25.127</td>
<td>Review of Individual Programs (Repealed)</td>
</tr>
<tr>
<td>25.130</td>
<td>Interventions by the State Board of Education and State Teacher Certification Board Mid-Cycle Intervention</td>
</tr>
<tr>
<td>25.135</td>
<td>Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000, through Fall Visits of 2001 (Repealed)</td>
</tr>
<tr>
<td>25.137</td>
<td>Interim Provisions for Continuing Accreditation and Approval -- July 1, 1999, through June 30, 2000 (Repealed)</td>
</tr>
<tr>
<td>25.140</td>
<td>Requirements for the Institution’s Educational Unit Assessment Systems</td>
</tr>
<tr>
<td>25.142</td>
<td>Assessment Requirements for Individual Programs</td>
</tr>
<tr>
<td>25.145</td>
<td>Approval of New Programs Within Recognized Institutions</td>
</tr>
<tr>
<td>25.147</td>
<td>Approval of Programs for Foreign Language Beginning July 1, 2003</td>
</tr>
<tr>
<td>25.150</td>
<td>The Periodic Review Process (Repealed)</td>
</tr>
</tbody>
</table>
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit
25.160 Notification of Recommendations; Decisions by State Board of Education
25.165 Discontinuation of Programs

SUBPART D: SCHOOL SERVICE PERSONNEL

Section
25.200 Relationship Among Credentials in Subpart D
25.210 Requirements for the Certification of School Social Workers (Repealed)
25.220 Requirements for the Certification of Guidance Personnel (Repealed)
25.230 Requirements for the Certification of School Psychologists (Repealed)
25.240 Standard for School Nurse Endorsement (Repealed)
25.245 Certification of School Nurses (2004)
25.252 Certification of Non-Teaching Speech-Language Pathologists
25.255 Interim Certification of Speech-Language Pathologist Interns
25.275 Renewal of the School Service Personnel Certificate

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

Section
25.300 Relationship Among Credentials in Subpart E
25.310 Definitions (Repealed)
25.311 Administrative Certificate (Repealed)
25.313 Alternative Route to Administrative Certification
25.314 Alternative Route to Administrative Certification for Teacher Leaders
25.315 Renewal of Administrative Certificate
25.320 Application for Approval of Program (Repealed)
25.322 General Supervisory Endorsement (Repealed)
25.330 Standards and Guide for Approved Programs (Repealed)
25.333 General Administrative Endorsement (Repealed)
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.337</td>
<td>Principal Endorsement (2011)</td>
</tr>
<tr>
<td>25.338</td>
<td>Designation as Master Principal</td>
</tr>
<tr>
<td>25.344</td>
<td>Chief School Business Official Endorsement (Repealed)</td>
</tr>
<tr>
<td>25.355</td>
<td>Superintendent Endorsement (Repealed)</td>
</tr>
<tr>
<td>25.365</td>
<td>Director of Special Education</td>
</tr>
</tbody>
</table>

**SUBPART F: GENERAL PROVISIONS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.400</td>
<td>Registration of Certificates; Fees</td>
</tr>
<tr>
<td>25.405</td>
<td>Military Service</td>
</tr>
<tr>
<td>25.410</td>
<td>Revoked Certificates</td>
</tr>
<tr>
<td>25.415</td>
<td>Credit in Junior College (Repealed)</td>
</tr>
<tr>
<td>25.420</td>
<td>Psychology Accepted as Professional Education (Repealed)</td>
</tr>
<tr>
<td>25.425</td>
<td>Individuals Prepared in Out-of-State Institutions</td>
</tr>
<tr>
<td>25.427</td>
<td>Three-Year Limitation</td>
</tr>
<tr>
<td>25.430</td>
<td>Institutional Approval (Repealed)</td>
</tr>
<tr>
<td>25.435</td>
<td>School Service Personnel Certificate - Waiver of Evaluations (Repealed)</td>
</tr>
<tr>
<td>25.437</td>
<td>Equivalency of General Education Requirements (Repealed)</td>
</tr>
<tr>
<td>25.440</td>
<td>Master of Arts NCATE (Repealed)</td>
</tr>
<tr>
<td>25.442</td>
<td>Illinois Teacher Corps Programs</td>
</tr>
<tr>
<td>25.444</td>
<td>Illinois Teaching Excellence Program</td>
</tr>
<tr>
<td>25.445</td>
<td>College Credit for High School Mathematics and Language Courses (Repealed)</td>
</tr>
<tr>
<td>25.450</td>
<td>Lapsed Certificates</td>
</tr>
<tr>
<td>25.455</td>
<td>Substitute Certificates</td>
</tr>
<tr>
<td>25.460</td>
<td>Provisional Special and Provisional High School Certificates (Repealed)</td>
</tr>
<tr>
<td>25.464</td>
<td>Short-Term Authorization for Positions Otherwise Unfilled</td>
</tr>
<tr>
<td>25.465</td>
<td>Credit (Repealed)</td>
</tr>
<tr>
<td>25.470</td>
<td>Meaning of Experience on Administrative Certificates (Repealed)</td>
</tr>
<tr>
<td>25.475</td>
<td>Renewal Requirements for Holders of Multiple Types of Certificates</td>
</tr>
<tr>
<td>25.480</td>
<td>Credit for Certification Purposes (Repealed)</td>
</tr>
<tr>
<td>25.485</td>
<td>Certification of Persons with Certificates Previously Denied, Suspended, or Revoked</td>
</tr>
<tr>
<td>25.486</td>
<td>Certification of Persons Who Are Delinquent in the Payment of Child Support</td>
</tr>
<tr>
<td>25.487</td>
<td>Certification of Persons with Illinois Tax Noncompliance</td>
</tr>
<tr>
<td>25.488</td>
<td>Certification of Persons Named in Reports of Child Abuse or Neglect</td>
</tr>
</tbody>
</table>
25.489  Certification of Persons Who Are in Default on Student Loans
25.490  Certification of Persons Who Have Been Convicted of a Crime
25.493  Part-Time Teaching Interns (Repealed)
25.495  Approval of Out-of-State Institutions and Programs (Repealed)
25.497  Supervisory Endorsements

SUBPART G: PARAPROFESSIONALS AND OTHER NONCERTIFICATED PERSONNEL

Section
25.510  Paraprofessionals; Teacher Aides
25.520  Other Noncertificated Personnel (Repealed)
25.530  Specialized Instruction by Noncertificated Personnel (Repealed)
25.540  Approved Teacher Aide Programs (Repealed)
25.550  Approval of Educational Interpreters

SUBPART H: CLINICAL EXPERIENCES

Section
25.610  Definitions
25.620  Student Teaching
25.630  Pay for Student Teaching (Repealed)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section
25.705  Purpose - Severability
25.710  Definitions
25.715  Test Validation
25.717  Test Equivalence
25.720  Applicability of Testing Requirement and Scores
25.725  Applicability of Scores (Repealed)
25.728  Use of Test Results by Institutions of Higher Education
25.730  Registration – Paper-and-Pencil Testing
25.731  Registration – Computer-Based Testing
25.732  Late Registration
25.733  Emergency Registration
25.735  Frequency and Location of Examination
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

25.740 Accommodation of Persons with Special Needs
25.745 Special Test Dates
25.750 Conditions of Testing
25.755 Cancellation of Scores; Voiding of Scores
25.760 Passing Score
25.765 Individual Test Score Reports
25.770 Re-scoring
25.775 Institution Test Score Reports
25.780 Fees

SUBPART J: RENEWAL OF STANDARD AND MASTER TEACHING CERTIFICATES

Section
25.800 Professional Development Required
25.805 Continuing Professional Development Options
25.810 State Priorities
25.815 Submission and Review of the Plan (Repealed)
25.820 Review of Approved Plan (Repealed)
25.825 Progress Toward Completion (Repealed)
25.830 Application for Renewal of Certificate(s)
25.832 Validity and Renewal of Master Certificates
25.835 Review of and Recommendation Regarding Application for Renewal
25.840 Action by State Teacher Certification Board; Appeals
25.845 Responsibilities of School Districts
25.848 General Responsibilities of LPDCs
25.850 General Responsibilities of Regional Superintendents
25.855 Approval of Illinois Providers
25.860 Out-of-State Providers
25.865 Awarding of Credit for Activities with Providers
25.870 Continuing Education Units (CEUs) (Repealed)
25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development
25.875 Continuing Professional Development Units (CPDUs)
25.880 “Valid and Exempt” Certificates; Proportionate Reduction; Part-Time Teaching
25.885 Funding; Expenses (Repealed)

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED AMENDMENTS

Section
25.900  Applicability of Requirements in this Subpart
25.905  Choices Available to Holders of Initial Certificates
25.910  Requirements for Induction and Mentoring
25.915  Requirements for Coursework on the Assessment of One’s Own Performance
25.920  Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)
25.925  Requirements Related to Advanced Degrees and Related Coursework
25.930  Requirements for Continuing Professional Development Units (CPDUs)
25.935  Additional Activities for Which CPDUs May Be Earned
25.940  Examination
25.942  Requirements for Additional Options
25.945  Procedural Requirements

25.APPENDIX A  Statistical Test Equating - Certification Testing System
25.APPENDIX B  Certificates Available Effective February 15, 2000
25.APPENDIX C  Exchange of Certificates
25.APPENDIX D  Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances
25.APPENDIX E  Endorsement Structure Beginning July 1, 2004

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 25.65 Alternative Certification

a) Section 21-5b of the School Code [105 ILCS 5/21-5b] provides for the issuance of provisional alternative teaching certificates and initial alternative teaching certificates to eligible candidates, as defined in that Section, who successfully complete a program consisting of:
1) a course of study approved by the State Board of Education;

2) one year’s full-time teaching on the provisional alternative certificate:

A) in the public schools; or

B) in a nonpublic school, provided that:

i) the nonpublic school meets the recognition criteria set forth in rules governing Voluntary Registration and Recognition of Nonpublic Schools (23 Ill. Adm. Code 425);

ii) as of July 1, 2014, the majority of individuals who provide non-religious instruction to students hold a valid Illinois teaching certificate in accordance with Article 21 of the School Code [105 ILCS 5/ Art. 21] and rules governing Certification (23 Ill. Adm. Code 25);

iii) the individual who serves as the principal holds a valid Illinois administrative certificate in accordance with Article 21 of the School Code and rules governing Certification; and

iv) as of January 1, 2010, the school has a written policy stating that all new teachers hired to provide non-religious instruction to students will hold a valid Illinois teaching certificate in accordance with Article 21 of the School Code and rules governing Certification; or

C) in the case of the early childhood certificate, in a position for which an early childhood certificate was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); or

D) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] and 23 Ill. Adm. Code 401
NOTICE OF ADOPTED AMENDMENTS

(Special Education Facilities Under Section 14-7.02 of the School Code); and

3) a comprehensive assessment of the candidate’s teaching performance, culminating in a favorable recommendation by the institution of higher education entity responsible for the course of study.

b) Proposals seeking to establish programs meeting the specifications of subsection (a) of this Section shall be addressed as follows:

State Board of Education
Alternative Certification Program
100 North First Street
Springfield, Illinois  62777-0001

c) Each proposal shall indicate the maximum number of teaching candidates to be served by the proposed program in each of its sessions.

d) Each proposal, simultaneously with State Board of Education staff’s review, will be reviewed by the State Teacher Certification Board, which shall provide its recommendation to the State Board of Education so that the State Board of Education may comply with the timeline set forth in Section 21-5b of the School Code.

e) A proposed course of study will be approved by the State Board of Education if the proposal demonstrates how candidates will acquire the knowledge of the content and the skills equivalent to the content and skills contained in the participating institution’s entity’s preparation program approved pursuant to Subpart B C of this Part with regard to:

1) educational theory;

2) instructional methods; and

3) practice teaching.
f) The assessment of the candidate’s teaching performance for the year referred to in this Section shall include components that are designed to demonstrate that the candidate is:

1) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and

2) skilled in managing and monitoring students’ learning.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 25.67 Alternative Route to Teacher Certification

a) Section 21-5c of the School Code [105 ILCS 5/21-5c] provides for the issuance of provisional alternative teaching certificates to eligible candidates, as defined in that Section, who successfully complete an intensive course of study approved by the State Board of Education.

b) Section 21-5c of the School Code further provides for the issuance of initial teaching certificates to candidates who, after completing the course of study referred to in subsection (a) of this Section, complete an alternative program that also includes:

1) one year’s full-time teaching on the provisional alternative certificate, in accordance with the requirements set forth in Section 25.65(a)(2)(B) of this Part; and

2) a comprehensive assessment of the candidate’s teaching performance, culminating in a favorable recommendation by the institution of higher education entity responsible for the course of study.

c) Proposals for the establishment of programs meeting the specifications of subsections (a) and (b) of this Section shall be approved if they comply with Section 21-5c of the School Code and this Section. Proposals shall be addressed as follows:

State Board of Education
Alternative Certification Program
Proposal Requirements

1) Each proposal shall describe the role and responsibilities of the sponsor of the alternative program.

2) Each proposal shall demonstrate how the participating institution of higher education program will evaluate the congruence of a candidate’s baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and certification.

3) Each proposal shall state that all candidates must:

   A) pass the test of basic skills required pursuant to Section 21-1a of the School Code [105 ILCS 5/21-1a] prior to beginning the proposed course of study; and

   B) pass the content-area test required pursuant to Section 21-1a of the School Code prior to beginning the teaching assignment that is a part of the alternative program.

4) Each proposal shall describe the proposed course of study.

   A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart C of this Part with regard to:

      i) educational theory;

      ii) instructional methods; and

      iii) practice teaching.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon such factors as their experience and the type of program offered. In all cases, the amount of time needed shall be less than that required to complete the institution’s entity’s preparation program approved pursuant to Subpart C of this Part.

C) Each program shall include a preservice assessment of each candidate’s performance, to be conducted by the institution of higher education entity responsible for the program at the conclusion of the course of study in order to determine the candidate’s readiness for the year-long teaching assignment. Each proposal shall state the criteria for the institution’s entity’s determination of candidates’ readiness.

5) Each proposal shall describe the proposed arrangements for candidates’ teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education entity responsible for the program and the school districts where candidates will practice. Each such agreement shall address:

A) the nature and intensity of the support to be provided to candidates by experienced teachers and other staff members of the district, including:

i) the qualifications and experience of the assisting teachers and staff;

ii) the estimated amount of time assisting teachers and staff will devote to advising and assisting candidates; and

iii) the specific roles of the assisting teachers and staff; and

B) provisions enabling candidates to compensate for teaching time lost due to emergencies.
6) Each proposal shall describe the proposed method of assessing candidates’ teaching performance for the year referred to in this Section and shall provide for such methods to be set forth in a formal, written agreement between the participating institution of higher education entity responsible for the program and the school districts where candidates will practice. Each such agreement shall describe:

A) the roles of all parties who will participate in the evaluation of candidates; and

B) assessment methods capable of demonstrating whether a candidate is:

i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and

ii) skilled in managing and monitoring students’ learning.

7) Each proposal shall delineate the criteria by which candidates will be recommended for initial certification by the participating institution of higher education entity responsible for the program.

e) Each alternative program established pursuant to this Section shall be subject to the requirements set forth in Section 25.115 of this Part Accreditation Review described in Subpart C of this Part.

f) The sponsoring institutions of programs established pursuant to this Section shall provide annual reports to the State Teacher Certification Board that describe the programs offered, the number and categories of the candidates who apply to each program, the completion rate for each program, and data regarding placement of individuals who complete each program.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS
Section 25.115  Recognition of Institutions and Accreditation of Educational Units, and Approval of Programs

As used in this Subpart C, “institution” shall be defined as an Illinois institution of higher education, an out-of-state college or university granted operating authority by the Illinois Board of Higher Education as an out-of-state institution, or a not-for-profit educational entity subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5].

a)  In order for an Illinois institution of higher education to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for such programs must be accredited, by the State Board of Education in consultation with the State Teacher Certification Board. “Educational unit” means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals. Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. “Program” or “preparation program” means a program that leads to certification. Electronic transmission of written materials required pursuant to this Subpart C may be authorized or required by the State Superintendent of Education when this method may be more cost effective or feasible.

b) In order to be considered for recognition under Section 25.155 of this Part, a degree-granting institution shall be recognized if it is:

1) be regionally accredited; and

2) be approved as a degree-granting institution by the Illinois Board of Higher Education, if the institution is subject to provisions of the Institution of Learning Powers Act [110 ILCS 50]; and

3) sponsor a course of study leading to a certificate issued under Article 21 of the School Code [105 ILCS 5/Art. 21] and this Part, an appropriate baccalaureate or higher degree and awards the degree; and
3) conducts or proposes to conduct at least one approved program that will prepare professional educators.

c) In order to be considered for recognition under Section 25.155 of this Part, an eligible not-for-profit educational entity shall conduct or propose to conduct at least one approved program that will prepare professional educators and leads to a certificate issued pursuant to Article 21 of the School Code and this Part.

d) In order to be considered for recognition under Section 25.155 of this Part, an educational unit shall meet accredited if its accreditation visit occurs prior to the fall of 2008 and the institution meets the standards enumerated in “Professional Standards for the Accreditation of Teacher Preparation Institutions Schools, Colleges, and Departments of Education” (2008 2002), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section). Beginning with accreditation visits in the fall of 2008, the 2008 edition of these standards shall apply; no later amendments or editions are incorporated.

e) In order to be considered for approval under Section 25.145 of this Part, a preparation program shall meet: approved if it meets

1) the national applicable content standards accepted established by the State Board of Education and listed on the State Board of Education’s website at www.isbe.net or, if no national content standards are specified, then the applicable content standards set forth at 23 Ill. Adm. 23, 26, 27, or 29; and

2) the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at http://www.npbea.org/projects.php (no later additions to or editions of these standards are incorporated by this Part) 23 Ill. Adm. Code 29.100 (Illinois Professional School Leader Standards), as applicable.

f) In the case of a not-for-profit entity, all advertising materials, candidate handbooks, catalogues, and candidate contracts shall display prominently the fact that the entity does not offer higher education credit and that there is no guarantee
that the Illinois certificate or endorsement earned by the candidate will be honored or accepted for exchange in another state.

g) The recognition accreditation of an educational unit shall be subject to review every four years beginning in 2012. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee, and the approval of the educational unit’s programs shall be subject to review in each year five years after the unit receives initial unit’s original State recognition, accreditation and every seven years thereafter, except that no accreditation reviews shall be conducted in 2009 and each institution’s first scheduled review after January 1, 2009, shall be deferred for one additional year. For an institution already accredited by the State that subsequently receives accreditation from NCATE, the next accreditation review shall be due five years after receipt of that accreditation, after which review the institution shall be returned to a seven-year cycle. Accreditation Review shall be conducted as provided in Sections 25.125 and 25.127 of this Part and decisions regarding continued accreditation and approval shall be made as provided in those Sections. The State Superintendent shall alter the timing of an institution’s review at the institution’s request if the Superintendent determines that the request is based on unforeseen circumstances that were beyond the institution’s control and were demonstrably related to the institution’s ability to prepare for the review.

h) Each recognized Beginning in 2010, each accredited educational unit shall annually submit a separate annual program report for each approved program to the State Superintendent of Education, in a format defined by the State Superintendent, and no sooner than October 1 and no later than November 30. Subject-area designations (see Section 25.100(a) of this Part) shall be considered separate programs for reporting purposes. The annual program report shall:

1) a report that describes any changes or planned changes in the unit or its programs, updates any information previously provided;

2) summarize data about the program’s overall structure, faculty, and candidates, and the results of various assessments, including the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for
teachers beginning in 2018): as needed, and provides institutional data that describe the results of unit and program assessments and the actions taken or planned to address areas identified for improvement;

A) If at least 80 percent of an institution’s teacher preparation program completers have passed the content area test and applicable form of the assessment of professional teaching (APT) in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24;

B) If at least 80 percent of an institution’s administrative certification program completers have passed the applicable content-area examinations for administrative certification in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2) of this Section;

2) an annual report specific to each approved program offered by the institution that conveys summary data about the program’s overall structure, faculty, and candidates, and the results of various assessments; and

3) as relevant to the institution, a report on all programs provided by the institution that have been approved as an alternative route to certification under Sections 25.65 and 25.67 of this Part.

In conjunction with the review set forth in subsection (g) of this Section, each educational unit shall submit a unit report to the State Superintendent, in a format specified by the State Superintendent, no sooner than October 1 and no later than November 30 of the academic year (i.e., September 1 through August 31) in which the review is scheduled. The report shall include:

1) If relevant to the institution, the report required under subsection (e) of this Section shall include a description of how the unit has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (h) of this Section submitted in each of the last four years preceding the review; during the most recent
review of the unit and its programs as “not met” or “met with areas for improvement”. However, for institutions that have been assigned “Continuing Accreditation with Conditions” or “Probation”, this description shall not be required in those years in which the institution is required to submit a special report or is subject to a focused or full visit as discussed in Section 25.125(j) of this Part.

2) any changes in the institution or in the educational unit that affects the operation of the unit;

3) any new programs approved in the last four years;

4) the percentage of individuals in the last four years who completed the program and received a certificate or endorsement who were hired into a related school position in the field for which the certificate or endorsement was issued; and

5) data regarding the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for teachers beginning in 2018).

j) No later than April 7 of each year, each institution shall report to the State Board of Education, using a form supplied by the Board, on its program completers’ pass rates on the examinations required for initial certification pursuant to this Part and other information required by Title II of the Higher Education Act [20 USCA 1027]. Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, guidance counselors, and prospective employers of the institution’s program completers.

k) State Board of Education staff may visit a recognized institution at any time with one day’s advance notice and may ask to speak with faculty, candidates, or administrators. All records shall be made available to State Board of Education staff upon request.

(Source: Amended at 35 Ill. Reg. ______, effective _____________)
Section 25.125 Accreditation Review of the Educational Unit (Repealed)

The requirements of this Section shall apply to Accreditation Reviews that take place on or after July 1, 2003. The review visits conducted pursuant to this Section shall be scheduled during the academic year for the mutual convenience of the affected institution and the review team. When an institution located in Illinois is governed by an out-of-state institution, the out-of-state institution shall also be visited as part of the accreditation review if, in the judgment of the State Superintendent of Education, firsthand observation of the administration and resources of the governing institution is essential to an accurate evaluation of the institution’s capacity for meeting relevant Illinois standards and preparing educators to serve in Illinois schools.

a) No later than one year before its Accreditation Review will be held, the institution shall submit to the State Superintendent of Education five copies of each of the reports specified in this subsection (a) that is applicable. However, an institution that is also seeking initial accreditation from NCATE will need to comply with NCATE’s submission timelines as well.

1) For its first review in light of the standards incorporated by Section 25.115(b) of this Part, the institution shall submit a report providing an overview of the unit’s conceptual frameworks, which shall include a description of each framework and its development. The discussion of the frameworks shall address each of the “structural elements” found in the standards referred to in Section 25.115(b) of this Part. For each subsequent review, the institution shall describe any changes in the conceptual frameworks that have been made since the institution’s previous Accreditation Review.

2) If at least 80 percent of an institution’s teacher preparation program completers have passed the applicable form of the assessment of professional teaching (APT) in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24. For any form of the APT for which this criterion has not been met, the institution shall submit a composite report covering all programs for whose candidates that form is required. This report shall describe how those preparation programs address those standards.
3) If at least 80 percent of an institution’s administrative certification program completers have passed the applicable content area examinations for administrative certification in each of the preceding three years, the institution shall be deemed to be adequately addressing the Illinois Professional School Leader Standards (see 23 Ill. Adm. Code 29.100). For any administrative certification program for which this criterion has not been met, the institution shall submit a report describing how the program addresses these standards.

b) A panel established by the State Superintendent shall review the overview of the unit’s conceptual frameworks no more than 60 days after the overview is submitted. No later than 30 days after the panel completes its review, and if the institution is to be reviewed under subsection (d)(1) of this Section, the State Board of Education shall notify the institution either that the description of its conceptual frameworks is adequate or that certain structural elements were not adequately addressed and will undergo additional scrutiny by the review team during the visit described in subsection (e) of this Section.

c) No later than 60 days before its review visit, the institution shall submit either to the State Superintendent the number of copies specified in light of the review team’s size or to NCATE the number of copies required by NCATE, with two copies to the State Superintendent, of an institutional report presented in a format prescribed by the State Board of Education and incorporating:

1) an overview of the institution;

2) an overview of the unit’s conceptual frameworks; and

3) evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part.

d) A review team shall be empanelled to conduct an on-site review to verify the information provided by the institution as required by subsection (c) of this Section. The review team shall be constituted as provided in subsection (d)(1) or (d)(2) of this Section, depending upon whether the institution is also seeking to achieve or retain accreditation of its educational unit by NCATE.

1) Institutions Seeking State Accreditation Only
From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the on-site review and shall appoint the team’s chair. A staff member of the State Board of Education or another individual designated by the State Superintendent who has been trained in the applicable standards and procedures shall accompany the review team, serving as a consulting, ex officio member to ensure that applicable standards, procedures, rules, and statutes are addressed.

2) Institutions Also Seeking to Achieve or Retain NCATE Accreditation

A staff member of the State Board of Education or another individual designated by the State Superintendent who has been trained in the applicable standards and procedures shall accompany the review team appointed by NCATE’s Board of Examiners, serving as a consulting, ex officio member to ensure that applicable Illinois standards, procedures, rules, and statutes are addressed.

e) The review team shall visit the institution and verify the degree to which the educational unit and its programs meet the standards referred to in Section 25.115(b) of this Part.

f) The review team shall prepare a draft report during the on-site visit, incorporating an overview of the unit and its conceptual frameworks, summarizing data on the performance of candidates and graduates, and taking into account the recommendations arising from the review of program reports as outlined in Section 25.127 of this Part. This draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair shall review the institution’s suggested revisions and make appropriate corrections in consultation with the ex officio consultant who is serving pursuant to subsection (d) of this Section. The final report shall be submitted to the State Superintendent of Education by the team’s chair or by NCATE, as applicable, within 30 days after the chair’s receipt of the institution’s suggested corrections. The State Superintendent shall provide the final report to the institution within ten business days after receiving it.
g) Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent and to NCATE, if applicable, either a letter stating agreement with the report’s findings or a rejoinder to those findings that meets the following requirements:

1) The rejoinder must indicate the grounds for disagreement with one or more of the team’s findings and include documentation to support the institution’s position.

2) All documentation must describe conditions that existed at the time of the on-site review. (Changes made by the unit after the visit will not be considered.)

3) All documentation must relate directly to the standards and procedures that applied at the time of the on-site visit.

h) Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team’s report, the institution’s letter of agreement or rejoinder, a response to that rejoinder provided by the team’s chair, the results of the review of the program reports, any other relevant documentation that was available to the review team, and the decision of NCATE’s Unit Accreditation Board (UAB), if applicable.

i) After consideration of the information submitted pursuant to subsection (h) of this Section, the State Teacher Certification Board shall convey to the State Board of Education a recommendation regarding the accreditation of the educational unit as appropriate to the circumstances, in keeping with the provisions of subsection (j) of this Section. The State Teacher Certification Board shall also convey recommendations regarding approval of the unit’s individual programs (see Section 25.127 of this Part).

j) The possible outcomes of Accreditation Review shall align with those used in the NCATE system of review, so that Illinois institutions desiring both national accreditation through NCATE and the State recognition, accreditation, and program approval required pursuant to this Subpart C will generally not be caused to duplicate their efforts or undergo duplicate reviews.
1) If the educational unit has met all the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education continue the accreditation of the educational unit (which may include the identification of areas for improvement), thereby authorizing the institution to conduct its approved programs and to recommend candidates for certification by entitlement.

2) If the educational unit has failed to meet one or more of the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with conditions, thereby authorizing the institution to conduct its approved programs and to recommend candidates for certification by entitlement. An institution to which accreditation with conditions has been assigned shall, within 30 days after receipt of the State Board’s decision, provide written notification to the candidates enrolled in the unit’s programs to this effect.

A) If the State Teacher Certification Board believes that the unit can make adjustments so as to satisfy the conditions expressed within six months, the Board shall recommend that the State Board of Education request submission of documentation that addresses the unmet standards as well as any other areas for improvement within that time. However, the affected unit may choose to undergo a focused visit pursuant to subsections (j)(2)(C) and (D) of this Section instead.

B) If documentation is submitted pursuant to subsection (j)(2)(A) of this Section, the State Board of Education shall either continue the institution’s accreditation, if the conditions expressed have been satisfied, or require a focused visit addressing the unmet standards and any additional areas for improvement, which shall occur within one year after the semester in which the documentation was submitted.

C) If the State Teacher Certification Board believes that the conditions expressed cannot be satisfied within six months, the Board shall recommend that the State Board of Education require a focused visit addressing the unmet standards and any additional areas for
improvement within two years after the semester when the conditions were issued.

D) Each focused visit shall be conducted by a team established by the State Superintendent of Education or the NCATE Board of Examiners, as applicable, and trained in the review process. The provisions of subsection (d)(2) of this Section shall also apply. The team conducting a focused visit shall forward to the State Teacher Certification Board a report indicating whether the conditions expressed have been satisfied.

i) Within 30 days after receipt of this report, the institution shall submit either a rejoinder to the team’s findings that meets the requirements of subsection (g) of this Section or a letter acknowledging receipt of the report.

ii) Staff of the State Board of Education shall convey to the State Teacher Certification Board the review team’s report, the institution’s letter of agreement or rejoinder, a response to that rejoinder provided by the team’s chair, any other relevant documentation that was available to the review team, and the decision of NCATE’s Unit Accreditation Board, if applicable.

E) After reviewing the materials submitted pursuant to subsection (j)(2)(D) of this Section, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit’s accreditation.

F) A unit to which continued accreditation is granted as a result of a six-month report or a focused visit shall next be due for Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).

3) If the educational unit has failed to meet one or more of the applicable standards and exhibits areas for improvement that may limit its candidates’ ability to meet the standards for certification (meaning, for an NCATE institution, if national accreditation has been revoked), the State Teacher
Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with probation. An institution to which accreditation with probation has been assigned shall, within 30 days after receipt of the State Board’s decision, provide written notification to the candidates enrolled in the unit’s programs to this effect. If accreditation with probation is assigned, the unit must schedule an on-site visit within two years after the semester in which the decision was rendered. As part of this visit, the unit must address all the standards in effect at the time of the review that resulted in probation.

A) An on-site review required pursuant to this subsection (j)(3) shall be subject to the requirements of subsections (a) through (g) of this Section.

B) Following the on-site review, the State Teacher Certification Board shall review the team’s report and, based on its assessment of the degree to which the unit has achieved compliance with the applicable standards, shall recommend to the State Board of Education that it either continue or revoke the institution’s recognition and the educational unit’s accreditation.

C) A unit whose accreditation has been continued pursuant to this subsection (j)(3) shall next be subject to Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).

k) The provisions of subsection (j) of this Section notwithstanding, an institution not accredited by NCATE may decide to seek NCATE accreditation at any time, thus becoming subject to NCATE’s initial review cycle. (If NCATE accreditation is sought other than in conjunction with a scheduled Accreditation Review, an Accreditation Review shall be conducted as described in this Section, and the schedule for subsequent Accreditation Reviews shall be altered accordingly.) Conversely, an institution may choose to become disaffiliated with NCATE so that its next Accreditation Review will be conducted under subsection (d)(1) of this Section, provided that the institution notifies the State Superintendent of Education of this intention no later than 18 months prior to the scheduled date of the review visit. The State Superintendent may make an exception to the 18-
month timeframe upon determining that circumstances beyond the control of an institution prevented its meeting the deadline for this notification.

l) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Revocation of recognition and accreditation shall be subject to the provisions of Section 25.165(b) of this Part.

m) Each institution shall pay a portion of the costs related to State participation in its accreditation reviews and any focused visits, subject to the rules of the Travel Regulation Council (see 80 Ill. Adm. Code 3000):

1) When only State accreditation is involved and the institution is located in Illinois, the institution shall pay for:

   A) lodging for each team member, including the consulting, ex officio member referred to in subsection (d)(1) of this Section; and

   B) a meeting room for the team in the hotel where the team members are housed.

2) When NCATE accreditation is also involved and the institution is located in Illinois, the institution shall pay for the lodging of the consulting, ex officio team member referred to in subsection (d)(2) of this Section.

3) When only State accreditation is involved and the institution is located outside Illinois, the institution shall pay all travel costs associated with the team members’ visit, including:

   A) transportation, lodging, and meals or per diem for each team member, including the consulting, ex officio member referred to in subsection (d)(1) of this Section; and

   B) a meeting room for the team in the hotel where the team members are housed.

4) When NCATE accreditation is also involved and the institution is located outside Illinois, the institution shall pay all travel costs for the consulting,
ex officio team member referred to in subsection (d)(2) of this Section and, at the discretion of the State Superintendent of Education, for one additional individual representing the Illinois State Board of Education, including transportation, lodging, and meals or per diem.

B) When an institution located in Illinois is governed by an out-of-state institution and the out-of-state institution is visited as part of the accreditation review, the travel costs associated with the out-of-state visit shall be borne by the institution under subsection (m)(3) or (m)(4) of this Section, as applicable.

(Source: Repealed at 35 Ill. Reg. _____, effective ____________)

Section 25.127 Review of Individual Programs (Repealed)

a) No later than one year before its Accreditation Review will be held, the institution shall submit a report for each of its programs, including any alternative program established pursuant to Section 21-5b, 21-5c, or 21-5d of the School Code. These reports shall be submitted in the quantity and format required by either the State Superintendent or NCATE, as provided in subsection (c) of this Section, and shall include all the following information.

1) A description of the program’s alignment with the unit’s conceptual framework.

2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the college or university and how the key assessments used in the program are derived from or informed by the unit’s assessment system (see Section 25.140 of this Part).

3) Data on candidates enrolled in the program and candidates completing the program, beginning with the most recent academic year for which numbers have been tabulated and including three years’ information if available. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, or graduate, or as an alternative program), data shall be reported separately for each of these arrangements.
4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.

5) A description of the course of study, including required courses, State standards addressed, and related field experiences or clinical practice as applicable to specified courses.

6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program’s requirements for faculty supervision of these experiences.

7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:

   A) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1)-(4) or Section 25.142(b)(1)-(4), as applicable;

   B) a summary of findings based on data from all the assessments described under subsection (a)(7)(A) of this Section, from the applicable content-area test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching, if applicable; and

   C) a discussion of how the assessment data demonstrate candidates’ mastery of the identified standards.

8) A description of information related to two or three additional assessments that address relevant standards, if inclusion of this information is desired by the unit offering the program.

b) The State Board of Education shall recognize “Specialized Professional Associations” (“SPAs”) that are affiliated with NCATE and specialized accrediting organizations (“SAOs”) that are recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation for
purposes of program review in accordance with the provisions of this subsection (b).

1) Each program conducted by an Illinois institution that is accredited by NCATE will be reviewed by a panel convened under the auspices of the relevant SPA or SAO if one exists.

2) In an Illinois institution not accredited by NCATE, each program that is accredited by an SAO will be reviewed by that SAO.

3) The State Board of Education shall review the content-area standards of each SPA and each SAO and determine the degree to which those standards are aligned with the comparable standards established by the State Board. The State Board shall identify any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA or SAO and shall require supplementary evidence from the institution regarding these standards (see subsection (e) of this Section).

4) Each program not subject to review by an SPA or SAO will be reviewed by a panel convened by the State Superintendent of Education. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area and shall have been trained in the program review process.

e) The State Board of Education shall notify each institution no later than two years prior to its scheduled Accreditation Review as to which of its program reports are to be submitted to the State Superintendent and which, if any, are to be directed to NCATE or to an SAO. The State Board of Education will not include in its review of an institution’s programs any new program that is approved for operation after the date for submission of the institution’s program reports.

d) Each institution shall submit the reports required pursuant to this Section to NCATE if they are to be reviewed by SPAs and to the State Superintendent of Education if they are to be reviewed by a panel convened by the Superintendent.

e) As part of the notification provided under subsection (c) of this Section, the State Board shall identify for each affected institution any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA.
or SAO. For each affected program, the institution shall submit to the State Superintendent a concurrent addendum to the program report, which shall be submitted in a format prescribed by the State Board and, by means of two exemplars of activities or assessments, shall describe how the program meets the State standards in question.

f) No later than 30 days after the State Superintendent or NCATE receives a program report, the responsible staff shall notify the affected institution as to whether the report is complete. An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that it is incomplete.

g) No later than six months prior to the scheduled date of the review visit, each review panel shall submit a critique for each program reviewed, either to NCATE or to the State Superintendent of Education, as applicable. Each critique shall indicate the recognition status that should be assigned to the program (see subsection (j) of this Section) and include the panel’s rationale for that determination. Each critique shall be forwarded to the affected institution within ten business days after its receipt.

h) NCATE and the State Superintendent shall ensure that each critique is received by the affected institution no later than 60 days prior to the scheduled date of the institution’s review visit.

i) Each institution whose programs have been reviewed by an SPA or SAO shall provide or make available to the State Superintendent of Education all reports sent by the institution to the SPA or SAO and by the SPA or SAO to the institution. The State Superintendent shall keep this information as part of the institution’s permanent file.

j) As part of the accreditation process described in Section 25.125 of this Part, the State Teacher Certification Board shall convey to the State Board of Education a recommendation regarding each preparation program offered by the affected educational unit.

1) In making these recommendations, the State Teacher Certification Board shall accept the decision made by the relevant SPA or SAO, if any, regarding the national recognition of each program, unless the staff review
of the report on additional standards required under subsection (e) of this Section indicates that certain State standards are not being addressed. A program’s nonrecognition by an SPA or SAO shall be treated as discussed in subsection (j)(2) of this Section.

A) The State Teacher Certification Board may recommend approval of programs that meet the applicable content standards; or

B) The State Teacher Certification Board may recommend provisional approval of programs whose program reports are found to exhibit less than full compliance with the applicable content standards. No later than 18 months after provisional approval of a program is granted by the State Board of Education, the institution shall submit to the State Superintendent, or to the relevant SPA or SAO, a revised program report that shall be reviewed as provided in this Section. Staff of the State Board of Education shall convey to the State Teacher Certification Board the report of the review panel. After consideration of this report, the State Teacher Certification Board shall convey its recommendation that the State Board of Education:

i) Continue the approval of the affected program, thereby authorizing the institution to continue offering it; or

ii) Revoke the program’s approval, thereby prohibiting the institution from continuing to offer it.

2) If a program’s national recognition is denied or discontinued after review by a relevant SPA or SAO, the State Teacher Certification Board may recommend an 18-month period of probation for the program, during which no new candidates shall be enrolled. While the program is on probation, the institution may submit to the SPA or SAO either a revised program report addressing the unmet standards or a complete, new program report. At the conclusion of the probationary period, the State Teacher Certification Board may:

A) Recommend continuing approval of the program, if national recognition is granted or restored by the relevant SPA; or
B) Recommend revocation of the program’s approval, if national recognition is denied by the relevant SPA.

B) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval shall be subject to the requirements of Section 25.165(b) of this Part.

(Source: Repealed at 35 Ill. Reg. ______, effective ____________)

Section 25.130 Interventions by the State Board of Education and State Teacher Certification Board Mid-Cycle Intervention

The provisions of this Section shall apply when the State Superintendent of Education or the State Teacher Certification Board receives information through the annual program report or unit report required under Section 25.115 of this Part, or by other means indicating that any educational unit recognized accredited pursuant to this Subpart C or any approved preparation program may not be addressing any applicable standard or may otherwise be failing to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators.

a) The State Superintendent or designee shall inform the affected educational unit of the areas of concern and invite offer the unit’s representatives to appear on a date specified by the State Superintendent before the State Teacher Certification Board (“STCB”) to discuss the concerns identified an opportunity to submit a written response addressing the points raised, unless the affected institution will be undergoing either a regularly scheduled accreditation review or a focused visit during the upcoming semester.

a) If an accreditation review or focused visit is to be conducted, the State Superintendent shall inform the review team of the areas of concern. In the case of a focused visit, the areas of concern shall be considered “additional areas for improvement” that the institution must address, as discussed in Section 25.125(j)(2) of this Part.

b) If the unit’s representatives are invited to provide a response, any material submitted shall be considered by the State Teacher Certification Board at the next
available opportunity. The Certification Board may also invite representatives of
the institution to appear before it to present any additional information that may be
relevant.

b) If the STCB determines, either after the educational unit’s appearance or in
advance of the appearance, that the concerns raised were unfounded or that the
issues have been remedied, the STCB shall recommend to the State
Superintendent that no further action is needed with regard to the matter, and the
State Superintendent or designee shall notify the institution accordingly.

c) If the institution does not respond to or declines the invitation to appear before the
STCB, or if the STCB Certification Board concludes that the institution, after its
appearance, has not satisfied the concerns raised, the STCB shall recommend to
the State Superintendent or designee that the program or unit and one or more of
its programs be placed on probation. “Probation” is the period of time in which
no new candidates shall be enrolled in the unit or any of its programs, regardless
of whether an individual program has received “probation” status. The State
Superintendent shall notify the institution of the probation status of the program or
unit and one or more of its programs. Further information is necessary, or if the
institution has not responded within 60 days after receiving notification of the
issues from the State Superintendent, the Certification Board shall recommend to
the State Superintendent that an inquiry be conducted, which may include an on-
site review at the discretion of the State Superintendent.

1) A program or unit and one or more of its programs placed on probation
shall submit the applicable report required under subsection (c)(1)(A) or
(c)(1)(B) of this Section (in a format to be specified by the State
Superintendent) to the State Superintendent or designee, who shall forward
the report to the STCB for consideration. The required report shall be
submitted within one year after the date on which the program or unit was
scheduled to appear before the STCB pursuant to subsection (a) of this
Section. If no report is received within this year, then the approval of the
program or recognition of the unit and approval of all of its programs shall
be revoked. (See subsection (c)(2)(C) of this Section.)

A) In the case of one or more individual programs being placed on
probation, each program about which concerns have been
identified shall submit to the STCB a program report, with special
emphasis on the areas of concern identified by the STCB and how those concerns will be addressed.

B) In the case of only a unit being placed on probation, the unit shall submit a report that details the concerns identified about any of the NCATE unit standards and the solutions that have been put into place to remedy those concerns.

C) In the case of both a unit and one or more of its programs being placed on probation, both subsections (c)(1)(A) and (B) shall apply.

2) The STCB, after considering the report submitted by the program or unit and the actions the program or unit has taken in response to the concerns identified, shall:

A) determine that the concerns have been remedied and recommend to the State Superintendent that the program or unit and any of its programs for which concerns have been identified be removed from probation and that no further action is needed with regard to the matter, and the State Superintendent or designee shall notify the institution accordingly; or

B) determine that the concerns have been acted upon but have not been remedied and recommend to the State Superintendent that the probation period be extended for not more than an additional 12 months, beginning on the date on which the STCB met to consider the report submitted under subsection (c)(1)(A) or (c)(1)(B):

i) Within the 12-month extension period, the program, or the unit and any of its programs for which concerns have been identified shall resubmit the program proposal required under Section 25.145 of this Part or a report (in the case of a program or unit, respectively), and reappear before the STCB;

ii) If at the time that the program or unit reappears before the STCB or at the end of the 12-month extension period, the
program or the unit and any of its programs for which concerns have been identified have not sufficiently addressed the concerns, then the STCB shall recommend to the State Superintendent that approval of the program or recognition of the unit and approval of all of its programs be revoked pursuant to the provisions of subsection (c)(2)(C) of this Section; and

iii) The State Superintendent shall notify the program or the unit and each of its programs of any action taken pursuant to this subsection (c)(1)(B); or

C) determine that the concerns have not been acted upon and that the program proposal or actions taken as identified in the report indicate that the standards are not being met or that the program or unit may be failing otherwise to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators and that these concerns cannot be remedied before the end of the 12-month extension period and recommend to the State Superintendent that the State Board of Education revoke approval of the program or recognition of the unit and approval of all of its programs. The actions to be taken upon the recommendation of the STCB to the State Superintendent under this subsection (c)(2)(C) shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval or revocation of recognition, in the case of an educational unit, shall be subject to the requirements of Section 25.165(b) of this Part.

3) The State Superintendent may accept, modify or reject any of the recommendations of the STCB issued in accordance to subsection (c) of this Section. In cases where the State Superintendent’s modification or rejection results in an action that has negative consequences for the program or the unit and one or more of its programs, then the actions to be taken shall be as described in Section 25.160 of this Part.

d) If the State Teacher Certification Board determines at any point that the concerns raised were unfounded or that the issues have been remedied in the interval, the
Certification Board shall notify the State Superintendent that no further action is needed with regard to the matter, and the State Superintendent shall notify the institution accordingly.

e) If, after considering all information presented by the institution’s representatives, the standards and requirements that apply to the unit or the program in question, and the results of the inquiry, if one was conducted, the State Teacher Certification Board determines that cause for concern continues to exist, the Certification Board shall convey to the State Superintendent of Education a recommendation for action by the State Board of Education regarding the status of the unit or the program, as applicable.

1) In the case of an individual preparation program, the Certification Board shall recommend that the program’s approval status be made provisional. If provisional approval is assigned by the State Board of Education, the Certification Board shall review the next annual program report to determine whether the required improvements have been made and the applicable standards are being met. If so, the Certification Board shall notify the State Superintendent that no further action is needed.

A) If the required improvements have been initiated by the institution and there is a reasonable expectation that the areas of concern will be resolved within the following 12 months, the Certification Board shall recommend continued provisional approval for the program.

i) The Certification Board shall review the subsequent annual program report to determine whether the applicable standards are being met and shall either notify the State Superintendent that no further action is needed or recommend that the State Board of Education place the program on probation for a specified period not to exceed 12 months.

ii) If the program is placed on probation, no new candidates may be accepted into it. While the program is on probation, the institution shall submit to the State Superintendent a complete, new program report, with
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

emphasis on the unmet standards. At the end of the probationary period, the State Teacher Certification Board shall recommend either continuing approval of the affected program or revocation of the program’s approval, according to whether all applicable standards are being met.

B) If the institution has not initiated changes that can be expected to address the identified concerns within the following 12 months, the Certification Board shall recommend a specified probationary period for the program not to exceed 12 months. If the State Board of Education places the program on probation, the provisions of subsection (e)(1)(A)(ii) of this Section shall apply.

2) In the case of an educational unit, the Certification Board shall recommend that conditions be attached to the unit’s accreditation and that the provisions of Section 25.125(j)(2) of this Part be made applicable, except that any focused visit would be conducted by a team established by the State Superintendent.

f) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval or shall be subject to the requirements of Section 25.165(b) of this Part.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 25.140 Requirements for the Institution’s Educational Unit Assessment Systems

Each educational unit shall be required to establish and maintain an assessment system for collecting and analyzing information on applicants’ qualifications, candidates’ and graduates’ performance, and the unit’s operations for the purpose of evaluating and improving the unit and its programs.

a) The assessment system shall describe the unit’s design for collecting, analyzing, summarizing, and using information from the assessments of candidates, including measures that provide evidence of candidates’ proficiency with respect to professional, State, and institutional standards.
b) The assessment system shall be designed to collect information that enables the unit and its programs to:

1) make decisions about candidates’ qualifications and performance at the time of admission to the program, at appropriate transition points (including entry to and exit from clinical practice), and at program completion.

2) demonstrate that admission requirements are related to candidates’ success.

3) use the results from assessments of candidates to evaluate and make improvements in the unit and its programs, courses, teaching, and field and clinical experiences.

4) use the results of assessments of unit operations (e.g., faculty evaluations, graduate surveys, employer surveys) to evaluate and make improvements in the unit and its programs, courses, teaching, and field and clinical experiences.

c) The assessment system shall identify the major assessments that are used by the unit and the programs and at what points during the unit’s programs these assessments of candidates’ performance occur.

d) At the time of each unit’s accreditation review, the Each unit report submitted pursuant to Section 25.115(i) of this Part shall present the performance data it has collected and analyzed since the submission of its last unit report its last review, including the results of State certification testing, along with evidence that:

1) The unit’s assessment system is being implemented, evaluated, and refined;

2) Performance assessments are being tested for accuracy, consistency, and fairness; and

3) Data on candidates’ performance from internal assessments as well as external measurements have been compiled and are being used to improve the unit and its programs.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 25.142 Assessment Requirements for Individual Programs
a) Teacher Preparation Programs

Subject to the provisions of Section 25.720 of this Part, the applicable Assessment of Professional Teaching and the applicable content-area test are key assessments for candidates in teacher preparation programs. Beyond these assessments, each program shall require all candidates to complete at least the following additional key assessments:

1) An additional content assessment focused on program standards;

2) An assessment of candidates’ ability to plan instruction;

3) An assessment of clinical practice; and

4) An assessment of candidates’ impact on students’ learning; and

5) An assessment of the candidates’ dispositions demonstrated, as described in the unit’s conceptual framework submitted pursuant to Section 25.145(a) of this Part.

b) Programs for Administrators and School Service Personnel

Subject to the provisions of Section 25.720 of this Part, the applicable content-area test is a key assessment for candidates in programs that prepare administrators and school service personnel. Beyond this assessment, each program shall require all candidates to complete at least the following additional key assessments:

1) An additional content assessment focused on program standards;

2) An assessment of candidates’ ability to plan an appropriate environment;

3) An assessment of clinical practice; and

4) An assessment of candidates’ impact on providing a supportive environment for students’ learning; and.
5) An assessment of the candidates’ dispositions demonstrated, as described in the unit’s conceptual framework submitted pursuant to Section 25.145(a) of this Part.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 25.145 Approval of New Programs Within Recognized Institutions

The procedures set forth in this Section shall apply to the initial approval of additional educator preparation programs established by institutions that are already recognized, including those that have been granted initial recognition as well as to the approval of programs proposed by consortia. A consortium is a partnership involving two or more teacher education institutions with accredited educational units, or one or more such institutions and one or more not-for-profit organizations in the State which support excellence in teaching and/or one or more school districts. Each consortium shall designate from among its members a recognized institution of higher education whose schedule for Accreditation Reviews shall apply to the consortium’s programs also.

a) The institution shall submit to the State Superintendent of Education a program proposal report meeting the requirements set forth in this subsection (a) of Section 25.127(a) of this Part, showing how each proposed program meets the applicable professional education and content-area standards established by the State Board of Education.

1) A description of the program’s alignment with the unit’s conceptual framework.

2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the institution and how the key assessments used in the program are derived from or informed by the unit’s assessment system (see Section 25.140 of this Part).

3) Description about how data on the candidates enrolled in the program and candidates completing the program will be used as part of the assessment system required under Section 25.142 of this Part. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, or graduate,
or as an alternative program), data shall be considered separately for each of these arrangements.

4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.

5) A description of the course of study, including required courses, State standards addressed, and related field experiences or clinical practice as applicable to specified courses.

6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program’s requirements for faculty supervision of these experiences.

7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:

   A) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1) through (5) or Section 25.142(b)(1) through (5), as applicable;

   B) a summary of findings based on data from all the assessments described under subsection (a)(7)(A) of this Section, from the applicable content-area test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching, if applicable; and

   C) a discussion of how the assessment data demonstrate candidates’ mastery of the identified standards.

8) A description of information related to two or three additional assessments that address relevant standards, if inclusion of this information is desired by the unit offering the program.

b) No later than 60 days after the State Superintendent receives a program report, staff shall notify the affected institution as to whether the report is complete and
identify any required component not adequately addressed. An institution may provide additional material to complete a program report within 60 days after receiving a notification to the effect that it is incomplete.

e) At the institution’s request, staff of the State Board of Education shall convey the report to the State Teacher Certification Board.

d) After consideration of the proposal report, the State Teacher Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

1) Provisionally approve Approve the proposed new educator preparation teacher education programs, thereby authorizing the educational unit to conduct the programs and to recommend candidates for certification by entitlement until the time of the institution’s next scheduled Accreditation Review; or

2) Deny approval of the proposed programs, thereby prohibiting the conduct of the affected programs (a program denied by the State Board of Education will be allowed to resubmit its program proposal for reconsideration at a later time or, after notification of a denial recommendation, a program may withdraw its proposal from consideration within the timelines set forth in Section 25.160(b) of this Part, at which time no denial action will be taken).

e) Actions following upon the recommendation of the State Teacher Certification Board to the State Superintendent of Education shall be as described in Section 25.160 of this Part.

d) When a unit submits a proposal for an alternative program under any of Sections 21-5b, 21-5c, and 21-5d of the School Code [105 ILCS 5/21-5b, 21-5c, and 21-5d], that proposal shall not be considered a new program subject to this Section. The review of such a proposal shall be as delineated in Section 25.65, 25.67, or 25.313 of this Part, as applicable.

(Source: Amended at 35 Ill. Reg. ______, effective ____________ )
Section 25.155 Procedures for the Initial Recognition Procedures of an Institution as an Educator Preparation Institution and Its Educational Unit

The procedures set forth in this Section shall apply to initial recognition of an institution and the concurrent recognition accreditation of the educational unit. The approval of the educator preparation programs within that institution shall follow the procedures set forth in Section 25.145 of this Part.

a) An institution shall notify the State Board of Education of its desire to initiate the initial recognition, accreditation, and program approval process by submitting a letter of intent to the State Superintendent of Education on a form provided by the State Board. Within 30 days after receipt of such a notification, the State Superintendent shall respond to the institution, identifying the staff member who will be responsible for assisting the institution and inviting the institution to submit its required materials to that individual.

b) The State Superintendent shall designate a time for a pre-visit or review visit conducted pursuant to subsection (h) of this Section. The institution shall agree:

1) for visits conducted in Illinois, to provide housing (including a work room) for the team chair and State consultant or designee in the case of a pre-visit or for all of the team members specified in subsection (i) of this Section, including the ex officio member, in the case of a review visit; or

2) for visits conducted out of state, provide housing (including a work room), transportation and meals for the team chair and State consultant or designee in the case of a pre-visit or for all of the team members specified in subsection (i) of this Section, including the ex officio member, in the case of a review visit.

c) The institution shall submit to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, a report containing:

1) information indicating that the institution meets the conditions described in Section 25.115(a) (b) and (c) of this Part;

2) a written description of the educational unit, including:
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

A) identification of the unit, its mission, purposes, or goals, its authority and responsibilities for professional education, and its coordination of the institution’s various educator teacher preparation programs;

B) identification of the dean, chair, or director who is officially designated to represent the educational unit and is assigned the authority and responsibility for its overall administration and operation;

C) a chart of the administrative and organizational structure of the unit;

D) an organizational chart of the institution, indicating the position of the unit and its reporting authority;

E) the written policies and procedures which guide the operations of the educational unit;

F) the unit’s policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates; and

G) the unit’s published criteria for admission to and exit from all initial and advanced preparation programs for professional educators, and provision for summary reports of candidate performance at exit; and

3) a complete description of how the unit will develop the unit’s conceptual frameworks and their development, which shall address each of the “structural elements” of conceptual frameworks found in the standards referred to in Section 25.115(b) (d) of this Part.

d(e) Review of conceptual frameworks for institutions seeking initial recognition shall be conducted as needed at least annually, during a time period announced by the State Superintendent of Education, by a panel convened by the State Superintendent. The State Superintendent or designee will provide notice of the review at least 120 days in advance of the date of the review. Each review
shall encompass all materials postmarked no later than six months prior to the date of the review, if a review date has been set. No later than 30 days after the panel completes its review, the State Board of Education shall notify the institution either that the description of its conceptual frameworks is adequate or that certain structural elements were not adequately addressed.

e)d) If the description of the conceptual frameworks is not found to be adequate, no further review of the institution shall occur unless the institution submits a revised conceptual framework. If the description of the conceptual frameworks is found to be adequate, a review visit pursuant to subsection (h) of this Section shall be scheduled at a time that is mutually agreed upon by the institution and State Superintendent or designee no later than the conclusion of the following academic year and for the mutual convenience of the affected institution and the review panel.

e) With regard to each program for which approval is sought, the institution shall submit to the State Superintendent of Education a program report meeting the requirements of Section 25.127(a) of this Part. An institution shall submit its program reports no later than one year prior to the projected date of its institutional review pursuant to subsection (h) of this Section.

f) The State Teacher Certification Board shall consider the program proposal as required under Section 25.145 of this Part at the next meeting in which it considers recognition requests following the review visit pursuant to subsection (h) of this Section. A panel established by the State Superintendent shall review the program report of each proposed program. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area.

1) No later than 30 days after the State Superintendent receives a program report, staff shall notify the affected institution as to whether the report is complete pursuant to Section 25.127(a) of this Part.

2) An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that a report is incomplete.

3) No later than six months prior to the scheduled date of the visit, the review panel shall notify the affected institution of any applicable standards not
addressed in its program report, as well as any deficiencies which, if not improved, will be identified in the panel’s critique as areas for improvement.

4) Within 60 days after receiving the panel’s notification under subsection (f)(3) of this Section, the affected institution may submit revisions to a program report that may include descriptions of changes in the program made in response to the critique provided by the panel.

5) No later than 60 days before the scheduled date of the review visit referred to in this Section, each program review panel shall submit to the affected institution and to the State Superintendent a final critique describing the degree to which the program meets the applicable content standards established by the State Board of Education and recommending action with respect to the proposed program.

The institution shall submit to the State Superintendent an institutional report incorporating an overview of the institution, an overview of the unit’s conceptual frameworks, an overview of the information required under subsection (c) of this Section and evidence that it will meet each of the standards referred to in Section 25.115(b)(d) of this Part. This report shall be submitted in a format and quantity prescribed by the State Superintendent of Education.

The State Superintendent of Education shall authorize the scheduling of an on-site review visit to the institution at the mutual convenience of the affected institution and the review panel when:

1) its conceptual framework is found to be adequate;

2) the institution has submitted the narrative required under subsection (g) of this Section; and

3) the program proposal required under Section 25.145 of this Part has been submitted, a panel has reviewed each program report submitted by the institution as required by subsection (f) of this Section and has determined that each report meets the applicable content standards established by the State Board of Education.
i) From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the on-site review visit to verify the information provided by the institution as required by subsection (g) of this Section. A staff member of the State Board of Education or designee shall accompany the team, serving as a consulting, ex officio member to ensure that applicable standards, procedures, rules, and statutes are addressed. The review team shall conduct the review visit, prepare its draft and final reports, and submit its final report as provided in Section 25.125(e) and (f) of this Part.

j) The review team shall prepare a draft report during the review visit, incorporating an overview of the unit and its conceptual frameworks and summarizing information provided by the institution as required by subsection (g) of this Section. The draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair shall review the institution’s suggested revisions and make appropriate corrections in consultation with the ex officio consultant who is serving pursuant to subsection (i) of this Section. The final report shall be submitted to the State Superintendent of Education by the team’s chair within 30 days after the chair’s receipt of the institution’s suggested corrections. The State Superintendent shall provide the final report to the institution within ten business days after receiving it.

k) Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report’s findings or a rejoinder to those findings meeting the requirements of Section 25.125(g) of this Part.

1) The rejoinder must indicate the grounds for disagreement with one or more of the team’s findings and include documentation to support the institution’s position.

2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the unit after the visit will not be considered.)

3) All documentation must relate directly to the standards and procedures that applied at the time of the review visit.
Staff of the State Board of Education shall convey to the State Teacher Certification Board the review team’s report, the institution’s letter of agreement or rejoinder, a response to that rejoinder provided by the team’s chair, and any other relevant documentation that was available to the review team.

The State Teacher Certification Board, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Board of Education:

1) Recognize the institution, recognize accredit the educational unit, and approve one or more proposed educator preparation teacher education programs, thereby authorizing the educational unit to conduct the approved programs and to recommend candidates for certification by entitlement; or

2) Recognize the institution, recognize provisionally accredit the educational unit, and deny approval of one or more proposed educator preparation teacher education programs, thereby authorizing the educational unit to conduct the approved programs and to recommend candidates for certification by entitlement for the approved programs and prohibit the conduct of the proposed programs denied approval. Programs denied approval may resubmit a request for program approval at a later date (subject to the requirements of Section 25.125(j)(2) of this Part); or

3) Deny recognition of the institution, or recognition accreditation of the affected educational unit, and or approval of one or more educator preparation teacher education programs, thereby prohibiting the conduct of the proposed programs.

Actions following upon the recommendation of the State Teacher Certification Board to the State Superintendent of Education shall be as described in Section 25.160 of this Part.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 25.160 Notification of Recommendations; Decisions by State Board of Education
a) The secretary of the State Teacher Certification Board State Superintendent of Education shall notify an affected institution in writing not later than 10 30 days after receipt of the recommendation from the State Teacher Certification Board pursuant to the provisions of this Subpart C and, except as provided in this subsection (a), shall await the institution’s response (see subsection (b) of this Section) prior to forwarding that recommendation to the State Board of Education. The secretary of the State Teacher Certification Board State Superintendent shall not await a response from an institution if, as applicable to the nature of the review:

1) the State Teacher Certification Board has recommended the initial recognition of the institution, the initial recognition accreditation of its educational unit, and the approval of all of its proposed programs under Section 25.155(l)(1) (m)(1) of this Part;

2) the State Teacher Certification Board has recommended continuing the recognition accreditation of the educational unit under Section 25.125(j)(1) of this Part and the approval of all the unit’s existing preparation programs under Section 25.130(b) or (c)(2)(A) 25.127(j)(1) of this Part;

3) the State Teacher Certification Board has recommended provisional approval of each proposed new preparation program under Section 25.145(d)(1) (b)(1) of this Part; or

4) the State Teacher Certification Board has recommended continuing approval of a preparation program under Section 25.130(b) or (c)(2)(A) 25.130(e)(1)(A)(ii) of this Part.

b) Within 10 30 days after receipt of written notification from the secretary of the State Teacher Certification Board State Superintendent, an affected institution may either submit a notice of objection to the State Teacher Certification Board’s recommendation or withdraw its application for approval. The institution’s narrative explanation of its objections shall conform to the requirements for rejoinders stated in Section 25.155(k) 25.125(g) of this Part but may also be based upon an objection to the State Teacher Certification Board’s review; this narrative and any supporting documentation shall be submitted to the State Superintendent not later than 30 days after the institution submits its notice of objection.
c) The State Superintendent shall forward to the State Board of Education for consideration at its next available meeting the recommendation made by the State Teacher Certification Board and the institution’s narrative explanation of its objections and shall inform the State Teacher Certification Board that these materials have been submitted for the State Board’s consideration. The State Board of Education may accept, modify or reverse a recommendation of the State Teacher Certification Board.

d) No more than 30 days after the State Board of Education makes its decision, the State Superintendent shall notify the institution in writing of the State Board’s action.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 25.165 Discontinuation of Programs

a) An institution that intends to discontinue an approved program or cease offering preparation programs altogether shall so notify the State Superintendent of Education no later than 30 days prior to taking that action, except that voluntary discontinuation of a program shall also be subject to the following additional requirements:

1) The institution shall assure the State Superintendent that all candidates currently enrolled in any program scheduled for discontinuation will have an opportunity to complete the program.

2) The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program scheduled for discontinuation.

b) When approval of a program or recognition of an educational unit is revoked, the State Board of Education may require the continued operation of the affected programs for one three additional academic years year to permit currently enrolled candidates either to complete the program or to seek enrollment in another institution for that purpose. However, if the State Board determines in consultation with the State Teacher Certification Board that the program is unable to offer candidates learning opportunities that contribute to their competence as
professional educators, the Board shall require that the program cease operating at the end of the then-current semester. The institution shall supply to the State Superintendent the names, anticipated dates of completion, and Social Security numbers of all candidates currently enrolled in any program whose approval, or recognition of its educational unit, is revoked.

1) An educational unit that has had its recognition revoked may seek re-approval by completing the processes outlined in Section 25.155 for recognition and in Section 25.145 of this Part for each program for which it seeks approval.

2) A recognized educational unit that has had the approval of one or more of its programs revoked may seek re-approval of the programs by completing the process outlined in Section 25.145 of this Part.

c) A program in which no candidates have been enrolled for a consecutive three-year period shall be considered to have been discontinued. An institution desiring to resume offering such a program shall be required to comply with the requirements for initial approval stated in Section 25.145 of this Part.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

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


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. (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 or equivalent 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)]. For the purposes of this subsection (a), “equivalent” shall mean
the completion of a degree beyond the bachelor’s degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

b) Each candidate shall have completed either:

1) an Illinois program approved for the preparation of administrators pursuant to Subpart C of this Part; or

2) 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). Beginning with applications submitted on or after February 1, 2012, in order to be acceptable toward fulfillment of this requirement:

1) teaching experience shall have been accrued while the individual held a valid early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate; and

2) school service personnel experience shall have been accrued while the individual held a valid school service personnel certificate.

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) A candidate who receives the general administrative endorsement on or before June 30, 2014 may continue to be employed in the positions listed in this Section after July 1, 2014. (Also see Section 25.337(c) of this Part.)

f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.
Section 25.337 Principal Endorsement (2011)

a) 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. (See also 23 Ill. Adm. Code 29.120.)

b) A principal endorsement shall be affixed to an administrative certificate provided that the candidate successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois).

c) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21-7.6 of the School Code [105 ILCS 5/21-7.6].


This endorsement is required for chief school business officials. (See also 23 Ill. Adm. Code 29.110.)

a) Each candidate for the chief school business official’s endorsement shall hold a master’s degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), “equivalent” shall mean the completion of a degree beyond the bachelor’s degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

b) Each candidate, other than a candidate whose master’s degree was earned in business administration, finance, or accounting (Section 21-7.1(e)(3) of the School Code [105 ILCS 5/21-7.1(e)(3)]), shall:

1) have completed an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable
Section 25.360  Superintendent (2004)

This endorsement is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.)

Each candidate for the superintendent’s endorsement shall hold a master’s degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), “equivalent” shall mean the completion of a degree beyond the bachelor’s degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

Each candidate shall have completed an Illinois program approved for the preparation of superintendents 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 at least two years’ full-time administrative or supervisory experience in schools on a general supervisory, general administrative, director of special education, chief school business official or all-grade supervisory endorsement on an administrative certificate, or a comparable out-of-state credential. (See Section 21-7.1(e)(4) of the School Code [105 ILCS 5/21-7.1(e)(4)]; the superintendent’s endorsement shall not be issued as an individual’s first endorsement on the administrative certificate unless issued on the basis of a comparable out-of-state credential.) Experience as a dean of students shall count toward fulfillment of this requirement only for time when the individual had authority for, and performed administrative functions such as, evaluation of certified staff or suspension of students.

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 35 Ill. Reg. ______, effective ____________)

SUBPART H: CLINICAL EXPERIENCES

Section 25.610 Definitions

"Clinical Experiences". That part of the professional preparation program enabling candidates preparing for certificated roles to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking certification. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a certificated role. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.
“Clinical Practice”. Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

"College Supervisor". That person employed by the institution of higher education to supervise candidates engaged in clinical experiences.

"Cooperating Teacher". That person employed by a school district directly engaged in teaching pupils in a school and who is immediately responsible for a student engaged in clinical experiences.

"Directed Observation". A clinical experience involving observation of practitioners working under the direction of representatives of schools or educator preparation teacher education institutions. This experience is planned, guided and evaluated by a mentor or supervisor and can occur in a variety of educational settings and situations.

“Dispositions”. Professional attitudes, values and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues and communities.

“Field Experiences”. A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

"Intern Supervisor". That person employed by a school district directly engaged in school service personnel work in a school building and who is immediately responsible for a school service personnel intern.

"Internship". A sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in performance of various aspects of the role and is gradually introduced to the full range of responsibilities associated with the role. Internships take place in all types of situations and settings. The use of internship is usually restricted to school service personnel and administrative programs.
"Practicum". A type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area.

"Student Teaching". A form of internship established by Illinois statute calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel. (Student teaching is referred to as “clinical practice” by NCATE.)

"Supervised Participation". A wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous supervision by appropriate personnel who can appropriately modify the candidate's behavior.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

SUBPART J: RENEWAL OF STANDARD AND MASTER TEACHING CERTIFICATES

Section 25.875 Continuing Professional Development Units (CPDUs)

The number of CPDUs to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section.

a) Participation on collaborative planning and professional improvement teams and committees [105 ILCS 5/21-14(e)(3)(E)(i)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional
development activities that will benefit groups of teachers and/or the school.

2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: Written description of the purpose and intended product of the team or committee; a record of the team’s meetings demonstrating the member’s attendance; and the plan, activity description, or other product that results from the group’s work.

b) Peer review and coaching [105 ILCS 5/21-14(e)(3)(E)(ii)]

1) Definitions

A) Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher’s performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.

B) Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other’s teaching and discuss the observations made.

2) Credit: For peer review, nine CPDUs shall be credited per semester in which there are three to five observations; 11 CPDUs shall be credited per semester in which there are six or more observations. For peer coaching, five CPDUs shall be credited per semester in which there are three to five
NOTICE OF ADOPTED AMENDMENTS

observations; eight CPDUs shall be credited per semester in which there are six or more observations.

3) Evidence of Completion

A) For peer review: The school’s, district’s, or exclusive representative’s written program description or policy; a record of the certificate-holder’s assignment and observation schedule; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

c) Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code [105 ILCS 5/24A-5] [105 ILCS 5/21-14(e)(3)(E)(iii)]

1) Definitions

A) For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.

B) For a consulting teacher: Participation in the remediation process, involving assistance in the development of a remediation plan, provision of advice to the teacher under remediation; and

i) meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or
IIllinois Register

State Board of Education

Notice of Adopted Amendments

ii) meetings of the same length with an administrator or other personnel to discuss the remediating teacher’s progress or classroom observation; or

iii) classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.

C) For a recipient or remediating teacher: A formally established sequence of sessions lasting no less than one quarter of a school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting teacher after each such teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher’s future work.

2) Credit

A) For a mentor or for a recipient or remediating teacher: Nine CPDUs shall be credited for a semester in which there are three to five observations; 11 CPDUs shall be credited for a semester in which there are six or more observations.

B) For a consulting teacher: Six CPDUs shall be credited for a semester in which there are three to five meetings; eight CPDUs shall be credited for a semester in which there are six or more meetings; nine CPDUs shall be credited for a semester in which there are three to five meetings and one or more observations; 11 CPDUs shall be credited for a semester in which there are six or more meetings and one or more observations.

3) Evidence of Completion
A) For a mentor or for a recipient or remediating teacher: The school’s, district’s, or institution’s written description of its mentoring program or remediation process, including the required number and length of cycles of interaction; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

B) For a consulting teacher: The district’s written description of its remediation process; a record of assignment as a consulting teacher; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

d) Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans [105 ILCS 5/21-14(e)(3)(E)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the purpose and intended product of the team or committee; a record of the team’s meetings; and a copy of the product or recommendation developed by the team or committee.

e) Coordinating community resources in schools, if the project is a specific goal of the school improvement plan [105 ILCS 5/21-14(e)(3)(E)(v)]

1) Definition: Working with representatives of community agencies to structure or facilitate their interaction with the school’s or district’s staff or students for the purpose of meeting one or more needs identified in the
school improvement plan; must include more than the class(es) directly taught by the certificate-holder.

2) Credit: Four CPDUs shall be credited per semester of service, or two CPDUs per quarter.

3) Evidence of Completion: The excerpt from the school improvement plan highlighting the needs being met; a written statement prepared by the certificate-holder indicating the purpose or desired outcome of the external entities’ involvement; and a statement signed by the district administrator or designee responsible for corroborating the individual’s assignment to or performance of this function.

f) Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan [105 ILCS 5/21-14(e)(3)(E)(vi)]

1) Definitions

A) Arranging for or coordinating presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children’s achievement or to another need identified in a school improvement plan.

B) Delivering presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children’s achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the certificate-holder’s assignment).

2) Credit: For facilitating a program, four CPDUs shall be credited per semester, or two per quarter. For making presentations, eight CPDUs shall be credited per semester, or four per quarter.
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

3) Evidence of Completion

A) For coordinating: The sponsoring entity’s written description of the parent education program and a statement signed by the administrator or designee responsible for corroborating the individual’s assignment as facilitator or coordinator or indicating that he or she performed these duties.

B) For making presentations: The written program description indicating that the certificate-holder served as a presenter in the program.

g) Participating in business, school, or community partnerships directly related to student achievement or school improvement plans [105 ILCS 5/21-14(e)(3)(E)(vii)]

1) Definition: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.

2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the partnership that states its goals, identifies the needs it is designed to meet, and describes the activities conducted by the certificate-holder; and a copy of the relevant portion of the school improvement plan that includes the specific needs identified.

h) Supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(E)(viii)]

1) Definitions
A) Service (as determined by the educator teacher preparation institution in conformance with Section 25.620 of this Part) as a supervising teacher for a student teacher or a teaching candidate in clinical supervision who is enrolled in an approved teacher preparation program.

B) Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates who are enrolled in an approved educator teacher preparation program.

2) Credit: Thirty CPDUs shall be credited for supervising a student teacher or a teaching candidate in clinical supervision; 12 CPDUs shall be credited for supervising one or more candidates in pre-student-teaching clinical experience. Each of these types of supervision may be counted once during the course of five years.

3) Evidence of Completion: The written agreement between the school district and educator teacher preparation institution naming the certificate-holder as a supervising teacher for candidates of that institution; and, for supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved.

i) Completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the certificate area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois professional teaching standards or Illinois content-area standards and supports the essential characteristics of quality professional development [105 ILCS 5/21-14(e)(3)(F)(i)]

1) Fifteen CPDUs shall be credited for each semester hour of successfully completed college or university coursework that is related to an individual’s certificates certificate(s) and addresses the standards set forth in Subpart B of this Part relative to the certificate-holder’s fields field(s) of teaching or assignment.
2) Evidence of Completion: A grade report or official transcript issued by the institution indicating that the certificate-holder has passed the course.

j) Teaching college or university courses in areas relevant to the certificate area being renewed, provided that the teaching may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(F)(ii)]

1) Definition: Teaching a college-level course in a field that is related to an individual's certificates and results in the granting of college credit to those enrolled.

2) Credit: Twenty CPDUs shall be awarded for teaching a college course. A course shall be considered “the same” if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the certificate-holder wishing to claim CPDUs for both shall be required to demonstrate how the two differ.

3) Evidence of Completion: A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the certificate-holder as the teacher of a particular course.

k) Completing non-university credit directly related to student achievement, school improvement plans, or State priorities [105 ILCS 5/21-14(e)(3)(G)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-14(e)(3)(G)(ii)]

1) Definitions

A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses educational concerns.
B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.

2) Credit: One CPDU shall be credited for each hour of a certificate-holder’s attendance or participation. Eight CPDUs shall be credited for an individual’s first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.

3) Evidence of Completion

A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part.

B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as presenter in a topic area relevant to his or her certification or teaching assignment.

l) Training as external reviewers for quality assurance [105 ILCS 5/21-14(e)(3)(G)(iii)]

1) Definition: Participation in a complete training sequence regarding the quality assurance process used by the State Board of Education pursuant to the Board’s rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).

2) Credit: Ten CPDUs shall be credited for the first instance of an individual’s participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a certificate’s validity.

3) Evidence of Completion: A certificate issued by the State Board.

m) Training as reviewers of university teacher preparation programs [105 ILCS 5/21-14(e)(3)(G)(iv)]
1) Definition: Participation in a complete training sequence regarding the process used by the State Board of Education in approving educator preparation programs or recognizing educator accrediting teacher preparation institutions pursuant to Subpart C of this Part.

2) Credit: Ten CPDUs shall be credited for the first instance of an individual’s participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a certificate’s validity.

3) Evidence of Completion: A certificate issued by the State Board.

n) Participating in action research and inquiry projects [105 ILCS 5/21-14(e)(3)(H)(i)]

1) Definition: Conducting a teacher-developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.

2) Credit: Eight CPDUs per semester shall be credited for a project involving the certificate-holder’s own classes; 11 CPDUs per semester shall be credited for a project involving or affecting classes other than or in addition to the certificate-holder’s own classes.

3) Evidence of Completion: The written protocol and a written summary of the inquiry and its results that describes what the certificate-holder has learned and identifies the implications of the experience for the individual’s future teaching.

o) Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to certificate renewal [105 ILCS 5/21-14(e)(3)(H)(ii)]

1) Definition: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the certificate-holder’s areas of certification.
2) Credit: Five CPDUs shall be credited per semester, or 2.5 CPDUs per quarter.

3) Evidence of Completion: A description of the observations prepared by the certificate-holder, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned, and how the information will be used in the individual’s future teaching.

p) Traveling related to one’s teaching assignment, directly related to student achievement or school improvement plans and approved by the responsible LPDC, if any, or, if no LPDC is responsible, by the regional superintendent or his or her designee at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur [105 ILCS 5/21-14(e)(3)(H)(iii)]

1) Definition: Travel lasting no less than three consecutive, full days, that has been approved based on a plan submitted by the certificate-holder. The plan shall identify the activities or aspects of the travel that will contribute to his or her professional development and describe what is to be accomplished through the travel experience. (Approval by the LPDC or the regional superintendent, as applicable, shall be understood to mean that CPDUs will be awarded if the planned travel is completed.)

2) Credit: Twelve CPDUs shall be awarded per year in which the certificate-holder engages in an episode of qualifying travel, except that 15 CPDUs shall be awarded per year in which a certificate-holder who is a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. If a certificate-holder engages in additional episodes of qualifying travel in a year in which he or she has been awarded the maximum number of CPDUs per year for qualifying travel, he or she may carry over and claim such travel in a subsequent year, provided that the certificate-holder may not exceed the maximum number of CPDUs allowable per year for qualifying travel.

3) Evidence of Completion: The travel itinerary and a written journal prepared by the certificate-holder that summarizes the experience and
reflects on how he or she plans to use what was learned in the context of his or her teaching.

q) **Participating in study groups related to student achievement or school improvement plans** [105 ILCS 5/21-14(e)(3)(H)(iv)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to improving the members’ practice or related outcomes among their students.

2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written statement of purpose for the group; a list of the group’s members; and summaries of the meetings showing attendance by the certificate-holder.

r) **Serving on a statewide education-related committee, including but not limited to the State Teacher Certification Board, State Board of Education Strategic Agenda Teams, or the State Advisory Council on Education of Children with Disabilities** [105 ILCS 5/21-14(e)(3)(H)(v)]

1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of any such body.

2) Credit: Fifteen CPDUs shall be credited per year of qualifying service, or 7.5 CPDUs per semester.

3) Evidence of Completion: Minutes of the group demonstrating the individual’s attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient.

s) **Participating in work/learn programs or internships** [105 ILCS 5/21-14(e)(3)(H)(vi)]
1) Definition: Participation in a structured program that pairs the certificate-holder with an employer or other entity under whose auspices the certificate-holder can acquire knowledge or skills for use in his or her future teaching or position.

2) Credit: Five CPDUs per semester shall be credited for one through ten contact hours (or 2.5 CPDUs per quarter for five or fewer contact hours); eight CPDUs per semester shall be credited for 11 through 20 contact hours (or four CPDUs per quarter for 5.5 through ten contact hours); and 11 CPDUs per semester shall be credited for 21 or more contact hours (or 5.5 CPDUs per quarter for more than ten contact hours).

3) Evidence of Completion: A signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the certificate-holder’s direct contact with other individuals from whose knowledge or experience he or she was to benefit.

t) Developing a portfolio of student and teacher work [105 ILCS 5/21-14(e)(3)(H)(vii)]

1) Definition: Preparation of at least five portfolio “artifacts” or “entries”, each of which relates to a different assignment and consists of:

   A) samples of at least three students’ work that responds to the specified assignment; and

   B) a written analysis prepared by the certificate-holder that describes:

      i) the assignment to which the work responds and the teacher’s goals for that assignment;

      ii) the instructional strategies and materials used and the reasons for their selection;

      iii) what the students’ work reveals about whether the teacher’s goals for the assignment were met; and
iv) the successful and less-than-successful elements of the assignment and changes the teacher might make in the assignment or in his or her teaching in order to reach the specified instructional goals.

2) Credit: 15 CPDUs.

3) Evidence of Completion: The materials referred to in subsection (t)(1) of this Section.

u) Participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level [105 ILCS 5/21-14(e)(3)(I)(i)]

1) Definition: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards. The activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the group’s working sessions.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends five or fewer meetings (or four CPDUs per quarter for three meetings); 11 CPDUs shall be credited per semester in which the individual attends six or more meetings (or 5.5 CPDUs per quarter for more than three meetings).

3) Evidence of Completion: Membership list and meeting summaries showing the certificate-holder’s presence and participation; and the product of the group’s work, such as a curriculum guide or new assessment.

v) Participating in team or department leadership in a school or school district [105 ILCS 5/21-14(e)(3)(I)(ii)]

1) Definition: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of
assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.

2) Credit: Five CPDUs shall be awarded per semester of service.

3) Evidence of Completion: A job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of the responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.

w) Participating on external or internal school or school district review teams
[105 ILCS 5/21-14(e)(3)(I)(iii)]

1) Definitions

A) Participating as an external or internal reviewer in a complete cycle of the quality assurance process used by the State Board of Education pursuant to the Board’s rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).

B) Participating on a program review panel convened pursuant to Section 25.127(b)(4) of this Part with respect to the approval of a teacher preparation program.

C) Participating on a review team convened pursuant to Section 25.155(i) of this Part with respect to the initial recognition of an institution of higher education and its approval to provide educator teacher preparation programs.

2) Credit: Fifteen CPDUs shall be credited for an external quality review visit, for service on a program review panel, or for service on an institutional review team, provided that each of these types of activities shall be credited no more than once per semester. Eight CPDUs shall be credited per semester of service on a school’s internal quality review team, or four CPDUs per quarter.
3) Evidence of Completion: Documentation of the individual’s assignment by State Board staff (for an external review team, program review panel, or institutional review team) or by a school district administrator (for an internal review team); and a statement signed by the team’s chair or convenor verifying the certificate-holder’s participation for the duration of the process.

x) Publishing educational articles, columns, or books relevant to the certificate area being renewed [105 ILCS 5/21-14(e)(3)(I)(iv)]

1) Definition: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.

2) Credit: Forty CPDUs shall be credited for writing a book that is technical or research-based; 20 CPDUs shall be credited for writing a book of any other type. Fifteen CPDUs shall be credited for writing one or more chapters of a book or for writing an article published in a refereed journal. Eight CPDUs shall be credited for writing a column published at the statewide level. Five CPDUs shall be credited for writing a column published at the local level. In cases of multiple authorship, the CPDUs earned shall be divided among the authors as they agree, provided that no more than 100 percent of the available CPDUs shall be credited for any item published.

3) Evidence of Completion: A copy of each item published, showing the date, publication, and publisher. In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of “publication”.

y) Participating in non-strike-related professional association or labor organization service or activities related to professional development [105 ILCS 5/21-14(e)(3)(I)(v)]

1) Definition: Service on local professional development committees, regional professional development review committees (including service by certificate-holders in districts without exclusive representatives), or other bodies constituted by professional associations or labor organizations.
for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or professional policies, standards and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.

2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.

3) Evidence of Completion: A written description of the position or activity; if the purpose of the activity includes the preparation of a tangible product, a copy of that product.

z) Other

Continuing professional development units shall be available for activities not enumerated in subsections (a) through (y) of this Section based upon written evidence maintained by the certificate-holder that:

1) describes the activity and its purpose, intensity, duration, and outcomes;

2) discusses how the activity related to the improvement of the certificate-holder’s knowledge and skills;

3) identifies which of the activities enumerated in subsections (a) through (y) of this Section the claimed activity most closely resembles (e.g., auditing a college course is most similar to attendance at a workshop or seminar under subsection (k) of this Section); and

4) proposes a number of CPDUs that is commensurate with the value assigned to the activity identified pursuant to subsection (z)(3) of this Section.

(Source: Amended at 35 Ill. Reg.______, effective _____________)

Ad Hoc Rules Packet - Page 174
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Linda Riley Mitchell, Chief Financial Officer
Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Item: Amendments for Adoption: Part 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing)

Materials: Recommended Rules

Staff Contacts: Debbie Vespa, Division Administrator

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 item of rulemaking is not directly related to the Strategic Plan. It is technical in nature and has been necessitated by the Illinois’ receipt of federal funds under the Education Jobs Fund Program.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 100.

Background Information
Illinois has received approximately $415 million under the Education Jobs Fund (Ed Jobs) Program. Districts that have submitted an application under the American Recovery and Reinvestment Act (ARRA) will not be required to prepare a new application for Ed Jobs; however, districts will be held to the same transparency and accountability measures required under the provisions of that program. Districts also must track their expenditures very carefully so that the reporting that is eventually required can be accomplished. This includes accounting for these funds separately from funds from other sources.

The range of revenue accounts found in Table C of Part 100 does not currently offer a means of segregating these federal funds from state funds received for the same purposes. As with ARRA, the agency must ensure that districts will use a uniform system of capturing this information. For this reason, a code previously designated for ARRA but not yet used for a particular program will be assigned for use by districts for Ed Jobs funds, ensuring comparability in the eventual reporting and data collection.

In addition, Section 100.130 is being amended to include the Ed Jobs program. Section 100.130 provides districts with information about what to expect as a result of their receipt of
this federal funding. The rule identifies basic information related to the topics already covered by Part 100: accounting, budgeting, financial reporting, and auditing.

The proposed amendments were published October 8, 2010, in the Illinois Register to elicit public comment. None was received, and the version of the rules being presented for adoption is identical to the proposal the Board considered in September. Once the rulemaking is final it will replace emergency rules that are currently in effect.

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

Policy Implications: See information under “Background” above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Pros and Cons of Various Actions**

As noted above, promulgation of these amendments will provide the necessary uniform basis for districts’ accounting, as well as contribute to the longer-range purposes of reporting and auditing. Failure to adopt this rulemaking would provide each district a choice of whether to make accounting decisions regarding Education Jobs Funds as it has done under the emergency rules currently in effect or to use another system it identifies, which could result in difficulty for the agency in tracking how these funds were used among all recipient districts in the state.

**Superintendent’s Recommendation**

The State Superintendent recommends that the State Board of Education adopt the following motion:

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

Requirements for Accounting, Budgeting, Financial Reporting, and Auditing (23 Illinois Administrative Code 100),

Further, the Board authorizes the State Superintendent of Education to make such technical and 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 rules will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the 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 c: FINANCE

PART 100
REQUIREMENTS FOR ACCOUNTING, BUDGETING, FINANCIAL REPORTING, AND AUDITING

Section
100.10 Purpose and Applicability
100.20 Definitions
100.30 General Requirements
100.40 Types of Funds, Basis of Accounting, and Recognition of Transactions
100.50 Intra-Fund and Inter-Fund Transactions
100.60 Capital Assets and Depreciation
100.70 Revolving Funds
100.80 Student Activity Funds
100.90 Submission of Budgets and Deficit Reduction Plans
100.100 Annual Financial Reports
100.110 Annual Audit Requirements
100.120 Provisions Related to Debt
100.130 Requirements Specific to Funds Received Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA) and the Education Jobs Fund Program (Ed Jobs)

100.TABLE A Classification of Funds
100.TABLE B Balance Sheet Accounts
100.TABLE C Revenue Accounts
100.TABLE D Expenditure Accounts
100.TABLE E “Sources and Uses” Accounts; Miscellaneous
100.TABLE F Expenditure Object Accounts

AUTHORITY: Implementing and authorized by Sections 2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1 of the School Code [105 ILCS 5/2-3.17a, 2-3.27, 2-3.28, 3-7, 17-1, and 34-43.1].

SOURCE: Old Part repealed at 10 Ill. Reg. 20507, effective December 2, 1986; new Part adopted at 31 Ill. Reg. 14874, effective October 19, 2007; amended at 32 Ill. Reg. 16439, effective September 24, 2008; emergency amendment at 33 Ill. Reg. 6313, effective April 17, 2009, for a maximum of 150 days; emergency amendment expired September 13, 2009; emergency amendment adopted at 33 Ill. Reg. 12589, effective August 26, 2009, for a maximum of 150 days; amended at 33 Ill. Reg. 16728, effective November 23, 2009; emergency amendment adopted at
34 Ill. Adm. 15489, effective September 22, 2010, for a maximum of a 150 days; amended at 35 Ill. Reg. _____, effective _____________.

Section 100.130 Requirements Specific to Funds Received Pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA) and the Education Jobs Fund Program (Ed Jobs)

This Section applies only to funds received pursuant to P.L. 111-5, the American Recovery and Reinvestment Act of 2009, and P.L. 111-226, which authorizes the Education Jobs Fund Program.

a) Accounting; Treatment of Funds

1) Records of expenditures shall identify the source of the ARRA or Ed Jobs funds by using the account numbers set forth in Table C of this Part, as well as the applicable funds, functions, and object classes, using the account numbers set forth in Tables A, D, and F of this Part, respectively.

2) ARRA General State Aid funds received in account number 4850 or 4870 (see Table C of this Part) may be deposited into any fund other than the Working Cash Fund and may be spent for any lawful purpose, except as limited by Section 14003 of the ARRA. That Section prohibits a local education agency from using Education Stabilization funds for:

A) payment of maintenance costs;

B) stadiums or other facilities used primarily for athletic contests, exhibitions, or other events for which admission is charged to the general public;

C) purchasing or upgrading vehicles;

D) improvements to stand-alone facilities whose purpose is not the education of children, including facilities housing central office administration, operations, or logistical support functions; or

E) school modernization, renovation, or repair that is inconsistent with State law.
3) No Education Stabilization funds or Government Services funds may be used to provide financial assistance to students to attend private elementary or secondary schools, unless the funds are used to provide special education and related services to children with disabilities as authorized by the Individuals with Disabilities Education Improvement Act. (Section 14011 of the ARRA)

4) Funds received under any other account number in the range from 4851 through 4880 shall be expended only for the purposes authorized by the relevant federal law, regulations, and guidance.

b) Budgeting

Each local education agency intending to spend ARRA funds during Fiscal Year 2009 or Ed Jobs funds in Fiscal Year 2011 shall amend its budget as necessary, pursuant to the provisions of Section 17-1 of the School Code [105 ILCS 5/17-1] and shall submit the amended budget to the State Superintendent of Education pursuant to Section 100.90 of this Part. Subsequent annual budgets shall address the receipt and disbursement of ARRA or Ed Jobs funds as provided in Section 17-1 and applicable federal regulations and guidance.

c) Financial Reporting

In order to comply with federal reporting requirements, each local education agency receiving funds under the ARRA or Ed Jobs shall include in its annual financial report, in addition to all other requirements set forth in Section 100.100 of this Part, a detailed schedule of its receipts and disbursements of those funds, as distinct from any other receipts and expenditures for the same purposes made from other sources of funds.

d) Auditing

1) The receipt and disbursement of ARRA or Ed Jobs funds shall be subject to the audit requirements of Section 100.110 of this Part. In addition to the other applicable requirements of Section 100.110 of this Part, the scope of each audit shall include the schedule of receipts and disbursements required under subsection (c) of this Section.

2) Each local education agency receiving ARRA or Ed Jobs funds shall review its amended budget to determine whether its increased expenditure
of federal funds will make the agency subject to the audit requirements of OMB Circular A-133 (available at [www.whitehouse.gov/omb/circulars/index.html](http://www.whitehouse.gov/omb/circulars/index.html)) and, if so, shall maintain records accordingly.

Source: Amended at 35 Ill. Reg. _____, effective ____________

**Section 100.TABLE C Revenue Accounts**

<table>
<thead>
<tr>
<th>Label</th>
<th>Account Number</th>
<th>Source; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEIPTS/REVENUE FROM LOCAL SOURCES</td>
<td>1000</td>
<td></td>
</tr>
<tr>
<td>AD VALOREM TAXES</td>
<td>1100</td>
<td></td>
</tr>
<tr>
<td>Educational Purposes Levy</td>
<td>1110</td>
<td>105 ILCS 5/17-2 and 17-3.</td>
</tr>
<tr>
<td>Municipal Retirement Purposes Levy</td>
<td>1114</td>
<td>40 ILCS 5/7-171.</td>
</tr>
<tr>
<td>Public Building Commission Rent Levy</td>
<td>1116</td>
<td>50 ILCS 20/18.</td>
</tr>
<tr>
<td>Capital Improvement Purposes Levy</td>
<td>1117</td>
<td>105 ILCS 5/17-2 and 17-2.3.</td>
</tr>
<tr>
<td>Leasing Purposes Levy</td>
<td>1130</td>
<td>105 ILCS 5/17-2.2c.</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Special Education Purposes levy</td>
<td>1140</td>
<td>105 ILCS 5/ 17-2.2a.</td>
</tr>
<tr>
<td>FICA and Medicare Only Levies</td>
<td>1150</td>
<td>Social Security taxes and the employer's share of Medicare Only payments; 40 ILCS 5/21-110, 110.1.</td>
</tr>
<tr>
<td>Area Vocational Construction Purposes Levy</td>
<td>1160</td>
<td>105 ILCS 5/17-2.4.</td>
</tr>
<tr>
<td>Other Tax Levies</td>
<td>1190</td>
<td>Taxes received from other tax levies not specifically identified (describe and itemize).</td>
</tr>
<tr>
<td>PAYMENTS IN LIEU OF TAXES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile Home Privilege Tax</td>
<td>1210</td>
<td></td>
</tr>
<tr>
<td>Payments from Local Housing Authorities</td>
<td>1220</td>
<td></td>
</tr>
<tr>
<td>Corporate Personal Property Replacement Taxes</td>
<td>1230</td>
<td>Amounts received to replace personal property tax revenues lost.</td>
</tr>
<tr>
<td>Other Payments in Lieu of Taxes</td>
<td>1290</td>
<td></td>
</tr>
<tr>
<td>TUITION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Regular Tuition</td>
<td>1310</td>
<td>Amounts received for pupils attending the district’s regular schools; 105 ILCS 5/10-20.12a.</td>
</tr>
<tr>
<td>Regular Tuition from Pupils or Parents (In-State)</td>
<td>1311</td>
<td></td>
</tr>
<tr>
<td>Regular Tuition from Other Districts (In-State)</td>
<td>1312</td>
<td></td>
</tr>
<tr>
<td>Regular Tuition from Other Sources (In-State)</td>
<td>1313</td>
<td></td>
</tr>
<tr>
<td>Regular Tuition from Other Sources (Out-of-State)</td>
<td>1314</td>
<td></td>
</tr>
<tr>
<td>Total Summer School Tuition</td>
<td>1320</td>
<td>Amounts received for pupils attending summer school.</td>
</tr>
<tr>
<td>Summer School Tuition from Pupils or Parents (In-State)</td>
<td>1321</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summer School Tuition from Other Districts (In-State)</td>
<td>1322</td>
<td></td>
</tr>
<tr>
<td>Summer School Tuition from Other Sources (In-State)</td>
<td>1323</td>
<td></td>
</tr>
<tr>
<td>Summer School Tuition from Other Sources (Out-of-State)</td>
<td>1324</td>
<td></td>
</tr>
<tr>
<td>Total CTE Tuition</td>
<td>1330</td>
<td>Amounts received for pupils attending career and technical education programs.</td>
</tr>
<tr>
<td>CTE Tuition from Pupils or Parents (In-State)</td>
<td>1331</td>
<td></td>
</tr>
<tr>
<td>CTE Tuition from Other Districts (In-State)</td>
<td>1332</td>
<td></td>
</tr>
<tr>
<td>CTE Tuition from Other Sources (In-State)</td>
<td>1333</td>
<td></td>
</tr>
<tr>
<td>CTE Tuition from Other Sources (Out-of-State)</td>
<td>1334</td>
<td></td>
</tr>
<tr>
<td>Total Special Education Tuition</td>
<td>1340</td>
<td>Amounts received for pupils attending special education programs.</td>
</tr>
<tr>
<td>Special Education Tuition from Pupils or Parents (In-State)</td>
<td>1341</td>
<td></td>
</tr>
<tr>
<td>Special Education Tuition from Other Districts (In-State)</td>
<td>1342</td>
<td></td>
</tr>
<tr>
<td>Special Education Tuition from Other Sources (In-State)</td>
<td>1343</td>
<td></td>
</tr>
<tr>
<td>Special Education Tuition from Other Sources (Out-of-State)</td>
<td>1344</td>
<td></td>
</tr>
<tr>
<td>Total Adult Tuition</td>
<td>1350</td>
<td>Amounts received for pupils attending adult/continuing education programs.</td>
</tr>
<tr>
<td>Adult Tuition from Pupils or Parents (In-State)</td>
<td>1351</td>
<td></td>
</tr>
<tr>
<td>Adult Tuition from Other Districts (In-State)</td>
<td>1352</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Adult Tuition from Other Sources (In-State)</td>
<td>1353</td>
<td></td>
</tr>
<tr>
<td>Adult Tuition from Other Sources (In-State)</td>
<td>1354</td>
<td></td>
</tr>
<tr>
<td><strong>TRANSPORTATION FEES</strong></td>
<td><strong>1400</strong></td>
<td></td>
</tr>
<tr>
<td>Total Regular Transportation Fees</td>
<td>1410</td>
<td>Amounts received for transporting pupils to and from school and school activities (regular school day).</td>
</tr>
<tr>
<td>Regular Transportation Fees from Pupils or Parents (In-State)</td>
<td>1411</td>
<td></td>
</tr>
<tr>
<td>Regular Transportation Fees from Other Districts (In-State)</td>
<td>1412</td>
<td></td>
</tr>
<tr>
<td>Regular Transportation Fees from Other Sources (In-State)</td>
<td>1413</td>
<td></td>
</tr>
<tr>
<td>Regular Transportation Fees from Co-curricular Activities (In-State)</td>
<td>1415</td>
<td></td>
</tr>
<tr>
<td>Regular Transportation Fees from Other Sources (Out-of-State)</td>
<td>1416</td>
<td></td>
</tr>
<tr>
<td>Total Summer School Transportation Fees</td>
<td>1420</td>
<td>Amounts received for transporting pupils to and from summer school.</td>
</tr>
<tr>
<td>Summer School Transportation Fees from Pupils or Parents (In-State)</td>
<td>1421</td>
<td></td>
</tr>
<tr>
<td>Summer School Transportation Fees from Other LEAs (In-State)</td>
<td>1422</td>
<td></td>
</tr>
<tr>
<td>Summer School Transportation Fees from Other Sources (In-State)</td>
<td>1423</td>
<td></td>
</tr>
<tr>
<td>Summer School Transportation Fees from Other Sources (Out-of-State)</td>
<td>1424</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Total CTE Transportation Fees</td>
<td>1430</td>
<td>Amounts received for transporting pupils to and from career and technical education classes.</td>
</tr>
<tr>
<td>CTE Transportation Fees from Pupils or Parents (In-State)</td>
<td>1431</td>
<td></td>
</tr>
<tr>
<td>CTE Transportation Fees from Other Districts (In-State)</td>
<td>1432</td>
<td></td>
</tr>
<tr>
<td>CTE Transportation Fees from Other Sources (In-State)</td>
<td>1433</td>
<td></td>
</tr>
<tr>
<td>CTE Transportation Fees from Other Sources (Out-of-State)</td>
<td>1434</td>
<td></td>
</tr>
<tr>
<td>Total Special Education Transportation Fees</td>
<td>1440</td>
<td>Amounts received for transporting pupils to and from special education programs.</td>
</tr>
<tr>
<td>Special Education Transportation Fees from Pupils or Parents (In-State)</td>
<td>1441</td>
<td></td>
</tr>
<tr>
<td>Special Education Transportation Fees from Other Districts (In-State)</td>
<td>1442</td>
<td></td>
</tr>
<tr>
<td>Special Education Transportation Fees from Other Sources (In-State)</td>
<td>1443</td>
<td></td>
</tr>
<tr>
<td>Special Education Transportation Fees from Other Sources (Out-of-State)</td>
<td>1444</td>
<td></td>
</tr>
<tr>
<td>Total Adult Transportation Fees</td>
<td>1450</td>
<td>Amounts received for transporting pupils to and from adult/continuing education programs.</td>
</tr>
<tr>
<td>Adult Transportation Fees from Pupils or Parents (In-State)</td>
<td>1451</td>
<td></td>
</tr>
<tr>
<td>Adult Transportation Fees from Other Districts (In-State)</td>
<td>1452</td>
<td></td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Adult Transportation Fees from Other Sources (In-State)</td>
<td>1453</td>
<td></td>
</tr>
<tr>
<td>Adult Transportation Fees from Other Sources (Out-of-State)</td>
<td>1454</td>
<td></td>
</tr>
<tr>
<td><strong>EARNINGS ON INVESTMENTS</strong></td>
<td><strong>1500</strong></td>
<td></td>
</tr>
<tr>
<td>Interest on Investments</td>
<td>1510</td>
<td></td>
</tr>
<tr>
<td>Gain or Loss on Sale of Investments</td>
<td>1520</td>
<td>Gains or losses realized from the sale of bonds.</td>
</tr>
<tr>
<td><strong>FOOD SERVICE</strong></td>
<td><strong>1600</strong></td>
<td></td>
</tr>
<tr>
<td>Sales to Pupils - Lunch</td>
<td>1611</td>
<td></td>
</tr>
<tr>
<td>Sales to Pupils - Breakfast</td>
<td>1612</td>
<td></td>
</tr>
<tr>
<td>Sales to Pupils – A la Carte</td>
<td>1613</td>
<td></td>
</tr>
<tr>
<td>Sales to Pupils - Other</td>
<td>1614</td>
<td></td>
</tr>
<tr>
<td>Sales to Adults</td>
<td>1620</td>
<td>Amounts received from adults for sale of food products and services.</td>
</tr>
<tr>
<td>Other Food Service</td>
<td>1690</td>
<td>Amounts received from local sources for other food service activities.</td>
</tr>
<tr>
<td><strong>DISTRICT/SCHOOL ACTIVITY INCOME</strong></td>
<td><strong>1700</strong></td>
<td></td>
</tr>
<tr>
<td>Admissions - Athletic</td>
<td>1711</td>
<td>Amounts received from school-sponsored athletic events.</td>
</tr>
<tr>
<td>Admissions - Other</td>
<td>1719</td>
<td>Amounts received from admissions to all other school-sponsored events except athletics (describe and itemize).</td>
</tr>
<tr>
<td>Fees</td>
<td>1720</td>
<td>Amounts received from pupils for fees such as towel fees, locker fees, and equipment fees (excludes transportation).</td>
</tr>
<tr>
<td>Book Store Sales</td>
<td>1730</td>
<td></td>
</tr>
<tr>
<td>Other District/School Activity Revenue</td>
<td>1790</td>
<td>All other revenue from district or school activities not otherwise specified.</td>
</tr>
<tr>
<td><strong>TEXTBOOK INCOME</strong></td>
<td><strong>1800</strong></td>
<td></td>
</tr>
<tr>
<td>Rentals - Regular Textbooks</td>
<td>1811</td>
<td></td>
</tr>
<tr>
<td>Rentals - Summer School Textbooks</td>
<td>1812</td>
<td></td>
</tr>
<tr>
<td>Rentals - Adult/Continuing Education Textbooks</td>
<td>1813</td>
<td></td>
</tr>
<tr>
<td>Rentals - Other</td>
<td>1819</td>
<td>Describe and itemize.</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Total Textbook Rentals</td>
<td>1810</td>
<td>105 ILCS 5/10-22.25.</td>
</tr>
<tr>
<td>Sales - Regular Textbooks</td>
<td>1821</td>
<td></td>
</tr>
<tr>
<td>Sales - Summer School Textbooks</td>
<td>1822</td>
<td></td>
</tr>
<tr>
<td>Sales - Adult/Continuing Education Textbooks</td>
<td>1823</td>
<td></td>
</tr>
<tr>
<td>Sales - Other</td>
<td>1829</td>
<td></td>
</tr>
<tr>
<td>Textbooks Other</td>
<td>1890</td>
<td>Textbook revenues not provided for elsewhere in the 1800 series of accounts.</td>
</tr>
<tr>
<td>OTHER LOCAL REVENUES</td>
<td>1900</td>
<td></td>
</tr>
<tr>
<td>Rentals</td>
<td>1910</td>
<td>Amounts received for rental of school property, real or personal.</td>
</tr>
<tr>
<td>Contributions and Donations from Private Sources</td>
<td>1920</td>
<td>Amounts received from a philanthropic foundation, private individual, or private organization for which no repayment or special service to the contributor is expected.</td>
</tr>
<tr>
<td>Impact Fees from Municipal or County Governments</td>
<td>1930</td>
<td>Amounts received from a city, town, village, or county government from impact fees assessed in accordance with local ordinances.</td>
</tr>
<tr>
<td>Services Provided to Other Districts</td>
<td>1940</td>
<td>Amounts received for services other than tuition and transportation services (e.g., data processing, purchasing, maintenance, accounting, cleaning, consulting, guidance).</td>
</tr>
<tr>
<td>Refund of Prior Years' Expenditures</td>
<td>1950</td>
<td>A refund of an expenditure charged to a prior fiscal year's budget.</td>
</tr>
<tr>
<td>Payments of Surplus Moneys from TIF Districts</td>
<td>1960</td>
<td>Amounts received from distributions from Tax Increment Financing districts.</td>
</tr>
<tr>
<td>Proceeds from Vendors’ Contracts</td>
<td>1980</td>
<td>Proceeds received pursuant to contracts between the district and various vendors.</td>
</tr>
<tr>
<td>School Facility Occupation Tax Proceeds</td>
<td>1983</td>
<td>Amounts received from distributions of School Facility Occupation Tax proceeds.</td>
</tr>
<tr>
<td>Payment from Other Districts</td>
<td>1991</td>
<td>Amounts representing a district’s share of special education or career and technical education building costs.</td>
</tr>
<tr>
<td>Sale of Vocational Projects</td>
<td>1992</td>
<td>Amounts representing gain from the sale of vocational projects.</td>
</tr>
<tr>
<td>Other Local Fees</td>
<td>1993</td>
<td>Amounts assessed or received from local sources for district programs not classified elsewhere (describe and itemize).</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other Local Revenues</td>
<td>1999</td>
<td>Amounts received from local sources not provided for elsewhere in the 1000 series of accounts.</td>
</tr>
<tr>
<td><strong>FLOW-THROUGH RECEIPTS/REVENUE FROM ONE DISTRICT TO ANOTHER DISTRICT</strong></td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>FLOW-THROUGH REVENUE FROM STATE SOURCES</td>
<td>2100</td>
<td>State revenues that can be further subdivided to account for individual grants.</td>
</tr>
<tr>
<td>FLOW-THROUGH REVENUE FROM FEDERAL SOURCES</td>
<td>2200</td>
<td>Federal revenues that can be further subdivided to account for individual grants.</td>
</tr>
<tr>
<td>OTHER FLOW-THROUGH REVENUE</td>
<td>2300</td>
<td>Other revenues that can be further subdivided to account for individual grants (describe and itemize).</td>
</tr>
<tr>
<td><strong>RECEIPTS/REVENUE FROM STATE SOURCES</strong></td>
<td>3000</td>
<td></td>
</tr>
<tr>
<td>General State Aid Section 18-8.05 (GSA)</td>
<td>3001</td>
<td>105 ILCS 5/18-8.05.</td>
</tr>
<tr>
<td>General State Aid Hold Harmless/Supplemental</td>
<td>3002</td>
<td>105 ILCS 5/18-8.05j.</td>
</tr>
<tr>
<td>Reorganization Incentives - Deficit Fund Balance</td>
<td>3005</td>
<td>105 ILCS 5/18-8.3.</td>
</tr>
<tr>
<td>Reorganization Incentives - Attendance</td>
<td>3010</td>
<td>105 ILCS 5/18-8.05i.</td>
</tr>
<tr>
<td>Reorganization Incentives - Salary Difference</td>
<td>3015</td>
<td>105 ILCS 5/18-8.2.</td>
</tr>
<tr>
<td>Reorganization Incentives - Certified Salary</td>
<td>3020</td>
<td>105 ILCS 5/18-8.5.</td>
</tr>
<tr>
<td>Reorganization Incentives - Feasibility Studies</td>
<td>3021</td>
<td>Amounts received pursuant to appropriations for this purpose.</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tax Equivalent Grants</td>
<td>3055</td>
<td>105 ILCS 5/18-4.4.</td>
</tr>
<tr>
<td>GSA Transition Assistance</td>
<td>3095</td>
<td>Amounts received pursuant to appropriations for this purpose.</td>
</tr>
<tr>
<td>Other Unrestricted Grants-In-Aid from State Sources</td>
<td>3099</td>
<td>Amounts received pursuant to other appropriations (describe and itemize).</td>
</tr>
<tr>
<td>Special Education - Private Facility Tuition</td>
<td>3100</td>
<td>105 ILCS 5/14-7.02.</td>
</tr>
<tr>
<td>Special Education - Extraordinary</td>
<td>3105</td>
<td>105 ILCS 5/14-7.02a.</td>
</tr>
<tr>
<td>Special Education - Personnel</td>
<td>3110</td>
<td>105 ILCS 5/14-13.01.</td>
</tr>
<tr>
<td>Special Education - Orphanage - Individual</td>
<td>3120</td>
<td>105 ILCS 5/14-7.03.</td>
</tr>
<tr>
<td>Special Education - Orphanage - Summer</td>
<td>3130</td>
<td>105 ILCS 5/14-7.03.</td>
</tr>
<tr>
<td>Special Education - Summer School</td>
<td>3145</td>
<td>105 ILCS 5/18-4.3.</td>
</tr>
<tr>
<td>Philip J. Rock Center and School</td>
<td>3155</td>
<td>105 ILCS 5/14-11.02.</td>
</tr>
<tr>
<td>Educational Materials Center</td>
<td>3156</td>
<td>105 ILCS 5/14-11.01.</td>
</tr>
<tr>
<td>Special Education - Other</td>
<td>3199</td>
<td>Amounts received pursuant to other appropriations (describe and itemize).</td>
</tr>
<tr>
<td>CTE Improvement (CTEI)</td>
<td>3220</td>
<td>105 ILCS 435.</td>
</tr>
<tr>
<td>CTE - WECEP</td>
<td>3225</td>
<td>105 ILCS 5/2-3.66a.</td>
</tr>
<tr>
<td>Agriculture Education</td>
<td>3235</td>
<td>105 ILCS 5/2-3.80.</td>
</tr>
<tr>
<td>CTE - Student Organizations</td>
<td>3270</td>
<td>105 ILCS 435.</td>
</tr>
<tr>
<td>CTE - Other</td>
<td>3299</td>
<td>Amounts received pursuant to other appropriations (describe and itemize).</td>
</tr>
<tr>
<td>Bilingual Education - Downstate - TPI and TBE</td>
<td>3305</td>
<td>105 ILCS 5/14C-12.</td>
</tr>
<tr>
<td>Bilingual Education - Downstate – Transitional Bilingual Education</td>
<td>3310</td>
<td>105 ILCS 5/14C-12.</td>
</tr>
<tr>
<td>Gifted Education</td>
<td>3350</td>
<td>105 ILCS 5/Art. 14A.</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>State Free Lunch and Breakfast</td>
<td>3360</td>
<td>105 ILCS 125/2.</td>
</tr>
<tr>
<td>School Breakfast Initiative</td>
<td>3365</td>
<td>105 ILCS 125/2.5.</td>
</tr>
<tr>
<td>Adult Education (from ICCB)</td>
<td>3410</td>
<td>Amounts received from the Community College Board; 105 ILCS 405.</td>
</tr>
<tr>
<td>Adult Education – Other</td>
<td>3499</td>
<td>Amounts received pursuant to other appropriations (describe and itemize).</td>
</tr>
<tr>
<td>Transportation - Regular/Vocational</td>
<td>3500</td>
<td>105 ILCS 5/29-5.</td>
</tr>
<tr>
<td>Transportation - Special Education</td>
<td>3510</td>
<td>105 ILCS 5/14-13.01b.</td>
</tr>
<tr>
<td>Transportation - ROE Bus Driver Training</td>
<td>3520</td>
<td>105 ILCS 5/3-14.23.</td>
</tr>
<tr>
<td>Transportation - Other</td>
<td>3599</td>
<td>Amounts received pursuant to other appropriations (describe and itemize).</td>
</tr>
<tr>
<td>Learning Improvement - Change Grants</td>
<td>3610</td>
<td>105 ILCS 5/2-3.25, 2-3.63, and 2-3.64.</td>
</tr>
<tr>
<td>Administrators Academy</td>
<td>3655</td>
<td>105 ILCS 5/2-3.53.</td>
</tr>
<tr>
<td>Scientific Literacy</td>
<td>3660</td>
<td>105 ILCS 5/2-3.94.</td>
</tr>
<tr>
<td>Truants’ Alternative and Optional Education</td>
<td>3695</td>
<td>105 ILCS 5/2-3.66.</td>
</tr>
<tr>
<td>Regional Safe Schools</td>
<td>3696</td>
<td>105 ILCS 5/13A-8.</td>
</tr>
<tr>
<td>Early Childhood - Block Grant</td>
<td>3705</td>
<td>105 ILCS 5/1C-2 and 2-3.71.</td>
</tr>
<tr>
<td>Reading Improvement Block Grant</td>
<td>3715</td>
<td>105 ILCS 5/2-3.51.</td>
</tr>
<tr>
<td>Reading Improvement Block Grant - Reading Recovery</td>
<td>3720</td>
<td>Amounts received from the 2% set-aside under 105 ILCS 5/2-3.51.</td>
</tr>
<tr>
<td>Continued Reading Improvement Block Grant</td>
<td>3725</td>
<td>105 ILCS 5/2-3.51a.</td>
</tr>
<tr>
<td>Continued Reading Improvement Block Grant</td>
<td>3726</td>
<td>Amounts received from the 2% set aside under 105 ILCS 5/2-3.51a.</td>
</tr>
<tr>
<td>ROE/ISC Operations</td>
<td>3730</td>
<td>Amounts received pursuant to 105 ILCS 5/2-3.63, 3-14.23, and 18-6.</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ROE Supervisory Expense</td>
<td>3745</td>
<td>Amounts received pursuant to 105 ILCS 5/18-6.</td>
</tr>
<tr>
<td>Chicago Teachers Academy for Math &amp; Science (TAMS)</td>
<td>3765</td>
<td>Amounts received pursuant to an appropriation for TAMS.</td>
</tr>
<tr>
<td>Chicago General Education Block Grant</td>
<td>3766</td>
<td>105 ILCS 5/1D-1.</td>
</tr>
<tr>
<td>Chicago Educational Services Block Grant</td>
<td>3767</td>
<td>105 ILCS 5/1D-1.</td>
</tr>
<tr>
<td>School Safety and Educational Improvement Block Grant</td>
<td>3775</td>
<td>105 ILCS 5/2-3.51.5.</td>
</tr>
<tr>
<td>Technology - Learning Technology Centers</td>
<td>3780</td>
<td>105 ILCS 5/2-3.117.</td>
</tr>
<tr>
<td>Illinois Government Intern Program</td>
<td>3804</td>
<td>Funds distributed as a grant to Springfield School District 186 to support administration of this program.</td>
</tr>
<tr>
<td>State Charter Schools</td>
<td>3815</td>
<td>105 ILCS 5/Art. 27A.</td>
</tr>
<tr>
<td>Extended Learning Opportunities (Summer Bridges)</td>
<td>3825</td>
<td>105 ILCS 5/10-20.9a.</td>
</tr>
<tr>
<td>Infrastructure Improvements - Planning/Construction</td>
<td>3920</td>
<td>105 ILCS 230/5-35.</td>
</tr>
<tr>
<td>School Infrastructure - Maintenance Projects</td>
<td>3925</td>
<td>105 ILCS 230/5-100.</td>
</tr>
<tr>
<td>Regular Orphanage Tuition (18-3)</td>
<td>3950</td>
<td>105 ILCS 5/18-3.</td>
</tr>
<tr>
<td>Tax Equivalent Grants</td>
<td>3955</td>
<td>105 ILCS 5/18-4.4.</td>
</tr>
<tr>
<td>After-School Programs - Mentoring &amp; Student Support</td>
<td>3960</td>
<td>Amounts received pursuant to appropriation.</td>
</tr>
<tr>
<td>Advanced Placement Classes</td>
<td>3961</td>
<td>Amounts received pursuant to appropriations.</td>
</tr>
<tr>
<td>Arts Education</td>
<td>3962</td>
<td>Amounts received pursuant to appropriations.</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grants to Local Governments, Community Organizations, Not-for-Profit Organizations, and Educational Facilities</td>
<td>3963</td>
<td>Amounts received pursuant to appropriations.</td>
</tr>
<tr>
<td>ISBE Special Purpose Trust Fund</td>
<td>3970</td>
<td>105 ILCS 5/2-3.127a.</td>
</tr>
<tr>
<td>Class Size Reduction Pilot Project</td>
<td>3981</td>
<td>105 ILCS 5/2-3.136.</td>
</tr>
<tr>
<td>The “Grow Your Own” Teacher Education Initiative</td>
<td>3983</td>
<td>110 ILCS 48.</td>
</tr>
<tr>
<td>Education of Homeless Children and Youth State Grant Program</td>
<td>3984</td>
<td>105 ILCS 45.</td>
</tr>
<tr>
<td>Children’s Mental Health Partnership</td>
<td>3990</td>
<td>105 ILCS 405/49-15.</td>
</tr>
<tr>
<td>State “On-behalf” Payments</td>
<td>3998</td>
<td>Reserved for on-behalf payments by the State.</td>
</tr>
<tr>
<td>Emergency Financial Assistance Grant</td>
<td>3999</td>
<td>105 ILCS 5/1B-8.</td>
</tr>
<tr>
<td>Temporary Relocation Expense Grant</td>
<td>3999</td>
<td>105 ILCS 5/2-3.77.</td>
</tr>
<tr>
<td>Other Restricted Revenue from State Sources</td>
<td>3999</td>
<td>Amounts received pursuant to other appropriations (describe and itemize).</td>
</tr>
<tr>
<td><strong>RECEIPTS/REVENUE FROM FEDERAL SOURCES</strong></td>
<td>4000</td>
<td></td>
</tr>
<tr>
<td>Federal Impact Aid</td>
<td>4001</td>
<td>ESEA Title VIII - Impact Aid (CFDA 84.041).</td>
</tr>
<tr>
<td>Other Unrestricted Grants-In-Aid Received Directly from the Federal Government</td>
<td>4009</td>
<td>Amounts received pursuant to other unrestricted appropriations; describe and itemize.</td>
</tr>
</tbody>
</table>
## NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
<th>Label</th>
<th>Account Number</th>
<th>Source; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Unrestricted Grants Received Directly from the Federal Government</td>
<td>4010</td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>4045</td>
<td>Community Opportunities, Accountability, Training, and Educational Services Act of 1998, Title I (CFDA 93.600).</td>
</tr>
<tr>
<td>Construction (Impact Aid)</td>
<td>4050</td>
<td>ESEA, Title VIII (Impact Aid – Facilities Maintenance) (CFDA 84.040).</td>
</tr>
<tr>
<td>Magnet</td>
<td>4060</td>
<td>ESEA, Title V, Part C (Magnet Schools Assistance) (CFDA 84.165).</td>
</tr>
<tr>
<td>Other Restricted Grants-In-Aid Received Directly from the Federal Government</td>
<td>4090</td>
<td>Amounts received pursuant to other restricted appropriations; describe and itemize.</td>
</tr>
<tr>
<td>Total Restricted Grants Received Directly from the Federal Government</td>
<td>4095</td>
<td></td>
</tr>
<tr>
<td>TOTAL GRANTS RECEIVED DIRECTLY FROM THE FEDERAL GOVERNMENT</td>
<td>4099</td>
<td>Amounts received pursuant to other appropriations.</td>
</tr>
<tr>
<td>Title V - Innovation and Flexibility Formula</td>
<td>4100</td>
<td>NCLB, Title V, Part A - State Grants For Innovative Programs (CFDA 84.298).</td>
</tr>
<tr>
<td>Title V - SEA Projects</td>
<td>4105</td>
<td>NCLB, Title V, Part A - State Grants For Innovative Programs (CFDA 84.298).</td>
</tr>
<tr>
<td>Title V - Rural and Low-Income Schools (REI)</td>
<td>4107</td>
<td>NCLB, Title VI, Part B - Rural Education (CFDA 84.358).</td>
</tr>
<tr>
<td>Title V - Other</td>
<td>4199</td>
<td>Amounts received pursuant to other appropriations (describe and itemize).</td>
</tr>
<tr>
<td>School Breakfast Program</td>
<td>4220</td>
<td>Child Nutrition Act - School Breakfast Program (CFDA 10.553).</td>
</tr>
<tr>
<td>Summer Food Service Admin/Program</td>
<td>4225</td>
<td>Child Nutrition Act - Summer Food Service Program for Children (CFDA 10.559).</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Child Care Commodity/SFS 13-Adult Day Care</td>
<td>4226</td>
<td>Child Nutrition Act - Child Care and Adult Food Service Program (CFDA 10.558).</td>
</tr>
<tr>
<td>Fresh Fruit and Vegetables</td>
<td>4240</td>
<td>Child Nutrition – Cash Payments</td>
</tr>
<tr>
<td>Cash in Lieu of Commodities</td>
<td>4255</td>
<td>Amounts received in lieu of commodities in the food service program.</td>
</tr>
<tr>
<td>Food Service - Other</td>
<td>4299</td>
<td>Amounts received pursuant to other appropriations from the U.S. Department of Agriculture for nutrition programs (describe and itemize).</td>
</tr>
<tr>
<td>Title I - Low Income</td>
<td>4300</td>
<td>No Child Left Behind Act of 2001 (NCLB; 20 USC 6301 et seq.), Title I, Part A - Improving Academic Achievement of the Disadvantaged (CFDA 84.010).</td>
</tr>
<tr>
<td>Title I - Low Income - Neglected, Private</td>
<td>4305</td>
<td>NCLB, Title I, Part D - Neglected and Delinquent (CFDA 84.013).</td>
</tr>
<tr>
<td>Title I - Low Income - Delinquent, Private</td>
<td>4306</td>
<td>NCLB, Title I, Part D - Neglected and Delinquent (CFDA 84.013).</td>
</tr>
<tr>
<td>Title I – Neglected and Delinquent Juvenile and Adult Corrections (formerly only juvenile)</td>
<td>4315</td>
<td>NCLB, Title I, Part D - Neglected and Delinquent (CFDA 84.013).</td>
</tr>
<tr>
<td>Title I – School Improvement and Accountability</td>
<td>4331</td>
<td>NCLB, Title I, Part A</td>
</tr>
<tr>
<td>Title I - Comprehensive School Reform</td>
<td>4332</td>
<td>NCLB, Title I, Part F - Comprehensive School Reform (CFDA 84.332).</td>
</tr>
<tr>
<td>Title I - Reading First</td>
<td>4334</td>
<td>NCLB, Title I, Part B-1 - Reading First (CFDA 84.357).</td>
</tr>
<tr>
<td>Title I - Even Start</td>
<td>4335</td>
<td>NCLB, Title I, Part B-3 - Even Start (CFDA 84.213).</td>
</tr>
<tr>
<td>Title I - Reading First SEA Funds</td>
<td>4337</td>
<td>NCLB, Title I, Part B-1 - Reading First SEA Funds (CFDA 84.357).</td>
</tr>
<tr>
<td>Title I – School Improvement Grant</td>
<td>4339</td>
<td>NCLB, Title I, section 1003g (CFDA 84.357).</td>
</tr>
<tr>
<td>Title I - Migrant Education</td>
<td>4340</td>
<td>NCLB, Title I, Part C - Education of Migrant Children (CFDA 84.011).</td>
</tr>
<tr>
<td>Title I - Other</td>
<td>4399</td>
<td>Amounts received pursuant to other appropriations under Title I of NCLB (describe and itemize).</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Title IV - Safe and Drug-Free Schools - Formula</td>
<td>4400</td>
<td>NCLB, Title IV, Part A - Safe and Drug Free Schools (CFDA 84.186).</td>
</tr>
<tr>
<td>Title IV - Safe &amp; Drug-Free Schools – State-Level Program</td>
<td>4415</td>
<td>NCLB, Title IV, Part A - Safe and Drug Free Schools (CFDA 84.186).</td>
</tr>
<tr>
<td>Title IV - 21st Century</td>
<td>4421</td>
<td>NCLB, Title IV, Part B - 21st Century Community Learning Centers (CFDA 84.287).</td>
</tr>
<tr>
<td>Title IV - Other (Describe &amp; Itemize)</td>
<td>4499</td>
<td>Amounts received pursuant to other appropriations under Title IV of NCLB (describe and itemize).</td>
</tr>
<tr>
<td>Federal Special Education Preschool Flow-Through</td>
<td>4600</td>
<td>IDEA, Part B - Preschool (CFDA 84.173).</td>
</tr>
<tr>
<td>Federal Special Education Preschool Discretionary</td>
<td>4605</td>
<td>IDEA, Part B - Preschool (CFDA 84.173).</td>
</tr>
<tr>
<td>Federal Special Education - IDEA Flow-Through/Low Incident</td>
<td>4620</td>
<td>IDEA, Part B (CFDA 84.027).</td>
</tr>
<tr>
<td>Federal Special Education - IDEA Room and Board</td>
<td>4625</td>
<td>IDEA, Part B (CFDA 84.027).</td>
</tr>
<tr>
<td>Federal Special Education - IDEA Discretionary</td>
<td>4630</td>
<td>IDEA, Part B (CFDA 84.027).</td>
</tr>
<tr>
<td>Federal Special Education – IDEA Title VI C - Deaf/Blind</td>
<td>4635</td>
<td>IDEA, Part D - Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities (CFDA 84.326).</td>
</tr>
<tr>
<td>Federal Special Education - IDEA - Other</td>
<td>4699</td>
<td>Amounts received pursuant to other appropriations under IDEA (describe and itemize).</td>
</tr>
<tr>
<td>CTE – Perkins – State Leadership</td>
<td>4720</td>
<td>Carl D. Perkins Career and Technical Education Act of 2006 – State Leadership (CFDA 84.048A)</td>
</tr>
<tr>
<td>CTE – Perkins – DHS Ed</td>
<td>4740</td>
<td>Carl D. Perkins Career and Technical Education Act of 2006 – Corrections or Institutions (CFDA 84.048A)</td>
</tr>
<tr>
<td>Label</td>
<td>Account Number</td>
<td>Source; Notes</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CTE - Perkins Title II - Tech Prep</td>
<td>4770</td>
<td>Carl D. Perkins Career and Technical Education Act of 2006 – Title II – Tech Prep (CFDA 84.243A)</td>
</tr>
<tr>
<td>CTE - Other</td>
<td>4799</td>
<td>Amounts received pursuant to other appropriations from federal sources (describe and itemize).</td>
</tr>
<tr>
<td>Federal - Adult Education</td>
<td>4810</td>
<td>Adult Education State Grant Program (CFDA 84.002).</td>
</tr>
<tr>
<td>ARRA General State Aid – Education Stabilization</td>
<td>4850</td>
<td>Amounts received pursuant to the American Recovery and Reinvestment Act of 2009 (ARRA); see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Title I – Low Income</td>
<td>4851</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Title I - Neglected, Private</td>
<td>4852</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Title I - Delinquent, Private</td>
<td>4853</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Title I - School Improvement (Part A)</td>
<td>4854</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Title I - School Improvement (section 1003g)</td>
<td>4855</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA IDEA – Part B - Preschool</td>
<td>4856</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA IDEA – Part B – Flow-Through</td>
<td>4857</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Fund -- XII</td>
<td>4860</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Title IID – Technology - Competitive</td>
<td>4861</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA McKinney-Vento Homeless Education</td>
<td>4862</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Child Nutrition Equipment Assistance</td>
<td>4863</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Impact Aid Formula Grants</td>
<td>4864</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Impact Aid Competitive Grants</td>
<td>4865</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
</tbody>
</table>
## Notice of Adopted Amendments

<table>
<thead>
<tr>
<th>Label</th>
<th>Account Number</th>
<th>Source; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Zone Academy Bond Tax Credits</td>
<td>4866</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Qualified School Construction Bond Credits</td>
<td>4867</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Build America Bond Tax Credits</td>
<td>4868</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Build America Bond Interest Reimbursement</td>
<td>4869</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA General State Aid – Other Government Services Stabilization</td>
<td>4870</td>
<td>Amounts received pursuant to the ARRA; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Funds - II</td>
<td>4871</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Funds – III</td>
<td>4872</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Funds – IV</td>
<td>4873</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Funds – V</td>
<td>4874</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>ARRA Early Childhood</td>
<td>4875</td>
<td>Paid with Government Services State Fiscal Stabilization Fund ARRA funds; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Funds – VII</td>
<td>4876</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA directly from a federal agency or from a State agency other than ISBE; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Funds – VIII</td>
<td>4877</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
</tbody>
</table>
### ILLINOIS REGISTER

#### STATE BOARD OF EDUCATION

#### NOTICE OF ADOPTED AMENDMENTS

<table>
<thead>
<tr>
<th>Label</th>
<th>Account Number</th>
<th>Source; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other ARRA Funds - IX</td>
<td>4878</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Other ARRA Funds – X</td>
<td>4879</td>
<td>Available for recording sources of federal funds received pursuant to the ARRA from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Education Jobs Fund Program Other ARRA Funds – XI</td>
<td>4880</td>
<td>Available for recording sources of federal funds received pursuant to the Education Jobs Fund Program from a source other than those to be recorded with account numbers 4850 through 4857, 4861 through 4872, and 4875 through 4876; describe and itemize; see Section 100.130 of this Part.</td>
</tr>
<tr>
<td>Advanced Placement Fee/International Baccalaureate</td>
<td>4904</td>
<td>ESEA, Title I, Part G – Advanced Placement Program (CFDA 84.330).</td>
</tr>
<tr>
<td>Emergency Immigrant Assistance</td>
<td>4905</td>
<td>NCLB, Title III - English Language Acquisition Grants - Immigrant Assistance Grants (CFDA 84.365).</td>
</tr>
<tr>
<td>Title III - English Language Acquisition</td>
<td>4909</td>
<td>NCLB, Title III - English Language Acquisition Grants (CFDA 84.365).</td>
</tr>
<tr>
<td>Learn &amp; Serve America</td>
<td>4910</td>
<td>National and Community Service Act of 1990 - Learn &amp; Serve America (CFDA 94.004).</td>
</tr>
<tr>
<td>McKinney Education for Homeless Children</td>
<td>4920</td>
<td>NCLB, Title X - Education for Homeless Children (CFDA 84.196).</td>
</tr>
<tr>
<td>Title II - Teacher Quality</td>
<td>4932</td>
<td>NCLB, Title II, Part A, and ESEA, Title II, Part C, Subpart 1, Chapter B (CFDA 84.350).</td>
</tr>
<tr>
<td>Title II - Teacher Quality</td>
<td>4935</td>
<td>ESEA, Title II, Part A - Improving Teacher Quality State Grants (CFDA 84.367).</td>
</tr>
<tr>
<td>Title II - Math and Science Initiative</td>
<td>4936</td>
<td>ESEA, Title II, Part B – Math and Science Partnerships (CFDA 84.366).</td>
</tr>
<tr>
<td>Title II - Technology - Enhancing Education Formula Grants</td>
<td>4971</td>
<td>ESEA, Title II, Part D, Subparts 1 and 2, as amended – Education Technology State Grants (CFDA 84.318).</td>
</tr>
</tbody>
</table>
| Title II - Technology - Enhancing Education Competitive Grants | 4972 | ESEA, Title II, Part D, Subparts 1 and 2 – Education Technology State Grants (CFDA 84.318). }
### Notice of Adopted Amendments

<table>
<thead>
<tr>
<th>Label</th>
<th>Account Number</th>
<th>Source; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Routes to School</td>
<td>4980</td>
<td>Section 1404 of the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users Act (P.L. 109-59)</td>
</tr>
<tr>
<td>Medicaid Matching Funds - Administrative Outreach</td>
<td>4991</td>
<td>Social Security Act, Title XIX - Medicaid Matching - Administrative Outreach (CFDA 93.778).</td>
</tr>
<tr>
<td>Medicaid Matching Funds - Fee-for-Service Program</td>
<td>4992</td>
<td>Social Security Act, Title XIX - Medicaid Matching - Fee for Service Programs (CFDA 93.778).</td>
</tr>
<tr>
<td>Hurricane Emergency Relief</td>
<td>4995</td>
<td>Hurricane Emergency Relief Act.</td>
</tr>
<tr>
<td>Other Restricted Grants Received from Federal Government through State</td>
<td>4998</td>
<td>Amounts received pursuant to other federal appropriations (describe and itemize).</td>
</tr>
</tbody>
</table>

(Source: Amended at 35 Ill. Reg. _____, effective ___________)

---

Ad Hoc Rules Packet - Page 198
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
Changes proposed in Section 675.250 relate to Strategic Goal 1 in that they reduce the time and expense associated with a supplemental educational services (SES) provider’s appeal of State Board of Education’s decisions concerning the provision of those services, thus ensuring that students in academically challenged schools are provided promptly with the most effective supports available. The change regarding financial documentation required when applying for provider approval is technical in nature and does not relate directly to any of the goals. (See Section 675.50.)

Expected Outcome of Agenda Item
The Board will be asked to adopt the proposed amendments to Part 675.

Background Information
Under the No Child Left Behind Act of 2001, students from low-income families attending schools that do not make adequate year progress (AYP) for three consecutive years are eligible to receive SES. These services may include academic assistance such as tutoring, remediation, and other educational interventions. School districts are responsible for funding these services, which must be provided outside the normal school day, through their federal Title I, Part A, funds. The programmatic requirements, approval criteria and reporting procedures for the providers of SES are set forth in Part 675.

Amendments are proposed for two sections of Part 675. In Section 675.50, a technical change will enable providers of various sizes to submit financial records that have been affirmed as reliable by a knowledgeable person. Currently, the rules provide either for an audit report or audited financial statements. Staff have learned, however, that the term “audit” in Illinois means a process that can only be undertaken by a Licensed Certified Public Accountant (CPA). While it is preferred that a CPA conducts the audit, requiring CPA audits from all providers seeking approval in Illinois would constitute an insurmountable obstacle for many community-based or faith-based providers due to the cost of such audits. This new language seeks to balance
ISBE’s need for reliable documentation against the unintended consequence of pricing smaller providers out of the market and thus limiting parental choice.

Section 675.250(a) sets forth the process that entities must use if they want to appeal their removal by the agency from the list of approved SES providers with which school districts may work. In this situation, the provider would be required to go through a lengthy and costly process, including an unnecessary evidentiary hearing to be conducted in accordance with the provisions of Part 475. The evidentiary hearing alone is a multi-step process that requires written motions, written answers, written notices of appearances, prehearing conferences, depositions, discovery, written briefs, and a hearing recorded by a certified court reporter, among other things, which increases the costs of the appeal both for the agency and the entity involved.

The remainder of Section 675.250 provides for appeals either by a provider or a school district of other decisions directly related to supplemental educational services programs that are made by the State Board of Education. This process provides specific timelines for action, with a final decision being issued by the State Superintendent of Education. Staff added this second appeal process in 2006 to provide an avenue for providers and school districts to challenge any other decisions of the agency’s that affect their programs.

State law does not require that entities be afforded an opportunity for an evidentiary hearing when the agency determines that they are no longer approved providers, nor do federal requirements mandate that a state education agency (SEA) implement any type of hearing for providers, or even school districts, to appeal an SEA decision. For this reason and due to the costs associated with such hearings, staff believe that maintaining two separate appeal processes is impractical and has the potential to cause confusion. Additionally, conducting hearings under Part 475 may increase associated costs, for both the agency and the provider challenging the decision, related to staff time, reproduction of evidence and hiring of a hearing officer for each hearing held, and the process might take upwards of a year before a final decision is rendered. The more streamlined process specified in Section 675.250 provides an adequate opportunity for an entity to challenge its removal from the list of approved providers and to present sufficient reasons to the State Superintendent as to why that decision should be reversed or modified.

The proposed amendments were published October 8, 2010, in the Illinois Register to elicit public comment. None was received, and the version being presented for adoption at this time is identical to that originally proposed.

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

Pros and Cons of Various Actions
The rulemaking allows smaller entities that wish to provide supplemental educational services an avenue to prove their financial competency to the agency without placing an undue constraint that may affect their decision to seek approval. The other options, as proposed, will help ensure the integrity of the information submitted by entities that are not subject to the audit requirement.
Providing one process for providers to use to appeal a decision of the agency relative to the provision of SES programs is a practical approach that safeguards entities’ right to challenge the action of the agency while being significantly less costly and time-consuming than the hearing process set forth in Part 475. It is unnecessary to require providers and the agency to spend thousands of dollars litigating such matters even before the decision is contested in the appropriate court. Some entities may argue, however, that the process lacks sufficient protections to prevent an adverse result for a provider. Agency staff believe that the rules, as proposed, contain sufficient protections for providers. For example, the rules specifically outline the instances when a provider may be removed from the state-approved list.

** 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:

Providers of Supplemental Educational Services (23 Illinois Administrative Code 675).

Further, the Board authorizes the State Superintendent of Education to make such technical and 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 rules will be filed with the Secretary of State and disseminated as appropriate.
TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER o: MISCELLANEOUS

PART 675
PROVIDERS OF SUPPLEMENTAL EDUCATIONAL SERVICES

SUBPART A: GENERAL PROVISIONS

Section
675.10 Purpose and Scope
675.20 Definitions
675.30 Code of Ethics
675.40 Programmatic Requirements
675.50 Application Requirements
675.60 Application Process
675.65 Mid-Year Changes
675.70 Reporting Requirement
675.80 Retention of Records; Access to Premises
675.90 Evaluation of Providers’ Performance, Providers’ Status, Sanctions, and Removal
675.100 Public Information
675.110 Removal When No Services Offered
675.150 Provider’s Relationship with District
675.175 Timetable for Implementation of the Program

SUBPART B: FINANCIAL REQUIREMENTS

Section
675.200 Financial Framework for SES
675.210 District Program Cost
675.220 Non-Reimbursable Expenses and Revenue Offsets
675.230 Reports of Actual Costs
675.245 Basis for Invoices and Payments
675.250 Appeals

675.APPENDIX A Calculation of Effect Size
675.APPENDIX B Evaluation Rubric
675.APPENDIX C Decision Matrix
AUTHORITY: Implementing Section 1116(e) of Public Law 107-110, the No Child Left Behind Act of 2001 (20 USC 6316(e)) (34 CFR 200.45 through 200.48), and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.6].


SUBPART A: GENERAL PROVISIONS

Section 675.50  Application Requirements

Each application for approval to provide SES in Illinois shall consist of the components described in this Section and shall be submitted as specified by the State Superintendent.

a) A summary of services that indicates:

1) the subject areas available;

2) the grade levels served;

3) the total program hours per student, provided that, for any program proposing fewer than 30 instructional hours per subject, the applicant must supply specific evidence that the program has resulted in increased student achievement in that subject, including verification from school district administrators in which the program has been previously provided;

4) the proposed locations of service delivery;

5) the minimum number of students required by the eligible applicant in order to offer SES to a district and an indication of any districts in which that minimum will apply to each site served rather than to the district in the aggregate;
6) whether the eligible applicant can provide services to students of limited English proficiency (LEP) and, if so, the languages in which the eligible applicant provides instruction and the maximum number of LEP students the eligible applicant can serve in each district;

7) whether the eligible applicant can provide services to students with disabilities and, if so, the accommodations or modifications the eligible applicant can offer and the maximum number of students with disabilities the eligible applicant can serve in each district;

8) the time of day and months during which SES will be offered;

9) the ratio of instructors to children, as determined by the provider; and

10) the districts the eligible applicant seeks to serve.

b) A rationale for the eligible applicant’s SES program, including:

1) Evidence that the program complies with Section 675.40 of this Part; and

2) Evidence of effectiveness that complies with either subsection (b)(2)(A) or subsection (b)(2)(B) of this Section.

A) General Method

i) Evidence that the curriculum and pedagogy proposed for each subject encompassed in the application have a positive impact on students’ achievement in that subject, particularly for low-income, underachieving students, as demonstrated by scores on the State assessment or on a nationally recognized assessment; and

ii) At least five but no more than ten letters of reference from previous clients (families, districts, or teachers) offering testimonial information on the positive impact of the program proposed in the application and including contact information, starting and ending dates of service provided, and school and district names for each reference.

B) Alternate Method
i) Evidence that the eligible applicant has a minimum of three years’ experience serving youth through activities such as tutoring, mentoring or other extracurricular programs;

ii) Evidence that the curriculum and pedagogy to be used by the eligible applicant in a given subject have been demonstrated to have a positive impact on students’ achievement in that subject, particularly for low-income, underachieving students, as demonstrated by scores on the State assessment or on a nationally recognized assessment;

iii) At least five but no more than ten letters of reference from previous clients (families, districts, or teachers) offering testimonial information on the positive impact of the youth services provided by the eligible applicant and including contact information, starting and ending dates of service provided, and school and district names for each reference; and

iv) An agreement to limit services to no more than 200 children during the first two years of SES.

c) The specific procedures to be used and frequency of reports of student progress to teachers, district staff, and parents/families (including a description of how information will be provided to parents and families in a format and language they can understand).

d) A description of the qualifications of instructional staff, including such resumes and other information on qualifications as ISBE may require. If the applicant intends to assign tutors who reside outside the United States, the application shall identify their countries of residence and, for each of those countries, the national and either regional or local law enforcement authorities from which fingerprint-based checks of criminal history records will be obtained that will be comparable to those required under Section 10-21.9 of the School Code [105 ILCS 5/10-21.9]. Individuals residing in countries where checks of these types are not available shall not be assigned as tutors.

e) Proof of liability insurance in amounts deemed sufficient by ISBE to protect the district and ISBE in light of the number of students to be served by the provider.
f) Evidence that the eligible applicant possesses a sound management structure.

g) Evidence that the provider has adequate financial, organizational and technical resources to administer the proposed program. This evidence shall include, but need not be limited to:

1) completed federal tax returns (or the equivalent for non-profit entities) for the two most recent years, and either an audit report or audited financial statements completed within two years prior to submission of the application.

2) verified financial documents identified either in subsection (g)(2)(A) or (g)(2)(B) of this Section, as applicable to the provider.

A) If the provider has a total gross income or revenue as reported to the Internal Revenue Service on its most recently submitted income tax return (or the equivalent for non-profit entities) in excess of $500,000, then the provider shall supply an audit of financial statements or an organization-wide A-133 audit completed within the past two years from an independent Licensed Certified Public Accountant (CPA) who is a member of the American Institute of Certified Public Accountants. This must be an audit and not a compilation, review or other type of CPA report.

B) If the provider has a total gross income or revenue as reported to the Internal Revenue Service on its most recently submitted income tax return (or the equivalent for non-profit entities) equal to or less than $500,000, then the provider shall supply verified financial documents covering the two most recently completed fiscal years. This requirement may be satisfied in one of the following three ways:

i) Profit and loss statements, cash flow statements, and net assets statements. These statements must be signed and dated by a person attesting to the accuracy of the numbers contained in the statements. The relationship of the signatory to the provider must also be stated or described; or
ii) a compilation report from an independent CPA who is a member of the American Institute of Certified Public Accountants; or

iii) a review report from an independent CPA who is a member of the American Institute of Certified Public Accountants.

h) Proof of legal authority to conduct business in Illinois.

i) Information on the eligible applicant’s estimated per-pupil program cost, calculated as set forth in Section 675.210 of this Part for a sample or hypothetical district for which the provider assumes cost factors to be representative. If the provider’s costs will vary based on the number of students enrolled, costs must be provided for various enrollment ranges. Providers must specify the assumptions upon which occupancy costs are shown for services in district facilities.

j) Such certifications, assurances, and/or additional information as ISBE may require in order to verify any information reported by the eligible applicant or otherwise to fulfill its duties with respect to the administration of SES.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

SUBPART B: FINANCIAL REQUIREMENTS

Section 675.250 Appeals

a) A provider may appeal its removal from the State approved list by submitting an appeal to ISBE specifying the basis upon which it believes its removal is not in accordance with this Part or other applicable law. The provider will be given a hearing in accordance with the State Board’s rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). A final decision shall be rendered by the State Board of Education.

b) In addition to the appeal authorized under subsection (a) of this Section, a provider may file a written appeal of any decision of a school district or the State Superintendent Board of Education under this Part directly related to the provider’s program, including removal from the State-approved list. A school district may file a written appeal of any decision of the State Superintendent
STATE BOARD OF EDUCATION
NOTICE OF ADOPTED AMENDMENTS

Board of Education under this Part directly related to the district’s administration of SES. The entity submitting the appeal shall:

1) Indicate the specific decision being appealed;

2) Indicate why this decision is, in the opinion of the entity, not in accordance with the provisions of this Part or other applicable law;

3) Identify the specific provisions of this Part or other applicable law allegedly violated; and

4) Specify the facts demonstrating the alleged violations.

Each appeal shall be submitted in writing, within 30 days after the final action being appealed, to the following address:

Illinois State Board of Education
Attn: Office of General Counsel
100 North First Street
Springfield, Illinois  62777-0001

The appeal must be signed by the executive director or chief administrator of the entity filing the appeal. No electronic or facsimile transmissions will be accepted. Within 14 days after receipt of the written appeal, the State Superintendent of Education shall review the submission and determine whether an independent on-site investigation is necessary. Upon request, the entity submitting the appeal shall promptly provide to the State Superintendent such additional information as the Superintendent determines is necessary to resolve the appeal.

Within 60 days after receipt of the appeal, the completion of any on-site investigation, or the receipt of any additional information requested by the State Superintendent of Education, whichever occurs last, the State Superintendent shall make a final written determination and shall send a copy of the determination to the appealing entity and, if applicable, to the district involved in the appeal.

The appeal rights set forth in this Section shall apply solely to approved providers and to school districts and shall not be available to applicants seeking approval from the State Superintendent Board of Education.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

(Source: Amended at 35 Ill. Reg. ______, effective ____________ )