ILLINOIS STATE BOARD OF EDUCATION

State Board of Education Meeting
via video conference

August 15, 2013

Chicago Location: ISBE Video Conference Room, 14th Floor,
100 W. Randolph Street, Chicago, Illinois

Springfield Location: ISBE Video Conference Room, 3rd Floor
100 N. First Street, Springfield, IL

This meeting will also be audio cast on the Internet at: www.isbe.net

10:00 a.m.

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

II. Presentations/Showcases
   A. Race to the Top Year-One Report
   B. Center for School Improvement Updates
   C. EverFi Education Technology Company

III. Public Participation (20 minutes allotted)

IV. Closed Session

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

A. *Approval of Minutes:
   1. Plenary Minutes as Corrected: January 23-24, 2013 (pp. 3-22)
   2. Plenary Minutes as Corrected: February 20, 2013 (pp. 3-22)
   3. Plenary Minutes as Corrected: March 20, 2013 (pp. 3-22)
   4. Plenary Minutes: June 19, 2013 (pp. 23-26)

B. *Rules for Initial Review

C. *Rules for Adoption
   1. Part 20 (Standards for Endorsements in Elementary Education) (pp. 27-169)
   2. Part 21 (Standards for Endorsements in the Middle Grades) (pp. 27-169)
   3. Part 25 (Educator Licensure) (pp. 27-169)
   4. Part 26 (Standards for Certification in Early Childhood Education and in Elementary Education) (pp. 27-169)
   5. Part 27 (Standards for Certification in Specific Teaching Fields) (pp. 27-169)
   6. Part 65 (New Teacher Induction and Mentoring) (pp. 170-207)
   7. Part 75 (Agricultural Education Programs) (pp. 170-207)
   8. Part 140 (Calculation of Excess Cost under Section18-3 of the School Code) (pp. 170-207)
   9. Part 210 (Illinois Hope and Opportunity Pathways through Education Program) (pp. 170-207)
   10. Part 226 (Special Education) [school nurse and medical reviews] (pp. 208-229)
   11. Part 228 (Transitional Bilingual Education) (pp. 230-264)
D. *Contracts and Grants Over $1 Million
   1. IHE Partnership (pp. 265-269)
   2. Illinois Response to Intervention Network (pp. 270-274)
   3. Illinois Coalition for Immigrant and Refugee Rights, Parent Mentor Program for Early Childhood Learning (pp. 275-278)
   4. PERA Prequalification Training Award of RFSP (pp. 279-281)
   5. Board of Regents of the University of Wisconsin SALSA contract, IGA (pp. 282-284)
   6. Illinois Migrant Council (pp. 284-1—284-4)

E. *FY 12 Compliance Audit (p. 285)
F. *Statewide Single Audit (p. 286)
G. *NASBE Dues for 2014 (pp. 287-289)

End of Consent Agenda
   H. Appointment of State Educator Preparation Licensure Board Members (pp. 294-295)
   I. Qualified Zone Academy Bond Authorization(s) (pp. 296-305)

VI. Discussion Items
   A. District Oversight – Monthly Update (Superintendent Koch)
   B. Other Items for Discussion

VII. Announcements
   A. IBHE Liaison Report (Dr. Proshanta Nandi)
   B. Superintendent’s/Senior Staff Announcements
   C. Chairman’s Report
   D. Member Reports

VIII. Information Items
   A. ISBE Fiscal & Administrative Monthly Reports (available online at http://isbe.net/board/fiscal_admin_rep.htm)

IX. Adjourn

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

NOTE: Chairman Chico may call for a break in the meeting as necessary in order for the Board to go into closed session
Illinois State Board of Education
August 15, 2013

TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
      Matt Vanover, Director of Public Information/Deputy Superintendent

               Plenary Minutes as Corrected: February 20, 2013
               Plenary Minutes as Corrected: March 20, 2013

           Corrected Minutes February 20, 2013
           Corrected Minutes March 20, 2013

Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
Board Services requests the Board to authorize the State Superintendent to correct the minutes
previously approved with incorrect meeting dates. The minutes for January 23-24, 2013,
February 20, 2013 and March 20, 2013 will be corrected to show the accurate meeting dates of
minutes that were approved during those meetings.

Relationship to/Implications for the State Board’s Strategic Plan
This agenda item does not directly relate to the Board’s Strategic Plan, but is required by the
Board’s Bylaws and therefore Robert’s Rules of Order.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to approve the minutes as

Background Information
The Board previously approved the minutes for the Board Meetings held on January 23-24,
2013, February 20, 2013 and March 20, 2013 with the incorrect dates for the minutes that were
approved during those meetings. The motions made in all three meetings were correct. The
error was found by outside auditors and brought to staff’s attention. The Board’s Bylaws defer to
Robert’s Rules of Order for matters such as this. The Board can make a motion to Amend
Something Previously Adopted and a majority vote is needed for adoption, as long as previous
notice is given to make this motion. There is no time limit on making this motion. If the Board
approves the corrected minutes, they will be reposted on the Illinois State Board of Education
website.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: The corrected minutes will be updated on the Illinois State Board of
Education website.
Pros and Cons of Various Actions

Pros: Formally correcting the minutes is required by the Bylaws and will keep with the Board's desire for transparency.
Cons: None

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

The State Board of Education hereby authorizes the State Superintendent to amend the minutes previously adopted and dated January 23-24, 2013, February 20, 2013 and March 20, 2013 to show the correct meeting dates for the minutes that were approved during the January, February and March meetings.

Next Steps
Illinois State Board of Education Meeting  
January 23-24, 2013  
100 North First Street  
Springfield, Illinois

Wednesday, January 23, 2013

ROLL CALL
Mr. Gery Chico, Chairman, called the meeting to order at 10:40 a.m. Chairman Chico asked Ms. Amanda Elliott to call the roll. Dr. Christopher Koch, State Superintendent of Education, was in attendance. A quorum was present.

Members Present
Mr. Gery Chico, Chairman  
Mr. Steven Gilford, Vice Chairman  
Dr. Vinni Hall, Secretary  
Mr. James Baumann  
Mr. Curtis Bradshaw  
Dr. Andrea Brown  
Dr. David Fields  
Ms. Melinda LaBarre

PUBLIC PARTICIPATION
Jennifer Ross, National Board for Professional Teaching Standards (NBPTS) thanked Superintendent Koch for including the NBPTS Program in Board’s budget recommendation.

Mark Bishop, from Healthy Schools Campaign asked for The Board’s commitment to work towards including a more broad based health indicator for a revised school report card.

Laura Benhoff, Principal, Bond-Fayette-Effingham Regional Office of Education Alternative Education Programs was accompanied by three students from the Truant Alternative program, who spoke in favor of funding for the Truant Alternative and Optional Education Program (TAOEP) and Regional Safe Schools Programs (RSSP).

Eileen Mackovic from the Abraham Lincoln Presidential Library and Museum and John Lupton from the Supreme Court Historic Preservation Commission discussed their newly formed partnership with the Illinois State Board of Education. The partnership has worked together to create curriculum material for middle and high schools.

Erika Lindley, of ED-RED and Chair of the Illinois Education Round Table (ILERT) invited the Board to attend their upcoming New Members Reception.

Cynthia Riseman, Illinois Federation of Teachers expressed her organizations’ support for incorporating comprehensive health indicators into the school report cards.

Diane Rutledge, Large Unit District Association (LUDA) informed the Board that her organization supports fully funding General State Aid and mandated categoricals.

Patricia Nix-Hodes, of the Law Project of Chicago Coalition for the Homeless requested that the ISBE recommend $3 million for homeless education funding in FY 2014.

Chairman Chico recognized Jane Quinlan from ROE #9 Champaign–Ford.
CLOSED SESSION

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

Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and

Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board.

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

RECONVENED MEETING

The Board recessed for lunch at 11:55 a.m. and entered into closed session at 12:05 p.m. Closed session ended at 1:30 p.m. and reconvened the open meeting at 1:40 p.m.

DISCUSSIONS ITEMS

Robert Wolfe, Chief Financial Officer shared with the board a brief background on the Education Funding Advisory Board (EFAB) and its purpose, before presenting the EFAB Report:

1) Increase the Foundation level to $8,872;
2) Increase the Poverty Grant Payment range from $355 - $2,994 to $490 - $4,129;
3) Continue study of the GSA Formulas and consider other models for determining adequate education funding levels; and,
4) Provide ISBE with adequate resources.

Mr. Wolfe and Jason Hall, Senior Policy Advisor for Budget and Financial Management discussed in further detail the budget recommendations for general state aid, mandated categoricals, standards and assessment, academic improvement, etc.

FY14 Budget Recommendations

(The full recommendation for the FY 2014 State Board of Education Budget is outlined in the budget handout dated January 24, 2013.)

RECESS MEETING

Chairman Chico recessed the meeting at 3:53 p.m. on Wednesday, January 23, 2013 and announced that the meeting would reconvene at 8:30 a.m. on Thursday, January 24, 2013.

Illinois State Board of Education Meeting
Thursday, January 24, 2013

RECONVENE/ROLL CALL

Mr. Gery Chico, Chairman reconvened the meeting at 8:47 a.m. All board members were present as recorded at the 10:40 a.m. roll call on Wednesday, January 23, 2013. Dr. Christopher Koch, State Superintendent of Education, was also in attendance.

Members Present
Mr. Gery Chico, Chairman
Mr. Steven Gilford, Vice Chairman
Dr. Vinni Hall, Secretary
Mr. James Baumann
Mr. Curtis Bradshaw
Dr. Andrea Brown
Dr. David Fields  
Ms. Melinda LaBarre

**DISCUSSION ITEMS (continued)**

**Education Funding Advisory Board Report**  
Chairman Chico introduced and welcomed Sylvia Puente, Chairman of EFAB who joined the board meeting by phone.

Ms. Puente’s stated that she knows that we are all well aware of the state’s fiscal crisis and it is very important to underscore that this level of $8,672 per student is not a ceiling, but the minimum investment we should be providing for all of our students in the state of Illinois. This would require an additional $4.7 billion dollars investment; more than twice what the state is currently funding, and has the capacity to support.

**PRESENTATIONS/SHOWCASE**  
Chairman Chico introduced Donald Owen, Assistant Superintendent of Curriculum and Instruction, Urbana School District 116. Mr. Owen presented a video on the work they are doing in their school district to implement the 21st Century Community Learning Center Project.

**CONSENT AGENDA**

**Motion:**  
Dr. Fields moved that the State Board of Education hereby approve the consent items, with the exception of VI. B.1. Part 30 (Programs for Preparation of Principals in Illinois) which will be brought back to the Board in February. Dr. Hall seconded the motion and it passed with a unanimous roll call vote. 8-0

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

**Approval of Minutes**

The State Board of Education hereby approves the minutes for the December 12-13, 2013 board meeting.

**Rules for Initial Review**

Part 35, Mentoring Program for New Principals  
(23 Illinois Administrative Code 35)

Part 405, Payments to Certain Facilities under Section 14-7.05 of the School  
(23 Illinois Administrative Code 405)

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

Part 565, Class Size Reduction Grants  
(23 Illinois Administrative Code 565)  
Proposed amendments to Parts 35, 405, 475, 565 made technical changes to align terminology in the rules to the new licensure system to take effect July 1, 2013.

Part 375, Student Records  
(23 Illinois Administrative Code 375)
Proposed amendments respond to PA 97-204 specific to the use and release of law enforcement records. They also provide a mechanism for parents to request that certain college entrance examination scores do not appear on their child's transcript.

Rules for Adoption

Part 30, Programs for Preparation of Principals in Illinois
Proposed amendments make technical changes, including updating statutory citations, revising the name of the licensure board, and modifying requirements in the principal preparation program to conform to the new licensure law. The Board delayed action on Part 30 for one month so that staff could reassess the incorporation of rules of certain standards that address the competencies that all principals must possess.

Contracts and Grants Over $1 Million

Approval of Contract
Web-Based Special Education System
The State Board hereby authorizes the State Superintendent to renew the contract with Ashbaugh & Associates that was awarded to them through a Request for Sealed Proposal in FY11 for time/materials contract for two programmer/analysts to assist in developing a web-based Special Education System and to integrate the new system with the Student Information System (SIS) and the new Certification system Educator Licensure Information System (ELIS). The contract will extend from the date of the contract’s execution until June 30, 2014, and will not exceed $1,110,171.

Approval of Contract
Web-Based Illinois Nutrition System (WINS)
The State Board hereby authorizes the State Superintendent to renew the contract with Capitol Strategies for the Web-Based Illinois Nutrition System. The contract will extend from the date of the contract’s execution until June 30, 2014, and will not exceed $1,838,958.

Approval of Contract
Web-Based Illinois Nutrition System (WINS)
The State Board hereby authorizes the State Superintendent to renew the contract with Ashbaugh & Associates for the Web-Based Illinois Nutrition System. The contract will extend from the date of the contract’s execution until June 30, 2014, and will not exceed $1,195,758.

RFSP for Student Information System
The State Board hereby authorizes the State Superintendent to release a Request for Sealed Proposals (RFSP) for the purpose of entering into a contract for the continuing development and maintenance of ISBE’s Student Information System. The contract will extend from the date of the contract’s execution until June 30, 2018, and will not exceed $7,768,000.

END OF THE CONSENT AGENDA

FY 2014 BUDGET RECOMMENDATION

Motion
Mr. Baumann moved that the Illinois State Board of Education hereby recommends an increase of $874.3 million (13.4%) in General Funds appropriations for FY 2014. The increase will provide a sufficient appropriation to fund General State Aid at the Statutory Foundation Level of $6,119 which is $286
less than the FY 2006 EFAB Recommend Foundation level and is $2,553 less than the recommended EFAB Foundation Level of $8,672 for FY 2014.

He further moved that the Illinois State Board of Education hereby authorizes the State Superintendent to make changes to the “Other State Funds” and “Federal Funds” as appropriate pending actions during the legislative session. The full recommendation for the FY 2014 State Board of Education Budget is outlined in the budget handout dated January 24, 2013.

Dr. Hall seconded the motion and it passed with a unanimous roll call vote, 8-0

Ms. LaBarre moved that the State Board hereby authorizes the agency to adjust the performance levels on the Illinois Student Achievement Test to more closely align with college and career ready exceptions.

Dr. Fields seconded the motion and it passed with the previous applied roll call vote. 8-0

Mr. Gilford moved that the State Board of Education hereby authorizes the following legislative proposals to move forward as agency initiated proposals for the spring 2013 legislative session:

- Multiple Measures Index
- Re-write of 105 ILCS 5/2-3.25(f) and related sections (District Interventions).

Dr. Brown seconded the motion and it passed with a previous applied roll call vote. 8-0

Dr. Brown moved that Pursuant to Section 2.06(d) of the Open Meetings Act, the State Board of Education has reviewed the minutes of its closed sessions from September 2012 through December 2012.

Therefore, Dr. Hall moved that the State Board of Education certifies that the need for confidentiality still exists for the closed session minutes for the time period reviewed. Further, the State Board of Education approves the destruction of all closed session verbatim recordings prior to May 2011.

Dr. Hall seconded the motion and it passed with a previous applied roll call vote. 8-0

DISCUSSION ITEMS

Legislative Update

Nicki Bazer, General Counsel, provided the Board with a summary of items addressed in the Fall Veto and January Lame-Duck Sessions and discussed potential ISBE legislative proposals for the 98th General Assembly.

ANNOUNCEMENTS

Superintendent’s Report

Superintendent Koch stated the first of February he will be meeting with directors of special education, district superintendents, and administrator and school nurses to discuss the impact and barriers as the move to implement the new regulations.

Member Reports

Vinni Hall announced that the Illinois Poverty Commission Report has been released and she will be sharing it with the board.

Andrea Brown reported that she has attended several of the Commission on Graduation Success and that they will be releasing their report in the near future. The report will be available at the P-20 Council website.
Melinda LaBarre informed the board that two Lanphier High School students died in a house fire last week. Lanphier High School was a recipient of a School Improvement Grant (SIG) that the board members visited last month.

Dave Fields acknowledged and thanked Matt Vanover, Mary Fergus and Amanda Elliott for the visit to Lanphier High School last month.

Matt Vanover announced that when the board meetings are held in Springfield he will be inviting schools from around the state to attend the board meeting and spotlight their school. The spotlighted school presentations will then be put on the ISBE website for the public to view.

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<th>INFORMATION ITEMS</th>
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<tr>
<td>ISBE Fiscal &amp; Administrative Monthly Reports (available online at <a href="http://isbe.net/board/fiscal_admin_rep.htm">http://isbe.net/board/fiscal_admin_rep.htm</a>)</td>
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<th>MOTION FOR ADJOURNMENT</th>
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<td>Dr. Hall moved that the meeting be adjourned. Dr. Fields seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 11:16 a.m.</td>
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Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

[Signature]

Mr. Gery J. Chico
Chairman
Illinois State Board of Education Meeting
via video conference
February 20, 2013

Chicago Location: ISBE Video Conference Room, 14th Floor
100 W. Randolph, Chicago, IL
Springfield Location: ISBE Video Conference, 3rd Floor
100 N. First Street, Springfield, IL

ROLL CALL.
Mr. Gery Chico, Chairman, called the meeting to order at 10:35 a.m. Chairman Chico asked Ms. Kim Clarke to call the roll. Dr. Christopher Koch, State Superintendent of Education, was in attendance in Chicago. A quorum was present.

Members Present in Springfield
Dr. Andrea Brown
Dr. David Fields

Members Present in Chicago
Mr. Gery Chico, Chairman
Dr. Vinni Hall, Secretary

Members Absent
Ms. Melinda LaBarre

Members Present by Phone
Mr. James Baumann

Chairman Chico announced that Board member Jim Baumann will be participating by phone, however, he will not be voting during this meeting.

RESOLUTIONS AND RECOGNITIONS
Dr. Hall moved that the State Board of Education adopt the resolution recognizing Dr. Monique Chism for her commitment to the agency and her numerous contributions to the field of education. Dr. Fields seconded the motion and it passed with a unanimous roll call vote.

PUBLIC PARTICIPATION
Springfield Public Participation
The following people provided testimony on the Part 226 (Special Education) rule changes:

- Daryl Morrison, Illinois Education Association
- Cynthia Risema, Illinois Federation of Teachers
- Michael Jacoby, Illinois Association of School Board Officials
- Brian Schwartz, Illinois Principals Association
- Deb Farnoff, Parent of a child with Downs Syndrome and ISAC Member
- Rodney Estwan, Education Policy Analyst for Access Living of Chicago
- Thomas Bertrand, Illinois Association of School Administrators & Superintendent of Rochester School District
- Bill Phillips, Illinois Association of School Administrators
- Elizabeth Conran, Chair of Illinois State Advisory Council and Children with Disabilities and a Parent
- Representative Roger Eddy, Illinois Association of School Boards

Pension Cost Shift
Jessica Handy from Stand for Children informed the Board of a concept that Stand for Children is proposing to the legislature as they go through their budget process. They see the TRS cost shift as probably the most equitable place to look, if and only if it means preserving education funding to more equitable
funding streams. Ms. Handy suggested that as we are asked to give the General Assembly budget scenarios and projections that the TRS normal cost the state provides be one component of the education funding picture that could perhaps be looked at before we get further into General State Aid.

**Chicago Public Participation**
The following people provided testimony on Part 226 (Special Education) rule changes:

- Margaret Wakelin, Equip fo Equality
- Mike Carlson, Father of a deceased child and a child with Autism, and Chairman of the Local School Council
- Kristine Mayle, Financial Secretary of the Chicago Teachers Union, Chair of the IFT Special Education Committee and Liaison to the Chicago Teachers Union Special Education Committee and a Special Education Teacher.
- Judy Hackett, Superintendent of NNSEO a Special Education Cooperative in the Northwest Suburbs and Representative of the Illinois Alliance of Administrators of Special Education (IAASE).

Chairman Chico announced written testimony and comments will be accepted before any final action is taken.

- Katie Bailey, Evans-Cahokia Consolidated School District #65 spoke on setting a higher ISAT standard and the use of data.
- Rita Maniotis, Resident of Berwin, parent of a student attending Morton District High School #201, and PTO Secretary spoke of her concerns on the graduation credit requirements being changed from 24 credits to just 20 credits to graduate. Ms. Maniotis ask that the State Board review the basic standards for educational programs so that students can earn at least the recommended credits to meet the requirements of admission to our state universities.

**Waivers**
Ryan Linnig, Superintendent and Principal of Dimnick Community Consolidated School District #175 in LaSalle County was seeking waivers from three areas of the Illinois School Code which is based upon the reforms implemented under PERA and SB 7.

**Motion:**
Dr. Fields moved that the State Board of Education hereby approves the consent agenda, with the exception of Agenda Items IV. B.1 Part 226 (Special Education) and IV.E. Spring 2013 Waiver Report. Mr. Gilford seconded the motion and it passed with a unanimous roll call vote.

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

**Approval of Minutes**
The State Board of Education hereby approves the minutes for the January 23-24, 2013, board meeting.

**Rules for Adoption**
**Part 30 (Programs for the Preparation of Principals in Illinois)**
(23 Illinois Administrative Code 30)
The State Board of Education adopted proposed amendments for 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois). These amendments address statutory changes made by P.A. 97-607, effective August 6, 2011. P.A. 97-607 repealed (or will repeal later this year) much of Article 21 in the School Code, which addresses educator certification. The law establishes the
Illinois licensure system, beginning July 1, 2013; requirements for that system are set forth in new Article 21B.

Most of the amendments are technical in nature, including updating statutory citations, revising the name of the licensure board, and modifying requirements in the principal preparation program to conform to the new law. In addition, in response to a concern raised at the January Board meeting, a technical change was made to Section 35.30, General Program Requirements, to better communicate that the leadership qualities exhibited by principals should align to the success factors and competencies outlined in "The Principal Internship: How Can We Get It Right?", published by the Southern Regional Educational Board.

Contracts and Grants Over $1 Million

Approval of Intergovernmental Agreement:
Board of Trustees Illinois State

The Board hereby authorizes the State Superintendent to increase the Intergovernmental Agreement with Board of Trustees Illinois State University whereby is expected to exceed $1 million over the term of the contract. The total amount of the contract is $1,800,000 with an end date of June 30, 2014.

Approval of Intergovernmental Agreement with Illinois Department of Human Services (Early Learning Challenge)

The State Board of Education authorizes the State Superintendent to enter into a new Intergovernmental Agreement with the Illinois Department of Human Service in the amount of $20,939,776 effective February 1, 2013 through December 31, 2016, for the transfer of funds for Race to the Top, Early Learning Challenge Phase 2. Subsequent amendments are not to exceed a total of $23,601,495.

Approval of Intergovernmental Agreement:
Illinois Department of Human Services
(Gateway to Opportunity Scholarship Program)

The State Board of Education authorizes the renewal of the Intergovernmental Agreement with Illinois Department of Human Services contract for the Gateways to Opportunity Scholarship Program; through June 30, 2014, with an increase of the contract’s maximum amount not to exceed $2,000,000.

Approval of Intergovernmental Agreement
(World-Class Innovations in Developing Assessment (WIDA)
Consortium for the ACCESS and Alternate ACCESS for English Language Learners (ELLS))

The Illinois State Board of Education hereby authorizes the acquisition of the Intergovernmental Agreement with the WIDA Consortium through June 30, 2016. The Intergovernmental Agreement’s initial term is not to exceed $16,297,441.

The WIDA Consortium provides for the development and administration services for the ACCESS and Alternate ACCESS for ELLs® assessment(s).

Contract Renewals

Illinois Alternate Assessment (IAA)

The Illinois State Board of Education hereby authorizes the renewal of the Illinois Alternate Assessment contract with NCS Pearson, Inc. with an increase of the contract’s maximum amount not to exceed $20,154,071.

Illinois Standards Achievement Test (ISAT)
Developmental Contract

The Illinois State Board of Education hereby authorizes the renewal of the Illinois Standards Achievement Tests (ISAT) development with NCS Pearson, Inc. with
an increase of the contract’s maximum amount not to exceed $59,664,771.

Illinois Standards Achievement Test (ISAT) Administrative Contract

The Illinois State Board of Education hereby authorizes the renewal of the Illinois Standards Achievement Tests (ISAT) administration contract with NCS Pearson, Inc. with an increase of the contract’s maximum amount not to exceed $107,939,235.

Prairie State Achievement Examination (PSAE), EXPLORE and PLAN, Locating Information Career Readiness Certificate Program (NCRC)

The Illinois State Board of Education hereby authorizes the renewal of the Prairie State Achievement Examination (PSAE) administration and development contract, and the administration of the EXPLORE and PLAN assessments with ACT, Inc. with an increase of the contract’s maximum amount not to exceed $118,173,600.

END OF THE CONSENT AGENDA

IV. B.1. PART 226 (SPECIAL EDUCATION)

RULES FOR INITIAL REVIEW

The proposed changes would repeal Section 226.730, which addresses class size restrictions for special education classrooms and includes a definition of “general education classroom” that is used when considering placement of students with disabilities in the least restrictive environment. Additionally, Section 226.731 is proposed for repeal since its provisions are no longer in effect. Staff believe that the class size limitations can diminish the ability of the school districts to make decisions based on the needs of each student with a disability and in some cases, may negatively affect the access a student with a disability may have to the broad array of coursework available to his or her nondisabled peers.

Motion

Chairman Chico moved that the State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Special Education (23 Illinois Administrative Code 226), including publication of the proposed amendments in the Illinois Register. Dr. Fields seconded the motion and it passed with a roll call vote. 5-1 Vinni Hall voted no.

SPRING 2013 WAIVER REPORT TO THE GENERAL ASSEMBLY

Chairman Chico announced that the Dimnick CCSD 175 is requesting three waiver changes; they will be discussed and voted on individually.

Chairman Chico explained that Dimnick in their first waiver request is seeking to waive the requirement that an individual serving as both the Principal and Superintendent can be evaluated separately as the “Principal” by an individual from outside the district. Chairman asked the Board on whether to support the waiver request. The Board Members votes are as follows: Curt Bradshaw NO, Andrea Brown NO, David Fields NO, Steve Gilford NO, Vinni Hall NO, Gery Chico YES. 5-1 in favor of denying the request.

The second Dimnick request is seeking a waiver for the requirement to complete the ISBE approved Consortium for Educational Change’s online training module. The Board Members votes are as follows: Curt Bradshaw NO, Andrea Brown NO, David Fields NO, Steve Gilford Yes, Vinni Hall Yes, Gery Chico YES. 3-3 Tie vote.

The Board withdrew their vote and remain silent on the second waiver request.

Chairman Chico commented that on our third and last request Dimnick is seeking
a waiver to allow attendance at the Annual Triple I Conference to count toward the requirement of the four hour minimum training for board members in the areas of education, labor law, financial oversight accountability and fiduciary responsibilities. The Board Members votes are as follows: Curt Bradshaw NO, Andrea Brown NO, David Fields NO, Steve Gilford NO, Vinni Hall NO, Gery Chico NO. 6-0 in favor of denial.

Motion
The State Board of Education hereby forwards the following waiver requests to the General Assembly with recommendations for legislative disapproval:

- The request from Dimmick CCSD 175 (WM100-5740-3) requesting that the full board of education evaluate the superintendent/principal in place of an evaluator holding the Type 75 administrative certificate who has gone through the prequalification process and passed the required State assessment;
- The request from Dimmick CCSD 175 (WM100-5740-1) requesting that the board of education attend the Joint Annual Conference in lieu of the required minimum of four hours of professional development leadership training; and
- The requests from Meridian CUSD 101 (WM100-5763-1 and WM100-5763-2) to move from a 5-day to a 4-day school week and to make multiple changes to the daily schedule in order to provide a minimum term of at least 166 days with 150 days of actual pupil attendance.
- The requests from Bluford CCSD 114 and Webber Township HSD 204 (WM100-5755 and WM100-5756) to forward a petition to voters for the formation of a Partial Elementary Unit District, which would not encompass the territory of Farrington CCSD 99.

The State Board of Education hereby forwards the remaining 89 waiver requests summarized in the Spring 2013 Waiver Report to the General Assembly without comment.

**DISCUSSIONS**

**ITEM** Nicole Wills and Amanda Elliott, Governmental Relations Liaisons provided the Board with a summary of items introduced in the General Assembly and an update on Board legislative initiatives.

**Legislative Update** Superintendent Koch said he attended several meetings concerning the budget. Last night’s meeting was with the Department of Revenue and chaired by Representative Bradley, they were very concerned with proration. He also attended a meeting with the Black Caucus where they discussed budget and the education funding formula.

Chairman Chico noted that three of our former ISBE Chairman, Ron Gidwitz, Lou Mervis and Jesse Ruiz wrote a letter to the Chicago Tribune supporting our request to return the funding that has been cut over the last four years. The Chairman asked everyone to continue to let their legislators know about the dire financial conditions our local school districts are in.

**Other Items For Discussion** Matt Vanover reported that The NCLB Waiver Survey has had 657 districts respond to the evaluation, of which 72% said that they would attempt to implement the new evaluation system by 2016. Matt stated that they are currently working on identifying the districts that have not responded and staff will begin reaching out to survey them as well.

**ANNOUNCEMENTS** Chairman Chico introduced Dr. Proshanta Nandi from the Illinois Board of Higher
IBHE Liaison Report

Education (IBHE) who was present at the meeting today. The Illinois Board of Higher Education met on February 5, 2013 at the Kendall College in Chicago. Dr. Nandi shared with the Board a written summary of the meeting highlights.

The next IBHE meeting was held on April 2, 2013 at Elgin Community College in Chicago.

Superintendent/Senior Staff Report

Matt Vanover introduced Katherine Galloway who will be our new ISBE Board Services Coordinator. Ms. Galloway will be starting on April 1st and comes to us from the Senate Democratic Staff.

MOTION FOR ADJOURNMENT

Dr. Brown moved that the meeting be adjourned. Dr. Halled seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 2:01 p.m.

Respectfully Submitted,

[Signature]

Dr. Vinni Hall
Board Secretary

[Signature]

Mr. Gery J. Chico
Chairman
Illinois State Board of Education Meeting  
Belleville THSD 201  
Lindenwood University  
2600 W. W. Main Ste. 150  
Belleville, Illinois  
March 20, 2013  

ROLL CALL  
Mr. Gery Chico, Chairman, called the meeting to order at 1:35 p.m. Chairman Chico asked Ms. Kim Clarke to call the roll. Dr. Christopher Koch, State Superintendent of Education, was in attendance. A quorum was present.

Members Present  
Mr. Gery Chico, Chairman  
Mr. Steven Gilford, Vice Chairman  
Dr. Vinni Hall, Secretary  
Mr. James Baumann  
Mr. Curt Bradshaw  
Dr. Andrea Brown  
Ms. Melinda LaBarre  

Members Absent  
Dr. David Fields  

Chairman Chico thanked Bellville Township High School District 201 for allowing us to use their facility and be a part of the Honor Roll Visit at Westhaven Elementary School and tour Bellville THSD 201 East Campus.

PRESENTATIONS/SHOWCASES  
Chairman Chico introduced and welcomed administrators and staff from Sandoval CUSD #501 and Egyptian CUSD #5 that are recipients of the School Improvement Grants who presented on the progress of their respective schools.

RESOLUTIONS AND RECOGNITION  
Dr. Brown moved that the State Board of Education adopt the resolutions recognizing Craig Hedin and Steve Wallace, retiring Mt. Vernon Board Members for their commitment to the District # 80 Board of Education and their numerous contributions to the field of education. Ms. LaBarre seconded the motion and it passed with a unanimous voice vote.

PUBLIC PARTICIPATION  
The following people provided testimony on Part 226 (Special Education) rule changes:

- Melissa Taylor, Special Services Director from Belleville THSD 201  
- Amy Alsop, Illinois Federation of Teachers  
- Daryl Morrison, Illinois Education Association  

Carol Frericks, Superintendent Western CUSD #12, Connie Thomas, Principal Western High School and Cathy Croy, Principal Clay City CUSD #1 shared information on what their districts are doing regarding blended learning.

Martha Weid, Director of Curriculum and Assessment at O’Fallon Township High School spoke to the Board on the impact of numerous Illinois initiatives on educational practitioners’ and her personal evolution of the 5Essentials Survey.

Daryl Morrison, Illinois Education Association read a statement on behalf of their President Cindy Kidsha sharing the concerns the IEA has with the three Dimmick CCSD #175 waiver request changes.

Chairman Chico recognized Susan Sarfatty, Superintendent of ROE #50 St. Clair County, Bob Daiber, Superintendent ROE # 41 Madison County and Jeff Dosier,
Superintendent of Belleville Township High School District #201.

Motion:
Mr. Bradshaw moved that the State Board of Education hereby approves the consent agenda, with the exception of Agenda Item V.D.1. Request for New Intergovernmental Agreement-East St. Louis School District. Ms. LaBarre seconded the motion and it passed with a unanimous voice vote.

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

Approval of Minutes
The State Board of Education hereby approves the minutes for the February 20, 2013 board meeting.

Rules for Initial Review

New Part 20, (Standards for Endorsements in Elementary Education)

New Part 21 (Standards for Endorsements in the Middle Grades)

Part 25 (Certification)

Part 26
(Standards for Certification in Early Childhood Education and in Elementary Education)

Part 27
(Standards for Certification in Specific Teaching Fields)
The incorporation into the Illinois Learning Standards of the Common Core State Standards for English language arts and mathematics necessitate changes in the standards for teachers of elementary education and implementation of standards specific to the teachers in the middle grades. Proposed new Parts 20 and 21 will address standards for these grade levels that specifically focus on literacy and mathematics skills that teachers must possess before entering the classroom. Full implementation of the proposed new standards for elementary education and middle grades will occur by February 1, 2017, for elementary, and by February 1, 2018, for middle grades.

Two optional endorsements also are being proposed for gifted education teacher and gifted education specialist, and those standards will be placed in Part 27 as new Sections 27.490 and 27.495, respectively. While educators will not be required to obtain either endorsement for employment in gifted programs, the credential will focus both educators and professional preparation toward the unique needs of this population and the knowledge and skills to best meet these students' needs. These standards will take effect immediately.

Companion changes are being proposed in Parts 25, 26 and 27 to recognize the availability of the new endorsements in elementary education, middle grades and gifted, as well as to update terminology used regarding certification so that it reflects the new licensure system that will take effect on July 1, 2013.

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

- Standards for Endorsements in Elementary Education (23 Illinois Administrative Code 20)
- Standards for Endorsements in the Middle Grades (23 Illinois
Administrative Code 21)
- Certification (23 Illinois Administrative Code 25)
- Standards for Certification in Early Childhood Education and in Elementary Education (23 Illinois Administrative Code 26)
- Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27)

including publication of the proposed amendments in the Illinois Register.

Part 226 (Special Education)
The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Special Education (23 Illinois Administrative Code 226), including publication of the proposed amendments in the Illinois Register.

The proposed amendments delay until July 1, 2015 the implementation of new requirements specific to the qualifications of personnel who may conduct medical reviews, and provides opportunities other than certification (i.e., training, testing) for staff hired before July 1, 2015 to become qualified to conduct components of the medical review. Requirements to take effect July 1, 2013, limit the personnel qualified to make recommendations in response to educationally relevant medical findings to only certified school nurses.

Additionally, the term "medical review" is being defined in new Section 226.160(a). Neither state nor federal law prescribes the components of the medical review, and it was clear from the public comment received last year on a similar rulemaking that a medical review is not conducted in the same manner among the school districts and cooperatives in the state. As a result, the Joint Committee on Administrative Rules asked that the agency add a definition of "medical review" in Part 226 as part of a future rulemaking.

Rules for Adoption
Part 252 (Driver Education)
The State Board of Education hereby adopts the proposed rulemaking for Driver Education (23 Illinois Administrative Code 252). 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.

The proposed amendments implement a recommendation of the Instructional Mandates Task Force, which was established pursuant to P.A. 96-1374, effective July 29, 2010, to provide flexibility for school districts in their provision of behind-the-wheel driver education instruction. Additionally, various changes are being made in response to P.A. 97-1025, effective January 1, 2013, including incorporation into Part 252 of content standards for driver education developed by the Secretary of State. Only one letter of public comment was received; as a result, a provision was added to the rule to prohibit school districts from offering behind-the-wheel instruction only during the summer.

Contracts and Grants Over $1 Million
Request for RFSP
Survey of Learning Conditions
The State Board hereby authorizes agency staff to release an RSFP for the purpose of entering into a contract for a statewide Survey of Learning Conditions. The contract will extend from July 1, 2013, or upon execution, whichever is later, until June 30, 2014 with four possible one-year renewals.
That total contract will not exceed $1,806,552.

**Request for RFSP**

**SIG Lead Partners**

The State Board hereby authorizes the State Superintendent to release a request for sealed proposals for lead partners to support district and school improvement efforts for the 1003(g) School Improvement Grant for Fiscal Year 2014-2016. The total amount of federal funding available to LEAs for the overall implementation of the grants is up to $32 million under the U.S. Department of Education (ED) School Improvement Grants (SIG) program.

**Request for RFSP**

**Local Assessment Support**

The State Board hereby authorizes agency staff to release a RSFP for the purpose of entering into a contract for a Local Assessment Support Management Entity. The contract will extend from July 1, 2013, or upon execution, whichever is later, until June 30, 2015 with three possible one-year renewals. The contract will not exceed $2,483,967.

**Contract Renewal of Illinois Interactive Report Card**

**Northern Illinois University**

The State Board hereby authorizes the State Superintendent to amend and renew the agreement with NIU through June 30, 2014, and to increase the contract’s amount by $1,465,819 such that the total amount of the contract will be $2,660,818; for hosting the Illinois Interactive Report Card, Rising Star and the 21st Century Community Learning Center (CCLC) Benchmarking Tool; for providing increased maintenance and support for the growth in system users; and for additional development of the system and compliance and submission functionality.

(Dr. Harvey Smith, Director of the Interactive Report Card from Northern Illinois University and Peter Godard gave a presentation on the Interactive Report Card.)

**Financial Audit Report**


**END OF THE CONSENT AGENDA**

**REVIEW OF ANNUAL FINANCIAL PROFILE**

Mr. Baumann moved that the State Board of Education hereby approves the financial designations of school districts as set forth in the Fiscal Year 2013 Financial Profile Scores, which have been calculated using the revised methodology with data from the districts’ Fiscal Year 2012 Annual Financial Reports and, furthermore, recognizes that the districts designated on the Financial Watch List are those so identified from the Fiscal Year 2013 Financial Profile calculations. Dr. Hall seconded the motion and it passed with a unanimous voice vote.

**SPECIAL EDUCATION EXPENDITURE REVENUE REPORT**

Mr. Baumann moved that the State Board of Education hereby approves the 2013 Annual Report of Special Education Expenditures and Receipts and directs the State Superintendent to forward the report to the General Assembly and Governor by May 1, 2013. Dr. Hall seconded the motion and it passed with unanimous voice vote.
Ms. LaBarre moved that the State Board of Education hereby approves the appointment of DeRonda Williams to the State Charter School Commission to fill the reminder of a 2-year term expiring on October 2013. Dr. Hall seconded the motion and it passed with a unanimous voice vote.

Ms. LaBarre moved that the State Board hereby authorizes the State Superintendent to release an RFP whereby one or more eligible entities are expected to receive a competitive School Improvement Grant which exceeds $1 million over the term of the three year grant program (i.e., FY 2014 -- 2016). Dr. Hall seconded the motion and it passed with a unanimous voice vote.

Dr. Koch and Chairman Chico noted that they continue to meet with legislators to discuss the budget, they have testified before the House Appropriations and they will continue to work with stakeholders to be able to show specific examples of impact.

Nicki Bazer provided the Board with a legislative update of matters before the General Assembly. She also reported that they have been working with agency staff on the Licensure Renewal Legislation and it will be ready soon.

Dr. Koch reported that he just returned from Council of Chief State School Officers meeting where he interacted with members the Illinois Congressional Delegation. He also had the opportunity to meet with the Secretary of Education, Arne Duncan, and his staff. Issues discussed included sequestration, possible Early Childhood funding and technology infrastructure.

Dr. Hall reported that the Board of Directors of the National Association of State Boards of Education (NASBE) has accepted the resignation of NASBE Executive Director Jim Kohlmoos, effective March 1, 2013.

ISBE Fiscal & Administrative Monthly Reports
(available online at [http://isbe.net/board/fiscal_admin_rep.htm](http://isbe.net/board/fiscal_admin_rep.htm))

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

Section c 1 for the purpose of considering the appointment, employment, compensation, performance or dismissal of an employee; and

Section c 11 for the purpose of considering pending or probable litigation against or affecting the Board;

I further move that the Board may invite anyone they wish to have included in this closed session. Dr. Hall seconded the motion and it passed with a unanimous roll call vote.

The Board entered into closed session at 5:20 p.m. and reconvened from closed session at 6:05 p.m.

The Board came back from Closed Session and announced that no action was taken.
Chairman Chico announced that the Board had completed an annual performance evaluation of Dr. Koch and that he received a "Superior" rating.

Dr. Hall moved that the meeting be adjourned. Mr. Bauman seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 6:07 p.m.

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Gery J. Chico
Chairman
Illinois State Board of Education Meeting
Crouse Education Center
Indian Prairie School District #204
780 Shoreline Drive
Aurora, Illinois 60504

June 19, 2013

ROLL CALL

Mr. Gery Chico, Chairman, called the meeting to order at 1:00 p.m. Dr. Christopher Koch, State Superintendent of Education, was in attendance. A quorum was present.

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<th>Members Present</th>
<th>Members Absent</th>
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<tr>
<td>Mr. Gery Chico, Chairman</td>
<td>Ms. Melinda LaBarre</td>
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<td>Mr. Steven Gilford, Vice Chairman</td>
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<td>Dr. Vinni Hall, Secretary</td>
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<td>Mr. James Baumann</td>
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<td>Mr. Curt Bradshaw</td>
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<td>Dr. Andrea Brown</td>
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<td>Dr. David Fields</td>
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Chairman Chico thanked Indian Prairie School District 204 for hosting the meeting and noted that Illinois State Board of Education board member Curt Bradshaw is the former board president of Indian Prairie School District #204.

PRESENTATIONS/ SHOWCASES

Chairman Chico introduced and welcomed Dr. Kathryn Birkett, Superintendent of Indian Prairie School District along with administrators and staff. Dr. Birkett shared with the Board a presentation on the districts academic growth and board rules put into place to achieve this growth.

Dr. Hardy Murphy, Superintendent of Evanston/Skokie Community Consolidated School District # 65 shared a presentation on Standards and Expectations. Dr. Hardy explained how his district continues to strive for academic excellence.

Dr. Erika Hunt from the Center for Education Policy at Illinois State University updated the Board Members on the implementation of the new Principal Preparation Programs in Illinois. Dr. Hunt was accompanied by Dr. Kristine Servais and staff from North Central College and Susan Schwartz from Northern Illinois University to discuss their programs and share their experiences as well as their challenges.

PUBLIC PARTICIPATION

Chairman Chico announced that the agency has received over 5000 comments (pro and con) on the proposed changes to Part 226 Special Education (class size rules). He noted that the Board will not be acting on Part 226 (Special Education (class size rules) today. 10 people provided testimony on the Part 226 (Special Education) rule changes:


RESOLUTIONS AND RECOGNITION

Mr. Baumann moved that the State Board of Education adopt the resolutions recognizing Stephanie Hawkins, 2012 Milken National Educator, Ron Moehring, 2012 Thomas Lay Burroughs Award Recipient, Holly Johnson, 2013 Arts Alliance Poster Contest Winner, Maryna Mitchell, Horace Mann Educator of the Year and Dr. Preston Williams retiring Superintendent of Urbana School District #116. Dr. Fields seconded the motion and it passed with a unanimous voice vote. (Art Instructor, Mr. Greg Gardner accepted the resolution on behalf of Holly Johnson the 2013 Arts Alliance Poster Contest Winner).
Chairman Chico acknowledged and thanked Ajay Tungare, Special Assistant to the Office of the Superintendent who will be completing his internship at the agency in July under the Princeton Project 55 Fellow.

The Student Advisory Council (SAC) presented its report to the board, “It Affects All of Us: Funding Education In Illinois”.

The Student Advisory Council Power Point presentation and video can be found on the Illinois State Board of Education Website:

Chairman Chico recognized the graduating members of the Student Advisory Council by awarding them a certificate of appreciation.

Consent Agenda

Motion:
Mr. Baumann moved that the State Board of Education hereby approves the consent agenda, with the exception of Agenda Item VI. F. FY 2012 Compliance Report. Dr. Hall seconded the motion and it passed with a unanimous roll call vote.
The following motions were approved by action taken in the consent agenda motion.

Approval of Minutes
The State Board of Education hereby approves the minutes for the May 16, 2013, board meeting.

Contracts and Grants Over $1 Million

Request to Release Grant
Illinois Mathematics and Science Partnership
The State Board hereby authorizes the State Superintendent to release an RFP whereby one or more entities are expected to receive an Illinois Mathematics and Science Partnership (IMSP) Grant for a maximum amount not to exceed $1,200,000 for the initial term and two possible one year renewals for $1,200,00 each. The total award over the three year period will not exceed $3,600,000.

Request to Award Grant
Race to the Top Early Learning Challenge
The State Board of Education hereby authorizes the State Superintendent to enter into a new Grant Agreement with the Illinois Resource Center in the amount of $1,000,000 effective July 1, 2013, through December 31, 2016, for the transfer of funds for Race to the Top, Early Learning Challenge, Phase 2.

Request to Award Grant
Illinois Early Childhood Asset Map
The State Board hereby authorizes the State Superintendent to enter into a grant agreement with the Board of Trustees of the University of Illinois in an amount not to exceed $2,500,000. The initial term for FY 2014 will be no greater than $500,000. The grant will have four potential renewals for a term to end no later than June 30, 2018, and will not exceed $2,500,000.

Approval of School Improvement
The Board hereby authorizes the State Superintendent to enter into respective School Improvement Grant agreements with Rock Island SD #41 ($6,000,000), Danville CCSD #118 ($6,000,000), City of Chicago #299 ($10,000,000), in an amount not to exceed a total of $22,000,000 over a three (3) year grant term.
Update to the Strategic Plan
The State Board of Education hereby approves the Draft 2013 Strategic Plan Progress Report as presented per discussion in the June Board meeting.

FY 2012 Compliance Report
(No action taken at this time.)

FY 2014/2015 Audit Plan
The State Board of Education hereby accepts the FY 2014/2015 Audit Plan.

END OF THE CONSENT AGENDA

PART 226
SPECIAL EDUCATION (CLASS SIZE RULES)

QUALIFIED ZONE ACADEMY BOND AUTHORIZATIONS

Dr. Brown moved that the Illinois State Board of Education approve the applications submitted by the districts listed below for designation of $10,190,572 in bonds from the calendar year 2012 allocation as Qualified Zone Academy Bonds pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (the Qualified Zone Academy Bond Program). Dr. Fields seconded the motion and it passed with the previous roll call vote.

2014 BOARD MEETING DATES

Mr. Bradshaw moved that the State Board of Education hereby approves the 2014 dates for State Board of Education meetings as discussed and amended. Dr. Fields seconded the motion and it passed with the previous roll call vote.

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<th>2014 BOARD MEETING SCHEDULE</th>
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<td>January 22-23</td>
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<td>February 19</td>
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<td>March 12-13</td>
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<td>April 9 (as amended)</td>
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<td>August 20 (as amended)</td>
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<td>November 21</td>
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<td>December 17-18</td>
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Mr. Baumann and Mr. Wolfe updated that Board on the status of the FY 2014 budget and will continue to inform the Board on any actions taken by the Governor related to the budget.

Nicki Bazer provided the Board with a legislative update on the status of the FY 2014 budget. She also reported that the Governmental Relations staff has been working with agency divisions to develop legislative proposals for the spring 2014 legislative session.

Dr. Koch reported that senior staff continues to work on the retreat for September. The Funding Formula Working Group Report will be ready for the September retreat. Superintendent Koch stated that we are hoping to bring in some legislators from the Funding Advisory Committee to speak during the retreat and we are extending invitations to them at this time. Chairman Chico suggested that we take a look at curriculum overview in reference to what districts should be doing and offering in their curriculums. Our legislative staff along with agency staff will continue to develop our legislative proposals for the spring 2014 legislative session; we would like to have them ready by January so that the General Assembly has plenty of time to discuss and deliberate them.

Mr. Bradshaw recommended that we review our Strategic Plan Goals.

Chairman Chico reported that since the May board meeting most of his time has been dedicated to working on the budget.

Dr. Hall reported that she will be attending the National Association of State Boards of Education (NASBE) The Learner and Learning 2013 and Beyond study group on July 27, 2013. Dr. Hall commented that she will be unable to attend the NASBE Annual Conference on July 28-30, 2013 in Arlington, Virginia and asked if any other board member would be interested in representing Illinois at the conference and moderating a panel of experts on Early Childhood.

Dr. Brown commented that she will be attending the 2013 Education Commissions of the State National Forum on Education Policy on June 25-27, 2013 in St. Louis, Missouri.

Dr. Fields reported that he attended the Teacher Recognition Award Luncheon at the Governor’s Executive Mansion and the Illinois Future Farmers of America State Convention on June 11, 2013 in Springfield. Dr. Fields said he has been contacted by the Ericksen Institute to participate in a study on the dropout rates of students of color.

ISBE Fiscal & Administrative Monthly Reports
(available online at http://isbe.net/board/fiscal_admin_rep.htm)

Dr. Hall moved that the meeting be adjourned. Mr. Bauman seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 4:50 p.m.

Respectfully Submitted,

Dr. Vinni Hall
Board Secretary

Mr. Gery J. Chico
Chairman
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
         Susie Morrison, Deputy Superintendent/Chief Education Officer
         Nicki Bazer, General Counsel

Agenda Topic: Action Item: Amendments for Adoption
               New Part 20 (Standards for Endorsements in Elementary Education)
               New Part 21 (Standards for Endorsements in the Middle Grades)
               Part 25 (Educator Licensure)
               Part 26 (Standards for Certification in Early Childhood Education and in Elementary Education)
               Part 27 (Standards for Certification in Specific Teaching Fields)

Materials: Recommended Rules

Staff Contacts: Vicki Phillips, Division Administrator
               Kellee Sullivan, Division Administrator

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

Relationship to/Implications for the State Board’s Strategic Plan
This proposal relates to Goals 1 and 2 (student achievement and highly prepared and effective teachers and school leaders), as it addresses the knowledge and skills that teachers in the elementary and middle grades must possess in order to ensure that all students are prepared for success after high school, as well as establishes standards for optional gifted education endorsements.

Expected Outcome of Agenda Item
The Board will be asked to adopt Parts 20 and 21, and amendments to Parts 25, 26 and 27.

Background
Parts 26 and 27 (Standards for Certification in Early Childhood Education and in Elementary Education, and Standards for Certification in Specific Teaching Fields) are two of six sets of the agency’s administrative rules that establish the framework for the following:

- improvement of teaching and learning;
- foundation for the design of educator preparation programs at colleges and universities;
- criteria for the approval of preparation programs at colleges and universities; and
- basis for state licensure tests.

Further, the rules define the overall knowledge and skills that teachers must have in their professional roles to ensure that Illinois students meet or exceed the expectations defined by the Illinois Learning Standards.
Both parts of rules were promulgated in 2002. Since that time, only Part 27 has been amended to add additional teaching fields. Various improvement efforts relative to the education profession have resulted in changes that are not reflected in the standards set forth in the rules. For Part 26, in particular, the incorporation into the Illinois Learning Standards of the Common Core State Standards for English language arts and mathematics necessitate changes in the standards for elementary education and implementation of standards specific to the middle grades. Proposed new Parts 20 and 21 will address standards for these grade levels that specifically focus on literacy and mathematics skills that teachers must possess before entering the classroom.

Full implementation of the proposed new standards for elementary education and middle grades will occur by February 1, 2017, for elementary, and by February 1, 2018, for middle grades. In the case of elementary education standards, this delayed effective date will allow sufficient time for existing programs to align their course of study to the new standards and for candidates currently enrolled to complete these programs and be issued the current elementary education endorsement before the new standards take effect. To minimize the effect of making a transition from the existing standards to the new standards, the proposed amendments prohibit institutions from placing candidates after October 1, 2015, into existing elementary programs that have not shown alignment to the new standards via a re-approval process. For the middle grades, candidates currently must complete certain coursework but not an approved program, so any institution wishing to offer a middle grade program would be submitting a proposal for a new program approval rather than revamping a currently approved program.

Two optional endorsements also are being proposed for gifted education teacher and gifted education specialist, and those standards will be placed in Part 27 as new Sections 27.490 and 27.495, respectively. While educators will not be required to obtain either endorsement for employment in gifted programs, the credential will focus both educators and professional preparation toward the unique needs of this population and the knowledge and skills required to best meet the needs of gifted and talented students. These standards will take effect immediately.

Companion changes are being proposed in Parts 25, 26 and 27 to recognize the availability of the new endorsements in elementary education, middle grades and gifted, as well as to update terminology used regarding certification so that it reflects the new licensure system that took effect on July 1, 2013.

The proposed rules and amendments were published in the Illinois Register April 12, 2013, to elicit public comment. For all of these sets of rules, 134 letters were received. Since many of the issues raised are the same among the Parts, a single summary and analysis of public comments, and any recommendations for changes as a result, follows this memo.

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

**Policy Implications:** As noted above, the incorporation into the Illinois Learning Standards of the Common Core State Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, and the Common Core State Standards in Mathematics represents potential for a shift toward college and career readiness in the preparation of students in kindergarten through grade 12 (K-12). The proposed Standards for Endorsements in Elementary Education (new Part 20) and the proposed Standards for Endorsements in the Middle Grades (new Part 21) seek to realize this potential through the integration of the Common Core State Standards (CCSS) into teacher preparation standards.
used for program approval and content-area examinations so as to embody the content and pedagogical knowledge necessary to work with children in these specific grade/age bands.

The proposed standards address the preparation of teachers working with students in the elementary grades (defined as grades 1 through 6) and in the middle grades (defined as grades 5 through 8). The grade ranges being proposed for each endorsement are the outcome of careful and deliberate consideration of input that agency staff received from stakeholders who represent children ages birth through high school, as well as a wide variety of perspectives regarding education and child development. Meetings with stakeholders began on February 14, 2011, and continued on a regular basis for more than a year in order to allow a wide variety of participants with an interest in the consideration of grade ranges for licensure to be a part of the conversation and debate. In the near future, additional changes to Part 26 will be proposed and brought to the Board for its consideration to specifically address requirements for the preparation of early childhood teachers and receipt of an early childhood education endorsement applicable to the grade ranges of birth to grade 2.

The standards being proposed for elementary education and the middle grades recognize that the academic and social-emotional developmental needs of students in the elementary grades are different from those of students in the middle grades; therefore, the proposed rules create separate endorsements that allow for the focused preparation of a teaching force attuned to the distinct needs of each student group. The rationale for this shift in preparation philosophy is well documented and supported by the Association for Childhood Education International (ACEI) and the Association for Middle Level Education (AMLE). Currently, the standards for each grade ban address only literacy and math; however, it is the intent that standards specific to other core subject areas, such as science and the social sciences, will be added once those standards for students are developed and incorporated into the Illinois Learning Standards.

The standards set forth in the proposed rules reflect the input and deliberations conducted over the past two years of stakeholders from across the state. These stakeholders, representing higher education, K-12 practitioners, policymakers, and professional organizations, have proposed grade-range-specific standards aligned to the CCSS and embodying the Illinois Professional Teaching Standards, which are set forth in Part 24 (Standards for All Illinois Teachers). The proposed standards in literacy and mathematics are aligned to what teachers need to know and be able to do in order to prepare students to be college and career ready.

In addition to the CCSS and their related documents, the literacy standards have been influenced and supported by the work of the International Reading Association, reports of the National Reading Panel (2000), the National Early Literacy Panel (2008), and the National Literacy Panel for Language Minority Children and Youth (2006); studies commissioned by the U.S. Congress and the U.S. Department of Education; and work funded by the Carnegie Corporation. In relation to the middle grades, research and standards of the National Council of Teachers of English also have provided great influence.

Many of the resources consulted in the mathematics standards work are encapsulated in the report recently released by the Conference Board of the Mathematical Sciences titled, *The Mathematical Education of Teachers II* (2012). The Conference Board of the Mathematical Sciences, consisting of 16 national and international organizations representing both math education and other math professions, issued the report outlining and supporting six recommendations for the education of teachers of math. These recommendations incorporate the CCSS, draw on current research, address the needs of students at various grade ranges, and are reflected in the sets of standards presented in the proposed rules.
The proposed standards for optional endorsements for gifted education teacher and the gifted education specialist represent a potential opportunity for institutions of higher education and K-12 educators to expand knowledge about gifted and talented education and better serve all students. These standards were developed in consultation with the Advisory Council on the Education of Gifted and Talented Children, including an advocate for twice-exceptional children (students with disabilities identified as gifted), and draw from the standards developed by the National Association for Gifted Children.

Citations to the studies used in the development of these sets of standards are presented at the end of this memo.

**Budget Implications:** None.

**Legislative Action:** None needed.

**Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**

It is timely and appropriate to begin the alignment of standards specific to literacy and mathematics to the CCSS, as educators, both in higher education and elementary and secondary institutions, work to infuse the standards into their programs and the curriculum. The addition of optional endorsements for gifted education teacher and gifted education specialist will enable educators who choose to do so to further their knowledge and skills in this specialty to better meet the needs of the students they serve; however, no gifted educator will be required by the proposed rules to hold this endorsement as a condition of employment in gifted programs.

Not proceeding with the implementation of the new standards and grade spans has the potential to disadvantage educators who might find themselves not properly prepared to provide instruction aligned to the CCSS and limit their ability to ensure that each of their students is ready for college or a career upon graduation.

**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 rulemakings for:

- Standards for Endorsements in Elementary Education (23 Illinois Administrative Code 20)
- Standards for Endorsements in the Middle Grades (23 Illinois Administrative Code 21)
- Educator Licensure (23 Illinois Administrative Code 25)
- Standards for Certification in Early Childhood Education and in Elementary Education (23 Illinois Administrative Code 26)
- Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27)

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.

**Standards Development**

*Elementary Education and Middle Grades*

- Association for Middle Level Education. (2006). AMLE, formerly National Middle School Association's Position Statement on the Professional Preparation of Middle Level Teachers.

*Gifted Education*

Summary and Analysis of Public Comment

Part 20: Standards for Endorsements in Elementary Education
Part 21: Standards for Endorsements in the Middle Grades
Part 25: Educator Licensure
Part 26: Standards for Certification in Early Childhood Education and in Elementary Education
Part 27: Standards for Certification in Specific Teaching Fields

Comments on particular topics often addressed more than one Part of rules that are under consideration. For this reason, the summary and analysis has been organized by general topic, with the specific Parts of rules affected noted.

Endorsements for Elementary Education

Comment

Many of the commenters questioned the deadline by which existing elementary education preparation programs and any new elementary education preparation program must align to the proposed standards, specifically the deadline of July 1, 2014, set forth in Section 20.10(c) for admitting candidates to existing elementary education programs. They said the deadline was unreasonable, as it did not allow sufficient time for programs to make changes necessary to align to the proposed standards nor for the Illinois Board of Higher Education (IBHE) and the State Board to adequately review and act on applications for re-approval of existing programs. Most of the comments addressing the deadline suggested that it be extended at least two years following the effective date of the rules. Additionally, commenters indicated the February 1, 2017, deadline for all programs to be aligned to the standards proposed in Part 20 also needs to be extended two years.

As support for the requested extension, one commenter said she believes the July 1, 2014, date will discourage incoming freshmen who are enrolling in fall 2013 from choosing to enter elementary education since no new programs will yet be in place. The deadline also would be detrimental to transfer students, she said, since coursework that they have completed to date aligns to the existing standards rather than to the proposed standards. She also mentioned that a mid-year deadline for completing programs and obtaining the endorsement will result in candidates in a single institution graduating from two different programs in the same academic year. Several individuals predicted that their institutions may be unable to accept any new candidates for the elementary education preparation program either in fall 2013 or spring 2014 due to the short timeframe proposed. This inability to accept new candidates would result in financial hardships, they said.

One person also pointed out that changes in programming and coursework would be confusing for currently enrolled candidates, who may have to take additional coursework, which then could delay program completion and graduation. A commenter also asked that any candidate currently enrolled in an elementary education preparation program be allowed to complete the program under the standards in effect at the time of admission. As an alternative, another commenter suggested that programs be allowed to continue admitting new candidates during the redesign phase (until fall 2015) and allow those students who enter a current program at that time until spring 2019 to qualify for and receive the current elementary endorsement.
Another commenter said he is concerned about institutions being confronted with changes so soon after they have reformatted their educator preparation program to align to other new standards that the State Board has adopted in the last several years. Instead of requiring that existing programs seek re-approval, the commenter suggested the State Board inform programs of the new requirements and remind them of the need to ensure that their programs align.

Commenters also discovered a discrepancy between Parts 20 and 26 regarding the deadline for admitting candidates to elementary education preparation programs approved under the current standards. In new Part 20, the deadline is stated as July 1, 2014, and in Part 26, which addresses the existing standards for elementary education endorsements, the deadline instead is February 1, 2014. Additionally, one commenter thought the wording of Section 26.300(c) was confusing since it references a part of rules that will no longer be in effect after January 31, 2017.

Analysis

The amount of work required to align existing elementary education preparation programs to the new standards will vary by institution and program. Institutions will be required to redesign their elementary education programs given that the current programs were designed and approved based on meeting the needs of teachers as they were prepared to teach kindergarten through grade 9. The new programs prepare teachers for grades 1 through 6, so they must focus on these grade levels in a more intensive and in-depth way. The new standards will be in effect in the fall, so institutions will have more than two years to realign programs and complete the approval process with the State Board, a timeline that staff believe is reasonable.

According to a representative of the Illinois Board of Higher Education, existing elementary education preparation programs will not need to submit a full application to that board for approval. Instead, the change in programming required to align to new literacy and mathematics standards would represent a "reasonable and moderate extension of approval" accomplished through a change request rather than full and complete application.

In choosing deadlines for a candidate's admission to an existing program, staff considered when institutions of higher education generally begin and complete the admission process for candidates starting an educator preparation program for the fall semester. Staff agree, however, that the July 1, 2014, date by which candidates may be admitted to currently approved programs will not give institutions sufficient time to have new programs in place, which could adversely affect the institutions' ability to continue to admit candidates in fall 2014. The proposed deadline also did not take into account candidates who may be admitted at the start of the academic year. The fall 2015 deadline for admission to existing programs is a satisfactory alternative. Similarly, the date for completion of existing programs also should consider summer graduates and be extended.

The discrepancy between Parts 20 and 26 was unintended and should be corrected. The intent of the requirement in Section 26.300(c) is to communicate that candidates enrolled in elementary education preparation programs that have been approved in accordance with the current standards set forth in Part 26 must complete those programs and receive their elementary education endorsement no later than January 31, 2017. After that point in time, any candidate seeking an elementary education endorsement would need to complete a program that is aligned to the proposed standards articulated in Part 20. Staff believe the rule is clear, as written.
Recommendation

It is recommended that the following sections of the rulemakings be modified as follows.

Section 20.10(c)

c) Beginning October 1, 2015 July 1, 2014, no candidate shall be admitted to an elementary education program that has not been approved under this Part. Any candidate who is enrolled in an elementary program not approved under this Part shall complete the program and have the elementary endorsement issued no later than on or before September 1 January 31, 2017 and have the elementary education endorsement issued by September 1, 2018.

Section 25.97 introduction

The requirements of 23 Ill. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions and has the elementary endorsement issued on or before September February 1, 2017 and has the elementary education endorsement issued by September 1, 2018. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education), as well as those completing programs on or after September February 1, 2017, the requirements of this Section shall apply.

Section 26.300(c)

c) No candidate shall be admitted to a program approved under the provisions of this Subpart B after October 1, 2015 February 1, 2014. Any candidate who is enrolled in an elementary program approved under this Part shall complete the program and have the elementary endorsement issued no later than on or before September 1 January 31, 2017 and have the elementary education endorsement issued by September 1, 2018.

Comment

Another major concern expressed by commenters was the shift in the elementary education endorsement from a kindergarten-through-grade-9 credential to one that is valid for grades 1 through 6. In particular, commenters stated that kindergarten should be included in the grade span of the elementary education endorsement rather than being placed only with the early childhood credential. With the proposed, more limited endorsements, school districts will have difficulties both in hiring appropriately qualified staff and making assignments within schools, as the teachers obtaining the new elementary education endorsement will no longer be qualified to teach kindergarten, commenters stated. Further, one said the endorsement will complicate "looping" practices, where students are taught by the same teacher for two or more years at successive grade levels.

One commenter noted that "no research substantiates" that the practice of linking kindergarten with early childhood education results in improvements to instruction or student achievement. In fact, she said schools also begin development activities in kindergarten related to reading skills acquired in first grade. Others also mentioned the importance of the Common Core State Standards (which are incorporated into the Illinois Learning Standards) and its inclusion of
English language arts standards for kindergarten through grade 5, with a strong emphasis on "emergent literacy".

Additionally, out-of-state employment opportunities for candidates completing elementary education preparation programs in Illinois may be limited, if those states issue elementary credentials that include kindergarten, one commenter noted, and the majority of Illinois elementary schools begin with kindergarten.

In contrast to the above remarks, one group urged the agency to consider an early childhood endorsement that includes prekindergarten through grade 2 and begin the elementary education endorsement at grade 3. This will ensure that teachers in the early grades have the "unique skills and knowledge" for this age range.

Analysis

Children between the ages of 4 and 6, the age typical for kindergarten enrollment, vary a great deal in their developmental maturation, as well as in their school readiness skills. While many children have attended day care centers since a young age and/or have been enrolled in preschool programs that emphasized academic and social skills that assist children navigate the classroom environment, other children have a great deal less preparation. For these reasons, teachers of kindergarten students must have a greater focus on child development than is required of elementary-level teachers. Early childhood preparation programs focus more intensely on the developmental needs of children in this age range, and maintain a critical link between prekindergarten and kindergarten. Additionally, the working group that developed the standards strongly supported the elementary endorsement starting at grade 1.

While it is true that the Common Core State Standards begin with kindergarten, the content knowledge and skills that kindergarten teachers will need to help students achieve these standards, particularly those in literacy, are expected to be articulated in the revamped standards for endorsements in early childhood education that will be brought to the Board for its consideration later this year.

Recommendation

No changes are recommended in response to these comments.

Comment

A person sought clarification on the standards that would apply to other content areas, such as fine arts, physical education and health. He also asked if programs addressing social sciences and natural sciences would need to be redesigned once new standards are in place. Finally, he wondered whether the content-area test for elementary education would address current standards in areas other than literacy and mathematics and asked for a timeline for when the new portions of the test covering literacy and mathematics would become available.

Another person was concerned that the proposed standards appear to neglect social sciences and natural sciences. He indicated it would be problematic for programs to align to two different sets of standards (i.e., those in Part 20 for literacy and mathematics and those in Part 26 for other core content areas), if the additional content-area standards set forth in Part 26 remain applicable.
Analysis

The commenters’ assumption is correct in that the standards articulated in Subpart B of Part 26, other than literacy and mathematics, will continue to apply to both the approval of preparation programs and the examination required for receipt of the elementary education endorsement. That intent needs to be communicated in the final rules when adopted. Staff are working to update standards for all content, including social sciences and natural sciences, and general areas outlined in Part 26. Those standards, when developed, eventually will be placed in Part 20 and will replace the elementary standards set forth in Part 26.

Recommendation

It is recommended that Section 26.100 be modified as follows.

Beginning February 1, 2017, the provisions of Sections 26.320 and 26.330 of this Part are replaced by 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education) as the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24) and the standards in this Subpart B other than those in Sections 26.320 and 26.330, shall apply to the issuance of an endorsement in elementary education on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Subpart B shall apply both to candidates for an endorsement in elementary education and to the programs that prepare them.

Comment

A commenter asked why the Next Generation Science Standards (NGSS) had not been incorporated into Part 20, along with standards for literacy and mathematics. Failure to update the science standards will mean that program redesign will be piecemeal, and institutions will have to repeat the process once the NGSS are in place, he explained.

Analysis

The State Board has not yet adopted the NGSS as part of its standards for students in kindergarten through grade 12 (K-12). While incorporation of the NGSS into the Illinois Learning Standards is under discussion and eventually would be placed in agency rules governing Public Schools Evaluation, Recognition and Supervision (Part 1), their application to teacher preparation programs and K-12 educators would be premature before that incorporation has at least been proposed.

Recommendation

No change is recommended in response to this comment.

Comment

Commenters also addressed the content of the standards for mathematics listed in Part 20. One individual said the standards set forth in Sections 20.120(a)(1)(F) and (a)(1)(G) are "too advanced" for the elementary grades. On the other hand, he said other concepts, such as percentage, Pythagorean Theorem, and the use of linear functions to model real-work situations, should be included since the CCSS address this content at grades 7 and 8.
Other commenters focused on the inclusion of college algebra and statistics in the standards for elementary teachers (subsections Sections 20.120(a)(1) and (a)(2)). Citing the Conference Board of Mathematical Sciences' publication titled, *The Mathematical Education of Teachers II (METII)* (2012), the commenters asked that subsection (a) be removed from the rulemaking. They said the standards set forth in subsection (a) emphasize the development of algebraic skills, which do not "meet the needs of elementary teachers". They called the standards pertinent to statistics a description of "recipe-based statistic courses" that do not include sufficient emphasis on data and concepts. The standards specific to algebraic thinking and statistical reasoning that are proposed in Section 20.120(c) are more appropriate ones for teachers of students in this age range, the commenters suggested.

**Analysis**

The proposed standards were not developed in isolation. Representing higher education, K-12 practitioners, policymakers and professional organizations, the working group that drafted the standards also consulted the recently METII from the Conference Board of the Mathematical Sciences, and reports of the National Research Council Committee on Early Childhood Mathematics and the National Council of Teachers of Mathematics, as well as other research. The standards reflect the CCSS and focus on the mathematical development of children. In particular, the standards embody recommendations from METII that elementary teachers must grasp "the fundamental ideas of elementary mathematics, their early childhood precursors, and middle school successors". Further, the standards provide a "solid understanding of the mathematics" that elementary teachers will teach.

It is essential that students in elementary school are introduced to the concepts that will form the building blocks of the more advanced mathematics that they will receive in middle grades and beyond. Exposure to statistics and algebra will not only help the elementary teacher provide instruction that will adequately prepare students for higher-level mathematics, it also is essential for a teacher's understanding of data-driven decision-making inherent in understanding assessment systems and effectuating school improvement reforms.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

One person commented that the elementary program should not include coursework in the social sciences and natural sciences since those courses are part of the institution's general education requirements.

**Analysis**

The commenter is referring to the requirements for the elementary education endorsement that are proposed in Section 25.97 of rules governing Educator Licensure. The intent of the requirement is to ensure that content the candidate receives specific to the natural sciences and social sciences addresses the elementary education environment. While the general coursework offered by postsecondary institutions may include at least one course in the sciences and one course in the social sciences, those courses often are general survey classes that address topics not necessarily pertinent to the elementary education curriculum. An
institution may choose to propose in its application for program approval that one or more of these general education courses be an acceptable substitute for coursework specific to elementary education in these content areas, but evidence would need to be provided of the course’s relevance to the major area of study of the candidate and of alignment to the standards set forth in Part 26.

Recommendation

No changes are recommended in response to this comment.

Comment

A person asked if coursework addressing the social sciences and natural sciences for the elementary education endorsement could include methods or pedagogy coursework.

Another person indicated that the term "coursework" would cause confusion for institutions and that the proposed rule should prescribe the required number of courses or semester hours to be completed.

Analysis

The purpose of including coursework in the social sciences and natural sciences is to focus on the content that will be addressed in the elementary curriculum rather than to expose candidates to methods for instruction of that content or science of teaching. Any coursework included as part of an approved program should primarily include content in the social sciences and natural sciences and that content should align to the applicable standards set forth in Part 26. It may be difficult for institutions to address the necessary areas of content if coursework were to be focused on methods and pedagogy, as coursework for the natural sciences and social sciences may be completed as part of the general education curriculum, as noted above. Whether the coursework sufficiently focuses primarily on content and meets the applicable standards will be evaluated as part of the program re-approval process.

In terms of addressing the comment related to “coursework”, agency staff would not support prescription in the rules of course hours to be completed. The rule’s intent is to allow flexibility in terms of integrating content in multiple areas and creating more cross-cutting and innovative courses going forward into the future. For instance, a course titled, “Forensic Science”, may address both life science and physical science, as it would likely merge biology and chemistry. It could potentially fulfill the coursework requirements for both areas.

Recommendation

No changes are recommended in response to this comment.

Endorsement for the Middle Grades

Comment

A commenter asked that the agency continue to "approve" coursework currently required for the middle grades endorsement until July 1, 2015, under the current standards. After July 1, 2015, the commenter said the standards proposed in Part 21 should apply to an institution's request to establish an endorsement program for the middle grades. He and others also requested
delaying the requirement that endorsements align to Part 21 until February 1, 2020 (rather than February 1, 2018).

Analysis

Currently, an individual who wishes to obtain a middle grades endorsement must have completed 18 semester hours in the content-area of major teaching assignment, in addition to:

- three semester hours of coursework that includes middle-grade philosophy, middle-grade curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child) in the middle grades, including content area (e.g., science, social sciences) reading instruction; and
- three semester hours of coursework that includes educational psychology focusing on the developmental characteristics of early adolescents, the nature and needs of early adolescents, and the role of the middle-grade teacher in assessment, coordination and referral of students to health and social services.

The changes proposed in Part 27, however, do not set a date for when the State Board will stop issuing approval for middle school coursework that qualifies a candidate for the existing endorsement. Institutions that offer approved courses may continue to offer the coursework to candidates while they develop middle grades endorsement programs that align to the requirements of Parts 21 and 27. Those institutions, however, will have more than four years to get new programs in place, and staff believe that the February 1, 2018, implementation date is sufficient time for those programs to be developed, approved and implemented.

Recommendation

No changes are recommended in response to these comments.

Comment

Section 21.100 requires that, in addition to the standards set forth in Part 21, teachers in the middle grades possess the knowledge and skills articulated in the Middle Level Teacher Preparation Standards, which are developed by the National Association for Middle Level Education. Those standards, commenters pointed out, require that middle grade teachers hold content endorsements in two areas. The commenters believed that by following the provisions of Section 25.99, which requires one content-area specialty, institutions could risk not meeting certain national accreditation standards, and candidates completing Illinois programs would not be considered to be appropriately prepared. Knowledge and skills in two content areas also contributes to teachers' ability to "make interdisciplinary connections" across the curricula, they said.

Analysis

The proposed rules would not prohibit an institution from requiring that candidates enrolled in its middle grades endorsement program complete coursework in addition to what is required in Section 25.99 of rules governing Educator Licensure, and that additional coursework might include coursework in two content areas. In order to qualify for the endorsement, however, the candidate need only complete coursework in at least one content area. Since middle grades programs will consist of 32 hours, candidates wishing to complete coursework in two content
areas may need time beyond the standard four years in order to finish the program. The purpose of the proposed rule, therefore, is to provide flexibility for institutions. If the institution's accreditation process necessitates that candidates qualify for two content areas, the proposed rules would not restrict the institution from making that requirement a part of its program.

Recommendation

No changes are recommended in response to these comments.

Comment

Several commenters asked that the agency remove the requirement that the middle level standards apply to individuals receiving endorsements that cover all of kindergarten through grade 12 (called "special K-12") or prekindergarten through grade 12 (called "special preK-12"). They believed the requirement in Section 21.10(c) that both preparation programs and the examination for this endorsement area align to the standards was inappropriate since special K-12 programs are not being "redefined" at this time. Another person asked if a K-12 program's alignment to the literacy standards will result in a candidate's receiving a middle grades endorsement.

A commenter asked if the middle grade literacy standards applied to anyone seeking a special K-12 endorsement for the first time in a major area of study of physical education, music, art or foreign language. In addition, he asked if the literacy standards would be covered on the content-area test for the special K-12 endorsement or on another examination. He also wanted to know if special K-12 programs would need to be redesigned and re-approved to show alignment to the standards.

Analysis

Requiring alignment of the coursework and assessment for the special K-12 and special preK-12 endorsements was, in part, to stress the importance of knowledge and skills related to literacy in the work of these educators. The commenters are correct in that agency staff should take a holistic look at these two endorsements and their relationship to standards set forth in all grade bands of elementary, middle grades and high school.

Recommendation

It is recommended that Section 21.10(c) be removed from the rulemaking.

e) The Literacy Standards for All Teachers of Middle Grades set forth in Section 21.120 of this Part, together with the standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24), shall apply to the issuance of the special PreK-12 or K-12 endorsement on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in Section 21.120 shall apply both to candidates for the special PreK-12 or K-12 endorsement and to the programs that prepare them. That is:

1) on or before February 1, 2018, approval of any teacher preparation program or course of study that prepares teachers to teach in prekindergarten through grade 12 or kindergarten through grade 12 pursuant to the State Board’s rules for Educator Licensure (23 Ill. Adm.
Code 25, Subpart C) shall be based on the congruence of that program’s or course’s content with the literacy standards identified in Section 21.120; and

2) on or before February 1, 2018, the examinations required for issuance of a special PreK-12 or K-12 endorsement shall address the literacy standards identified in Section 21.120.

Comment

A person indicated that requiring institutions to offer a middle grades endorsement program (i.e., a separate major for the middle grades) rather than just coursework will "force small (preparation) programs to offer only elementary or secondary programs". She explained that institutions often will not count one course as meeting requirements in two different majors, thus preventing students from completing elementary education and middle grade programs at the same time. She added that the endorsement requirement will limit candidates’ employability, as well.

Related to the comment above, another person mentioned self-contained middle grade classrooms (one teacher provides instruction in most subjects) and asked how the departmentalized middle grades endorsement would affect those situations. Limiting the middle grades endorsement to grades 5 through 8 narrows career paths and places hardships on small school districts, someone else noted.

Analysis

Staff acknowledge that it may take candidates longer than it does currently to complete requirements for endorsements in the middle grades and at the elementary level. The additional concentration on the unique characteristics of adolescents, both academically and emotionally, in the proposed middle grades program, however, outweighs the desire to make it "convenient" for candidates to complete both programs simultaneously. Further, it would be inappropriate for the agency to dictate how institutions count courses for purposes of fulfilling requirements for the major offered.

As for employability, anyone who currently holds the elementary endorsement may continue to teach in kindergarten through grade 9, as long he or she also holds the credentials required for departmentalized middle schools and high school. Likewise, an individual who now has a middle grades endorsement will be able to teach in departmentalized settings serving grades 5-8, as well as at either the elementary or secondary level, depending on the grade level of the certificate that they held previous to the implementation of the licensure system. Their current credentials will allow them to continue to be assigned to these positions even after the new endorsement structure takes effect.

Going forward, the overlap between the elementary education endorsement and the middle grades will be narrowed, as the commenter noted. Since the proposed elementary education endorsement only allows one to teach in grades 1 through 6, a person who only holds the new elementary education endorsement will no longer be able to teach grades 7 or 8 even in situations where these grades are not departmentalized. Nor would a holder of only the new middle grades endorsement be able to teach in a self-contained fifth- or sixth-grade classroom, although a person holding the "old" middle grades endorsement could continue to be assigned to those classrooms. School districts may have to accept a one-time reconfiguration of their
grade structures in order to keep current staff or they may need to hire ones who hold the new elementary education or middle grades endorsement. The use of the middle grades endorsement for assigning staff will be made clear in Part 1, rules governing Public School Evaluation, Recognition and Supervision, when those rules are updated this fall.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

A commenter questioned why the proposed rules require 24 semester hours of coursework in a content area – rather than the 18 hours, as is currently required in Part 1 – and said that the rule places an "overemphasis" on "professional education over content preparation (that) will not serve future middle school students well".

**Analysis**

Over the last decade, the agency has increased the number of hours required for most content-area endorsements from 18 to 24. The requirements set forth in Section 25.99 mirror these updates.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

Another commenter suggested that "percentage" needs to be "explicitly" addressed in the middle grade mathematics standards, particularly developing an understanding of the "fraction-decimal-percent triad". He also said the use of linear functions to model real-work situations should be emphasized more since the CCSS address this at grade 8.

**Analysis**

As was noted with similar suggestions under comments above addressing the elementary education endorsement, the proposed standards were not developed in isolation. Representing higher education, K-12 practitioners, policymakers and professional organizations, the working group that drafted the standards consulted the recently released report, *The Mathematical Education of Teachers II* (METII) (2012), from the Conference Board of the Mathematical Sciences, and reports of the National Research Council Committee on Early Childhood Mathematics and the National Council of Teachers of Mathematics, as well as other research.

The standards proposed reflect the CCSS and focus on the mathematical development of children. In particular, the standards embody recommendations from METII that middle grades teachers must have an understanding of the connections between one grade band and the next. The standards, therefore, provide the road map for how these connections will be made. In this way, they set the course but should not be viewed as a limiting factor in the curricular choices of educator preparation programs as they determine the skills and competencies candidates must possess to provide instruction in middle grades mathematics.
Recommendation

No changes are recommended in response to these comments.

Comment

A commenter said he suspected institutions would attempt to include the required methods courses in content areas for the middle grades with methods courses for elementary or secondary endorsements. For this reason, he suggested that the proposed rule require that these courses be distinct from the other grade ranges in order to focus on the "very specific, unique issues" of developing competent and effective middle grade teachers.

A couple of other commenters asked that the rules be more specific as to whether and to what extent the required 32-hour major for elementary education and middle grades endorsements include methods classes, field experiences, or foundation classes.

Analysis

In the last decade, Illinois has moved from an educator preparation system that relies on "inputs" (e.g., specific courses, number of hours, content limitations) to one that instead focuses on "outputs" (i.e., alignment to standards as evidenced by candidates' passage of assessments required for licensure). For this reason, the purpose of the rules is not to set forth strict parameters for the way in which programs are designed and content delivered. It is up to the preparation program to propose a program that provides sufficient evidence that the standards for the middle grades endorsement are addressed to the degree necessary to enable candidates to pass the content-area test for that endorsement. The inclusion of the standards as part of "methods" courses at various grade levels or the use of field experiences and foundation classes are determinations best made by each preparation program, based upon how those elements complement and contribute to the quality of the overall program being proposed. If the application for program approval is lacking in that regard, State Board staff will work with the institution to correct any deficiencies noted.

Recommendation

No changes are recommended in response to these comments.

Comment

One individual called the requirements for the middle grades endorsement "ludicrous". Establishment of the endorsement will increase costs for teachers and for school districts, he said. He believes that by requiring the separate middle grades endorsement, "artificial shortage" areas will be created. He indicated the current grade-6-through-12 endorsement should be sufficient to provide departmentalized instruction at the middle grade level.

Analysis

Research conducted over the years has shown that the social and emotional needs of adolescent students differ in significant ways from those of elementary or high school students. Studies show that students who eventually drop out of school often will have feelings of disconnection starting in the middle grades. Educators now recognize that those social and emotional needs apparent in adolescents of this age may have a direct impact on the academic
success of middle school students. It is intended that the preparation for the middle grades endorsement will recognize these differences among various ages of students by providing teachers with a firm understanding of these issues and the skills and knowledge teachers will need to help mitigate any problems that may arise.

Recommendation

No changes are recommended in response to this comment.

Endorsements for Gifted Education

Comment

The majority of the commenters submitting remarks about the proposed provisions for the gifted education teacher and gifted education specialist endorsements supported the optional credentials, along with the accompanying standards. Having the endorsements, they said, recognizes the unique characteristics of gifted and talented students, a population of students who some of the commenters described as "neglected". The availability of the endorsements, although not required, will encourage institutions to create and offer coursework that addresses strategies to work with these students, a commenter said. The endorsements and standards, said another commenter, are "long overdue" and acknowledge the "value and importance" of gifted education.

Other commenters, however, asked that the endorsements be required (rather than optional), otherwise "what use is it". A commenter compared the education of gifted and talented students to the type guaranteed for students with disabilities; that is, gifted students should be educated in the "least restrictive environment" with the "appropriate challenges" and with appropriately qualified staff.

Commenters said the proposed rule could be improved by including a definition of "gifted and talented".

Analysis

Staff appreciate the support that the proposed endorsements are receiving and understand the desire of some commenters who would like for the agency to make the endorsements a requirement for employment in gifted programs. Under the School Code, however, school districts are not required to offer special programming for its gifted students, although school districts are expected to serve the needs of all of their students. In 2003, the General Assembly repealed the law that mandated all school districts to adopt and implement a plan for gifted education and provided reimbursement to school districts on a per pupil basis for those services. With no underlying legislation, it would be inappropriate to mandate that school districts only employ individuals who hold the proposed gifted endorsements either to teach gifted students or provide technical assistance and/or professional develop for gifted educators.

While Article 14A of the School Code [105 ILCS 5/Art. 14A] provides a definition of a "gifted and talented student", statutory language related to gifted deal specifically with gifted education related to programming rather than to the preparation of educators. Since gifted education in Illinois is not a required service, all of the contained language is provided only as guidance to districts and is only required insomuch as it is tied to specific funding opportunities.
For this reason, it seems impractical to ask preparing institutions to require candidates to adopt one definition of “gifted and talented” when individual districts are free to adopt their own definitions for purposes of identification and programming. Therefore, it is imperative that both gifted teachers and specialists be well-prepared with current research and theories of practice to assist the districts in which they are employed to make decisions that are aligned to current best practices and in the best interest of children in regards to considering how they define gifted and talented.

Recommendation

No changes are recommended in response to these comments.

Comment

A commenter asked if her previous experiences in gifted education "cover" her "under the proposed endorsement".

Another commenter did not agree with the limited opportunities for current gifted educators to qualify for the endorsement without having completed the coursework proposed in the rules. She noted the "huge difference" between completing a 30-hour seminar compared to the 24 semester-hours of coursework required for the endorsement. The seminar, she argued, offers “very superficial” coverage of the “critical topics and competencies needed to be an effective teacher of gifted children”. She also noted that under the proposed rules, the required teaching experience need not be in gifted education.

Analysis

If the first commenter is asking whether she will receive the endorsement without having to complete the required coursework, then she should review Section 25.100(l)(1)(B) and (2)(B), which proposes an option that educators may choose to employ in order to receive either the gifted education teacher or gifted education specialist endorsement. The option is available only for applications for the endorsement received on or before February 1, 2015, and requires:

- passage of the applicable content-area test, and
- completion of a gifted education seminar offered by the State Board of Education in conjunction with the Illinois Association for Gifted Children or recognition as a State Board-approved gifted education seminar trainer, and
- four years of teaching experience in a public or recognized nonpublic school.

The option provides a limited opportunity for educators with experience or training working with gifted populations to qualify for the endorsement. In this way, these educators are not unduly penalized. The provision is similar to other opportunities for educators to qualify for a new credential based on previous coursework and training, most notably the provisions pertaining to the receipt of the reading teacher and specialist endorsements for completion of certain coursework and passage of the content-area test.

As for teaching experience specific to gifted education, staff disagree that making that change in the rule would be appropriate. Some school districts may not offer a gifted program, but that does not mean that teachers employed in the district are not serving gifted students. In fact, one could anticipate that most classrooms include gifted and talented students whose instruction may be provided predominantly by the classroom teacher. For this reason, it would
be impossible to provide criteria that would fairly determine who has had the requisite gifted teaching experience and who has not.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

Two commenters said they believed that the requirement that candidates for the gifted education endorsement complete 24 semester-hours of coursework at the graduate level was excessive. One of the commenters called the requirement a "disincentive" to both institutions, which may have few individuals qualified to teach these courses, as well as for candidates, who may find "few gifted teaching jobs available". She suggested instead that six courses were sufficient to cover the content and provide the training necessary for gifted instruction. The other person shared that the requirements in several states that offer gifted credentials range from four courses to 12 semester-hours of coursework.

One of these same individuals also said she does not believe that a multiple-choice test is the best way in which to gauge the knowledge and skills of candidates for gifted endorsements. The complexities in identifying students and the skills needed to develop individual instructional programs cannot be measured by a test, she explained. She asked about the process to be used for test development and test validation, as well as how frequently the agency will revise the test to reflect current research on gifted education.

**Analysis**

The State Board requires that individuals who wish to qualify for endorsements in any of the content areas included in Section 25.100 of rules governing Educator Licensure complete 24 semester hours of coursework. As with the reading endorsements, neither of the gifted endorsements can be the first endorsement that an individual receives on his professional educator license after completion of his or her undergraduate educator preparation. Therefore, it is appropriate that individuals who wish to qualify for either the reading endorsements or the gifted endorsements take more advanced coursework at the graduate level that builds upon and enhances the training received during the undergraduate experience. Since the endorsements are new, institutions will need to adjust their current practices and employ additional staff in order to offer the endorsement programs, as they would with any new educator preparation program that they wish to offer. Contrary to the commenter's belief, staff anticipate that the endorsements will be attractive to teachers of gifted students (whether or not the credential is required) who wish to further the skills and competencies needed to serve this population of students.

Development of the content-area test for the gifted endorsements will be conducted using the same process that is used to develop other licensure tests to ensure that it is valid and reliable, and accurately measures whether candidates have successfully completed the endorsement program. The testing contractor will use the framework of the gifted standards to develop test items, and the test will then be "validated" through a process that includes pilot testing the items and determining the "cut scores" to be used to determine test passage. The commenter may refer to Subpart I of rules governing Educator Licensure for further details about test development.
As for a schedule for updates to the gifted endorsement tests, since the tests are aligned to the standards, it is reasonable to assume that major revisions to the test would occur at the time the standards are modified. From time to time, additional test items may be developed and included on the test, but these must align to the standards set forth in the rules.

Recommendation

No changes are recommended in response to these comments.

Comment

A commenter requested that requirements for a professional educator license endorsed in a teaching field also include coursework specific to gifted education, with an emphasis on identification of underrepresented populations (e.g., English learners, twice exceptional, minority students). She also asked that the agency require all school districts to screen their students for eligibility for gifted and talented services and to employ gifted strategies, such as acceleration for both subject and grade level, curriculum compacting and telescoping.

Analysis

As noted above, Article 14A of the School Code, which provided funding, on a formula basis, to school districts for gifted programming, was repealed in July 2003. Two years later in 2005, Article 14A was reinstated as a competitive grant program. The gifted grant program, however, has failed to receive a state appropriation since Article 14A's reinstatement and has not been implemented. For this reason, the agency has limited scope in prescribing new mandates pertaining to gifted education since it does not have an appropriation to cover the increased costs to school districts. Additionally, the Illinois Professional Teaching Standards includes instruction for gifted and talented students so that preparation programs should be addressing the needs of this student population.

Recommendation

No changes are recommended in response to these comments.

Comment

An organization indicated its agreement with the issuance of the gifted education teacher and gifted education specialist endorsements as long as the credentials remain optional and are not required under the rules for staff to be assigned to a district's gifted education program.

Analysis

The commenter correctly notes that it is the staff's summary of the rulemaking that indicates that neither endorsement is required for an individual to be assigned to a gifted education program under the changes being proposed in Part 25. Nor do State Board staff have any immediate plans of making either gifted education endorsement a requirement for assignment to a position under its rules governing Public Schools Evaluation, Recognition and Supervision (Part 1).

With that being said, however, staff cannot provide a blanket assurance that the endorsements will always be optional ones. First, the employing school district may require the credential in order for staff to be assigned to its gifted education program. Also, Part 227, which are the rules...
governing the competitive grants awarded under Article 14A for gifted education programs, addresses the qualifications of staff employed in school districts that receive these grants. The Advisory Council on Gifted and Talented Children, established under the law to provide advice to the State Board about gifted education programs, may recommend in the future that school districts show evidence of staff holding such endorsements in order to qualify for these competitive grant funds. Further, changes in the nature of gifted programming may result in a need for personnel with certain credentials so that the most appropriate and qualified individuals are available to teach students who have been identified as gifted and talented or to provide technical assistance and staff support for teachers serving in gifted education programs.

Recommendation

No change is recommended in response to this comment.

Comment

A commenter submitted a number of comments addressing the content of the standards. In particular, the commenter said he did not think that the standards showed a "connection" to the standards of the National Association of Gifted Children Teacher standards, upon which the standards proposed in Section 27.490 were based. He also believed the standards to be "incredible (sic) wordy and redundant". Remarks specific to individual proposed standards included:

- developing student pride in his or her gifts (Section 27.490(a)(2));
- providing clarity as to what constitutes "gifted and talented" and identification of gifted and talented students (Sections 27.490(a)(1), (3) and (5));
- requiring gifted education teachers to serve as role models and address extracurricular and community-based activities for the gifted and talented student (Sections 37.490(a)(6) and (7));
- providing a rule that specifically addresses the development of advanced academic skills and questions the reasons for including "so much affective attention" (Section 27.490(a));
- clarifying references in Section 27.490(b)(12) to "high-achieving" student and one who is identified as gifted and talented;
- clarifying whether modifications to the core academic curriculum will result in changes to the graduation requirements set for gifted and talented students (Section 27.490(c)(2));
- questioning the relationship of the domains listed in Section 27.490(c)(8) to the requirements of Article 14A of the School Code;
- noting the redundancy of Section 27.490(c)(11); and
- objecting to the methods of teaching prescribed in Sections 27.490(c)(13) through (16).

Analysis

Agency staff used the standards for gifted programming in prekindergarten through grade 12 developed by National Association for Gifted Children as the basis for the standards proposed in Part 27. The national association is in the process of revising specific standards for teacher preparation and once adopted, those may be used to inform the content of preparation programs, in addition to the proposed standards. Additionally, the standards set forth in Part 27 address both gifted and talented students, as well as "twice exceptional" students (a student who is identified as gifted in one or more areas of exceptionality and is eligible to receive special
education services), so Illinois’ standards may differ in some respects from those developed by the national association. The gifted advisory council, in cooperation with an advisory panel for twice-exceptional students, chose to model the programming standards, which are at a finer grain than the teacher preparation standards, had more current research support, and could be differentiated for the teacher and specialist levels. With the current teacher preparation standards in revision, the groups were uncomfortable adopting a set of standards that would be outdated by the time the rules were promulgated.

The cooperative efforts of both design groups did lead to several revisions and/or additions to the original language contained in the programming standards. Several of these were simply to adjust program level standards to the individual level to the extent possible. Others were intended to increase the emphasis on twice-exceptional populations. Finally, there were additions that were tied to influencing student outcomes that were primarily affective, and in doing so addressed more dispositional aspects of a gifted teacher or specialist.

The standards emphasize the need of the gifted education teacher to identify those students who are gifted and talented and help remove barriers that may limit their access to challenging and expanded learning opportunities. Although one may argue that the ability to assist a student in recognizing their strengths and taking pride in those areas, for instance, relates more to the disposition of the teacher than to something that can be gleaned from training, it would seem that there is a compelling body of research that would suggest that the underlying issues related to certain students’ (e.g., those who underperform, twice-exceptional students and other student populations) not acknowledging and/or acting on their strengths are issues that skilled educators can address through specific techniques and strategic alliances with support personnel.

While the gifted education teacher does not directly provide extracurricular or community activities, he or she is expected to be cognizant of the other resources that may be available to the gifted and talented student. The notion of removing barriers refers to helping parents receive information about available scholarships and/or information in their native language, providing letters of reference for extracurricular summer programs, etc. There is no expectation that a teacher be the provider of out-of-school learning opportunities, rather that the teacher or specialist share information about opportunities that match students’ strengths and interests.

As for specific standards mentioned by the commenter:

- Section 27.490(a) primarily focuses on recognizing the learning and developmental differences of students with gifts and talents, promoting ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home and community settings to ensure specific student outcomes. The academic skills are more explicitly addressed in Section 27.490(c).
- Section 27.490(b)(12) is intended to guide preparation programs toward addressing with candidates the challenge of how to both identify and meet the needs of populations of students that are high-performing versus those that are gifted.
- Section 27.490(c)(2) is not necessarily meant to suggest a modification of graduation standards, but rather is intended to promote options, such as dual-credit, International Baccalaureate curriculum, acceleration, compacting, independent study options and any other variety of differentiation options. Educators need to have the skills to identify what students need to know, recognize when they have demonstrated mastery, and then provide them with appropriate opportunities to gain new knowledge.
• Section 27.490(c)(8) makes mentions of domains that are implicitly addressed throughout the entirety of Article 14A in relation to the role of the district. If a child exhibits intellectual, creative, artistic, leadership, or academic prowess, or influence in any critical sector of society, or if the talent to be identified may be present in any area of human endeavor, and the services needed to meet these needs are not ordinarily provided by schools, then it would seem necessary for preparation programs to provide some attention to training teachers and specialists on how to partner with others to meet these diverse needs.

• Section 27.490(c)(11) is intended to move beyond the individual teacher and capture the community connection in regards to differentiation.

• Sections 27.490(c)(13) through (c)(16) do not suggest specific methods for instructing problem-solving, critical-thinking, creative-thinking, or inquiry models, but, due to the research base supporting the effectiveness of these practices with gifted students, staff believe that there is value in having gifted educators well-versed in how to provide instruction that engages problem-solving, critical-thinking, creative-thinking and the use of inquiry models.

• While Section 27.490(c) may appear to the commenter to be incredibly "wordy", the national association's standards used in drafting subsection (c) were intended to provide a level of detail that is very fine-grained. This seemed to resonate well with most reviewers, as it helped to clarify expectations. In terms of creating courses, it seems that programs prefer the detail to know that they are on track.

Recommendation

No changes are recommended in response to these comments.

Examinations

Comment

Commenters asked that the proposed rules regarding the elementary education and middle grades examination more explicitly state the date upon which the new examination will be required, rather than providing that the examination will be required "on or before February 1, 2017". Another commenter asked that the administration of an examination that is aligned to the new standards be delayed until February 1, 2019, so as to allow "four full years" from the time the new programs are put in place. This will ensure that students in programs aligned to the current standards are not "tested on the new standards".

Analysis

Recognized institutions may begin to submit applications for re-approval or approval of elementary education and middle grades preparation programs as soon as the rules are in place. For this reason, the examination aligned to the new standards should be available for candidates completing these new programs. Typically, both examinations – the current one and the new one – are offered for a certain time period to enable candidates to take the examination that matches their preparation.

The date on which the examination must be administered should coincide with the date upon which all programs must align to the new standards. While the commenter suggested that the
implementation date for the new examinations be changed to 2019, staff are not recommending any changes in that regard at this time.

**Recommendation**

No changes are being recommended in response to these comments.

**Community College Partnerships**

**Comment**

Some commenters questioned why the proposed rules for elementary education and middle grades endorsements would require that an institution of higher education form a "partnership" with a community college. One commenter wondered if the partnership requirement would lead to "competition and exclusiveness" among community colleges, rather than collaboration, which could "impede the choices of students at community colleges". Another person pointed out that requiring the establishment of a partnership could disadvantage institutions that are unable to find a community college with which to partner due to the "geographic location of the schools and the density of the four-year schools in these areas". Requiring partnerships could also be problematic for private institutions that may not have relationships with public community colleges and that accept transferring coursework on a "case by case" basis.

Many of the commenters indicated that their institutions already have articulation agreements with community colleges and asked whether those would be sufficient, with the rule allowing for this option. Others asked that the rule be rewritten to better describe what is expected of the partnership and other terms that may apply. Still other commenters asked for the rule's elimination. A final suggestion was to form a task force to further study the issue and develop "more formalized language" before it is put into the rules. Following up on that point, an advocacy group asked that all "state educational agencies" create a panel to specifically address oversight of early childhood and elementary course transfer among institutions.

Other commenters, however, supported the community college partnership requirement, indicating that a "seamless transfer process" is needed for students who begin their postsecondary education at community colleges. Community colleges and "senior" institutions must ensure that students who transfer into education programs as juniors have their "degree and/or compatible education coursework" accepted by the senior institution. Another person stated that such partnerships create "consistency with instruction" and allow for "collaboration and collegiality".

**Analysis**

The purpose of the partnership requirement is to ensure that community colleges and four-year and upper-level institutions work together to provide the coursework that is a prerequisite for admission to or that may be counted as fulfilling requirements of educator preparation programs. Commenters are correct that the Illinois Articulation Initiative (IAI), a statewide transfer agreement process, does provide information to undergraduates about the courses that are accepted for transfer credit among the 100 colleges or universities in Illinois that participate in the resulting agreements. Staff believe, however, that IAI alone is insufficient to ensure coursework portability. According to the initiative's website, the IAI "works best for students who have chosen their majors, are going to eventually transfer but are undecided on the college or university that will grant their baccalaureate degree". Additionally, all colleges and universities
participating in the IAI agree to accept a “package” of IAI general education courses in lieu of
their own comparable lower-division general education requirements, the website indicates.
The website also cautions that the approved IAI general education coursework transfers as a
"package" and that "course-to-course transfer is not guaranteed".

For these reasons, staff believe that the proposed rule must provide additional assurances that
community colleges and educator preparation programs work together so that candidates are
not required to repeat courses that they already have successfully completed. The proposed
rule, however, may have "overcorrected" the difficulties candidates encounter to seamlessly
transfer to upper level programs. A minor wording change in the rules will provide additional
flexibility for educator preparation programs to work constructively with community colleges and
recognize the initiatives that many may already have in place.

Recommendation

It is recommended that Sections 20.10(a)(3) and 21.10(a)(3) be modified as follows.

Section 20.10(a)(3)

3) on or before February 1, 2017, each elementary education program seeking
approval for the first time or re-approval of an existing program shall work in consultation establish a partnership with one or more community colleges to
ensure the articulation of coursework between the two institutions and, as applicable, the alignment of community college coursework relevant to
elementary education to the standards set forth in this Part.

Section 21.10(a)(3)

3) on or before February 1, 2018, each middle grades program seeking approval shall work in consultation with establish a partnership with one or more
community colleges to ensure the articulation of coursework between the two institutions and, as applicable, the alignment of community college coursework relevant to middle grades education to the standards set forth in this Part.

Comment

One commenter suggested that community colleges be allowed to offer at least four courses in
education to help students "make timely decisions". She explained that she changed her focus
from elementary education to secondary education once she transferred to a four-year
institution, and her lack of education courses resulted in her having to take additional
coursework in order to complete her degree.

Analysis

The commenter's point is not entirely clear. In any event, it is not within the purview of the
agency to approve specific degree-granting programs or the type and intensity of courses
offered at various postsecondary levels. The commenter would probably need to pursue her
suggestion with the Illinois Community College Board and/or the Illinois Board of Higher
Education.

Recommendation
No change is recommended in response to this comment.

**General**

**Comment**

Commenters asked why Parts 20 and 21 contain standards related to dispositions for teachers, as Section 25.142 of rules governing Educator Licensure currently requires recognized institutions to develop these standards. One person, in particular, questioned whether requirements related to "helping students reach his or her potential" and "being thoughtful and responsive listeners and observers" could be measured. She also suggested that Sections 20.130(a) and 21.130(a) and subsection (b) in each of those Sections did not differ in a substantive way regarding their importance and teacher efficacy and she asked that they be reworded.

**Analysis**

The National Council for Accreditation in Teacher Education defines dispositions as the "professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities (and) support student learning and development". The dispositions set forth in Sections 20.130 and 21.130 for elementary and middle grades teachers are general statements of the positive behaviors that educators should possess. Section 25.142 of rules governing Educator Licensure requires that institutions use these guidelines to further identify those behaviors that candidates must exhibit to be thoughtful, caring and committed educators.

The two standards that the commenter questioned have different intents and without suggestions for more specific changes, staff is at a loss for how either or both could be improved. Subsection (a) in both Sections 20.130 (elementary grades) and 21.130 (middle grades) speak to a teacher's ability to make connections among the various content areas of the elementary and middle grades curriculum and relate his or her particular subject area to the other areas of the curriculum that are being taught. Sections 20.130(b) and 21.130(b), on the other hand, address a teacher's competence in his or her content area of assignment.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

An organization asked for an "assurance" that the new requirements for elementary education and middle grades endorsements did not apply to individuals who currently hold endorsements in these two areas.

**Analysis**

Once an individual has completed the requirements for and received an endorsement in a particular content area or for a particular grade range, that individual does not need to meet any requirements put in place after he or she received the endorsement in order to renew the credential or be assigned to positions requiring the credential. Elementary education certificates
issued before June 30, 2013, have been exchanged for elementary education endorsements under the new licensure system, and the middle grades endorsement also has been placed on the professional educator license without the need for individuals holding the endorsement to take any further action.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

A commenter noted an error in Section 20.120(c), which refers to middle grade teachers instead of elementary teachers.

**Analysis**

The error will be corrected. Additionally, since the elementary teacher's instruction would not be specific to mathematics, the change should reflect "elementary teachers", as well.

**Recommendation**

It is recommended that Section 20.120(c)(1) be modified as follows.

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c) Foundational Knowledge
   1) Standards for Mathematical Practice

   Effective middle grade mathematics teachers enable students to acquire the skills necessary for strong mathematical practice in that they are able to:
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**Comment**

A number of commenters asked about the relationship between the literacy standards set forth in Parts 20 and 21 for elementary and middle grade teachers and those articulated in the Illinois Professional Teaching Standards (IPTS). They questioned why the literacy standards proposed in these new Parts of rules are necessary.

**Analysis**

The IPTS which took effect July 1, 2013, only takes a broad stroke to the discussion of literacy, rather than providing specific standards aligned to the age range and the developmental needs of the students being taught. The more specific standards set forth in the endorsements for elementary education and middle grades provide the guidance that these teachers need to fully address emerging literacy of the elementary years and the more content-based literacy evident in the middle grades.

**Recommendation**

No changes are recommended in response to these comments.
Comment

Both Sections 25.97 and 25.99 indicate that the holders of the elementary education or middle grades endorsements may add additional content area endorsements to their professional educator licenses by following the requirements set forth in Section 25.37. Many of the commenters expressed confusion about how the requirements found in that section of the rules applied to the addition of endorsements in various content areas.

Analysis

At the time that this rulemaking was presented for public comment, agency staff were in the middle of a substantial rulemaking to change the provisions of Part 25, which addressed Certification, to align with the new educator licensure system. Staff assume that when commenters looked at Section 25.37, they found information related to obtaining subsequent teaching certificates, rather than requirements pertaining to adding content-specific endorsements, which can be found in Section 25.100.

The rules for Educator Licensure (revised Part 25) are in effect as of June 12, 2013. In recognition of the single licensure system, Section 25.37 has been modified to discuss the acquisition of subsequent endorsements on the professional educator license. For this reason, this section discusses endorsements that may be issued for completing certain coursework and those that may require the license holder to complete a modified (or "focused") preparation program. In most cases, licensees who wish to add content-area endorsements to their licenses would need to present evidence of completing the coursework in the content area of the endorsement sought. For specific endorsements, such as reading and Learning Behavior Specialist I, however, a full program must be completed.

Recommendation

No change is recommended in respond to these comments.

Comment

A commenter asked that the agency define what is meant by "admitted to a program". He explained that the phrase could refer to students who are entering the recognized institution for the first time, either as a new student or a transfer student. For others, the phrase could be interpreted to mean when a student is "formally" admitted to an educator preparation program by successfully completing all testing and coursework prerequisites of the institution.

Analysis

What is considered to be "full admission" to a preparation program varies among institutions. It is generally understood to mean that point in time when an individual successfully completes any initial coursework, as applicable, and the institution’s process that is required for full admission into the educator preparation program. It would be beyond the scope of the rule to define that point in time when a candidate is admitted to an educator preparation program. Instead, it is incumbent upon licensure officers to communicate to candidates the process by which an educator preparation program determines a student officially enters the program rather than simply accepting the date of a student’s admission to the institution as the date of entrance into an educator preparation program.
Recommendation

No change is recommended in response to this comment.

Comment

Several commenters stated that it is not clear whether the requirements for elementary education and middle grades endorsements in Sections 25.97 and 25.99 apply to individuals completing alternative preparation programs authorized under Section 21B-50 of the School Code [105 ILCS 5/21B-50] and Section 25.60 of rules governing Educator Licensure. They requested that a provision be added in each section to explicitly exempt candidates in alternative education programs from having to meet the endorsement requirements outlined in the proposed rules.

Analysis

It is understandable why the commenters would be confused about the applicability of the requirements stated in Section 25.97 and 25.99 to candidates who are enrolled in alternative preparation programs established under Section 21B-50 of the School Code since those programs are relatively new and none has yet been implemented. The caveat the commenters wish to place in Section 25.97 and 25.99, however, does not lead to an understanding of the requirements for the elementary education or middle grades endorsements, respectively – the subject of these sections of rules – and may cause confusion when candidates for the endorsements review the regulatory provisions. Following along the logic presented by the commenters, each section of Subpart B, which includes Sections 25.97 and 25.99 and addresses numerous other endorsements, would need to be amended in the same way as the commenters requested in order for those in alternative programs to be clear about whether any of the endorsement requirements apply to them.

Rather, the commenters should be reviewing Section 25.60 of the rules, which governs alternative education programs. The alternative programs are designed to qualify candidates for a professional educator license rather than just individual endorsements. Further, Section 21B-50(b) of the School Code explicitly exempts candidates in these programs from having to meet any other "practice or student teaching or content matter requirements established by law". This provision is repeated in Section 25.60(e) of the rules (copied below) and could certainly be amplified by adding, in a future rulemaking, a reference to other endorsement requirements found in Part 25.

   e) Successful completion of the program shall be deemed to satisfy any other practice or student teaching and content matter requirements established by law and in this Part. [105 ILCS 21B-50(b)] A candidate successfully completing the program shall receive a professional educator license endorsed in the content area and grade levels of his or her residency practice upon application and payment of the fee required under Section 21B-40 of the School Code.

Recommendation

No changes are recommended in response to these comments.

Comment
A commenter made two general requests. First, he wanted institutions to be able to integrate elementary education and middle grades coursework in order to "minimize the fiscal impact on institutions and the time for candidates to complete both requirements". He also asked that institutions be allowed to define "how content-specific knowledge of the natural and social sciences will be met". A second commenter also addressed requirements for natural and social sciences, stating that the requirement to have coursework in four areas would mean candidates would need to complete eight additional courses, since most science and social science courses are "discipline-specific".

Another commenter raised a related issue about whether the new endorsement structure will permit candidates to complete elementary education and middle grades endorsements simultaneously without having to obtain 32 semester hours of coursework in each area (i.e., a double major). The question was particularly pertinent to candidates seeking their first professional educator license rather than those wanting additional endorsements on a professional educator license they already hold. Related questions included whether a candidate wishing to receive both an elementary education and a middle grades endorsement on his or her license when it is first issued would have to complete separate student teaching and the edTPA (i.e., teacher proficiency assessment) for each endorsement area.

Analysis

Institutions currently may "integrate" elementary education and middle grades coursework since a candidate who already has completed a sufficient number of content-area courses only has to complete two, three-hour courses order to obtain the middle grades endorsement (i.e., middle grades philosophy, curriculum and instruction, and developmental needs of the adolescent and the role of the middle grades teacher). By allowing that practice to continue, it would be difficult for an institution to address both the standards set forth for elementary grades and those for middle grades to the degree necessary to distinguish the unique characteristics and needs of each student population.

As for social sciences and natural sciences, flexibility is provided in the rule so that educator preparation programs may integrate content in multiple areas and create more cross-cutting and innovative courses to cover these content areas. It is up to the institution to propose coursework in these content areas to adequately meet the standards and requirements for the respective program.

A candidate who wishes to receive both an elementary education and a middle grades endorsement would not need to complete two separate programs and repeat courses he or she has already taken. Under the provisions of Section 25.37 of rules governing Educator Licensure, the candidate who wishes to be considered for two endorsement areas should ask the institution to "compare the coursework and clinical experiences already completed by the applicant to the standards for the endorsement sought and, based on this comparison, (the institution) may identify for the candidate a 'focused program' consisting of coursework and experiences that he or she must complete in order to meet those standards". Admittedly, the determination of whether the candidate must complete a full program or a focused program is at the discretion of the institution. Educator preparation programs are encouraged to work with a candidate wanting both endorsements to determine an appropriate program of study that meets the standards and other requirements for elementary education and middle grades without unduly burdening the candidate with unnecessary or repetitive coursework.
As explained in the "frequently asked questions" document pertaining to the edTPA, a candidate pursuing endorsements in elementary education and the middle grades simultaneously would need to complete only one edTPA and one student teaching assignment, although other field experiences should include placement in both grade areas.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

A commenter wondered if the professional educator license would note whether the licensee completed a full program in order to receive a particular endorsement or whether the licensee achieved the endorsement in some other manner.

**Analysis**

No, since there is no value in noting the type of program an individual has completed in order to qualify for receipt of a particular endorsement, this information will not be placed on the professional educator license. Each individual is deemed equally qualified by virtue of completing a program or other requirements set forth in Part 25 and passing the content-area test.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

A person indicated that the requirement in Section 25.115(e) regarding shortage areas and preparation program approval does not recognize that areas of teacher shortages change from year to year, that institutions prepare candidates for out-of-state placement, and that candidates may not decide to pursue a career in education after graduation. She said linking program approval to known shortage areas might disadvantage some institutions and result in high-quality programs not being approved.

**Analysis**

The provision regarding shortages was placed in the rules effective September 29, 2011, and was intended to focus attention on teacher shortage areas when considering new programs for approval. It is the responsibility of the agency, in consultation with the State Educator Preparation and Licensure Board, to ensure the provision of high-quality preparation programs to meet the demand of Illinois school districts in certain areas. Approving additional programs in areas in which the current supply of licensed staff exceeds the positions available further exacerbates shortages and misleads candidates about their potential of securing employment in Illinois. Information about shortage areas is collected each year through the agency's teacher supply and demand report, and programs have been submitting information relative to shortage areas since the rule took effect.

With that being said, this requirement also became a point of contention in the most recently completed Part 25 rulemaking. As part of its review, the Joint Committee on Administrative
Rules asked that the agency meet with interested parties to reconsider the rule and determine whether it should be refined or repealed. The agency agreed to do so.

**Recommendation**

No change is recommended in response to this comment.

**Comment**

A few commenters mentioned that the language "needs to be consistent" when addressing reading and literacy and for licensure and endorsements, and contain no jargon. One individual, however, did point out that the term "reading" is used for the elementary education endorsement while "literacy" is used for the middle grades endorsement. (See Sections 25.97 and 25.99 of rules governing Educator Licensure.)

**Analysis**

It is impossible to consider the more general observation about inconsistent language use and jargon without further specifics about the problems the commenters believe exist in the proposed rules.

The term "reading" in Section 25.97 refers to a single skill set contained under the broader heading of "literacy", which also includes writing and speaking formally, and represents more complex knowledge and skills.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

Both Sections 25.97 (elementary education endorsements) and 25.99 (middle grades endorsements) list "engineering, technology and application of science" as an "area" of science that must be addressed in the coursework offered for the endorsement; however, an individual pointed out that "engineering, technology and application of science" is not a discipline of science but is instead a "concept developed through (and integrated among) the study of all three disciplines of physical, life and earth/space sciences". For this reason, he asked that it be removed from each section.

**Analysis**

The commenter is correct and reference to "engineering, technology and application of science" should be removed from the proposed rules.

**Recommendation**

It is recommended that Sections 25.97(b)(1) and 25.99(b)(2)(C) be modified as follows and the subsections re-lettered accordingly.

Section 25.97(b)(1)
1) coursework that addresses at least three four areas of the sciences (i.e., physical, life, and earth and space, and engineering, technology and applications of science);

Section 25.99(b)(2)(C)

C) for a middle-grades science endorsement, 24 hours of science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas:

i) physical sciences;

ii) life sciences; and

iii) earth and space sciences; or and

iv) engineering, technology and applications of science; or
PART 20
STANDARDS FOR ENDORSEMENTS IN ELEMENTARY EDUCATION

SUBPART A: GENERAL

Section 20.10 Purpose and Effective Dates of Standards

SUBPART B: STANDARDS

20.100 General Standards
20.110 Literacy Standards for Elementary Teachers
20.120 Mathematics Standards for Elementary Teachers
20.130 Dispositions

AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21B and 2-3.6].

SOURCE: Adopted at 37 Ill. Reg. ______, effective ____________.

SUBPART A: GENERAL

Section 20.10 Purpose and Effective Dates of Standards

a) This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24), shall apply to the issuance of endorsements for elementary education (i.e., grades 1 through 6) on professional educator licenses pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Part shall apply both to candidates for an endorsement in elementary education and to the programs that prepare them. That is:

1) beginning July 1, 2013, approval of any teacher preparation program or course of study in elementary education, whether currently approved or newly proposed, pursuant to the State Board's rules for Educator Licensure
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(23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part;

2) on or before February 1, 2017, the examinations required for issuance of an endorsement in elementary education shall be based on the standards identified in this Part;

3) on or before February 1, 2017, each elementary education program seeking approval for the first time or re-approval of an existing program shall work in consultation with one or more community colleges to ensure the articulation of coursework between the two institutions and, as applicable, the alignment of community college coursework relevant to elementary education to the standards set forth in this Part.

b) In addition to demonstrating congruence with the standards set forth in this Part, each elementary education program or course of study shall meet the requirements set forth in 23 Ill. Adm. Code 25.97 (Endorsement for Elementary Education (Grades 1 through 6)).

c) Beginning October 1, 2015, no candidate shall be admitted to an elementary education program that has not been approved under this Part. Any candidate who is enrolled in an elementary program not approved under this Part shall complete the program on or before September 1, 2017 and have the elementary education endorsement issued by September 1, 2018.

SUBPART B: STANDARDS

Section 20.100 General Standards

Effective elementary education teachers possess the knowledge and skills articulated in the "Elementary Standards and Supporting Explanation" (2007) published by the Association for Childhood Education International, 1101 16th St., NW, Suite 300, Washington DC 20036 and posted at http://acei.org/programs-events/ncate.html. (No later amendments to or editions of these standards are incorporated.)

Section 20.110 Literacy Standards for Elementary Teachers

a) The Language and Literacy Curriculum

Effective elementary teachers:
1) understand and use the scientific basis of teaching to plan, evaluate and modify instruction (i.e., use of appropriate research in identifying and implementing effective instructional practices);

2) know the developmental sequence of language and literacy skills, along with age-level or grade-level benchmarks of development;

3) understand the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (23 Ill. Adm. Code 1.Appendix D, State Goals for Learning), their organization, progressions and the interconnections among the skills;

4) understand and evaluate the components of a comprehensive curriculum that develops students' literacy skills and strategies and ensures that instructional goals and objectives are met;

5) understand the role of early, systematic and explicit teaching of the foundational literacy skills;

6) understand and use research-based instructional strategies that have been demonstrated to be particularly successful for supporting struggling readers; and

7) understand a wide range of developmentally appropriate literacy assessments (i.e., standardized assessments, diagnostic measures, universal screening, curriculum-based assessments and progress monitoring), recognizing their purposes, strengths and limitations.

b) Foundational Knowledge

1) Language

Effective elementary teachers understand:

A) the nature and communicative role of various features of language, including semantics, syntax, morphology and pragmatics;

B) major theories and stages of first and second literacy acquisition and the role of native language in learning to read and write in a second language;
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C) the theories, principles and practices of emergent literacy, including the development of oral language and its relationship to the developmental process of reading and writing acquisition;

D) language, reading and writing development across the elementary years, using supporting evidence from theory and research;

E) the role of academic language in developing students' understanding of concepts, content, skills and processes; and

F) conventions of standard English grammar and usage (e.g., irregular plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses).

2) Alphabetic Code

Effective elementary teachers understand:

A) phonological awareness (sound structure of words, including syllables, onsets and rimes, phonemes), its development (from word and syllable separations to phonic segmentation) and relationship to reading and writing proficiency;

B) the orthographic-phonological system, including sound-letter relationships, and common English spelling patterns and their relationship to pronunciation; and

C) structural analysis (i.e., syllabication, affixes, root words) for decoding unknown words.

3) Text

Effective elementary teachers understand:

A) the quantitative, qualitative and individual factors that affect text complexity, including how to estimate text readability;

B) the organizational structures, literary devices, rhetorical features, text features and graphics commonly used in literary and informational texts;
C) the characteristics of various genre or forms of literary and informational text;

D) a variety of textual and programmatic resources for addressing the needs of struggling readers, including resources that are high-interest, low-readability; and

E) the role, perspective and purpose of text in specific disciplines.

c) Using Research-Based Instructional Approaches

1) Decoding and Fluency

Effective elementary teachers:

A) assist students in developing basic print and text concepts (e.g., alphabet, high-frequency words, directionality, book formats, spaces);

B) implement phonological awareness instruction, including the teaching of segmentation and blending;

C) provide explicit and systematic phonics instruction, including the teaching of letter-sound relationships, common spelling patterns, irregular forms and affixes; and

D) use a variety of approaches for teaching students to read text fluently (i.e., with sufficient accuracy, rate and expression).

2) Reading Comprehension

Effective elementary teachers:

A) select high-quality texts that match student needs and educational goals;

B) identify text features that may impede comprehension (e.g., author's assumption of prior knowledge, use of unusual key vocabulary, complexity of sentences, unclear cohesive links, subtlety of relationships among characters or ideas, sophistication
of tone, complexity of text structure, use of literary devices or
data);

C) scaffold reading to enable students to understand and learn from
challenging text (e.g., re-reading, pre-teaching of vocabulary or
key information not provided in the text);

D) introduce texts efficiently, providing a clear purpose for reading
(and without revealing information the students can learn from
reading the text);

E) guide close reading discussions that require students to identify the
key ideas and details of a text, to analyze the text's craft and
structure (including the tone and meaning of words), and critically
evaluate the text;

F) provide instruction in interpreting graphic features (e.g., tables,
charts, illustrations, tables of contents, captions, headings, indexes)
and their relationship to text;

G) ask high-level, text-dependent questions;

H) guide the reading of multiple texts to enable students to
comparatively analyze and evaluate information and to synthesize
information from the texts into a coherent understanding of a topic;

I) teach students to use reading strategies to improve comprehension
(e.g., predicting, purpose setting, sequencing, connecting,
visualizing, monitoring, questioning, summarizing, synthesizing,
making inferences, evaluating);

J) teach students to recognize literary elements and devices across
literature genres and forms of informational text;

K) provide instruction in the use of note-taking, previewing,
identifying main idea and supporting details, and reviewing
strategies to clarify and solidify comprehension;

L) teach students to trace and evaluate the argument and specific
claims in a text and to distinguish claims that are supported by
reasons and evidence from claims that are not supported;
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M) teach students to analyze the organizational structure of texts (e.g., sequentially, causally, comparatively), and how specific sentences, paragraphs and larger portions of the text relate to each other and the whole; and

N) teach students to recognize features of text common to individual disciplines.

3) Writing

Effective elementary teachers:

A) provide opportunities for students to write for authentic purposes in multiple forms and genres to demonstrate the power and importance of writing throughout their lives;

B) engage students in using writing to develop an understanding of content area concepts and skills;

C) provide feedback to written work to guide students' revisions;

D) provide instruction in producing coherent and clear writing with organization, development, substance and style appropriate to the task, purpose and audience;

E) provide instruction in creating a text that introduces an opinion on a topic, supports the opinion with information and reasons based on facts and details, uses appropriate transitional devices and concludes with a statement supporting the opinion;

F) provide instruction in creating an informative and explanatory text that introduces a topic supported by logically ordered facts, definitions, details, examples, quotations and other types of information; uses precise language, academic vocabulary and appropriate transitional devices; and concludes with a statement related to the topic;

G) provide instruction in creating a narrative text based on real or imagined experiences or events that introduces a narrator and/or characters; uses dialogue, description and pacing to develop and
organize a sequence of events; uses concrete words, phrases, sensory details and transitional devices; and uses a conclusion that follows from the experiences or events;

H) provide instruction in writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence;

I) teach students to conduct research projects using evidence drawn from multiple sources, including how to select and develop topics; gather information from a variety of sources, including the Internet; synthesize information; and paraphrase, summarize and quote/cite sources;

J) provide instruction in the conventions of standard English grammar and usage (e.g., irregular plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses);

K) provide instruction in the conventions of standard English capitalization, punctuation and spelling;

L) provide instruction in using technology to produce and publish writing and to interact and collaborate with others; and

M) use "conferencing" to motivate and scaffold students' development throughout the writing process.

4) Speaking and Listening

Effective elementary teachers:

A) engage students in a variety of oral language activities, including whole and small group collaborative discussion, asking questions, reporting on a topic and recounting experiences;

B) teach students to listen actively and critically in order to understand, evaluate and respond to a speaker's message;
C) instruct students in presenting ideas and information using facts and relevant details to support main ideas and using presentation software, media and visual displays appropriate to the purpose and audience; and

D) provide instruction in the conventions of standard English grammar and usage.

5) Vocabulary

Effective elementary teachers:

A) for the instructional focus, select appropriate words central to the meaning of the text and likely to be unknown, academic vocabulary, meaning families and word relationships;

B) introduce students to forms of language that enhance vocabulary and understanding of language (e.g., idioms, figurative language, poetic devices, synonyms, antonyms, homonyms, adages, proverbs);

C) introduce word-solving strategies for clarifying the meaning of unknown words, including contextual analysis, structural analysis and the use of reference materials;

D) plan lessons that promote oral and written language development and the use of newly acquired vocabulary across disciplines;

E) understand and implement the forms and functions of academic language to help students develop and express content understandings;

F) utilize authentic text to help students develop word consciousness; and

G) actively engage students in using a wide variety of strategies for developing and expanding vocabularies.

d) Using Materials, Texts and Technology

Effective elementary teachers:
1) use a wide range of high-quality literature and informational texts;

2) select literature and informational texts that address the interests, backgrounds and learning needs of each student;

3) use research-based criteria for selecting and evaluating instructional materials for use in teaching English language arts;

4) estimate the difficulty level of text using readability measures and qualitative factors and make text accessible to students;

5) use culturally responsive texts to promote students' understanding of their lives and society; and

6) use a variety of technology to support literacy instruction (e.g., computers, cameras, interactive websites, blogs, online research).

e) Monitoring Student Learning through Assessment

Effective elementary teachers:

1) use a variety of developmentally appropriate literacy assessments, including standardized assessments, diagnostic tools, universal screening, curriculum-based assessments and progress monitoring tools;

2) monitor student progress in meeting developmental benchmarks in literacy;

3) assess students' interest, engagement and response to instruction to guide teaching;

4) use assessment data, student work samples and observations from continuous monitoring of student progress to plan and evaluate literacy instruction;

5) provide feedback to students on their work to help them understand their own progress and how to improve performance;

6) communicate results of assessments appropriately;
7) engage students in self-assessment;

8) recognize how to maintain and use accurate records of students' performance and progress in meeting literacy standards; and

9) interpret and use assessment data to analyze individual, group and classroom literacy performance and progress.

f) Meeting the Needs of Diverse Learners

Effective elementary teachers:

1) understand the impact of cultural, linguistic, cognitive, academic, physical, social and emotional differences on language development and literacy;

2) plan and implement targeted literacy instruction that is responsive to the strengths and needs of each student (i.e., English language learners, struggling learners, gifted learners) to ensure high rates of success;

3) seek appropriate assistance and support for struggling readers and writers;

4) collaborate and plan with other professionals to deliver a consistent, sequenced and supportive instructional program for each student;

5) differentiate strategies, materials, pace, levels of text and language complexity to introduce concepts and skills to meet the diverse learning needs of each student;

6) make content accessible in appropriate ways to English language learners;

7) deliver literacy instruction within a multi-tier system of support in order to meet the needs of all students;

8) use data-based decision making to target interventions to the needs of struggling readers; and

9) deliver instruction explicitly to struggling readers (i.e., modeling, prompting, guided practice, response and corrective feedback).

g) Constructing a Supportive Language and Literacy Environment
Effective elementary teachers:

1) understand motivation and engagement and the use of the "gradual release of responsibility" approach to design learning experiences that build student self-direction and ownership of literacy learning;

2) establish classroom routines that promote independence, self-direction, collaboration and responsibility for literacy learning;

3) use a strategic combination of flexible groupings (individual, group and whole class) to meet the learning needs of each student efficiently and effectively;

4) incorporate student choices in determining reading and writing materials and activities; and

5) build collaborative classroom communities that support and engage all students in reading, writing, listening, speaking, viewing and visually representing.

Section 20.120 Mathematics Standards for Elementary Teachers

a) Core Content Area Knowledge

1) College Algebra

Effective elementary teachers:

A) identify, solve and apply linear and absolute value equations and inequalities;

B) identify and interpret the domain, inverse (if it exists) and graph polynomial, rational, exponential and logarithmic equations;

C) identify the sum, difference, quotient, product of two functions and the resulting domain;

D) identify the composition of two functions and the resulting domain;
E) identify and solve polynomial, rational, exponential and logarithmic equations and inequalities, and apply these methods in solving word problems;

F) solve systems of linear equations using the augmented matrix method;

G) recognize and graph conic sections; and

H) input and interpret data and use technology to find the appropriate regression.

2) Statistics

Effective elementary teachers:

A) construct, identify and interpret frequency distributions, histograms, cumulative frequency tables, ogives and box plots;

B) identify, calculate and interpret measures of central tendency and dispersion;

C) identify, calculate and apply the methods of counting;

D) identify, calculate and interpret probabilities and expected value;

E) define random variables as well as analyze and interpret the probability distributions they generate;

F) identify and describe the sampling distribution of sample means and sample proportions;

G) create and interpret confidence intervals for single population means and proportions;

H) identify, analyze and perform formal tests of hypotheses concerning single population means and single population proportions; and

I) identify, calculate and interpret the correlation coefficient and regression equations.
b) The Mathematics Curriculum

Effective elementary teachers:

1) understand the Illinois Learning Standards for Mathematics, their organization, progressions and the interconnections among the domains; and

2) know the developmental sequence of mathematics skills, along with age-level or grade-level benchmarks of development.

c) Foundational Knowledge

1) Standards for Mathematical Practice

Effective elementary teachers enable students to acquire the skills necessary for strong mathematical practice in that they are able to:

A) make sense of problems and persevere in solving them;
B) reason abstractly and quantitatively;
C) construct viable arguments and critique the reasoning of others;
D) model with mathematics;
E) use appropriate tools strategically;
F) attend to precision;
G) look for and make use of structure; and
H) look for and express regularity in repeated reasoning.

2) Counting and Cardinality

Elementary teachers are prepared to develop student proficiency and address common misconceptions related to counting and cardinality and:
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A) Demonstrate an understanding of the intricacy of learning to count, assisting students to:

i) know the names of numbers and orally present them in order, starting from the numeral 1 and from various other numbers; being able to recognize written numerals and the quantity each represents; and knowing the names of numbers, starting with eleven, with special attention paid to helping students understand the differences between numbers ending in "teen" and those ending in "ty";

ii) count the number of objects using one-to-one correspondence, regardless of the way in which the object is arranged, and understand cardinality (connecting number name to quantity, the last number of the count, and nesting of numbers) to counting out a given number of objects; and

iii) compare numbers by matching quantity represented with objects or pictures or written numerals; and

B) recognize the role of ten and the difficulties English language learners face because the base-ten structure is not evident in all of the English words for numbers.

3) Operations and Algebraic Thinking

Elementary teachers are prepared to develop student proficiency and address common misconceptions related to operations and algebraic thinking and:

A) solve addition, subtraction, multiplication and division problems with unknowns in any position;

B) demonstrate an understanding of addition and subtraction relationships and multiplication and division relationships, including the use of properties of operations (i.e., the field axioms);

C) demonstrate an understanding of the equal sign as meaning "the same amount as" rather than "calculate the answer";
D) demonstrate an understanding of the meaning of 0 and why division by 0 leads to an undefined answer;

E) understand and apply the meaning and uses of remainders, factors, multiples, parentheses and prime and composite numbers;

F) recognize the following strategies when using the operations of addition and subtraction: counting all, counting on and converting to an easier problem by composing or decomposing ten;

G) recognize extensions of the strategies enumerated in subsection (c)(3)(F) of this Section in multiplication, division and beginning work in expressions and equations;

H) strategically use algebraic tools, such as tape diagrams, number lines, bar models, math racks and double number lines;

I) extend understanding of arithmetic and operations to algebraic expressions and equations, and solve one-step and two-step equations and inequalities; and

J) view numerical and algebraic expressions as "calculation recipes", describing them in words, parsing them into their component parts, and interpreting the components in terms of a context.

4) Numbers and Operations in Base Ten

Elementary teachers are prepared to develop student proficiency and address common misconceptions related to numbers and operations in base ten and:

A) understand how the place value system relies on repeated groupings of any fixed natural number quantity (including ten) and can demonstrate how to use oral counting, objects, drawings, layered place value cards and numerical expressions to help reveal place value structure;

B) understand how to compare numbers, fractions and decimals using the symbols for "greater than", "less than" and "equal to";

C) understand composing and decomposing numbers using the
commutative, associative and distributive properties to efficiently use place value methods for addition, subtraction, multiplication and division;

D) extend place value system knowledge to decimals and view decimals as numbers that can be placed on number lines and explain the rationale for decimal computation methods;

E) understand and distinguish between the appropriate use of computation strategies and computation algorithms, as defined in the Illinois Learning Standards for Mathematics, recognizing the importance of "mental math" and derive various algorithms and recognize these as summaries of reasoning, rather than rules;

F) extend place value system knowledge to negative, rational and irrational numbers; and

G) use mathematical drawings, manipulative materials or mathematical properties to reveal, discuss and explain the rationale behind, as well as validate or dismiss, any computational algorithm that a student might present.

5) Number and Operations – Fractions

Elementary teachers are prepared to develop student proficiency and address common misconceptions related to numbers and operations involving fractions and:

A) understand and apply fractions as numbers that can be modeled from a length perspective (number line), an area perspective (pattern blocks, geoboards, etc.), and a discrete perspective (set of dots or circles);

B) understand and apply the concept of unit fractions, benchmark fractions and the whole (referent unit) as defined in the Illinois Learning Standards for Mathematics;

C) extend the associated meanings of the properties of operations from whole numbers to fractions;

D) understand and use equivalent fractions, including those of whole
numbers, to reveal new information and as a tool for comparison or to perform operational procedures;

E) understand and apply the connection between fractions and division, and demonstrate how fractions, ratios and rates are connected via unit rates;

F) demonstrate an understanding of decimal notation for fractions, and compare decimal fractions;

G) represent ratios and equivalent ratios as an application of equivalent fractions, and solve ratio and rate problems using tables, tape diagrams, number lines and double number lines;

H) understand the connection between a proportional relationship and a linear relationship, and recognize the connection between an inversely proportional relationship and a reciprocal relationship;

I) defend the ordering of a list of fractions using common denominators, using common numerators, comparing to benchmark fractions or using reasoning; and

J) understand the connection between fractions and decimals, particularly with regard to decimal computations.

6) Measurement and Data

Elementary teachers should be prepared to develop student proficiency and address common misconceptions related to measurement and data and:

A) understand and apply the general principles of measurement; that is, measurement requires a choice of measureable attribute, that measurement is a comparison with a unit and how the size of a unit affects measurements, and the iteration, additivity and invariance used in determining measurement;

B) recognize and demonstrate the relationship of different units;

C) connect the number line to measurement;
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D) demonstrate an understanding of area and volume and give rationales for area and volume formulas that can be obtained by compositions and decompositions of unit squares or unit cubes;

E) use data displays to ask and answer questions about data;

F) understand the measures used to summarize data, including the mean, median, interquartile range and mean absolute deviation, and use these measures to compare data sets;

G) examine the distinction between categorical and numerical data and reason about data displays; and

H) recognize the connection of categorical and measurement data to statistical variability and distributions.

7) Geometry

Elementary teachers should be prepared to develop student proficiency and address common misconceptions related to geometry and:

A) compose and decompose shapes and classify shapes into categories, and justify the relationships within and between the categories;

B) understand geometric concepts of angle, parallel and perpendicular, and use them to describe and define shapes;

C) describe and reason about spatial locations (including the coordinate plane);

D) reason about proportional relationships in scaling shapes up and down;

E) describe the connections (relationships) between geometric properties and arithmetic and algebraic properties, and adapt a problem in one domain to be solved in the other domain;

F) summarize and illustrate the progression from visual to descriptive to analytic to abstract characterizations of shapes; and
G) use the coordinate plane to graph shapes and solve problems.

d) Using High-Leverage Instructional Practices

Effective elementary teachers:

1) choose and use mathematical tasks that entail complex mathematical work, build basic skills and allow for multiple answers or methods;

2) teach and use the content-specific language of mathematics;

3) lead whole-class math discussions (e.g., number talks) that engage all learners;

4) respond productively to students' "errors" by probing the underlying thinking and providing targeted feedback;

5) appraise, choose and modify tasks and texts for a specific learning goal;

6) use specific mathematically focused positive reinforcement;

7) use public recording (posters, whiteboard) to collect and probe mathematical thinking (e.g., demonstrating multiple answers and methods; exploring when an algorithm may be the best solution and when another approach may provide an easier solution);

8) diagnose common (and not so common) patterns of student thinking; and

9) assess students' mathematical proficiency and teach responsively.

e) Using Materials, Tools and Technology

Effective elementary teachers:

1) apply mathematical content and pedagogical knowledge to select and use instructional tools, such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, websites and mathematics-specific technologies (e.g., graphing tools and interactive geometry software), recognizing both the insight to be gained and any limitations;
2) empower students to make sound decisions about the appropriate use of mathematical tools;

3) when making mathematical models, recognize that technology can enable one to visualize the results of varying assumptions, explore consequences, examine characteristics and compare predictions with data;

4) select mathematical examples that address the interests, backgrounds and learning needs of each student; and

5) evaluate curricular materials for appropriate level and depth of content, focus on and relevance to required learning goals, and incorporation of the Illinois Learning Standards for Mathematics.

f) Monitoring Student Learning through Assessment

Effective elementary teachers:

1) engage in purposeful classroom assessment aligned to appropriate learning expectations for every student and monitor student progress in meeting developmental benchmarks in mathematics;

2) provide a variety of well-designed one-step, two-step and complex multi-step assessment items and performance tasks, incorporating real-life situations to allow students to demonstrate their learning;

3) ensure that assessments are responsive to, and respectful of, cultural and linguistic diversity and exceptionalities, and are not influenced by factors unrelated to the intended purposes of the assessment;

4) guide students in developing the skills and strategies to assess their work and set appropriately ambitious goals for their progress as mathematicians;

5) analyze student work to determine misunderstandings, misconceptions, predispositions and newly developing understandings, and use the results of this analysis to guide instruction and provide meaningful feedback; and

6) communicate the purposes, uses and results of assessments appropriately and accurately to students, parents and colleagues.

g) Meeting the Needs of Diverse Learners
Effective elementary teachers:

1) understand the impact of cultural, linguistic, cognitive, academic, physical, social and emotional differences on mathematics development and progression of knowledge;

2) plan and implement mathematics instruction that capitalizes on strengths and is responsive to the needs of each student;

3) use a variety of approaches and classroom-based intervention strategies to respond to the needs of struggling and/or advanced learners;

4) seek appropriate assistance and support for struggling and/or advanced learners;

5) collaborate and plan with other professionals to deliver a consistent, sequenced and supportive instructional program for each student;

6) differentiate strategies, materials, pace and levels of cognitive complexity to introduce concepts and skills to meet the learning needs of each student; and

7) make content accessible in appropriate ways to English language learners and students with exceptionalities.

h) Constructing a Supportive Mathematics Environment

Effective elementary teachers:

1) create an environment that empowers every student to engage in the practice set forth in subsection (c)(1) of this Section;

2) motivate and engage students by designing learning experiences that build self-direction, perseverance and ownership of mathematics;

3) guide students to work productively and collaboratively with each other to achieve mathematics learning goals by using a strategic combination of individual, group and whole class instruction to meet the learning needs of each student efficiently and effectively;
4) provide tools that are accessible and developmentally appropriate;

5) establish norms and routines for classroom discourse that allow for the respectful analysis of mistakes and the use of mathematical reasoning for mindful critique and argument; and

6) create opportunities and expectations that all students use appropriate written and oral mathematical language, including English language learners and students with exceptionalities.

i) Professionalism, Communication and Collaboration

Effective elementary teachers:

1) continually engage in intensive, ongoing professional growth opportunities that serve to increase mathematical knowledge for teaching, such as lesson study or continuing coursework;

2) analyze instruction for the purpose of self-reflection and making improvements and make use of strategies such as journal writing, video self-analysis and peer observation;

3) communicate and collaborate with other professionals, such as within a professional learning community, to plan teaching, discuss student needs, secure special services for students and manage school policies; and

4) communicate and collaborate with families to support student needs and discuss student progress.

Section 20.130 Dispositions

Elementary education teachers are committed to building the capacity of every student to reach his or her highest potential as a learner. The development of the learner is shaped by not only the content and pedagogical knowledge of the teacher but also by the professional and technical dispositions that are consistently exhibited. Effective elementary teachers:

a) value and promote the importance of math, science, literacy and the social studies, and demonstrate how these content areas interrelate with all areas of educational content currently and in the future;
b) exhibit high levels of self-efficacy related to core content areas of math, science and literacy, and seek to develop beliefs of self-efficacy in their students;

c) demonstrate the ability to be thoughtful and responsive listeners and observers;

d) demonstrate the ability to persevere, appropriately seeking out resources and support when presented with personal or professional challenges; and

e) embody the Code of Ethics for Illinois Educators (23 Ill. Adm. Code 22) and the Standards for All Illinois Teachers (23 Ill. Adm. Code 24), as applicable to the educator, in the learning environment.
PART 21
STANDARDS FOR ENDORSEMENTS IN THE MIDDLE GRADES

SUBPART A: GENERAL

Section 21.10  Purpose and Effective Dates of Standards

SUBPART B: STANDARDS FOR ALL TEACHERS IN THE MIDDLE GRADES

21.100  General Standards
21.120  Literacy Standards for All Teachers in the Middle Grades
21.130  Dispositions

SUBPART C: STANDARDS FOR LITERACY TEACHERS

21.140  English Language Arts Standards for Literacy Teachers in the Middle Grades

SUBPART D: STANDARDS FOR MATHEMATICS TEACHERS

21.150  Mathematics Standards for Mathematics Teachers in the Middle Grades

AUTHORITY: Implementing Article 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21B and 2-3.6].

SOURCE: Adopted at 37 Ill. Reg. ______, effective ____________.

SECTION 21.10  PURPOSE AND EFFECTIVE DATES OF STANDARDS

a) This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24), shall apply to the issuance of endorsements in the middle grades (i.e., grades 5 through 8) on professional educator licenses pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Part shall apply both to
candidates for endorsements in middle grades and to the programs that prepare them. That is:

1) beginning July 1, 2013, approval of any teacher preparation program or course of study in middle grades, whether currently approved or newly proposed, pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part;

2) on or before February 1, 2018, the examinations required for issuance of an endorsement in middle grades shall be based on the standards identified in this Part; and

3) on or before February 1, 2018, each middle grades program seeking approval shall work in consultation with one or more community colleges to ensure the articulation of coursework between the two institutions and, as applicable, the alignment of community college coursework relevant to middle grades education to the standards set forth in this Part.

b) In addition to demonstrating congruence with the standards set forth in this Part, each program or course of study in the middle grades shall meet the requirements set forth in 23 Ill. Adm. Code 25.99 (Endorsement for Middle Grades (Grades 5 through 8)).

SUBPART B: STANDARDS FOR ALL TEACHERS IN THE MIDDLE GRADES

Section 21.100 General Standards

Effective teachers in the middle grades possess the knowledge and skills articulated in the "Middle Level Teacher Preparation Standards" (2012) published by the Association for Middle Level Education, 4151 Executive Parkway, Suite 300, Westerville OH 43081 and posted at http://www.amle.org/ProfessionalPreparation/AMLEStandards/tabid/374/Default.aspx. (No later amendments to or editions of these standards are incorporated.)

Section 21.120 Literacy Standards for All Teachers in the Middle Grades

Each teacher in the middle grades shall possess the knowledge and skills articulated in this Section.

a) The Disciplinary Literacy Curriculum
Effective middle grade teachers:

1) understand and use the scientific basis of teaching to plan, evaluate and modify instruction (e.g., use of appropriate research in identifying and implementing effective instructional practices);

2) know the developmental sequence of language and literacy skills, along with age-level or grade-level benchmarks of development, particularly for adolescent learners;

3) understand the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (23 Ill. Adm. Code 1.Appendix D, State Goals for Learning), their organization, progressions and the interconnections among the skills;

4) understand the role of systematic and explicit teaching of literacy skills; and

5) understand the influence of students' literacy skills on their performance on discipline-specific assessments.

b) Foundational Knowledge

1) Language

Effective middle grade teachers understand:

A) the nature and communicative role of various features of language, including semantics, syntax, morphology and pragmatics;

B) major theories and stages of first and second literacy acquisition and the role of native language in learning to read and write in a second language;

C) language, reading and writing development across the middle school years using supporting evidence from theory and research;

D) the role of academic language in developing students' understanding of concepts, content, skills and processes; and
E) conventions of standard English grammar and usage (e.g., irregular plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses).

2) Text

Effective middle grade teachers understand:

A) the quantitative, qualitative and individual factors that affect text complexity, including how to estimate text readability;

B) the organizational structures, literary devices, rhetorical features, text features and graphics commonly used in literary and informational texts;

C) the characteristics of various genre or forms of literary and informational text; and

D) the role, perspective and purpose of text in specific disciplines.

c) Using Research-Based Instructional Approaches

1) Reading Comprehension

Effective middle grade teachers:

A) select high-quality texts that match student needs and educational goals;

B) identify disciplinary text features that may impede comprehension (e.g., author's assumption of prior knowledge, use of unusual key vocabulary, complexity of sentences, unclear cohesive links, subtlety of relationships among characters or ideas, sophistication of tone, complexity of text structure, use of literary devices or data);

C) scaffold reading to enable students to understand and learn from challenging text (e.g., re-reading, pre-teaching of vocabulary or key information not provided in the text);
D) introduce texts efficiently providing a clear purpose for reading and refrain from revealing information that students can learn from reading the text;

E) guide close reading discussions that require students to identify the key ideas and details of a text, analyze the text's craft and structure (including the tone and meaning of words) and critically evaluate the text;

F) teach students to trace and evaluate the argument and specific claims in a text and to distinguish claims that are supported by reasons and evidence from those claims that are not supported;

G) provide instruction in interpreting graphic features (e.g., tables, charts, illustrations, tables of contents, captions, headings, indexes) and their relationship to text;

H) guide students to use note-taking, previewing, identification of main idea and supporting details, and review strategies to clarify and solidify comprehension;

I) ask high-level, text-dependent questions;

J) support students in analyzing the organizational structure of texts (e.g., sequentially, causally, comparatively) and in considering how specific sentences, paragraphs and larger portions of the text relate to each other and to the text as a whole;

K) assist students with recognizing features of text common to individual disciplines;

L) guide students to identify and analyze content in texts that indicates point of view, perspective, purpose, fact, opinion, speculation and audience;

M) guide the reading of multiple texts to enable students to comparatively analyze and evaluate information and synthesize information from the texts into a coherent understanding of a topic;
model and encourage the use of reading strategies to improve comprehension (e.g., predicting, purpose-setting, sequencing, connecting, visualizing, monitoring, questioning, summarizing, synthesizing, making inferences, evaluating).

2) Writing

Effective middle grade teachers:

A) provide instructional support and opportunities for students to write routinely for authentic purposes in multiple forms and genres to demonstrate the power and importance of writing throughout their lives;

B) engage students in using writing to develop an understanding of content area concepts and skills;

C) support students in producing coherent and clear writing with organization, development, substance and style appropriate to the task, purpose and audience;

D) provide feedback to written work to guide students' revisions;

E) reinforce the process for writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence;

F) provide instruction to students on how to create a text that introduces an opinion on a topic, supports the opinion with information and reasons based on facts and details, uses appropriate transitional devices and concludes with a statement supporting the opinion;

G) provide instructional support for creating a narrative text based on real or imagined experiences or events that introduces a narrator and/or characters; uses dialogue, description and pacing to develop and organize a sequence of events; uses concrete words, phrases, sensory details and transitional devices; and uses a conclusion that follows from the experiences or events;
H) facilitate the writing of informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content;

I) instruct students in the skills necessary to conduct research projects using evidence drawn from multiple sources (including how to select and develop topics; gather information from a variety of sources, including the Internet; synthesize information; paraphrase, summarize and quote or cite sources);

J) provide support in using search terms effectively, assessing the credibility and accuracy of sources, avoiding plagiarism and following a standard format for citations;

K) facilitate the use of the conventions of standard English grammar (e.g., irregular plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses); and

L) engage students in using technology to produce and publish writing and to interact and collaborate with others.

3) Speaking and Listening

Effective middle grade teachers:

A) engage students in a variety of oral language activities, including whole and small group collaborative discussion, asking questions, reporting on a topic and recounting experiences;

B) teach students to present ideas and information; use facts and relevant details to support main ideas; and use presentation software, media and visual displays appropriate to the purpose and audience;

C) support students in using conventions of standard English, eye contact, voice projection and enunciation in formal presentations; and
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D) teach students to listen actively and critically in order to understand, evaluate and respond to a speaker's message.

4) Vocabulary

Effective middle grade teachers:

A) for the instructional focus, select appropriate words central to the meaning of the text and likely to be unfamiliar, academic vocabulary and word relationships;

B) support the use of word-solving strategies for clarifying the meaning of unfamiliar words, including contextual analysis, structural analysis and the use of reference materials;

C) support oral and written language development and the use of newly acquired vocabulary across disciplines;

D) understand and implement the forms and functions of academic language to help students develop and express content understandings;

E) utilize authentic text to help students develop word consciousness; and

F) actively engage students in using a wide variety of strategies for developing and expanding vocabularies.

d) Using Materials, Texts and Technology

Effective middle grade teachers:

1) use a wide range of high-quality literature and informational texts, including primary sources;

2) select literature and informational texts that address the interests, backgrounds and learning needs of each student;

3) estimate the difficulty level of text using readability measures and qualitative factors, and make text accessible to students;
4) use culturally responsive texts to promote students' understanding of their lives and society;

5) use a variety of technologies to support disciplinary literacy instruction (e.g., computers, cameras, interactive websites, blogs, online research); and

6) use techniques for helping students navigate online sources, including the importance of critically evaluating the information available online by addressing sources, audience and purpose.

e) Monitoring Student Learning through Assessment

Effective middle grade teachers:

1) assess students' interest, engagement and response to instruction to guide teaching;

2) use assessment data, student work samples and observations from continuous monitoring of student progress to plan and evaluate disciplinary literacy instruction;

3) provide feedback to students on their work to help them understand their own progress and how to improve performance;

4) communicate results of assessments appropriately;

5) engage students in self-assessment; and

6) recognize how to maintain and use accurate records of students' performance and progress in meeting disciplinary literacy standards.

f) Meeting the Needs of Diverse Learners

Effective middle grade teachers:

1) understand the impact of cultural, linguistic, cognitive, academic, physical, social and emotional differences on language development and literacy;

2) seek appropriate assistance and support for struggling readers and writers;
3) collaborate and plan with other professionals to deliver a consistent, sequenced and supportive instructional program for each student;

4) differentiate strategies, materials, pace, levels of text and language complexity to introduce concepts and skills to meet the diverse learning needs of each student; and

5) make content accessible in appropriate ways to English language learners.

g) Constructing a Supportive Language and Literacy Environment

Effective middle grade teachers:

1) understand motivation and engagement and the use of the "gradual release of responsibility approach" to design learning experiences that build student self-direction and ownership of literacy learning;

2) establish classroom routines that promote independence, self-direction, collaboration and responsibility for disciplinary literacy learning;

3) incorporate student choices in determining reading and writing materials and activities; and

4) build collaborative classroom communities that support and engage all students in reading, writing, listening, speaking, viewing and visually representing their thoughts and ideas.

Section 21.130 Dispositions

Teachers in the middle grades are committed to building the capacity of every student to reach his or her highest potential as a learner. The development of the learner is shaped by not only the content and pedagogical knowledge of the teacher but also by the professional and technical dispositions that are consistently exhibited. Effective middle grade teachers:

a) value and promote the importance of interdisciplinary content that is part of the middle school concept and demonstrate how these content areas interrelate with all areas of educational content currently and in the future;

b) exhibit high levels of self-efficacy related to their applicable core content area of instruction, and seek to develop beliefs of self-efficacy in their students;
c) demonstrate the ability to be thoughtful and responsive listeners and observers;

d) demonstrate the ability to persevere, appropriately seeking out resources and support when presented with personal or professional challenges; and

e) embody the Code of Ethics for Illinois Educators (23 Ill. Adm. Code 22) and the Standards for All Illinois Teachers (23 Ill. Adm. Code 24), as applicable to the educator, in the learning environment.

SUBPART C: STANDARDS FOR LITERACY TEACHERS

Section 21.140 English Language Arts Standards for Literacy Teachers in the Middle Grades

In addition to the standards set forth in Subpart B of this Part, each literacy teacher in the middle grades shall possess the knowledge and skills articulated in this Section.

a) The Language, Literacy and Literature Curriculum

Effective middle grade literacy teachers:

1) understand and use the scientific basis of teaching to plan, evaluate and modify instruction (i.e., the use of appropriate research in identifying and implementing effective instructional practices);

2) know the developmental sequence of language and literacy skills, along with age-level or grade-level benchmarks of development, particularly for adolescent learners;

3) understand the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, their organization, progressions, and the interconnections among the skills;

4) understand and evaluate the components of a comprehensive English language arts curriculum that develops students' literacy skills and strategies, and ensures that instructional goals and objectives are met;

5) understand the role of systematic and explicit teaching of literacy skills in prekindergarten through grade 12;
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6) understand the influence of students' literacy skills on their performance on discipline-specific assessments;

7) understand the connections between the English language arts curriculum and developments in culture, society and education;

9) understand and use research-based instructional strategies that have been demonstrated to be particularly successful for supporting struggling readers;

10) know how adolescents read and compose texts and make meaning through interaction with media environments; and

11) understand a wide range of developmentally appropriate literacy assessments, recognizing their purposes, strengths and limitations, (e.g., standardized assessments, diagnostic measures, universal screening, curriculum-based assessments, progress monitoring).

b) Foundational Knowledge

1) Language

Effective middle grade literacy teachers understand:

A) language, reading and writing development across the middle school years, using supporting evidence from theory and research;

B) the nature and communicative role of various features of language, including phonology, semantics, syntax, morphology and pragmatics;

C) major theories and stages of first and second literacy acquisition and the role of native language in learning to read and write in a second language;

D) the role of academic language in developing students' understanding of concepts, content, skills and processes;

E) the evolution of the English language and historical influences on its forms and how to integrate this knowledge into student learning;
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F) conventions of standard English grammar and usage (e.g., irregular plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses); and

G) the impact of language on society.

2) Alphabetic Code

Effective middle grade literacy teachers understand:

A) phonological awareness (sound structure of words, including syllables, onsets and rimes, phonemes), its development (from word and syllable separations to phonic segmentation) and relationship to reading and writing proficiency;

B) the orthographic-phonological system, including sound-letter relationships, and common English spelling patterns and their relationship to pronunciation; and

C) structural analysis (e.g., syllabication, affixes, root words) for decoding unknown words.

3) Text

Effective middle grade literacy teachers understand:

A) the quantitative, qualitative and individual factors that affect text complexity, including how to estimate text readability;

B) the organizational text structures, literary devices, rhetorical features, text features and graphics commonly used in literary and informational texts;

C) the characteristics of various genre or forms of literary and informational text;

D) the role, perspective and purpose of text in specific disciplines;
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E) how to analyze a modern work of literature and determine how it draws on themes, patterns or events or character types from myths, traditional stories or religious works, such as the Bible, including describing how the material is rendered new; and

F) a variety of textual and programmatic resources for addressing the needs of struggling readers, including those that are high-interest, low-readability.

4) Literature for Adolescents and Younger Adults

Effective middle grade literacy teachers understand:

A) works representing a broad historical and contemporary spectrum of the United States, Britain and the world, including non-Western literature;

B) works from a variety of genres and culture, including adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire and graphic novels;

C) works of poetry, including narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads and epics;

D) works of one-act and multi-act plays, both in written form and on film;

E) works of literary nonfiction, including subgenres of exposition, argument and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical or economic accounts written for a broad audience;

F) works by female authors and authors of color; and

G) works that represent the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

c) Using Research-Based Instructional Approaches

1) Decoding and Fluency
Effective middle school literacy teachers:

A) use a variety of developmentally appropriate approaches for teaching decoding (e.g., phonemes, sound-symbol relationships, spelling patterns, syllabication, structural analysis) of regular words, irregular words and multi-syllable words, in isolation and within texts; and

B) use a variety of approaches for supporting the fluent reading of text (i.e., with sufficient accuracy, rate and expression).

2) Reading Comprehension

Effective middle grade literacy teachers:

A) select high-quality texts that match student needs and educational goals;

B) identify text features that may impede comprehension (e.g., author's assumption of prior knowledge, use of unusual key vocabulary, complexity of sentences, unclear cohesive links, subtlety of relationships among characters or ideas, sophistication of tone, complexity of text structure, use of literary devices or data);

C) scaffold reading to enable students to understand and learn from challenging text (e.g., re-reading, pre-teaching of vocabulary or key information not provided in the text);

D) introduce texts efficiently, providing a clear purpose for reading (and without revealing information the students can learn from reading the text);

E) guide close reading discussions that require students to identify the key ideas and details of a text, to analyze the text's craft and structure (including the tone and meaning of words) and to critically evaluate the text;

F) teach students to recognize literary elements and devices across literary genres and forms of informational text;
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G) teach students to trace and evaluate the argument and specific claims in a text and to distinguish claims that are supported by reasons and evidence from claims that are not supported;

H) provide instruction in interpreting graphic features (e.g., tables, charts, illustrations, tables of contents, captions, headings, indexes) and their relationship to text;

I) provide instruction in using note-taking, previewing, identification of main idea and supporting details, and review strategies to clarify and solidify comprehension;

J) ask high-level, text-dependent questions;

K) provide instruction in analyzing the organizational structure of texts (e.g., sequentially, causally, comparatively), and in considering how specific sentences, paragraphs and larger portions of the text relate to each other and the whole;

L) assist students with recognizing features of text common to individual disciplines;

M) provide instruction and opportunities for students to identify and analyze content in texts that indicates point of view, perspective, purpose, fact, opinion, speculation and audience;

N) guide the reading of multiple texts to enable students to comparatively analyze and evaluate information, and to synthesize information from the texts into a coherent understanding of a topic;

O) guide the reading of multiple texts across similar themes to compare the approaches taken by the authors, and how the structures contribute to meaning and style; and

P) teach students to use reading strategies to improve comprehension (e.g., predicting, purpose setting, sequencing, connecting, visualizing, monitoring, questioning, summarizing, synthesizing, making inferences, evaluating).

3) Writing
Effective middle grade literacy teachers:

A) teach students to write routinely for authentic purposes in multiple forms and genres to demonstrate the power and importance of writing throughout their lives;

B) engage students in using writing to develop an understanding of concepts and skills;

C) provide instruction in producing coherent and clear writing with organization, development, substance and style appropriate to the task, purpose and audience;

D) provide feedback to written work to guide students' revisions;

E) provide instruction in writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence;

F) provide instruction in creating a text that introduces an opinion on a topic, supports the opinion with information and reasons based on facts and details, uses appropriate transitional devices and concludes with a statement supporting the opinion;

G) provide instruction in creating a narrative text based on real or imagined experiences or events that introduces a narrator and/or characters; uses dialogue, description and pacing to develop and organize a sequence of events; uses concrete words, phrases, sensory details and transitional devices; and uses a conclusion that follows from the experiences or events;

H) provide instruction in writing informative and explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content;

I) teach students to conduct research projects using evidence drawn from multiple sources, including how to select and develop topics; gather information from a variety of sources, including the
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Internet; synthesize information; paraphrase, summarize and quote and cite sources;

J) provide instruction in conducting online searches (i.e., assessing the credibility and accuracy of sources, avoiding plagiarism and following a standard format for citations);

K) provide instruction in the conventions of standard English grammar and usage (e.g., irregular plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses);

L) provide instruction in the conventions of standard English capitalization, punctuation and spelling;

M) use sentence combining as a method to provide students with opportunities to embed words, phrases and clauses in a variety of grammatically appropriate forms of sentence structures;

N) provide instruction in using technology to produce and publish writing and to interact and collaborate with others; and

O) use "conferencing" to motivate and scaffold students' development throughout the writing process.

4) Speaking and Listening

Effective middle grade literacy teachers:

A) engage students in a variety of oral language activities, including whole and small group collaborative discussion, asking questions, reporting on a topic and recounting experiences;

B) instruct students in presenting ideas and information using facts and relevant details to support main ideas and using presentation software, media and visual displays appropriate to the purpose and audience;

C) provide instruction for students in using conventions of standard English, eye contact, voice projection and enunciation in formal
presentations, and when to adjust speech to a variety of contexts and tasks;

D) teach students to listen actively and critically in order to understand, evaluate and respond to a speaker's message; and

E) engage students in critical analysis of different media and communication technologies and their effects on students' learning.

5) Vocabulary

Effective middle grade literacy teachers:

A) utilize authentic text to help students develop word consciousness;

B) for the instructional focus, select appropriate words central to the meaning of the text and likely to be unknown, academic vocabulary and word relationships;

C) introduce students to forms of language that enhance vocabulary and understanding of language (e.g., idioms, figurative language, poetic devices, synonyms, antonyms, homonyms, adages, proverbs);

D) teach the use of word-solving strategies for clarifying the meaning of unknown words, including contextual analysis, structural analysis and the use of reference materials;

E) actively engage students in using a wide variety of strategies for developing and expanding vocabularies;

F) provide instruction in oral and written language development and the use of newly acquired vocabulary across disciplines; and

G) understand and implement the forms and functions of academic language to help students develop and express content understandings.

d) Using Materials, Texts and Technology

Effective middle grade literacy teachers:
1) use a wide range of high-quality literature and informational texts, including primary sources;

2) select literature and informational texts that address the interests, backgrounds and learning needs of each student;

3) estimate the difficulty level of text using readability measures and qualitative factors and make text accessible to students;

4) use culturally responsive texts to promote students' understanding of their lives and society;

5) use a variety of technologies to support disciplinary literacy instruction (e.g., computers, cameras, interactive websites, blogs, online research);

6) use techniques for helping students navigate online sources, including the importance of critically evaluating the information available online by addressing sources, audience, purpose and currency; and

7) use research-based criteria for selecting and evaluating instructional materials for use in the teaching of the language arts.

e) Monitoring Student Learning through Assessment

Effective middle grade literacy teachers:

1) understand and use a wide range of developmentally appropriate literacy assessments and rubrics (e.g., standardized assessments, diagnostic measures, universal screening, curriculum-based assessments and progress monitoring), recognizing their purposes, strengths and limitations;

2) monitor student progress in meeting developmental benchmarks in literacy, and maintain and use accurate records of students' progress and performance;

3) assess students' interest, engagement and response to instruction to guide teaching;
4) use assessment data, student work samples and observations from continuous monitoring of student progress to plan and evaluate literacy instruction;

5) provide feedback to students on their work to help them understand their own progress and how to improve performance;

6) communicate results of assessments appropriately;

7) engage students in self-assessment;

8) interpret and use assessment data to analyze individual, group and classroom literacy performance and progress; and

9) recognize how to maintain and use accurate records of students' performance and progress in meeting literacy standards.

f) Meeting the Needs of Diverse Learners

Effective middle grade literacy teachers:

1) understand the impact of cultural, linguistic, cognitive, academic, physical, social and emotional differences on language development and literacy learning;

2) plan and implement targeted literacy instruction that is responsive to the strengths and needs of each student (e.g., English language learners, struggling learners, gifted learners) to ensure high rates of success;

3) seek and provide for appropriate assistance and support for struggling readers and writers;

4) collaborate and plan with other professionals to deliver a consistent, sequenced and supportive instructional program for each student across all areas of the curriculum;

5) differentiate strategies, materials, pace, levels of text and language complexity to introduce concepts and skills to meet the diverse learning needs of each student;

6) make content accessible in appropriate ways to English language learners;
7) use data-based decision-making to target interventions to needs of struggling readers;

8) deliver literacy instruction within a multi-tier system of support in order to meet the needs of all students; and

9) deliver instruction explicitly to struggling readers (i.e., modeling, prompting, guided practice, response, corrective feedback).

g) Constructing a Supportive Language and Literacy Environment

Effective middle grade literacy teachers:

1) understand motivation and engagement and the use of the "gradual release of responsibility" approach to design learning experiences that build student self-direction and ownership of literacy learning;

2) establish classroom routines that promote independence, self-direction, collaboration and responsibility for disciplinary literacy learning, and incorporate student choices in determining reading and writing materials and activities; and

3) build collaborative classroom communities that support and engage all students in reading, writing, listening, speaking, viewing and visually representing their thoughts and ideas.

SUBPART D: STANDARDS FOR MATHEMATICS TEACHERS

Section 21.150 Mathematics Standards for Mathematics Teachers in the Middle Grades

In addition to the standards set forth in Subpart B of this Part, each mathematics teacher in the middle grades shall possess the knowledge and skills articulated in this Section.

a) Core Content Area Knowledge

1) Calculus

Effective middle grade mathematics teachers:
A) demonstrate knowledge of properties and notation of real numbers, properties of exponents and radicals, factoring techniques, solving polynomial equations and operations with rational expressions;

B) on the Cartesian Plane, graph polynomial, rational and radical functions and circles, and find horizontal and vertical asymptotes, and points of intersection of curves;

C) define function, domain, range, inverse functions, operate on functions, and use functional notation;

D) define one-sided, general and at infinity limits, and evaluate them by using the properties of limits;

E) define and apply the properties of continuous functions and determine discontinuities;

F) define first-order and higher-order derivatives and evaluate them using constant power, constant multiple, product, quotient and chain rules and by implicit differentiation;

G) apply the rules of derivatives to find tangent line, slope, rate of change, velocity and acceleration, marginal analysis, increasing and decreasing functions, curve sketching with maxima and minima and concavity, and solving optimization problems;

H) demonstrate knowledge of properties of exponential and logarithmic functions and their derivatives;

I) demonstrate knowledge of basic anti-derivatives, explore integration using the notion of "area under the curve" to determine definite integrals and understand the "Fundamental Theorem of Calculus" as a tool to evaluate definite integrals and relate integration and differentiation; and

J) apply the above knowledge and skills to applications from natural, physical and social sciences.

2) Statistics

Effective middle grade mathematics teachers:
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A) construct, identify and interpret frequency distributions, histograms, cumulative frequency tables, ogives and box plots;

B) identify, calculate and interpret measures of central tendency and dispersion;

C) identify, calculate and apply the methods of counting;

D) identify, calculate and interpret probabilities and expected value;

E) define random variables and analyze and interpret the probability distributions they generate;

F) identify and describe the sampling distribution of sample means and sample proportions;

G) create and interpret confidence intervals for single population means and proportions;

H) identify, analyze and perform formal tests of hypotheses concerning single population means and single population proportions; and

I) identify, calculate and interpret the correlation coefficient and regression equations.

b) The Mathematics Curriculum

Effective middle grade mathematics teachers:

1) understand the Illinois Learning Standards for Mathematics, their organization, progressions and the interconnections among the domains; and

2) know the developmental sequence of mathematics skills, along with age-level or grade-level benchmarks of development.

c) Foundational Knowledge

1) Standards for Mathematical Practice
Effective middle grade mathematics teachers enable students to acquire the skills necessary for strong mathematical practice in that they are able to:

A) make sense of problems and persevere in solving them;
B) reason abstractly and quantitatively;
C) construct viable arguments and critique the reasoning of others;
D) model with mathematics;
E) use appropriate tools strategically;
F) attend to precision;
G) look for and make use of structure; and
H) look for and express regularity in repeated reasoning.

2) Ratio and Proportional Relationships

Effective middle grade mathematics teachers are prepared to develop student proficiency and address common misconceptions related to ratio and proportional relationships and:

A) understand and apply fractions as numbers that can be modeled from a length perspective (number line), an area perspective (pattern blocks, geoboards, etc.), and a discrete perspective (set of dots or circles);
B) understand and apply the concept of unit fractions, benchmark fractions and the whole (referent unit) as defined in the Illinois Learning Standards for Mathematics;
C) extend the associated meanings of the properties of operations from whole numbers to fractions;
D) understand and use equivalent fractions, including those of whole numbers, to reveal new information and as a tool for comparison or
to perform operational procedures;

E) understand and apply the connection between fractions and division, and how fractions, ratios and rates are connected via unit rates, and solve problems and formulate equations for proportional relationships;

F) describe the relationship between fractions and terminating, periodic and delayed-periodic decimals;

G) reason about how quantities vary together in a proportional relationship, using tables, double number lines and tape diagrams as supports;

H) distinguish proportional relationships from other relationships, such as additive relationships and inversely proportional relationships; and

I) understand the connection between a proportional relationship and a linear relationship.

3) The Number System

Effective middle grade mathematics teachers are prepared to develop student proficiency and address common misconceptions related to the number system and:

A) understand how the place value system relies on repeated groupings of any fixed natural number quantity (including ten) and can show how to use objects, drawings, layered place value cards and numerical expressions to help reveal place value structure, and extend place value system knowledge to negative, rational, irrational and real numbers;

B) efficiently use place value computation methods for addition, subtraction, multiplication and division with an understanding of composing and decomposing numbers using the commutative, associative and distributive properties, and, using multiple models, explain why rules for multiplying and dividing with negative numbers make sense;
C) derive various (multiple) algorithms and recognize these as summaries of reasoning, rather than rules, and distinguish between and understand the appropriate use of computation strategies and computation algorithms as defined in the Illinois Learning Standards for Mathematics, recognizing the importance of "mental math";

D) understand and explain methods of calculating products and quotients of fraction, by using area models, tape diagrams and double number lines, and by reading relationships of quantities from equations;

E) understand the concepts of greatest common factor, least common multiple, units, scale, origin, quantities, integer exponents, rational exponents, irrational numbers, complex numbers and radicals; and

F) understand the connections between fractions and decimals, particularly with regard to decimal computations.

4) Expressions and Equations

Effective middle grade mathematics teachers are prepared to develop student proficiency and address common misconceptions related to expressions and equations and:

A) understand operations and their associated inverses, and use properties of operations to rewrite polynomial expressions to reveal new information and to solve equations;

B) illustrate the meaning of 0 and why division by 0 leads to an undefined answer;

C) explain each step in solving an equation as following from the equality asserted at the previous step, while using the equal sign appropriately;

D) create and solve, using multiple representations, one-variable and two-variable equations and inequalities with letters representing an unknown quantity, defining constraints as necessary, and understand and illustrate what it means to be a solution of one-variable and two-variable equations and inequalities;
E) use the structure of an expression to identify ways to rewrite it, and choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression;

F) strategically use algebraic tools, such as tape diagrams, number lines, double number lines, graphing calculators and computer algebra systems, to solve problems and connect the strategy for the solution to standard algebraic techniques;

G) validate or dismiss the chains of reasoning used to solve equations and systems of equations;

H) understand proportional relationships and arithmetic sequences as special cases of linear relationships;

I) derive and justify multiple forms for the equations of non-vertical lines; and

J) understand and apply properties of integer exponents and radicals to generate equivalent numerical expressions and solve problems.

5) Geometry

Effective middle grade mathematics teachers are prepared to develop student proficiency and address common misconceptions related to geometry and:

A) compose and decompose shapes, classify shapes into categories and justify the relationships within and between the categories, and summarize and illustrate the progression from visual to descriptive to analytic to abstract characterizations of shapes;

B) use multiple models to informally explain and prove geometric theorems about angles, angle relationships, parallel and perpendicular lines, circles, parallelograms and triangles, including the Pythagorean theorem and its converse;

C) describe the connections (relationships) between geometric properties and arithmetic and algebraic properties, including
proportional relationships, and adapt a problem in one domain to be solved in the other domain;

D) use the coordinate plane to reason about spatial locations, graph shapes and solve problems;

E) derive area formulas, such as the formulas for areas of triangles and parallelograms, considering the different height and base cases, including oblique cases;

F) demonstrate an understanding of dilations, translations, rotations and reflections, and combinations of these using dynamic geometry software and constructions;

G) understand congruence in terms of translations, rotations and reflections; understand similarity in terms of translations, rotations, reflections and dilations; solve problems involving congruence and similarity in multiple ways; and explain the criteria for triangle congruence and apply the congruence properties to prove geometric theorems and properties; and

H) understand area and volume, and give rationales for area and volume formulas that can be obtained by compositions and decompositions of unit squares or unit cubes, and solve real-world problems involving area, volume and surface area of any two-dimensional or three-dimensional shape.

6) Statistics and Probability

Effective middle grade mathematics teachers are prepared to develop student proficiency and address common misconceptions related to statistics and probability and:

A) use data displays to ask and answer questions about data in real-life situations and demonstrate an understanding of measures used to summarize data, including but not limited to, shape, center, mean, median, interquartile range, mean absolute deviation, spread and standard deviation;

B) examine the distinction between categorical and numerical data, reason about data displays and recognize the connection to
statistical variability and distributions;

C) develop an understanding of statistical variability and its sources, and the role of randomness in statistical inference;

D) explore and explain relationships between two variables by studying patterns in bivariate data and two-way frequency tables;

E) use technology, including calculators, spreadsheets and tables, to create scatter plots, linear models, dot plots, histograms and box plots, as well as calculate correlation coefficients of data; and

F) calculate theoretical and experimental probabilities of simple and compound events, and understand why their values may differ for a given event in a particular experimental situation.

7) Functions

Effective middle grade mathematics teachers are prepared to develop student proficiency and address common misconceptions related to functions and:

A) define and use appropriately the concepts of function, input, output, domain, range, rate of change, intercept, interval, end behavior, function notation, relative maximum and minimum, symmetry, zeros, graphical transformation, recursive formula, explicit formula, arithmetic and geometric sequence.

B) examine and reason about functional relationships represented using tables, graphs, equations and descriptions of functions in words, and translate between representations of graphs, tables, real-life situations or equations; and

C) examine the patterns of change in proportional, linear, inversely proportional, quadratic and exponential functions, and the types of real-world relationships these functions can model, and write expressions, equations and/or functions based on these patterns.

d) Using High-Leverage Instructional Practices

Effective middle grade mathematics teachers:
1) choose and use mathematical tasks that entail complex mathematical work, build basic skills and allow for multiple answers or methods;

2) teach and use the content-specific language of mathematics;

3) lead whole-class math discussions (e.g., math talks) that engage all learners;

4) respond productively to student "errors" by probing the underlying thinking and providing targeted feedback;

5) appraise, choose and modify tasks and texts for a specific learning goal;

6) use specific mathematically focused positive reinforcement;

7) use public recording (e.g., posters, whiteboard) to collect and probe mathematical thinking (e.g., demonstrating multiple answers and methods; exploring when an algorithm may be the best solution and when another approach may provide a more efficient solution);

8) diagnose common (and not so common) patterns of student thinking; and

9) assess students' mathematical proficiency and teach responsively.

e) Using Materials, Tools and Technology

Effective middle grade mathematics teachers:

1) apply mathematical content and pedagogical knowledge to select and use instructional tools, such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, websites and mathematics-specific technologies (e.g., graphing tools, interactive geometry software), recognizing both the insight to be gained and any limitations;

2) empower students to make sound decisions about the appropriate use of mathematical tools;
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3) when making mathematical models, recognize that technology can enable one to visualize the results of varying assumptions, explore consequences, examine characteristics and compare predictions with data;

4) select mathematical examples that address the interests, backgrounds and learning needs of each student; and

5) evaluate curricular materials for appropriate level and depth of content, focus on and relevance to required learning goals and incorporation of the standards set forth in subsection (c)(1) of this Section.

f) Monitoring Student Learning through Assessment

Effective middle grade mathematics teachers:

1) engage in purposeful classroom assessment aligned to appropriate learning expectations for every student and monitor student progress in meeting developmental benchmarks in mathematics;

2) provide a variety of well-designed one-step, two-step, and complex multi-step assessment items and performance tasks that incorporate real-life situations, to allow students to demonstrate their learning;

4) ensure that assessments are responsive to, and respectful of, cultural and linguistic diversity and exceptionalities, and are not influenced by factors unrelated to the intended purposes of the assessment;

5) guide students in developing the skills and strategies for them to assess their work and set appropriate goals for their progress as mathematicians;

6) analyze student work to determine misunderstandings, misconceptions, predispositions and newly developing understandings, and use the results of this analysis to guide instruction and provide meaningful feedback; and

7) communicate the purposes, uses and results of assessments appropriately and accurately to students, parents and colleagues.

g) Meeting the Needs of Diverse Learners

Effective middle grade mathematics teachers:
1) understand the impact of cultural, linguistic, cognitive, academic, physical, social and emotional differences on mathematics development and progression of knowledge;

2) plan and implement mathematics instruction that capitalizes on strengths and is responsive to the needs of each student;

3) use a variety of approaches and classroom-based intervention strategies to respond to the needs of each student, particularly those who are struggling or advanced;

4) seek appropriate assistance and support for struggling and/or advanced learners;

5) collaborate and plan with other professionals to deliver a consistent, sequenced and supportive instructional program for each student;

6) differentiate strategies, materials, pace and levels of cognitive complexity to introduce concepts and skills to meet the learning needs of each student; and

7) make content accessible in appropriate ways to English language learners and students with exceptionalities.

h) Constructing a Supportive Mathematics Environment

Effective middle grade mathematics teachers:

1) create an environment that empowers every student to engage in the practices set forth in subsection (d) of this Part;

2) motivate and engage students by designing learning experiences that build self-direction, perseverance and ownership of mathematics;

3) guide students to work productively and collaboratively with each other to achieve mathematics learning goals by using a strategic combination of individual, group and whole class instruction to meet the learning needs of each student efficiently and effectively;

4) provide tools that are accessible and developmentally appropriate;
5) establish norms and routines for classroom discourse that allow for the respectful analysis of mistakes and the use of mathematical reasoning for mindful critique and argument; and

6) create opportunities and expectations that all students, including English language learners and students with exceptionalities, use appropriate written and oral mathematical language.

i) Professionalism, Communication and Collaboration

Effective middle grade mathematics teachers:

1) continually engage in intensive, ongoing professional growth opportunities that serve to increase mathematical knowledge for teaching, such as lesson study or continuing coursework;

2) use self-reflection to analyze instruction and make improvements and make use of strategies such as journal writing, video self-analysis and peer observation;

3) communicate and collaborate with other professionals, such as within a professional learning community, to plan teaching, discuss student needs, secure special services for students and manage school policies;

4) communicate and collaborate with families to support student needs and discuss student progress; and

5) maintain professional connections to improve mathematics instruction at local, State, regional and national levels.
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EDUCATOR LICENSURE

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SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES
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SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

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AUTHORITY: Implementing Articles 21 and 21B and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5(Art. 21, Art. 21B, 14C-8, and 2-3.6].


SUBPART B: LICENSES

Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)
The requirements of 23 Ill. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions on or before September 1, 2017 and has the elementary education endorsement issued by September 1, 2018. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education), as well as those completing programs on or after September 1, 2017, the requirements of this Section shall apply.

a) The endorsement for self-contained general education in grades 1 through 6 shall be affixed to the professional educator license.

b) Each candidate for an endorsement in elementary education shall complete a 32 semester hour major in elementary education offered by an Illinois program approved for the preparation of elementary education teachers pursuant to Subpart C of this Part. The program shall include:

1) coursework that addresses at least three areas of the sciences (i.e., physical, life and earth and space);

2) coursework that address at least four areas of the social sciences (i.e., history, geography, civics and government, and economics of Illinois, the United States and the world); and

3) a student teaching experience that meets the requirements of Section 25.620 of this Part for those candidates who will be receiving the professional educator license for the first time.

c) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.

d) Additional elementary endorsements (e.g., elementary mathematics, elementary reading) may be added to the professional educator license endorsed for self-contained elementary education in accordance with the provisions of Section 25.37 of this Part.

(Source: Added at 37 Ill. Reg. _______, effective _____________)
Section 25.99  Endorsement for the Middle Grades (Grades 5 through 8) Endorsing Teaching Certificates (Repealed)

The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades) shall apply to the preparation of any candidate who completes the requirements set forth in Section 1.720 and has the endorsement issued on or before January 31, 2018. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 21 (Standards for Endorsements in the Middle Grades), as well as those completing programs on or after February 1, 2018, the requirements of this Section shall apply.

a) The endorsement for the middle grades of 5 through 8 shall be affixed to the professional educator license.

b) General Requirements

1) Each candidate for an endorsement for the middle grades shall complete a 32 semester hour major in middle grades education offered by an Illinois program approved for the preparation of teachers in the middle grades pursuant to Subpart C of this Part.

2) As applicable to the specific middle-grades content area of the endorsement, the course of study required under subsection (b)(1) of this Section shall include the following:

A) for a middle-grades math endorsement, 24 hours of math content, which shall include three hours of content-specific methods focused on the middle grades; or

B) for a middle-grades literacy endorsement, 24 hours of literacy content, which shall include three hours of content-specific methods focused on the middle grades; or

C) for a middle-grades science endorsement, 24 hours of science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas:

   i) physical sciences;

   ii) life sciences;
iii) earth and space sciences; or

D) for a middle-grades social science endorsement, 24 hours of social science content (including three hours of content-specific methods focused on the middle grades) to include coursework in each of the following areas, in relation to Illinois, the United States and the world:

i) history;

ii) geography;

iii) civics and government; and

iv) economics; or

E) for content areas other than those specified in this subsection (b), 24 hours of content specific to the endorsement sought, which shall include three hours of content-specific methods focused on the middle grades.

3) Each candidate who will be receiving the professional educator license for the first time shall complete a student teaching experience that meets the requirements of Section 25.620 of this Part specific to his or her content area of endorsement.

c) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.

d) Additional content-area endorsements (e.g., health, physical education, family and consumer sciences) may be added to the professional educator license endorsed for the middle grades in accordance with the provisions of Section 25.37 of this Part.

(Source: Old Section repealed at 29 Ill. Reg. 15831, effective October 3, 2005; new Section added at 37 Ill. Reg. ______, effective ____________)

Section 25.100 Teaching Endorsements on the Professional Educator License
Beginning July 1, 2013, the structure of teaching endorsements available on the Illinois professional educator license is changed. Appendix E to this Part provides a list of the available endorsements and shows for each endorsement the related endorsements that were previously issued. Any semester hours of credit presented toward fulfillment of the requirements of this Section shall be posted on the candidate's official transcript and may be taken in on-line or electronically-mediated courses, provided that college credit is provided for the coursework by a regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for licensure, endorsement, or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

a) Content-specific endorsements (e.g., science – biology, social science – economics) shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, a licensee shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the content-specific endorsement or endorsements received in conjunction with that endorsement. However, a licensee may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the content-specific endorsement. For example, a secondary science teacher with a content-specific endorsement for science – biology may not teach honors physics or chemistry unless he or she holds a content-specific endorsement in science – physics or science – chemistry.

b) The provisions of subsection (a) of this Section do not apply to endorsements in a particular content area available prior to July 1, 2004 that were not exchanged for the endorsement currently available. Individuals holding these endorsements shall teach only the specific content encompassed by the endorsement issued. For instance, an individual who holds an endorsement in biology (rather than "sciences" with a content-area endorsement in science – biology) shall teach only biology and no other science content. An individual who wishes to teach other subjects in the same field or grade levels shall be required to apply for the relevant new endorsement in keeping with Section 21B-40 of the School Code and meet the applicable requirements of this Section.

c) Endorsements at Time of Issuance of the Professional Educator License

1) Pursuant to Section 21B-25 of the School Code [105 ILCS 5/21B-25], each professional educator license shall be specifically endorsed by the
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State Board of Education for each content area and grade-level range for which the holder of the license is qualified to teach and for which application has been made.

2) The professional educator license issued shall be endorsed in keeping with the program completed and the related content-area test passed by the candidate and for any other subject in which the individual:

A) meets the requirements of subsection (d), (f), (g), (h), (i), (j), or (k) of this Section; or

B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.

d) Certain endorsements or content-specific endorsements listed in Appendix E to this Part have no corresponding content-area test (see Section 25.710 of this Part). The provisions of this subsection (d) shall apply to the issuance of these endorsements and content-specific endorsements.

1) For an applicant who is receiving an Illinois professional educator license endorsed for a teaching field, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular content-specific endorsement, except that the requirements of subsection (k) of this Section shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.

2) An applicant prepared out of state, or an applicant who is already licensed in Illinois and is seeking to add a new endorsement or a content-specific endorsement in one of these subjects, other than an endorsement in safety and driver education, shall:
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A) present verification from an institution with an approved educator preparation program that he or she is prepared in the area covered by the endorsement or content-specific endorsement sought; or

B) present evidence of completion of 24 semester hours of coursework (subject to further limitations as set forth in this Section) in the area covered by the endorsement or content-specific endorsement sought.

3) An applicant prepared out of state or an applicant who is already licensed in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth in subsection (k) of this Section.

e) Addition of Endorsements to Currently Held Professional Educator Licenses

Individuals seeking to endorse currently held professional educator licenses shall apply for the endorsements, using ELIS, and pay the fee required under Section 21B-40 of the School Code [105 ILCS 5/21B-40].

1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.

2) An endorsement will be issued for any subject in which the individual:

A) meets the requirements of subsection (d), (f), (g), (h), (i), (j), or (k) of this Section; or

B) for other content areas not referenced in subsection (e)(2)(A) of this Section, has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, (with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, for secondary endorsements) and has passed the applicable content-area test; any coursework to be considered (whether undergraduate or graduate level) shall be posted on the individual's official transcript.
f) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (f)(1) through (4) of this Section relate to endorsements and content-specific endorsements in these fields based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260. (See Appendix E of this Part.)

1) An individual seeking to add an endorsement and a content-specific endorsement in either of these fields who does not already hold that endorsement with one of its other available content-specific endorsements shall be required to pass the content-area test for the content-specific endorsement sought and either:

   A) be recommended for the endorsement and the content-specific endorsement by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or

   B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:

      i) at least 12 semester hours of credit must have been earned in the subject area of the content-specific endorsement sought; and

      ii) some portion of the coursework completed must have addressed at least two additional content-specific endorsements within the field; and

      iii) in the case of the sciences, the coursework completed must have included both biological and physical science.

2) The requirement stated in subsection (f)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.

3) An individual may receive a subsequent content-specific endorsement in the same field if he or she has:
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A) passed the applicable content-area test and completed 12 semester hours of coursework in the subject area of the content-specific endorsement; or

B) completed a major in the content area of the content-specific endorsement.

4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a content-specific endorsement in that field under the new structure by passing the content-area test for the content-specific endorsement sought and, effective with applications received on or after February 1, 2012, completing 12 semester hours of coursework in the subject area of the content-specific endorsement. He or she may then qualify for additional content-specific endorsements in the field pursuant to subsection (f)(3) of this Section.

g) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

1) Reading Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) and having been recommended for the endorsement by virtue of completing an approved reading teacher's preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum involving clinical experience with two or more students and at two or more
grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test and having completed 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) foundations of reading;

ii) content-area reading;

iii) assessment and diagnosis of reading problems;

iv) developmental and remedial reading instruction and support;

v) developmental and remedial materials and resources; and

vi) literature appropriate to students across all grade ranges.

2) Reading Specialist

A) Each candidate for the reading specialist's endorsement shall hold an Illinois professional educator license and have at least two years of teaching experience on that license in an Illinois school. Each candidate shall be eligible to receive this endorsement on the professional educator license when he or she presents evidence of having completed the required teaching experience.

B) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.

C) Each candidate shall have completed a K-12 reading specialist's program approved pursuant to Subpart C of this Part that includes clinical experiences with five or more students at both the elementary (i.e., kindergarten through grade 8) and secondary
levels and leads to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in elementary grades and at least one student enrolled in secondary grades and may work with students one on one or in a group. Each candidate shall have been recommended for the endorsement by the institution offering the program.

D) Each candidate shall be required to pass the content-area test for reading specialist.

h) Special provisions shall apply to endorsements and content-specific endorsements in foreign languages.

1) For individuals who are seeking a professional educator license for the first time, an endorsement for a specific foreign language may be placed on the license when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript and passed the applicable content-area test.

2) For individuals who currently hold professional educator licenses with at least one endorsement for a foreign language, an endorsement for a different foreign language may be added when an individual has passed the applicable content-area test.

3) For individuals who currently hold professional educator licenses endorsed in teaching fields other than foreign language, an endorsement for a foreign language may be added upon completion of 24 semester hours of college credit in the language, either as an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and passage of the applicable content-area test. The endorsement issued shall be for only the grade levels for which the individual's professional educator license currently is endorsed.

4) Section 25.95 of this Part sets forth additional provisions for licensure in foreign languages under specified circumstances.

i) Requirements for Elementary, Middle Grades and Bilingual Education
1) The requirements of Section 25.97 of this Part, rather than the requirements of this Section, shall apply to credentials and assignments in the elementary grades.

2) The requirements of Section 25.99 of this Part, rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 25.99 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades.

3) The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

j) An additional endorsement for "technology specialist" shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education that is aligned to 23 Ill. Adm. Code 27.470 (Technology Specialist), and has passed the relevant content-area test.

k) Beginning with applications received on or after February 1, 2012, an endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level (as posted on the individual's official transcript), as defined by the institution offering the coursework, distributed as follows:

1) 3 semester hours in injury prevention or safety;

2) 12 semester hours in driver education that include:
   
   A) driving task analysis (introduction to driver education);
   
   B) teaching driver education in the classroom;
C) teaching the laboratory portion of the driver education course, including:

i) on-street teaching under the supervision of a qualified driver education teacher;

ii) the equivalent of at least one semester hour's preparation in and use of driving simulation;

iii) the equivalent of at least one semester hour's preparation in and use of multiple-car programs; and

D) advanced driver education and emergency evasive driving;

3) 3 semester hours in first aid and cardiopulmonary resuscitation; and

4) 6 semester hours chosen in any combination from:

A) the use of technology in instruction;

B) safety issues related to alcohol and other drugs;

C) driver education for students with disabilities; and

D) any other safety-related area.

l) Special provisions shall apply to the issuance of endorsements for gifted education teachers and gifted education specialists. A gifted education teacher is one whose assignment involves teaching gifted students, while a gifted education specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching gifted students.

1) Gifted Education Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds a professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special, or who receives an endorsement for some
field other than gifted, shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:

A) having passed the applicable content-area test and having been entitled for the endorsement by virtue of completing an approved gifted education teacher's preparation program that aligns to the standards set forth at 23 Ill. Adm. Code 27.490 (Gifted Education Teacher) that requires at least 24 semester hours of graduate coursework in gifted education at an institution that is approved to offer teacher preparation programs in Illinois pursuant to Subpart C of this Part; or

B) having passed the applicable content-area test and having documented completion of a gifted education seminar offered by the State Board of Education in conjunction with the Illinois Association for Gifted Children or received recognition as a State Board-approved gifted education seminar trainer and has four years of teaching experience in a public or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools). The requirements of this subsection (o)(1)(B) shall apply to applications received on or before February 1, 2015. Applications submitted on or after February 1, 2015, shall be subject to each of the requirements set forth in subsection (o)(1)(A) of this Section.

2) Gifted Education Specialist

Each candidate for the gifted education specialist's endorsement shall hold a professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special, and have at least two years of teaching experience on that license involving the education of gifted students. Each candidate shall be eligible to receive this endorsement on the professional educator license when he or she presents evidence of having completed the required teaching experience.

A) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.

B) Each candidate shall have completed a gifted education specialist's program for prekindergarten through grade 12 approved pursuant
to Subpart C of this Part that aligns to the standards set forth at 23 Ill. Adm. Code 27.495 (Gifted Education Specialist). The program shall include clinical experiences with five or more students in both prekindergarten through grade 8 and grades 9 through 12 and lead to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in prekindergarten through grade 8 and at least one student enrolled in grades 9 through 12 and may work with a student one on one or in a group. The clinical experience shall also include coaching or mentoring one or more teachers on the topic of gifted education. Each candidate shall have been entitled for the endorsement by the institution offering the program.

C) Each candidate shall be required to pass the content-area test for gifted education specialist.

D) An individual who qualifies for the gifted education specialist's endorsement may receive the endorsement on his or her professional educator license for assignment in any of prekindergarten through grade 12.

E) An individual may receive the gifted education specialist endorsement without passing the test required under subsection (o)(2)(C) of the Section if he or she has met the requirements set forth in subsections (o)(2)(A), (B), and (D); has completed a gifted education seminar offered by the State Board of Education in conjunction with the Illinois Association for Gifted Children or received recognition as a State Board-approved gifted education seminar trainer and has four years of teaching experience in a public or nonpublic school recognized pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), provided that he or she submits an application for the gifted specialist's endorsement no later than February 1, 2015. Individuals otherwise meeting the requirements of this subsection (o)(2)(E) whose applications are received on or after February 1, 2015, will be subject to each of the requirements of subsection (o)(2) of this Section.
SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS

Section 25.115 Recognition of Institutions and 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 authorization to operate by the Illinois Board of Higher Education as an out-of-state institution, an out-of-state college or university granted authorization to operate by the state in which it is located, 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 institution to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for the programs must be recognized, by the State Board of Education in consultation with the State Educator Preparation and Licensure 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 Educator Preparation and Licensure Board. "Program" or "preparation program" means a program that leads to licensure. Electronic transmission of written materials pursuant to this Subpart C is required.

b) In order to be considered for recognition under Section 25.155 of this Part, a degree-granting institution of higher education shall:

1) be regionally accredited;

2) be approved by the Illinois Board of Higher Education to operate as a postsecondary degree-granting institution under the provisions of the Private College Act [110 ILCS 1005] and the Academic Degree Act [110 ILCS 1010] or, if the out-of-state institution is not required to seek authorization to operate from the Illinois Board of Higher Education,
approved to offer educator preparation programs by the state that granted it operating authority; and

3) sponsor a course of study leading to a license issued under Article 21B of the School Code [105 ILCS 5/Art. 21B] and this Part.

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 license issued pursuant to Article 21B 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 the standards enumerated in "Professional Standards for the Accreditation of Teacher Preparation Institutions" (2008), 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).

e) In order to be considered for approval under Section 25.145 of this Part, a recognized institution shall propose a preparation program that:

1) meets the national content standards accepted 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. 20, 21, 23, 26, 27, 28 or 29;

2) meets 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), as applicable;

3) will produce candidates for licensure in areas defined as "shortage areas" by the State Superintendent of Education (e.g., the number of individuals holding a particular endorsement and the number of positions that are currently vacant or predicted to be available in the next five years; the number of approved programs in Illinois and their capacity). Evidence of
need shall be presented in the application submitted under Section 25.145 of this Part; and

4) beginning July 1, 2014, addresses the State Board of Education's Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555.Appendix A so that educators understand the standards and how they apply to students in kindergarten through grade 12.

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 license or any endorsement affixed to that license earned by the candidate will be honored or accepted for exchange in another state.

g) The recognition 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. The approval of the educational unit's programs shall be subject to review in each year after the unit receives initial State recognition.

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

1) update 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):

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 endorsement program completers have passed the applicable content-area tests for administrative endorsement 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; and

C) beginning with reports submitted in October 2016, if at least 80 percent of candidates during their student teaching experience have passed the Teacher Performance Assessment, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e) of this Section.

3) as relevant to the institution, report on all programs provided by the institution that have been approved as an alternative route to licensure under Sections 25.65 and 25.67 of this Part (through December 31, 2014) or Section 25.60 of this Part (beginning January 1, 2014), and Section 25.311 (beginning January 1, 2013) or Section 25.313 (through August 31, 2013).

i) 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) 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;

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 license or endorsement who were hired into a
related school position in the field for which the license 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 tests required for receipt of the professional educator license 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, school 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 37 Ill. Reg. _____, effective ____________)
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STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 26
STANDARDS FOR ENDORSEMENTS CERTIFICATION IN EARLY CHILDHOOD EDUCATION AND IN ELEMENTARY EDUCATION

SUBPART A: STANDARDS FOR ENDORSEMENTS CERTIFICATION IN EARLY CHILDHOOD EDUCATION

Section
26.100 Purpose and Effective Dates of Standards in Subpart A
26.110 Curriculum: General
26.120 Curriculum: English Language Arts
26.130 Curriculum: Mathematics
26.140 Curriculum: Science
26.150 Curriculum: Social Science
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26.200 Planning for Instruction
26.210 Learning Environment
26.220 Instructional Delivery
26.230 Communication
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26.250 Collaborative Relationships
26.260 Reflection and Professional Growth
26.270 Professional Conduct and Leadership

SUBPART B: STANDARDS FOR ENDORSEMENTS CERTIFICATION IN ELEMENTARY EDUCATION

Section
26.300 Purpose and Effective Dates of Standards in Subpart B
26.310 Curriculum
26.320 Curriculum: English Language Arts
26.330 Curriculum: Mathematics
26.340 Curriculum: Science
SUBPART A: STANDARDS FOR ENDORSEMENTS CERTIFICATION IN EARLY CHILDHOOD EDUCATION

Section 26.100 Purpose and Effective Dates of Standards in Subpart A

This Subpart A establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of endorsements teaching certificates in early childhood education on professional educator licenses pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Subpart A shall apply both to candidates for an endorsement certification in early childhood education and to the programs that prepare them. That is:

a) beginning July 1, 2003, approval of any teacher preparation program or course of study in early childhood education pursuant to the State Board's rules for Educator Licensure Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Subpart A; and
b) beginning July 1, 2004, the examinations examination(s) required for issuance of an endorsement certificate in early childhood education shall be based on the standards identified in this Subpart A.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

SUBPART B: STANDARDS FOR ENDORSEMENTS CERTIFICATION IN ELEMENTARY EDUCATION

Section 26.300 Purpose and Effective Dates of Standards in Subpart B

Beginning February 1, 2017, the provisions of Sections 26.320 and 26.330 of this Part This Subpart B are replaced by 23 Ill. Adm. Code 20 (Standards for Endorsements in Elementary Education) as establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24) and the standards in this Subpart B other than those in Sections 26.320 and 26.330, shall apply to the issuance of an endorsement in teaching certificates in elementary education on a professional educator license pursuant to Article 21B 21 of the School Code [105 ILCS 5/Art. 21B 21]. The standards set forth in this Subpart B shall apply both to candidates for an endorsement certification in elementary education and to the programs that prepare them.

That is:

a) Approval beginning July 1, 2003, approval of any teacher preparation program or course of study in elementary education pursuant to the State Board's rules for Educator Licensure Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Subpart B; and

b) The examinations beginning July 1, 2004, the examination(s) required for issuance of an elementary endorsement certificate shall be based on the standards identified in this Subpart B.

c) No candidate shall be admitted to a program approved under the provisions of this Subpart B after October 1, 2015. Any candidate who is enrolled in an elementary program approved under this Part shall complete the program on or before September 1, 2017 and have the elementary education endorsement issued by September 1, 2018.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
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NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 27
STANDARDS FOR ENDORSEMENTS CERTIFICATION IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section 27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section
27.100 English Language Arts
27.110 Reading
27.120 Reading Specialist
27.130 Mathematics
27.140 Science – A Common Core of Standards
27.150 Biology
27.160 Chemistry
27.170 Earth and Space Science
27.180 Environmental Science
27.190 Physics
27.200 Social Science – A Common Core of Standards
27.210 Economics
27.220 Geography
27.230 History
27.240 Political Science
27.250 Psychology
27.260 Sociology and Anthropology
27.270 Physical Education
27.280 Health Education
27.300 Dance
27.310 Drama/Theatre Arts
27.320 Music
27.330 Visual Arts
27.340 Foreign Language
SUBPART C: ADDITIONAL TEACHING FIELDS

Section
27.400 Agricultural Education
27.410 Business, Marketing, and Computer Education
27.420 English as a New Language (ENL)
27.430 Family and Consumer Sciences
27.440 Health Careers
27.450 Library Information Specialist
27.460 Technology Education
27.470 Technology Specialist
27.480 Work-Based Learning Teacher/Coordinator
27.490 Gifted Education Teacher
27.495 Gifted Education Specialist

AUTHORITY: Implementing Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 2-3.6].


SUBPART A: GENERAL

Section 27.10 Purpose and Effective Dates

This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of endorsements in specific teaching fields on a professional educator license pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. That is:

a) Except as provided in Section 27.350 of this Part, beginning July 1, 2003, approval of any teacher preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Educator Licensure (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part.
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b) Except as provided in Section 27.350 of this Part, beginning on July 1, 2004, the examinations required for issuance of an endorsement in any field covered by this Part shall be based on the relevant standards set forth in this Part.

c) On or before February 1, 2018, the standards set forth in Sections 27.100 and 27.130 will be replaced by the standards set forth in Part 21 (Standards for Endorsements in the Middle Grades) both for the approval of any teacher preparation program or course of study in the middle grades and the basis of the examinations required for issuance of an endorsement for teaching literacy (e.g., English language arts) or mathematics in the middle grades.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

SUBPART C: ADDITIONAL TEACHING FIELDS

Section 27.490 Gifted Education Teacher

a) The competent gifted education teacher, recognizing the learning and developmental differences of gifted and talented students, promotes ongoing self-understanding, awareness of his or her students' needs, and cognitive and affective growth of these students in school, home and community settings to ensure specific student outcomes. The competent gifted education teacher:

1) collects and develops tools and techniques to engage the full range of profiles of gifted and talented students, including students with special needs (e.g., students with disabilities (twice exceptional), English language learners, creatively gifted, visual-spatial learners, profoundly gifted) in identifying their interests, strengths and gifts;

2) assists gifted and talented students in developing pride in their gifts and growing their passion for their areas of interest;

3) develops activities that can be tailored easily to match each student's developmental level and culture-based learning needs or to compensate for areas of deficit;

4) provides a variety of research-based grouping practices for use with gifted and talented students that allow them to interact with individuals of various gifts, talents, abilities and strengths;
5) models respect for individuals with diverse abilities, strengths and goals, including those students with atypical gifted profiles;

6) provides role models (e.g., through mentors, bibliotherapy) for gifted and talented students that match their abilities and interests (i.e., students with special needs);

7) identifies extracurricular learning opportunities that match students' abilities and interests, and works to remove barriers to their taking advantage of these opportunities;

8) collaborates with families in accessing resources to develop their child's gifts and talents;

9) provides interventions for students to develop cognitive and affective growth that is based on research of effective practices;

10) develops specialized intervention services for underachieving gifted and talented students to accommodate their deficits, remediate their barriers to achievement, leverage their gifts and build their community with other gifted students;

11) enables students to identify their preferred approaches to learning, accommodates the students' preferences and expands them;

12) provides students with college and career guidance that is consistent with their strengths; and

13) implements a scope and sequence of the curriculum that contains personal and social awareness and adjustment, academic planning, and vocational and career awareness.

b) The competent gifted education teacher has a deep understanding of assessment and its ability to provide information about identification, learning progress and outcomes, and evaluation of programming for gifted and talented students in all domains. The competent gifted education teacher:

1) identifies gifted and talented students, including those students with special needs who may be underserved;
develops environments and instructional activities that accommodate the full range of learning and performing among gifted populations, and encourages students to express diverse characteristics and behaviors that are associated with giftedness;

3) possesses current knowledge of student exceptionalities and collects assessment data while adjusting curriculum and instruction to address each student's developmental level and aptitude for learning;

4) provides parents and guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness, including unique characteristics that are associated with gifted students with special needs;

5) provides parents and guardians with information in their native language that explains the nature and purpose of gifted programming options;

6) uses current, research-based assessment strategies that accurately measure the progress of all gifted and talented students, including students with special needs;

7) uses differentiated pre- and post-performance-based assessments to measure the progress of gifted and talented students;

8) uses differentiated product-based assessments to measure the progress of students with gifts and talents;

9) uses and interprets qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student to plan appropriate intervention;

10) communicates and interprets assessment information to students and their parents or guardians;

11) possesses an understanding of the emotional and attitudinal profiles of gifted and talented students and identifies when a child is in crisis and in need of additional supports; and

12) possesses an understanding of the difference between high-achieving students and gifted and talented students, and is able to address the needs of both within a single, unified program.
The competent gifted education teacher applies the theory and research-based models of curriculum and instruction for gifted and talented students and responds to the needs of his or her students by planning, selecting, adapting and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. The competent gifted education teacher:

1) uses local, State and national standards to align and expand curriculum and instructional plans;

2) adapts, modifies or replaces the core or standard curriculum to meet the needs of gifted and talented students, including those students with special needs;

3) designs differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content that can be modified to meet the needs of all gifted and talented students, including those students with special needs;

4) uses a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans and adjust plans based on continual progress monitoring;

5) ensures that assessment measures are sensitive to the needs of students with special needs;

6) uses pre-assessments and paces and differentiates instruction based on the learning rates and needs of each gifted and talented student, including those with special needs, accelerating and compacting learning, as appropriate;

7) uses information and technologies, including assistive technologies, to individualize instruction for gifted and talented students, including those who are twice exceptional;

8) collaborates with school support personnel and special educators to design and deliver curricula in cognitive, affective, aesthetic, social and leadership domains that are challenging and effective for gifted and talented students, including those students with special needs;
9) uses meta-cognitive models to meet the needs of gifted and talented students;
10) selects, adapts and uses a repertoire of instructional strategies and materials that differentiate instruction for gifted and talented students and respond to diversity;
11) uses school and community resources that support differentiation;
12) provides opportunities for gifted and talented students to explore, develop or research their areas of interest and/or talent;
13) uses critical-thinking strategies to meet the needs of gifted and talented students;
14) uses open-ended creative-thinking strategies to meet the needs of gifted and talented students;
15) uses problem-solving model strategies to meet the needs of gifted and talented students;
16) uses inquiry models to meet the needs of gifted and talented students;
17) develops and uses challenging, culturally responsive curriculum to engage all gifted and talented students;
18) integrates career exploration experiences into learning opportunities for gifted and talented students (e.g., biography study, speakers);
19) uses curriculum for deep explorations of cultures, languages and social issues related to diversity; and
20) demonstrates the ability to identify and leverage sources for high-quality resources and materials that are appropriate for gifted and talented students.

d) The competent gifted education teacher creates learning environments that foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes. The competent gifted education teacher:
1) maintains high expectations for all gifted and talented students as evidenced by meaningful cognitively and creatively challenging activities;

2) recognizes, accommodates and helps to remediate the limitations of gifted students with special needs in meeting production demands;

3) provides opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement (e.g., through mentors and role models);

4) creates environments that support trust among diverse learners;

5) provides feedback that focuses on effort, evidence of potential to meet high standards and mistakes as learning opportunities;

6) provides examples of positive coping skills and opportunities to apply them;

7) understands the needs of gifted and talented students for both solitude and social interaction;

8) provides opportunities for gifted and talented students to interact with intellectual and artistic and creative peers, as well as with chronological-age peers;

9) provides students with special needs with opportunities to interact with both intellectual and emotional-age peers and with other gifted and talented students with special needs;

10) assesses and provides instruction on social skills needed for school, community and the world of work;

11) establishes a safe and welcoming climate for addressing social issues and developing personal responsibility;

12) provides environments for developing many forms of leadership and leadership skills;

13) promotes opportunities for leadership in community settings to effect positive change;
14) models appreciation for and sensitivity to students' diverse backgrounds and languages;

15) censures discriminatory language and behavior and models appropriate strategies;

16) provides structured opportunities to collaborate with diverse peers on a common goal;

17) provides opportunities for advanced development and maintenance of first and second languages;

18) provides resources to enhance oral, written and artistic forms of communication, recognizing students' cultural context; and

19) ensures access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

e) The competent gifted education teacher is aware of empirical evidence regarding the cognitive, creative and affective development of gifted and talented students, and programming that meets their concomitant needs. Competent teachers use this expertise systematically and collaboratively to develop, implement and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes. The competent gifted education teacher:

1) regularly uses multiple alternative approaches to accelerate learning;

2) regularly uses enrichment options to extend and deepen learning opportunities within and outside of the school setting;

3) regularly uses multiple forms of grouping, including clusters, resource rooms, special classes or special schools;

4) regularly uses individualized learning options, such as mentorships, internships, online courses and independent study;

5) regularly uses current technologies, including online learning options and assistive technologies, to enhance access to high-level programming;
collaborates with educators in gifted, general and special education programs, as well as those in specialized areas, to collaboratively plan, develop and implement services for gifted and talented students;

7) regularly engages families and community members for purposes of planning, programming, evaluating and advocating;

8) provides professional guidance and counseling for individual students' strengths, interests and values; and

9) facilitates mentorships, internships and vocational programming experiences that match student interests and aptitudes.

The competent gifted education teacher formally assesses professional development needs related to standards, develops and monitors development plans, systematically engages in training to meet identified needs, and demonstrates mastery of standards through the assessment of relevant student outcomes. The competent gifted education teacher:

1) participates in ongoing, research-supported professional development that addresses the foundations of gifted education, education of gifted students with special needs, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments and programming;

2) stays current regarding key issues affecting gifted and talented students, such as anti-intellectualism, and trends in gifted education, such as equity and access;

3) expands the support system for gifted and talented students and their families by connecting them to organizations and publications relevant to gifted education;

4) participates in ongoing professional development to support the social and emotional needs of gifted and talented students, and shares resources and perspective with students and their families;

5) assesses his or her instructional practices on an ongoing basis and, based on these assessments, continues his or her professional development related to gifted education through the school district's staff development, professional organizations and higher education settings;
6) assesses evidence of the impact of new instructional approaches both on teacher practice and student learning;

7) leverages multiple modes of delivering professional development, including online courses, online gifted-related communities, workshops, professional learning communities and book "talks";

8) identifies and addresses areas in his or her professional development plans for personal growth in the teaching of gifted and talented students;

9) responds to cultural and personal frames of reference when teaching gifted and talented students; and

10) complies with rules, policies and standards of ethical practice.

(Source: Added at 37 Ill. Reg. _____, effective ____________)

Section 27.495 Gifted Education Specialist

a) The competent gifted education specialist, recognizing the learning and developmental differences of students with gifts and talents, promotes ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home and community settings to ensure specific student outcomes. The competent gifted education specialist:

1) collects and develops tools and techniques to engage the full range of profiles of gifted and talented students, including students with special needs (e.g., students with disabilities (twice exceptional), English language learners, creatively gifted, visual-spatial learners, profoundly gifted), in identifying their interests, strengths and gifts;

2) assists gifted and talented students in developing their pride in their gifts and talents and encouraging their passion in their areas of interest;

3) develops activities that can be easily tailored to match each student's developmental needs and culture-based learning needs or to compensate for areas of deficit, to include students with special needs;
provides a variety of research-based grouping practices for use with gifted and talented students that allow them to interact with individuals of various gifts, talents, abilities and strengths;

models respect for individuals with diverse abilities, strengths and goals, including those with atypical gifted profiles (i.e., students with special needs);

provides role models (e.g., through mentors, bibliotherapy) for gifted and talented students that match their abilities and interests;

identifies extracurricular learning opportunities that match students' abilities and interests, and works to remove barriers to their taking advantage of these opportunities;

collaborates with families in accessing resources to develop their child's talents;

designs interventions for students to develop cognitive and affective growth that is based on research of effective practices;

develops specialized intervention services for underachieving gifted and talented students to accommodate their deficits, remediate barriers to achievement, leverage their gifts and build their community with other gifted and talented students;

enables students to identify their preferred approaches to learning, accommodates the students' preferences and expands them;

provides students with college and career guidance that is consistent with their strengths; and

implements a scope and sequence of the curriculum that contains personal and social awareness and adjustment, academic planning and vocational and career awareness.

The competent gifted education specialist has a deep understanding of assessment and its ability to provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains. The competent gifted education specialist:
1) identifies gifted and talented students, including those students with special needs who may be underserved;

2) develops environments and instructional activities that accommodate the full range of learning and performing found among gifted populations, and encourages students to express diverse characteristics and behaviors that are associated with giftedness;

3) uses current, research-based assessment strategies appropriate for accurately measuring the progress of all gifted and talented students, including students with special needs;

4) establishes comprehensive, cohesive and ongoing procedures for identifying and serving gifted and talented students; these provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services;

5) selects and uses multiple assessments that measure diverse abilities, talents and strengths that are based on current theories, models and research;

6) selects assessments that provide qualitative and quantitative information from a variety of sources, including "off-level" testing (i.e., not designed for the grade level of the student), and are nonbiased and equitable, and technically adequate for the purpose;

7) possesses knowledge of student exceptionalities and collects assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning;

8) interprets multiple assessments in different domains and understands the uses and limitations of the assessments in identifying the needs of gifted and talented students, including those students with special needs;

9) informs all parents and guardians about the identification process, obtains parental or guardian permission for assessments, uses culturally sensitive checklists, and elicits evidence regarding the child's interests and potential outside of the classroom setting;
selects and uses non-biased and equitable approaches for identifying gifted and talented students, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats;

understands and implements district and State policies designed to foster equity in gifted programming and services;

provides parents and guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness, including unique characteristics associated with gifted students with special needs;

provides parents and guardians with information in their native language that explains the nature and purpose of gifted programming options;

uses differentiated pre- and post-performance-based assessments to measure the progress of gifted and talented students;

uses differentiated product-based assessments to measure the progress of gifted and talented students;

uses off-level standardized assessments to measure the progress of gifted and talented students;

uses and interprets qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each gifted and talented student to plan appropriate intervention;

communicates and interprets assessment information to gifted and talented students and their parents or guardians;

ensures that the assessments used in the identification and evaluation processes are reliable, are sensitive to the needs of special populations, are valid for each instrument's purpose, allow for above grade-level performance and allow for diverse perspectives;

ensures that the assessment of the progress of gifted and talented students uses multiple indicators that measure mastery of content, higher-level thinking skills, achievement in specific program areas and affective growth;
assesses the quantity, quality and appropriateness of the programming and services provided for gifted and talented students by disaggregating assessment data and yearly progress data and making the results public;

provides the necessary time and resources to implement an annual evaluation plan developed by personnel with expertise in program evaluation and gifted education;

ensures that the evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: identification, curriculum, instructional programming and services, ongoing assessment of student learning, counseling and guidance programs, teacher qualifications and professional development, parent and guardian and community involvement, programming resources, and programming design, management, and delivery; and

disseminates results of the program evaluation, orally and in written form, and explains how results will be used.

c) The competent gifted education specialist applies the theory and research-based models of curriculum and instruction for gifted and talented students and responds to his or her students' needs by planning, selecting, adapting and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes. The competent gifted education specialist:

1) uses local, State and national standards to align and expand curriculum and instructional plans;

2) designs and uses a comprehensive and continuous scope and sequence to develop differentiated plans for gifted and talented students in prekindergarten through grade 12;

3) adapts, modifies or replaces the core or standard curriculum to meet the needs of gifted and talented students and those with special needs;

4) designs differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content that can be modified to meet the needs of all gifted and talented students, including students with special needs;
5) uses a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans and adjust plans based on continual progress monitoring;

6) uses pre-assessments and paces and differentiates instruction based on the learning rates and needs of each gifted and talented student, accelerating and compacting learning as appropriate;

7) uses information and technologies, including assistive technologies, to individualize instruction for gifted and talented students, including those who are twice-exceptional;

8) collaborates with school service personnel and special educators to design and deliver curricula in cognitive, affective, aesthetic, social and leadership domains that are challenging and effective for gifted and talented students, including students with special needs;

9) uses meta-cognitive models to meet the needs of gifted and talented students;

10) selects, adapts and uses a repertoire of instructional strategies and materials that differentiate instruction for gifted and talented students and respond to diversity;

11) uses school and community resources that support differentiation;

12) provides opportunities for gifted and talented students to explore, develop or research their areas of interest and/or talent;

13) uses critical-thinking strategies to meet the needs of gifted and talented students;

14) uses creative-thinking strategies to meet the needs of gifted and talented students;

15) uses problem-solving model strategies to meet the needs of gifted and talented students;

16) uses open-ended inquiry models to meet the needs of gifted and talented students;
develops and uses challenging, culturally responsive curriculum to engage all gifted and talented students;

integrates career exploration experiences into learning opportunities for gifted and talented students (e.g., biography study, speakers);

uses curriculum for deep explorations of cultures, languages and social issues related to diversity; and

demonstrates the ability to identify and leverage sources for high-quality resources and materials that are appropriate for gifted and talented students.

d) The competent gifted education specialist creates learning environments that foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes. The competent gifted education specialist:

1) maintains high expectations for all gifted and talented students, as evidenced in meaningful cognitively and creatively challenging activities;

2) recognizes, accommodates and helps to remediate the limitations of gifted students with special needs in meeting production demands;

3) provides opportunities for self-exploration, development and pursuit of interests and development of identities supportive of achievement (e.g., through mentors and role models);

4) creates environments that support trust among diverse learners;

5) provides feedback that focuses on effort, evidence of potential to meet high standards and mistakes as learning opportunities;

6) provides examples of positive coping skills and opportunities to apply them;

7) understands the needs of gifted and talented students for both solitude and social interaction;
8) provides opportunities for gifted and talented students to interact with intellectual and artistic and creative peers, as well as with chronological-age peers;

9) provides students with special needs with opportunities to interact with both intellectual and emotional-age peers and with other gifted and talented students with special needs;

10) assesses and provides instruction on social skills needed for school, community and the world of work;

11) establishes a safe and welcoming climate for addressing social issues and developing personal responsibility;

12) provides environments for developing many forms of leadership and leadership skills;

13) promotes opportunities for leadership in community settings to effect positive change;

14) models appreciation for and sensitivity to students' diverse backgrounds and languages;

15) censures discriminatory language and behavior, and models appropriate strategies;

16) provides structured opportunities to collaborate with diverse peers on a common goal;

17) provides opportunities for advanced development and maintenance of first and second languages;

18) provides resources to enhance oral, written and artistic forms of communication, recognizing students' cultural context; and

19) ensures access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

e) The competent gifted education specialist is aware of empirical evidence regarding the cognitive, creative and affective development of gifted and talented
students, and programming that meets their concomitant needs. Competent teachers use this expertise systematically and collaboratively to develop, implement and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes. The competent gifted education specialist:

1) regularly uses multiple alternative approaches to accelerate learning;

2) regularly uses enrichment options to extend and deepen learning opportunities within and outside of the school setting;

3) regularly uses multiple forms of grouping, including clusters, resource rooms, special classes or special schools;

4) regularly uses individualized learning options, such as mentorships, internships, online courses and independent study;

5) regularly uses current technologies, including online learning options and assistive technologies, to enhance access to high-level programming;

6) demonstrates support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that gifted and talented students receive appropriate educational services;

7) collaborates with educators in gifted, general and special education programs, as well as those in specialized areas, to collaboratively plan, develop and implement services for gifted and talented students;

8) regularly engages families and community members for the purposes of planning, programming, evaluating and advocating;

9) tracks expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services;

10) develops thoughtful, multi-year program plans in talent areas relative to students in prekindergarten through grade 12;

11) creates policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices and grouping practices, that are built on an evidence-based foundation in gifted education;
12) provides professional guidance and counseling for individual student strengths, interests and values; and

13) facilitates mentorships, internships and vocational programming experiences that match student interests and aptitudes.

f) The competent gifted education specialist formally assesses professional development needs related to standards, develops and monitors development plans, systematically engages in training to meet identified needs and demonstrates mastery of standards through the assessment of relevant student outcomes. The competent gifted education specialist:

1) participates in ongoing, research-supported professional development that addresses the foundations of gifted education, education of gifted students with special needs, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments and programming;

2) provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness;

3) stays current regarding key issues affecting gifted students, such as anti-intellectualism, and trends in gifted education, such as equity and access;

4) provides human and material resources needed for professional development in gifted education (e.g., release time, funding for continuing education, substitute support, webinars, mentors);

5) expands the support system for gifted and talented students and their families by connecting them to organizations and publications relevant to gifted education;

6) assesses his or her instructional practices on an ongoing basis and, based on these assessments, continues his or her professional development related to gifted education through the school district's staff development, professional organizations and higher education settings;
7) assesses evidence of the impact of new instructional approaches both on teacher practice and student learning;

8) leverages multiple modes of delivering professional development, including online courses, online gifted-related communities, workshops, professional learning communities and book "talks";

9) identifies and addresses areas in his or her professional development plans for personal growth in the teaching of gifted and talented students;

10) responds to cultural and personal frames of reference when teaching gifted and talented students; and

11) complies with rules, policies and standards of ethical practice.

(Source: Added at 37 Ill. Reg. ______, effective _____________)
Illinois State Board of Education Meeting  
August 15, 2013

To: Illinois State Board of Education

From: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Education Officer
       Robert Wolfe, Chief Financial Officer
       Nicki Bazer, General Counsel

Agenda Topic: Action Item: Proposed Amendments for Adoption:
Part 65 (New Teacher Induction and Mentoring)
Part 75 (Agricultural Education Programs)
Part 140 (Calculation of Excess Cost under Section 18-3 of the School Code)
Part 210 (Illinois Hope and Opportunity Pathways through Education Program (IHOPE))

Materials: Recommended Rules

Staff Contacts: Beth Hanselman, Assistant Superintendent (Part 210)
                Tim Imler, Division Administrator (Part 140)
                Dora Welker, Division Administrator (Part 75)
                Vicki Phillips, Division Administrator (Parts 65)

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
None of these sets of proposed amendments relates to the Board’s Strategic Goals since they are technical changes only to align the wording of the rules to the terminology used in the licensure system.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Parts 65, 75, 140 and 210.

Background Information
P.A. 97-607, effective August 26, 2011, changes the current system of teacher, administrator and school service personnel certification set forth in Article 21 of the School Code to a licensure system (Article 21B of the School Code). More than a dozen sets of the agency’s rules refer to “certification” in some manner. References to certification and related terms will need to be changed to align each of these sets of rules to the licensure system, which became effective July 1, 2013.

These proposed changes are being brought to the Board as a group since they contain technical changes only. Staff will bring additional sets of rules to the Board over the next several months, as other modifications to those rules become necessary or as staff’s work load permits.
Each set of proposed rules were published in the Illinois Register May 31, 2013, to elicit public comment; none was received. The versions of the rules presented to the Board for adoption is identical to the versions the Board initially considered in May.

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

**Policy Implications:** A brief description of the purpose of each of the rules is included below, although none of these provisions are substantively affected by the changes being proposed.

Part 65 sets forth the requirements for the programs established under and receiving funding pursuant to Article 21A of the School Code to provide mentoring and induction opportunities for beginning teachers. The program was implemented in 2006 to provide teachers with two or fewer years of experience with support through mentoring, professional development and formative assessments of their practice. Grants under the teacher mentoring program are awarded on a competitive basis. The last year for which funding for the program was available was FY 2012.

Part 75 addresses four different initiatives specific to agricultural education funded under Sections 2-3.80 and 2-3.80a of the School Code. The purposes of these programs are to improve and expand high school agricultural education programs; provide incentives for the recruitment and retention of teacher education candidates in agricultural education programs; provide professional development for university and community college faculty in agricultural education teacher preparation programs, as well for new high school agricultural teachers; and provide technical assistance and other supports to high school and postsecondary agricultural education programs. In FY 2013, approximately $1.8 million funded 322 programs.

Part 140 provides for the reimbursement to school districts for the annual tuition and excess cost of educating children living in orphanages or welfare or penal institutions located within the boundaries of the school district, as authorized under Section 18-3 of the School Code.

Part 210 establishes the process for regional offices of education or City of Chicago School District 299 to develop and operate programs that are designed to encourage dropouts to return to school and finish their high school education, with the goal of these students receiving a high school diploma from their resident school district. Authorized under Section 2-3.66b of the School Code, the programs may claim general state aid and be eligible for grant funding, to be distributed on a formula basis. Since the establishment of the IHOPE program in 2010, no funding for formula grants has been appropriated and currently, no IHOPE programs have been established.

**Budget Implications:** None.

**Legislative Action:** None needed.

**Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**
The proposed changes will align the rules to current statute by eliminating references to the certification process.
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:

- New Teacher Induction and Mentoring (23 Illinois Administrative Code 65),
- Agricultural Education Programs (23 Illinois Administrative Code 75),
- Calculation of Excess Costs under Section 18-3 of the School Code (23 Illinois Administrative Code 140), and
- Illinois Hope and Opportunity Pathways through Education Program (23 Illinois Administrative Code 210),

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.
SUBPART A: GENERAL PROVISIONS

Section
65.10 Purpose and Scope
65.20 Requirements of the Plan; Program Specifications

SUBPART B: BEGINNING TEACHER INDUCTION GRANT PROGRAM

Section
65.110 Purpose and Applicability
65.120 Eligible Applicants
65.130 Program Specifications
65.140 Initial Application Procedure
65.150 Criteria for the Review of Initial Applications
65.155 Application Content and Approval for Continuation Programs
65.160 Allocation of Funds
65.170 Terms of the Grant

65.APPENDIX A Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs
65.APPENDIX B Illinois Induction Program Continuum


SUBPART A: GENERAL PROVISIONS
Section 65.20 Requirements of the Plan; Program Specifications

a) When State funding is available to support new proposals for any initiative under Article 21A of the School Code, the State Superintendent of Education shall issue application materials in order to solicit applications from eligible entities. As used in this Part, a "proposal" or "application" means relevant portions of a plan for an induction and mentoring program that meets the requirements of Section 21A-20 of the School Code [105 ILCS 5/21A-20], accompanied by the additional materials applicants will be required to submit, as described in Subpart B of this Part.

1) When the level of funding is insufficient to provide grants to each eligible entity in the State, a Request for Proposals (RFP) will be issued to solicit applications from eligible entities, and applications will be considered for funding based on the extent to which they meet the criteria set forth in Section 65.150 of this Part.

2) When the level of funding is sufficient to fund all eligible entities in the State, a request for applications will be issued and each school district whose plan meets the requirements of Article 21A of the School Code and this Part will receive a grant in an amount equal to at least the amount specified in Section 21A-25 of the School Code.

b) In accordance with Section 21A-20 of the School Code, each plan approved for a beginning teacher induction grant shall:

1) assign a mentor teacher to each beginning teacher for a period of at least 2 school years, providing sufficient time for the beginning teacher and mentor to engage in mentoring activities;

2) align with the Illinois Professional Teaching Standards, content area standards and the employing entity's existing local school improvement and professional development plans, if any. In order to demonstrate the alignment required by this subsection (b)(2), each plan shall discuss the relationship among the services and experiences that will be available to beginning teachers, the content-area standards applicable to their respective fields of certification or licensure endorsement, as applicable, or assignment (see 23 Ill. Adm. Code 20, 21, 26 and 27), and the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24);
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3) address all of the following elements and how they will be provided:

A) mentoring and support of the beginning teacher;

B) professional development specifically designed to ensure the growth of the beginning teacher's knowledge and skills and accelerate the beginning teacher's practice; and

C) formative assessment designed to ensure feedback and reflection, which must not be used in any evaluation of the beginning teacher; and

4) describe the role of mentor teachers, the criteria and process for their selection, and how they will be trained, provided that each mentor teacher shall demonstrate the best practices in teaching his or her respective field of practice. A mentor teacher may not directly or indirectly participate in the evaluation of a new teacher pursuant to Article 24A of the School Code or the evaluation procedure of the public school.

c) Each plan shall meet the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs set forth in Appendix A of this Part and further amplified in Section 65.150 of this Part.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

SUBPART B: BEGINNING TEACHER INDUCTION GRANT PROGRAM

Section 65.130 Program Specifications

a) Each program supported with grant funds under this Subpart B shall incorporate:

1) mentoring for beginning teachers that is provided by experienced teachers who have received training to equip them for this role;

2) professional development for recipient teachers, mentors, and administrators who have roles in the program;

3) formative assessment of beginning teachers' practice with respect to the Illinois Professional Teaching Standards and the content-area standards relevant to their respective fields of assignment; and
4) the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. (See Appendix A of this Part.)

b) Each program shall serve no fewer than 10 beginning teachers. If fewer than 10 teachers are proposed to be served, the applicant may either:

1) participate in a beginning teacher induction program as part of a joint application; or

2) provide in its application a specific rationale for the reduction that demonstrates that the applicant has sufficient resources, in addition to funding received under this Subpart B, and adequate personnel to continue the program and provide each beginning teacher with adequate attention and support comparable to what would be provided in a larger program.

c) Each beginning teacher shall have, at the time he or she begins the program, less than two years' teaching experience and hold an initial or a provisional early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate issued pursuant to Article 21 of the School Code [105 ILCS 5/Art. 21] or a professional educator license endorsed for early childhood, elementary, secondary, special K-12, or special preschool-age 21 issued pursuant to Article 21B of the School Code [105 ILCS 5/Art. 21B], as applicable. An individual seeking a professional educator license under the provisions of Section 21B-35 of the School Code [105 ILCS 5/21B-35] and holding an educator license with stipulations endorsed for provisional educator in early childhood, elementary, secondary, special K-12, or special preschool-age 21 also may participate if he or she has less than two years' teaching experience.

d) Subject to the exceptions of this subsection (d), each program shall be designed to ensure that each beginning teacher spends no less than 40 hours with the mentor assigned, including both classroom observation of the beginning teacher by the mentor and other interactions between these individuals.

1) During a teacher's first year of the program, at least 30 hours of contact between the teacher and mentor shall be face to face, either one on one or in another configuration, and the remaining interactions may be through electronic means, such as web-based applications, telephone or video.

2) During a teacher's second year of the program, a minimum of 30 hours of contact is required, of which at least 20 hours shall be face to face.
e) Each program shall provide for the development of an individual learning plan for each beginning teacher served and for the provision of professional development that is directly related to the needs identified in the individual learning plan.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
TITLE 23: EDUCATION AND CULTURAL RESOURCES  
SUBTITLE A: EDUCATION  
CHAPTER I: STATE BOARD OF EDUCATION  
SUBCHAPTER b: PERSONNEL

PART 75  
AGRICULTURAL EDUCATION PROGRAM

SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

Section  
75.10 Purpose and Applicability  
75.20 Eligible Applicants  
75.30 Application Procedure  
75.40 Program Specifications; Allowable Expenditures  
75.50 Criteria for the Review of Proposals; Allocation of Funds

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section  
75.200 Purpose and Applicability  
75.210 Eligible Applicants  
75.220 Program Goals and Minimum Standards  
75.230 Quality Indicators  
75.240 Determination of Individual Grant Allocations  
75.250 Application Procedure  
75.260 Terms of the Grant

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL TEACHER PREPARATION PROGRAMS

Section  
75.300 Purpose and Eligible Applicants  
75.310 Program Goals and Minimum Standards  
75.320 Quality Indicators  
75.330 Determination of Individual Grant Allocations  
75.340 Application Procedure  
75.350 Terms of the Grant

SUBPART D: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION
SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

Section 75.40 Program Specifications; Allowable Expenditures

Funds provided pursuant to this Subpart A may be expended only for activities and initiatives conducted in accordance with Section 2-3.80a(b) of the School Code and this Section.

a) For purposes of this Subpart A, "teacher education candidate recruitment and retention initiatives" include:

1) the identification of students in grades 11 and 12 who may be interested in pursuing agricultural education as a profession; and

2) activities and strategies that are designed to attract these and other students to teaching in agricultural education, including, but not limited to:

   A) introducing the students to multiple aspects of agricultural work and agricultural education in Illinois;

   B) providing mentors or other forms of personal support to the students as they determine whether to pursue careers as
agricultural education teachers and as they progress through the teacher preparation program; and

C) providing scholarships, stipends, or other forms of financial or in-kind support that will make completion of a teacher preparation program in agricultural education more affordable and accessible to students from a broad range of backgrounds.

b) Each institution that elects to deliver professional development experiences for new teachers shall first seek approval as a provider of professional development for teachers in this field under the applicable provisions of the rules of the State Board of Education for Educator Licensure Certification (see 23 Ill. Adm. Code 25.855 and 25.872).

c) For purposes of this Subpart A:

1) a "master teacher" is a teacher with no fewer than six years of teaching experience, ending no more than ten years prior to submission of an application under this Subpart A, in the field of agricultural education, exclusive of teaching experience on an educator license with stipulations endorsed for either career and technical educator or a provisional career and technical educator vocational or temporary provisional vocational certificate, and

2) a "practitioner" is an individual who, as demonstrated by the institution's proposal narrative:

A) is currently engaged, or has been engaged within the previous 10 years, in an agricultural occupation requiring knowledge and skills in agricultural science, agricultural mechanization, agricultural business, horticulture, or agricultural resources; or

B) holds a an educator license with stipulations endorsed for provisional career and technical educator vocational certificate endorsed for a skill area related to agricultural education and is currently teaching, or has taught within the previous 10 years, in a position requiring that educator license certificate.

d) A university shall expend no more than 5 percent of the grant funds received for professional development for the staff of its agricultural education teacher preparation program.
e) Activities shall be supported by funding under this Subpart A only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the community college or university. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart A.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section 75.210 Eligible Applicants

Eligible applicants under this Subpart B shall be as specified in Section 2-3.80 of the School Code. For purposes of eligibility, an "approved agricultural education program" is one that:

a) offers a series of courses that are sequential in one or more fields of study listed at http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways and includes:

1) at least one introductory course and one higher level course for which no less than two credits, as defined in 23 Ill. Adm. Code 1.440(c) (Additional Criteria for High Schools), are awarded for the successful completion of the course sequence; and

2) courses with content that aligns with the courses approved by the State Board of Education and listed at http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways;

b) unless otherwise exempt under the provisions of Section 2-3.80 of the School Code, includes a State and nationally affiliated chapter of the National FFA Organization;

c) provides for supervised agricultural experiences (also see Section 75.220(d) of this Part); and

d) employs qualified instructional staff, each of whom either:

1) holds a current and valid professional educator license endorsed for teaching certificate for grades 6 through 12 and endorsed for agricultural
education as set forth in 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and has 2,000 hours of work experience in a field related to agriculture, food or natural resources; or

2) holds a  
   educator license with stipulations endorsed for career and technical educator or provisional career and technical educator, temporary provisional or part-time provisional vocational certificate issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure Certification) and endorsed for a skill area related to agricultural education. (See 23 Ill. Adm. Code 25.70 or 25.72 or 25.75, respectively.)

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 75.220 Program Goals and Minimum Standards

This Section presents the goals and the accompanying minimum standards of each goal that are associated with high-quality agricultural education programs offered in high school settings.

a) Goal 1: Teachers are qualified and licensed certified by the State Board of Education to teach the programs and courses assigned.

Minimum Standards: Each of the teaching staff is appropriately licensed certified for the coursework in which he or she is providing instruction under the agricultural education program during the grant year.

b) Goal 2: Support services are available to all students in agricultural programs.

Minimum Standards:

1) The agricultural education teacher shall meet at least annually with each student enrolled in the agricultural education program to provide advice and counseling relative to the student's career objectives.

2) The agricultural education teacher shall meet annually with the school's guidance counselor to review information at http://www.agriculturaleducation.org regarding career opportunities, scholarships, course offerings and other pertinent information that will assist students in meeting postsecondary and career objectives.
c) Goal 3: The instructional programs in agriculture are competency-based and include skills, knowledge and attitudes required for gainful employment in the occupations identified in the career pathways and are sequentially structured.

Minimum Standards:

1) The program shall offer a balance of classroom, laboratory, field-based and industry-based agricultural experiences (also see subsection (d) of this Section).

2) Written lesson plans shall contain clearly stated goals, objectives, activities and experiences that relate to the school's School Improvement Plan.

d) Goal 4: Each agricultural education teacher uses an ongoing supervised agricultural experience program as part of the instructional program.

Minimum Standards: Each program shall include a supervised agricultural experience program that requires students to apply the lessons presented in the classroom or laboratory instruction to activities and projects beyond the classroom.

e) Goal 5: The National FFA Organization is an integral part of the instructional program in agriculture.

Minimum Standards: The program shall incorporate into the curriculum opportunities to develop leadership skills through local, State and national FFA chapters in the agricultural education program.

f) Goal 6: Each school conducting an agricultural education program provides adequate facilities, learning laboratories, equipment and supplies for effective operation of the program.

Minimum Standards: The facilities, equipment and supplies available to students shall enable them to have hands-on experiences that replicate up-to-date, realistic situations similar to what is occurring in the agriculture careers for which training is provided.

g) Goal 7: The program of instruction in agricultural education is advised by a committee that is representative of all agricultural interests of the community.
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Minimum Standards: The school shall establish an agricultural advisory committee whose membership shall consist of representatives of the agriculture industries operating in the community. The committee shall meet at least once a year to advise the school on the program being offered.

h) Goal 8: The agricultural education teacher is involved in assessing the areas needed for literacy and agricultural education for the prekindergarten through adult audiences and provides or assists in providing programs to meet the needs identified in the community.

Minimum Standards: The agricultural education teacher assists in the coordination of agricultural education awareness and agriculture literacy activities for prekindergarten through adult audiences.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 75.260 Terms of the Grant

a) The grantee shall maintain on file documentation specific to its achievement of each quality indicator set forth on the application for funding; the documentation shall be made available for programmatic review and auditing purposes. Up to 10 percent of grantees receiving funding under this Subpart B in each fiscal year may be selected for an on-site review and/or audit.

b) In the event that the grantee closes its agricultural education department, all instructional materials, tools and equipment purchased with funds provided under this Subpart B shall be relocated by the grantee's Education for Employment Regional Delivery System to other agricultural education programs located in that system upon approval of the State Superintendent of Education or designee.

c) No subcontracting will be allowed without the prior written approval of the State Superintendent of Education.

d) Each grantee shall complete electronically a final performance report that summarizes the grant activities completed during the term of the grant and the accomplishments achieved. The report shall be completed no later than 90 days after the end of the grant period. Funding in any subsequent grant period shall not be approved until the performance report is received.

e) A grantee that employs any teacher who holds an educator license with stipulations endorsed for a temporary provisional career and technical educator
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A vocational certificate shall ensure that the teacher submits documentation to the State Board of Education of his or her completion during the validity period of the license for the grant year of the coursework that is required under 23 Ill. Adm. Code 25.72 (Endorsement for Temporary Provisional Career and Technical Educator Vocational Certificate).

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL TEACHER PREPARATION PROGRAMS

Section 75.300 Purpose and Eligible Applicants

This Subpart C establishes the application procedure and criteria for the allocation of grant funds under Section 2-3.80 of the School Code to regionally accredited institutions of higher education or not-for-profit entities that offer teacher preparation programs in agricultural education approved pursuant to 23 Ill. Adm. Code 25 (Educator Licensure Certification).

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 75.310 Program Goals and Minimum Standards

This Section presents the goals for teacher preparation programs in agricultural education and the accompanying minimum standards of each that are associated with high-quality preparation programs.

a) Goal 1: A continuing program of recruitment is undertaken to ensure that a sufficient number of competent agricultural education teachers are prepared to meet the demand for new teachers in Illinois.

Minimum Standards:

1) A program is offered in which students may transfer credit earned in agricultural education coursework from other postsecondary institutions.

2) Each student who progresses to student teaching must have a 3.5 grade point average on a 5.0 scale or a 2.5 grade point average on a 4.0 scale.

3) A minimum of one faculty member of the program is responsible for recruitment of students, including women and minorities, for the agricultural education teacher preparation program, as outlined in a written...
b) Goal 2: Practicing professionals and outstanding undergraduate students in agriculture are identified, selected and supported to develop their leadership potential through master's and, when appropriate, doctoral study in numerous areas of need in agriculture.

Minimum Standards: Graduate-level credit is awarded to students seeking advanced degrees in agricultural education through courses and/or workshops taught by agricultural education faculty.

c) Goal 3: The agricultural education faculty have regular contact with students majoring in agricultural education to ensure that they are progressing in their degree program and toward obtaining teacher licensure certification; faculty answer questions and solve problems of currently enrolled students and provide counsel to prospective students for a degree program in agricultural education.

Minimum Standards: All students enrolled in agricultural education are advised by agricultural education faculty.

d) Goal 4: Students preparing to teach agriculture are knowledgeable about a variety of teaching methods prior to beginning the student teaching experience. Teacher quality is demonstrated by technical and professional competence. Teacher preparation graduates must possess a well-developed repertoire of teaching skills.

Minimum Standards:

1) A methods course in teaching agriculture is required prior to beginning the student teaching experience.

2) A minimum of 12 weeks is spent student teaching under the guidance of a cooperating teacher who meets the requirements set forth in Section 75.210(d) of this Part and 23 Ill. Adm. Code 25.620 (Student Teaching).

3) Adult education principles are taught as a part of a required agricultural education course.

e) Goal 5: Students preparing to teach agriculture are technically competent in their specialty teaching area.
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Minimum Standards:

1) All agricultural education graduates must complete at least 40 hours of agricultural courses.

2) Chemistry and biology courses are required for agricultural education students.

f) Goal 6: The agricultural education staff provides a clearinghouse and counseling service for graduating seniors and other newly qualified agricultural education teachers to ensure that the highest proportion of newly trained teachers are placed in agricultural teaching positions.

Minimum Standards: One agricultural education faculty member is responsible for coordinating activities for placing agricultural education teachers into jobs; these activities include maintaining an up-to-date list of agricultural education teacher positions in Illinois in cooperation with other teacher preparation institutions offering agricultural education.

g) Goal 7: Professional development activities are available for all agricultural education students and faculty as an integral part of their academic program.

Minimum Standards:

1) An agricultural education student organization is integrated into the instructional program and is available to all students majoring in agricultural education.

2) Faculty are involved in scholarly and professional activities and/or participate in organizations related to teacher training leadership, technical training and/or dissemination of research results.

h) Goal 8: Agricultural education students understand the importance of and are able to assist high school students in developing and carrying out supervised agricultural experience programs (including maintaining records).

Minimum Standards:

1) All student teachers receive instruction about the requirements for obtaining the employment certification that a student may need to perform specific workplace learning activities.
2) All agricultural education students receive instruction in planning, developing, implementing and evaluating supervised agricultural experiences, which include record-keeping methods, in a required agricultural education course.

i) Goal 9: Agricultural education students are knowledgeable about the National FFA Organization and its use as an integral part of a complete agricultural education program, as well as the role of the FFA advisor.

Minimum Standards:

1) Agricultural education students participate in at least two FFA events prior to the completion of their student teaching.

2) All students develop a program of activities for an FFA chapter prior to the completion of their student teaching.

3) All students assist in completing FFA degree and award applications prior to the completion of student teaching.

4) Agricultural education faculty attend the State and national FFA conventions.

j) Goal 10: Students in agricultural education programs understand the role of and gain experience in leading an agricultural advisory committee.

Minimum Standards:

1) Methods and strategies for organizing and using advisory committees is part of the instruction offered in a course required for agricultural education.

2) All student teachers observe and participate in at least one agricultural advisory committee during their student teaching.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

**Section 75.320 Quality Indicators**
Each quality indicator is intended to measure an applicant's achievement of the goal to which it applies. (See Section 75.310 of this Part.) The application for funding required under Section 75.340 of this Part shall list the specific quality indicators to be considered in a given funding cycle and their values, which shall range from 0 to 10. The total value of an individual application shall be considered on a 100 percent basis. That is, the percentage of the total represented by any quality indicator will be such that the total percentages of all quality indicators equal 100 percent.

a) Goal 1: Not to exceed 15 percent of the total value available. Include, at a minimum, provision of scholarships for agricultural teacher preparation programs; communication with teachers in high schools and community colleges (e.g., newsletters, website, brochures); speaking engagements involving representatives of the agricultural teacher preparation program and high school students; on-campus recruitment activities for high school students; and receipt of a grant under Subpart A of this Part.

b) Goal 2: Not to exceed 10 percent of the total value available. Include, at a minimum, graduate assistantships for students specializing in teacher preparation; enrollment of students in the graduate agricultural education program; graduate courses (other than online courses) that complement schedules of secondary teachers of agriculture; master's of education program and additional coursework leading to an endorsement in agricultural education; and online coursework in agricultural education that is available to graduate students.

c) Goal 3: Not to exceed 10 percent of the total value available. Include, at a minimum, assignment to each agricultural education faculty of no more than 25 undergraduates; interview conducted by a panel prior to each student beginning his or her student teaching; and qualification of graduates being eligible for dual endorsements (i.e., in agriculture and another subject area) due to the faculty providing candidates with information about endorsement options and requirements.

d) Goal 4: Not to exceed 25 percent of the total value available. Include, at a minimum, requiring student teachers to develop a minimum of one lesson plan a week, provide instruction to at least one adult education class, and participate in at least three cooperative learning experiences during their student teaching component; faculty observation and evaluation of student's teaching, with results shared with the student teacher (three half-day visits to the site required); developing teaching skills related to online and other electronic learning; information about the structure of Illinois' agricultural education system integrated into a required agricultural education course; and activities available to
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all students related to assessing community needs, developing lesson plans for cooperative teaching with nonagricultural education staff, and designing a sequential course of study in an agricultural field.

e) Goal 5: Not to exceed 10 percent of the total value available. Include, at a minimum, completion of at least one course in each technical agricultural education field (i.e., agronomy, animal science, horticulture, agricultural business and agricultural mechanics technology); credit provided for technical internships in agriculture; and completion by graduates of requirements necessary to obtain an endorsement on a professional educator license teaching certificate for agricultural education and for a related science or mathematics field of study, as identified in the application for funding.

f) Goal 6: Not to exceed 10 percent of the total value available. Include, at a minimum, conferences at least annually for supervisors of student teachers focused on their roles and responsibilities; requiring students to develop professional portfolios; maintaining placement records of graduates in the agricultural education files; and placement of at least 40 percent of graduates in teaching positions at secondary or postsecondary institutions.

g) Goal 7: Not to exceed 25 percent of the total value available. Include, at a minimum, ensuring agricultural education students are members of the Illinois Association of Vocational Agriculture Teachers (IAVAT) Student Branch, and that they demonstrate commitment to professionalism, as evidenced by their participation in various professional activities (e.g., IAVAT Student Branch conference, Central States Research Conference, Alpha Tau Alpha Student Teacher Conference, Intra-University Student Teacher Exchange); faculty members also attend and participate in professional conferences and meetings (i.e., IAVAT annual conference, Central States Research Conference and Illinois Team Ag Ed meetings) and connect to instruction at the secondary level.

h) Goal 8: Not to exceed 15 percent of the total value available. Include, at a minimum, that student teachers, during their student teaching, conduct supervised agricultural experience visits (e.g., outside of the school), provide instruction relative to supervised agricultural experience record-keeping, plan and develop a school-based supervised agricultural experience for their students, and participate in National FFA Organization proficiency award judging beyond the local chapter level; instruction about agricultural-based supervised agricultural experiences is integrated into a required agricultural education course at the postsecondary level.
i) Goal 9: Not to exceed 15 percent of the total value available. Include, at a minimum, student teachers' attendance at State and national FFA conventions and at least three leadership and/or career development events; agricultural education students' completion of award applications specified in the application for funding; students' membership in Collegiate FFA and/or National Postsecondary Agricultural Student Organization.

j) Goal 10: Not to exceed 10 percent of the total value available. Include, at a minimum, an advisory committee of the agricultural teacher preparation program that meets at least two times a year and has representation of agricultural organizations, agricultural business and industry, teachers and a student teacher, and produces an annual report that includes recommendations to be given to the teacher preparation program and presented at the annual IAVAT conference.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER c: FINANCE

PART 140
CALCULATION OF EXCESS COST UNDER SECTION 18-3 OF THE SCHOOL CODE

Section
140.10 Purpose and Applicability
140.20 Allowable Costs
140.30 Requirements for Submission of Claims
140.40 Calculation of Reimbursement

AUTHORITY: Implementing and authorized by Section 18-3 of the School Code [105 ILCS 5/18-3].


Section 140.30 Requirements for Submission of Claims

Each school district shall certify to the State Superintendent of Education, using a format specified by the State Superintendent, its report of claims for tuition payments no later than July 15. (Section 18-3 of the School Code) Claims shall reflect the costs incurred by the school district for the regular school term.

a) When a district files a claim for excess costs relative to individual students who are served in an off-site program, the claim must include:

1) a description of the regular program for which the district also claims reimbursement under Section 18-3 of the School Code that includes:

A) The name and address of the off-site program;

B) The total number of students who received any services in the regular program;
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C) The total days of attendance of all the students claimed;

D) The total number of days for which the program was in session;

E) The amount of instruction time offered daily;

F) The name, educator license certificate number, and assignment of each professional staff member who served the students being claimed; and

G) A brief description of the curriculum and support services that are offered in the regular program;

2) a report of the expenditures incurred by the district for the regular off-site program described pursuant to subsection (a)(1) of this Section, on forms supplied by the State Superintendent of Education;

3) the number of students in average daily attendance in the regular off-site program described in subsection (a)(1) of this Section during the term to which the claim applies;

4) a record for each student with respect to whom excess cost is being claimed, indicating:

   A) the student's name and date of birth
   B) the services provided to the student that are not included in or that exceed the level provided in the regular off-site program
   C) the amount, intensity, and/or frequency of the services
   D) the total hours of service provision and
   E) the total cost of the services.

b) When a district files a claim for excess costs relative to students who are served in the district's on-site programs, the claim must include:

1) a description of the services provided that exceed those otherwise provided to students served in the regular program within the attendance
center in question, e.g., services not provided to the other students in that attendance center or services provided for more time than to other students within that attendance center; and

2) a record for each student containing the information specified in subsection (a)(4) of this Section.

c) Each district shall submit any additional information the State Superintendent of Education may require for the purposes of clarifying the basis for its claim.

(Source: Amended at 37 Ill. Reg. ______, effective _____________)
SUBPART A: PROGRAM APPROVAL

Section

210.10 Purpose
210.20 Program Components
210.30 Requirements for Student Participation
210.35 Enrollment of Students with Individualized Education Programs
210.40 Program Requirements
210.50 Individual Instructional Plan
210.60 Supplemental Services and Instructional Time
210.70 Content of IHOPE Plan
210.75 Program Approval Criteria
210.80 Application for Program Continuation
210.90 Program Funding
210.100 Suspension and Revocation of Program Approval
210.110 Terms and Conditions of Approval

SUBPART B: INCENTIVE GRANTS

210.200 Purpose
210.210 Eligible Applicants
210.220 Funding Formula
210.230 Application Procedures

AUTHORITY: Implementing and authorized by Section 2-3.66b of the School Code [105 ILCS 5/2-3.66b].

SOURCE: Adopted at 34 Ill. Reg. 11554, effective July 26, 2010; amended at 37 Ill. Reg. _____, effective ____________.
Section 210.40 Program Requirements

Each IHOPE program approved by the State Board of Education shall conform to the following program requirements.

a) The program of instruction of an IHOPE program shall be consistent with State standards set forth in 23 Ill. Adm. Code 1.Appendix D (State Goals for Learning) and provide innovative and varied instructional strategies designed to facilitate the student's receipt of a high school diploma.

1) In consultation with the student's school district of residence, the IHOPE program must award academic credit in accordance with that district's policy developed pursuant to 23 Ill. Adm. Code 1.420(b).

2) If the instructional program is provided by a non-profit entity, then that entity shall be recognized by the State Board of Education. A recognized entity is one that:

   A) is established by the State to provide education-related services or instruction (e.g., regional offices of education, intermediate service centers, public community colleges or universities); or

   B) is a nonpublic elementary or secondary school recognized by the State Board of Education under 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools); or

   C) is designated for operation through a standardized approval process administered by the State Board of Education (i.e., public university laboratory schools, alternative schools, charter schools, area vocational centers, Alternative Learning Opportunities Programs); or

   D) meets the requirements of a national or regional accrediting body (e.g., private colleges and universities, other nonpublic elementary or secondary schools).

b) Support services shall be provided for each student enrolled in the IHOPE program. The particular services provided shall be those that are determined to be necessary for the student's academic success.
c) An individual instructional plan shall be developed for each student enrolled in
the IHOPE program in accordance with Section 210.50 of this Part.

d) Progress reports for students enrolled in the IHOPE program shall be provided at
least in the same manner and with the same frequency as progress reports are sent
to parents and guardians of students enrolled in the school district from which the
student will receive his or her diploma. A student's parent or guardian may
request a meeting anytime during the school year to review the student's progress,
in accordance with procedures developed by the IHOPE program.

e) The IHOPE program shall employ staff who are appropriately qualified.

1) Teachers shall hold a valid and active Illinois professional educator license endorsed for elementary, secondary, special K-12 or special preschool-age 21 Illinois teaching certificate required for the grade levels to which they will be assigned, except that staff employed in dual credit programs must meet the requirements set forth in 110 ILCS 27/20.

2) Professional personnel who provide other services for students enrolled in
the program shall hold the type of educator licenses certificates appropriate to their roles pursuant to State Board of Education rules for Educator Licensure Certification (23 Ill. Adm. Code 25), except that:

A) personnel providing professional nursing services shall meet the
requirements of Section 10-22.23 of the School Code [105 ILCS 5/10-22.23];

B) personnel providing school counseling services shall meet the
requirements of Section 10-22.24b of the School Code [105 ILCS 5/10-22.24b];

C) personnel providing noninstructional services shall meet the
requirements of Section 10-22.34 of the School Code [105 ILCS 5/10-22.34];

D) personnel providing school psychological services shall meet the
requirements of Section 14-1.09.1 of the School Code [105 ILCS 5/14-1.09.1]; and
E) personnel providing school social work services shall meet the requirements of Section 14-1.09.2 of the School Code [105 ILCS 5/14-1.09.2].

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 210.60 Supplemental Services and Instructional Time

In order to receive general State aid, an IHOPE program shall develop a plan in accordance with Section 2-3.66b(c) of the School Code and Section 210.70 of this Part that proposes a calendar for the program that is in conformance with the requirements of Section 2-3.66b(e) of the School Code. A calendar that varies in the length of the instructional day (i.e., 5 clock-hours of school work) from those requirements shall be approved under the following conditions.

a) The calendar meets all of the following exceptions:

1) The IHOPE plan submitted under Section 210.70 of this Part establishes that a program providing the required minimum daily hours of school work would not serve the needs of the program's students.

2) Each day of attendance shall provide no fewer than 3 clock-hours of school work, as defined under Section 18-8.05(F)(1) of the School Code [105 ILCS 5/18-8.05(F)(1)].

3) Each day of attendance that provides fewer than 5 clock-hours of school work also shall provide supplementary services, including, without limitation, work-based learning, student assistance programs, counseling, case management, life-skills or conflict resolution training, career counseling, or service learning (e.g., activities that combine academics and community service), in order to provide a total daily program to the student of 5 clock-hours. A program may claim general State aid for up to 2 clock-hours of the time each day that a student is receiving supplementary services.

4) Each program shall provide no fewer than 176 days of actual pupil attendance during the school term.

b) The supplemental services provided pursuant to subsection (a) of this Section that are noninstructional in nature (e.g., student assistance programs, counseling
services, case management, life skills or conflict resolution training, career counseling) shall be:

1) directly linked to a need identified in the student's individual instructional plan developed pursuant to Section 210.50 of this Part and necessary for the student to successfully advance in the instructional program and meet the requirements for receipt of a high school diploma set forth in Section 2-3.66b(b) of the School Code;

2) provided by qualified personnel with the experience and skills appropriate to the service being provided; and

3) monitored by IHOPE program staff to ensure that the services provided are effective in improving the student's academic achievement, as specified in his or her individual instructional plan.

c) Activities that are instructional in nature (e.g., work-based learning activities, service learning) shall not be considered supplemental services for the purposes of this Section. These shall be considered to be part of the 5 clock-hours of school work required under Section 18-8.05 of the School Code, provided that:

1) the activity is an integral and regular part of the academic instruction that the student is receiving and is tied to one or more of the State Goals for Learning (23 Ill. Adm. Code 1.Appendix D);

2) the student receives academic credit upon successful completion of the activity, in accordance with the policies of the student's district of residence that will be issuing the high school diploma; and

3) the activity is provided under the direction of a certified teacher who holds the type of educator license appropriate to his or her assignment (see Section 210.40(e) of this Part).

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 210.70 Contents of IHOPE Plan

The plan for each IHOPE program shall be approved by the State Superintendent of Education in accordance with criteria set forth under Section 2-3.66b(c) of the School Code and Section 210.75 of this Part.
a) The State Superintendent of Education shall annually notify regional offices of education and CPS of the opportunity to submit an IHOPE plan for approval, specifying the information that shall be included in the plan and requiring that the plan be submitted no later than the date specified in the notification.

b) Each application shall be reviewed for completeness and conformance to the requirements of Section 2-3.66b of the School Code and this Part.

1) Incomplete plans shall be returned to the regional office of education or CPS, as applicable, specifying the additional information that is needed, which shall be submitted within 15 calendar days after receiving the request.

2) Based on the criteria contained in Section 210.75 of this Part, plans that do not meet the requirements of Section 2-3.66b of the School Code and this Part shall be returned to the regional office of education or CPS, as applicable, specifying the reasons why the plan was not acceptable.

c) Each plan for an IHOPE program shall be submitted in a format specified by the State Superintendent of Education and shall contain the following elements:

1) A description of the planning process conducted to determine the type of IHOPE program to be established and a list of the participants in that process to at least include those entities specified in Section 2-3.66b(c) of the School Code.

2) An organizational chart that reflects the governance, administrative, educational and support structures of the proposed IHOPE program and describes the responsibilities of each entity involved in the program.

3) Evidence that the plan for the IHOPE program includes each of the components enumerated in Section 2-3.66b(g) of the School Code.

A) Programs that exceed the enrollment limits set forth under Section 2-3.66b(g)(1) of the School Code shall provide a justification for a larger program and a description of the steps to be taken to ensure that the program will meet the needs of each student to be enrolled in an effective manner.
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B) In order to demonstrate compliance with Section 2-3.66b(g)(3) of the School Code, the plan shall include a description of the experiences, competency, and qualifications of licensed certified and nonlicensed non-certificated staff that emphasizes their individual and collective abilities to work successfully with students who have dropped out of school. (Also see Section 210.40(e) of this Part.)

C) In order to demonstrate compliance with Section 2-3.66b(g)(6) of the School Code, the plan shall include a schedule of support services that will be available to students as part of their instructional program, including the procedures for accessing a student's need for services on an as-needed basis.

D) In order to demonstrate compliance with Section 2-3.66b(g)(9), the plan shall address how instruction will incorporate "action into study" to include but not be limited to the following elements: observation and interaction, laboratory and field experiences, applying what is learned in the classroom to real-life situations or problems, or students being active participants in their learning.

4) The specific curriculum to be used (see Section 210.40(a) of this Part), to at least include a description of how work experience and the instructional program will be integrated. If a non-profit entity will be providing instructional services, then the regional office of education or CPS, as applicable, shall identify the entity and provide evidence that it meets the requirements of Section 210.40(a)(2) of this Part.

5) The process for admitting dropouts to the program, which shall address factors to be considered to enroll students. These factors shall be nondiscriminatory and shall not take into consideration the needs of individual students for specific services, such as special education or bilingual services. If there are more eligible applicants for enrollment in an IHOPE program than there are spaces available, students shall be selected either on a first come, first served basis or by lottery.

6) A list of any cooperative and intergovernmental agreements and subcontracts that identifies the entity with which the agreement or subcontract is entered and includes a description of the need and purpose of the agreement or subcontract; measurable and time-specific services to
be provided, as applicable; associated costs, i.e., the amounts to be paid, as applicable; and the projected number of participants to be served.

7) An agreement with each school district from which an IHOPE student will graduate and receive a diploma in accordance with Section 2-3.66b(b) of the School Code.

8) If any of the students enrolled require special education services, then the cooperative agreement with the school district of residence of each student that addresses responsibility for at least, but not limited to, the evaluation process, provision of services, dispute resolution, child count, and receipt of State special education funds.

9) The procedures to be used to review student progress on a regular basis, which shall at least conform with the requirements of Section 210.40(d) of this Part.

10) A summary of the program's student discipline policy, to address the procedures to be used for a student's suspension or expulsion from the program due to gross disobedience or misconduct.

11) The proposed calendar for the program, providing evidence that it is in conformance with the requirements of Section 2-3.66b(e) of the School Code and Section 210.60 of this Part.

12) A description of how the IHOPE program's professional development plan will address instruction of students who have dropped out of school.

13) A detailed program budget that includes the sources of funding to be used in conjunction with general State aid and/or any incentive grant received pursuant to Subpart B of this Part and a plan for allocating costs to those funds.

A) The budget plan shall outline how any local, State or federal funds will be coordinated to ensure the efficient and effective delivery of the program.

B) The budget shall describe sources of revenue other than general State aid or an incentive grant that the regional office of education or CPS, as applicable, will allocate to the program.
The budget shall include an estimate of the total cost per student for the program and an estimate of any gap between existing revenue available for the program and the total cost of the program.

A plan for evaluating the effectiveness of the program in improving academic performance of the students working towards meeting State and local requirements for receipt of a high school diploma. The plan shall include:

A) the methods to be used to conduct the evaluation;

B) the data to be collected, which shall include at least the indicators outlined in Section 2-3.66b(h) of the School Code, as applicable to the program;

C) the specific procedures for how achievement levels of individual students enrolled in the program will be assessed to ensure that each student is making anticipated progress, as stipulated in his or her individual instructional program;

D) the specific procedures for how achievement levels of students with IEPs will be assessed, if these students are enrolled in the program;

E) how the evaluation will measure the extent to which the program overall is an effective strategy for assisting dropouts in completing their high school education and receiving a diploma; and

F) how the evaluation results will be used to improve the program.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 210.100 Suspension and Revocation of Program Approval

a) The State Superintendent of Education shall investigate an IHOPE program when any of the following occurs:

1) the program fails to receive approval to continue operating, in accordance with the requirements of Section 210.80 of this Part;
2) a parent or guardian files a written complaint with the regional superintendent of education or CPS, as applicable, or the State Superintendent of Education alleging that the program meets one or more of the following conditions:

A) A failure to meet educational outcomes as enumerated in the approved IHOPE plan for a period of two or more consecutive years;

B) A failure to comply with all applicable laws as specified in Section 2-3.66b of the School Code and this Part;

C) A failure to comply with the terms and conditions of an IHOPE incentive grant received pursuant to Subpart B of this Part; or

D) A failure to maintain financial records according to Generally Accepted Accounting Procedures or, in the case of CPS, 23 Ill. Adm. Code 100;

3) the State Superintendent otherwise receives information or becomes aware of allegations that the program meets one or more of the conditions set forth in subsection (a)(2) of this Section.

b) If the State Superintendent of Education, at the conclusion of the investigation, identifies deficiencies in the program that meet any of the conditions specified in subsection (a) of this Section, then he or she shall provide to the regional office of education that established the program, or to CPS, as applicable, written notification of the specific deficiencies found.

1) The regional office of education or CPS, as applicable, shall submit to the State Superintendent of Education, within 30 calendar days after receiving the notification, a time-specific plan that addresses the specific steps to be taken and staff responsible to remedy each of the deficiencies cited. In no case shall the time needed to correct deficiencies exceed 120 days.

2) The State Superintendent shall approve the plan no later than 15 days after receiving the plan if it meets all of the following requirements.

A) The timeframe is reasonable to correct the cited deficiencies.
B) The proposed steps to be taken to remedy the problems have a high likelihood of correcting the cited deficiencies.

C) A sufficient number of staff are proposed to implement the plan, and their expertise relates to the areas in which the deficiencies were found.

3) The regional office of education or CPS, as applicable, shall provide a copy of the deficiencies and of the approved plan to any entity with which it has entered into a cooperative agreement, intergovernmental agreement, contract or subcontract in order to operate the program or to provide services for students enrolled, as well as to any school district with which it has agreements to issue high school diplomas.

4) If the regional office of education or CPS, as applicable, provides evidence that it has corrected the deficiencies within the timeframe specified in the plan approved pursuant to subsection (b)(2) of this Section, then no change in the program's approved status shall be made.

c) If the regional office of education or CPS, as applicable, is unable to correct all of the deficiencies within the timeframe specified in its plan, even after the provision of technical assistance by State Board of Education staff, then it may submit to the State Superintendent an amended plan.

1) The amended plan shall be submitted no later than 30 calendar days prior to the time the affected deficiencies were to be corrected.

2) The amended plan shall identify the deficiencies that are still unresolved, specifying the reasons for the delay and describing the steps to be taken to remedy the problems and the timeline for completing each. In no case shall the time needed to correct the remaining deficiencies exceed 30 additional calendar days.

3) The State Superintendent of Education will accept the amended plan, provided the remaining deficiencies can be corrected within 30 calendar days and that none of the deficiencies:

A) presents an immediate health hazard or danger to students and staff;
B) severely affects the program's ability to provide a program appropriate to the needs of the students enrolled (i.e., addresses the State Goals for Learning, employs licensed certified staff, provides the services identified as necessary to assist students to earn a high school diploma); and

C) represents prolonged or repeated problems to a degree that indicates the program's intention not to correct the deficiencies.

d) If the regional office of education or CPS, as applicable, fails to demonstrate that all of the deficiencies have been corrected within the timeframe specified in the amended plan, or fails to submit an amended plan that meets the requirements of subsection (c) of this Section, then approval to operate the program shall be suspended upon written notification from the State Superintendent of Education.

1) The program may serve the students enrolled in the program during the time of its suspension, provided it continues to make progress as specified in its plan and no additional students are enrolled in the program.

2) The regional office of education or CPS, as applicable, shall provide a copy of the notice of suspension to any entity with which it has entered into a cooperative agreement, intergovernmental agreement, contract or subcontract in order to operate the program or to provide services for students enrolled, as well as to any school district with which it has agreements to issue high school diplomas.

3) If the regional office of education or CPS, as applicable, fails to correct all remaining deficiencies within 30 calendar days after receiving the notice of suspension, then approval to operate the program shall be revoked.

e) Notification to revoke program approval shall be sent by certified mail, return receipt requested to the regional office of education that established the program or to CPS, as applicable. A regional office of education or CPS, as applicable, shall have 10 calendar days after receipt of the notice of revocation to submit a written request for a hearing pursuant to the Illinois Administrative Procedure Act [5 ILCS 100] and the State Board of Education's rules for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The receipt of notification shall be determined by the date of receipt shown on the return receipt form.
f) Once approval for a program has been revoked:

1) a regional office of education or CPS, as applicable, shall be ineligible to file any claim upon the Common School Fund with regard to the program;

2) the State Superintendent of Education shall recover grant funds from a regional office of education or CPS, as applicable, in accordance with the provisions of the Illinois Grant Funds Recovery Act [30 ILCS 705]; and

3) all students (and their parents or guardians, as applicable) enrolled in the program shall be informed in writing of the revocation no later than 10 school days following receipt of the notification that approval has been revoked.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent and Chief Education Officer
       Nicki Bazer, General Counsel

Agenda Topic: Action Item: Amendments for Adoption -- Part 226 (SpecialEducation)

Materials: Recommended Rules

Staff Contacts: Beth Hanselman, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
The proposed changes address Strategic Goals 1 and 2 (student achievement and highly prepared and effective staff), in that they help ensure that medical reviews conducted to evaluate or re-evaluate students for the provision of special education services are conducted appropriately and by qualified individuals.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 226.

Background Information
Since the 1980s, agency rules have required that medical reviews, a component of the evaluation process used to assess students’ eligibility for special education services, be conducted only by certified school nurses (now educator licensed school nurses) or physicians licensed to practice medicine in all of its branches. In 2010, the State Board promulgated changes to these rules in order to expand the list of practitioners who were deemed qualified to conduct medical reviews. At the time, agency staff had received a number of requests from the field asking that other qualified individuals, in addition to educator licensed school nurses and physicians, be allowed to conduct medical reviews. As a result, the agency amended the rules to authorize both registered professional nurses (RNs) and advanced practice nurses (APNs) to conduct medical reviews.

Last year, agency staff reopened the rules after receiving several inquiries from the educator licensed school nurse community, indicating that they were unaware of the 2010 change described above and requesting that the rule be restored to its original form. The agency agreed to conduct the rulemaking, and received more than 1,800 public comments, most of which were in support of limiting qualified individuals for medical reviews to educator licensed school nurses and physicians. The Board supported a compromise, however, adopting a rule that continues to allow RNs with bachelor’s degrees, APNs and physicians to conduct most portions of the medical review, but limits to educator licensed school nurses the authority to make recommendations concerning any educational accommodations, modifications or
interventions that the student may need based on educationally relevant medical findings. The
rulemaking, which became effective July 18, 2012, also contained a delayed effective date of
one year to give school districts and special education cooperatives an opportunity to find fully
qualified staff.

Despite the compromise approach and the delay in the rule's implementation date, there
continues to be disagreement within the education community over the rule. School districts
and cooperatives have expressed concerns to agency staff about the lack of educator licensed
school nurses to fill positions now held by RNs and APNs, while RNs and APNs have said that
one year was not sufficient time for them to complete the coursework necessary to receive a
professional educator license endorsed for school nurse or for RNs to complete requirements
for receipt of a bachelor's degree. For these reasons, staff are proposing that the rules'
implementation be delayed until July 1, 2016, and that opportunities other than educator
licensure (i.e., training, testing) be provided for currently employed staff to become qualified to
conduct all components of the medical review, including making recommendations concerning
educational accommodations, modifications and interventions.

Additionally, the term "medical review" is being defined in new Section 226.160(a). Neither
state nor federal law prescribes the components of the medical review, and it was clear from the
public comment received last year that a medical review is not conducted in the same manner
among the school districts and cooperatives in the state. As a result, the Joint Committee on
Administrative Rules (JCAR) asked that the agency add a definition of "medical review" in Part
226 as part of a future rulemaking.

The proposed rules were published April 12, 2013, in the Illinois Register to elicit public
comment; 660 comments were received. A summary and analysis of the public comments,
along with any recommendations made in response, is attached.

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

**Policy Implications:** Under Section 10-22.23 of the School Code, a school district must use an
educator licensed school nurse whenever instructional judgment or the educational evaluation
of students is required. School districts may employ RNs to perform "professional nursing
services". It is this distinction that led staff last year to propose to the Board that it adopt a
compromise that would continue to allow RNs with bachelor's degrees, APNs and physicians to
conduct those portions of the medical review that are medical in nature and restrict to educator
licensed school nurses the recommendation of educational accommodations, modifications or
interventions that may be necessary to ensure a student with disabilities is able to progress
academically and meet the goals of his or her Individualized Education Program (IEP).

School districts and special education cooperatives since 2010 have been allowed to use RNs
and APNs to conduct the full medical review, however. Some of the commenters said that they
no longer employ educator licensed school nurses or currently employ an insufficient number of
educator licensed school nurses for the number of reviews that must be conducted.
Organizations representing school districts and special education cooperatives indicated that
many of their member districts, particularly those with small enrollments and located in rural
areas, currently do not have educator licensed school nurses on staff, and they have found it
difficult to recruit these practitioners. Many expressed concerns that they would be unable to
have educator licensed school nurses employed by July 1, 2013, the effective date of the new
rule, who would be fully qualified to make recommendations for any accommodations,
modifications or interventions in response to educationally relevant medical findings identified as
part of the medical review process.
As a result of discussions with the stakeholder groups earlier this year, staff determined that delaying the implementation of the new rule would allow sufficient time for a training program to be developed and implemented. The training program would address special education law and regulations for students with disabilities, an understanding of which representatives of the educator licensed school nurse community indicated that other medical personnel may lack. Further, the groups suggested that an option for testing (i.e., the content-area test for school nurse) also be provided to allow RNs, APNs or physicians hired before July 1, 2016, to show competency in these areas. Successful completion of the training or passage of the content-area test, therefore, would authorize these individuals to provide the recommendations for accommodations, modifications or interventions that may result from the medical review. (See Section 226.160(c)(1).) In order to maintain the authorizations, anyone completing the training or passing the test would still need to complete any professional development required of educator licensed school nurses under agency rules governing Educator Licensure (23 Ill. Code 25.275).

Further concerns about the availability of educator licensed school nurses also resulted in these two alternative ways of showing competency being extended beyond July 1, 2016, in circumstances when school districts and cooperatives are unable to find educator licensed school nurses to conduct the complete medical review. Section 226.160(c)(2) addresses this exception.

The proposed rule would not in any way eliminate the educator licensure required of school nurses who teach, exercise instructional judgment or conduct educational evaluations nor would it remove the requirement that appropriately qualified personnel be available to perform nursing and other medical services (e.g., medications, feeding tubes, glucose levels). These concerns were voiced during the 2012 rulemaking, and it seems prudent to reiterate that the proposed change would only address the conduct of the medical review and not other services that educator licensed school nurses and RNs provide.

Medical Review Definition. When considering a student's eligibility for special education services, federal regulations implementing the Individuals with Disabilities Education Act (IDEA) require that the student be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, communicative status and motor abilities. Currently, the way in which a medical review is performed and the data collected varies across the state. According to the public comment received last year, some medical reviews are solely medical in nature, while others contain specific plans for the educational supports that must be provided for the student in the classroom. For this reason, a consistent definition of the minimum components that a medical review must contain will assist school districts and special education cooperatives in providing appropriate assessments of their students' needs and determining the services that should be provided based on those needs.

Pros and Cons of Various Actions
The delay in the effective date of the 2012 rulemaking will allow individuals who are qualified under the current rule to continue to conduct the full medical review until July 1, 2016, at which time they will need to complete either the necessary training or pass the content-area test for the school nurse endorsement to remain qualified. The delay also provides State Board staff and representatives of school districts, special education cooperatives, educator licensed school nurses, teacher unions and institutions of higher education time to explore alternatives to
educator licensure and develop and implement training options for currently employed RNs, APNs and physicians.

Individual school nurses, who hold professional educator licenses endorsed for school support personnel for school nurse, oppose the proposed rule’s failure to limit the time period in which certain practitioners may show their competency to complete all aspects of the medical review process through methods other than educator licensure.

**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:

Special Education (23 Illinois Administrative Code 226),

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.
Comment

Oppose. The majority of those opposing the changes proposed in Section 226.160 concerning requirements for the conduct of medical reviews requested that the State Board limit the amount of time in which credentials, other than a school nurse endorsement, would qualify practitioners to conduct the reviews. They indicated that a sunset date of 2020 for the alternative credentials proposed would provide school districts with sufficient time to find appropriately qualified individuals or for school nurses who lack the educator license and proper endorsement to complete approved programs. They indicated that the lack of a sunset date will become "a way to permanently bypass the school nurse (licensure) rule" and will result in school districts' having "no motivation (...) to hire (educator licensed) school nurses". As a result, some of the commenters said that school nurses will have little incentive to earn their professional educator license endorsed for school nurse.

The opponents also noted that the online training proposed as an alternative to completing an approved school nurse program will not provide registered nurses (RNs), advanced practice nurses (APNs) and physicians with the skills and knowledge that are essential to understanding how a student's medical or psychiatric conditions may affect his or her ability to learn and succeed academically. School nurses with educator licensure are an essential component in the Individualized Education Program (IEP) process, the commenters emphasized. Educator licensed school nurses often recognize how certain medications or conditions can interfere with learning or identify underlying physical problems that are hindering a student's progress but are misunderstood as inattention, they said. Educator licensed school nurses understand how to "coordinate" care among the parents, special education team and other personnel, others pointed out, and suggest strategies that will help the student accomplish the goals set forth in his or her IEP.

Further, the opponents say that the online program will not address the range of "important information needed by school nurses working with special education students". This information pertains to conducting medical reviews, writing goals and making recommendations to the interdisciplinary team, several commenters explained. Others maintained that only educator licensed school nurses have been "educated to recommend and plan for school-based health interventions that meet the student's needs without disrupting the educational process", which often includes interventions that contribute to the student's capability to return to or continue attending school. Coursework alone will not adequately prepare practitioners for the demands of the job, commenters insisted. The intensive clinical experience gained through the internship required for educator licensure enables the school nurse to understand the "academic/educational setting and its unique challenges to providing health care", one commenter explained.

In addition to placing a sunset clause in the proposed rules, several commenters suggested that those practitioners qualifying under the alternative option complete training and pass the content-area test for school nurse (the proposed rules currently provide that either training or testing is acceptable). Several commenters asked that practitioners pass the basic skills test, as well, and that any "certification" achieved through the alternative option not be "transportable" among school districts. A representative of a teachers' organization asked that the rule more explicitly state the evidence a school district would need to provide in order to
show it is “actively engaged” in recruiting school nurses with educator licensure in order to be allowed to use practitioners meeting the alternative qualifications. He suggested that the rule reference the criteria used in Section 14-6.04 of the School Code (105 ILCS 5/14-6.04) for contracting of speech language pathologists; that is:

- placement of three employment advertisements in a newspaper;
- placement of an employment advertisement in a bulletin of a postsecondary institution offering the school nurse educator licensure program; and
- posting of the job opening with an association representing educator licensed school nurses.

Support. Many of the supporters agreed with the proposed delay until July 1, 2015, of requirements that took effect July 1, 2013, to limit to educator licensed school nurses the responsibility of developing any proposed plan for specific accommodations, modifications or interventions to be implemented when educationally relevant medical, school health and/or school nurse findings result from a medical review. They cited both the financial condition of many school districts, as well as the shortage in the supply of educator licensed school nurses in certain areas of the state, as rationales for the rule’s delay. Additionally, these supporters reported that using registered nurses and advanced practice nurses to conduct all aspects of the medical review has been an effective practice in their districts.

The commenters also said that safeguards currently are in place to ensure that students with disabilities receive the services and supports to which they are entitled. Many also expressed support for the additional training or testing that registered nurses will be required to complete under the proposed rules in order to recommend accommodations, interventions or modifications based on the results of a medical review.

On the other hand, several individuals asked that any restrictions on the use of registered nurses be removed altogether as the restrictions are “too costly” in the “economic climate (in) which we currently exist”. Supporters of the proposed changes indicated that smaller, poorer and more rural school districts will be disproportionately affected by restrictions placed on the conduct of a medical review and will be "forced out of compliance due to geography". An administrator asked how those students without access to an educator licensed school nurse have suffered and what additional benefits these students would have with a fully licensed school nurse. Another administrator asked, "What is the return on the investment", concluding that requiring that all registered nurses hold educator licensure "doesn't provide an acceptable return on our investment".

Several registered nurses who have been conducting medical reviews indicated that they were qualified to make assessments based on the results of those reviews and are familiar with the IEP process. One pointed out that she meets the same continuing professional development requirements as educator licensed school nurses. Since she is within a few years of retiring, she said completing a school nurse program is cost-prohibitive but rhetorically asked how the value of her experience would be determined. Another registered nurse who completed a bachelor's degree in nursing says that coursework in community health, pediatrics and mental health, coupled with her on-the-job training in schools, has resulted in her being well-prepared to practice in the "school setting". The collaboration a registered nurse conducts with others on the education team, a commenter noted, allows her to provide "a high-quality and successful education for our special education students".

Other nurses who have completed only a registered nurse diploma or associate degree program (rather than a bachelor's program) asked why they no longer would be qualified to complete a
health history component of a medical review. One person said allowing only educator licensed school nurses to conduct duties, such as those associated with compliance with health records, physicals, immunizations, vision and hearing screenings, administration of medications and health updates, constitutes an "unfunded mandate".

Analysis

First of all, it is important to reiterate that the proposed rule's scope is very narrow and it does not restrict RNs and APNs from conducting "professional nursing services" as would be allowed by their professional licenses. These services include compiling health records; conducting physicals; providing immunizations and vision and hearing screenings; administering medications; releasing health updates; or ascertaining medical information and history associated with the completion of a medical review. Instead, the rule's effect will be limited to specifying the practitioners who will be qualified to examine the results of the medical review and make recommendations concerning educational accommodations, modifications or interventions, as applicable, that are necessary to assist a student with disabilities in meeting the academic goals set forth in his or her Individualized Education Program (IEP). RNs and APNs will continue to be allowed to conduct any professional nursing services, as specified under their professional licensure to practice.

The commenters are correct that the discussions with stakeholders, as well as an initial draft of the proposed rules, did include an automatic repeal of June 30, 2020, of the provisions allowing schools unable to find educator licensed school nurses to hire RNs, APNs or physicians who have met the proposed alternative qualifications. Any RN, APN or physician hired under these circumstances would then have 12 months in which to complete the required training or successfully pass the content-area test for school nurse. Including this so-called "sunset" date in the proposed rules, however, suggests one of two things; that either 1) Illinois will no longer have shortages of educator licensed school nurses beginning July 1, 2020, and all school districts in the state will have sufficient access to the services of educator licensed school nurses, or 2) training or passage of the content-area test is an insufficient means to adequately qualify an RN, APN or physician to recommend educational accommodations, modifications or interventions.

Unfortunately, the agency cannot predict the availability of qualified staff for future needs nor can the agency ensure that individuals with proper school nurse licensure and endorsement will be willing to relocate to the state's more rural areas or work in districts experiencing financial difficulty where the pay and benefits may be lower than would be offered in wealthier districts. Agency staff do not believe that the training program being proposed for implementation is inferior or fails to adequately prepare RNs, APNs or physicians to work competently and effectively in the special education setting. Nor does the agency believe that the rule specific to medical review will become an avenue to eliminate the need for educator licensed school nurses.

Currently, agency staff are working with school nurses and representatives from school nurse endorsement programs to design a rigorous training program. The training will be facilitated by an instructor who has the content knowledge necessary to fully understand the medical review process. It also will include "check points" to determine if the practitioner is progressing through the training and developing the relevant competencies. Additionally, the training will be aligned to the content-area test for school nurse. Agency staff also hope to connect the training to the Educator Licensure Information System (ELIS) so that school districts and special education cooperatives can review the individuals who hold the required authorization. Since the training
will not be in place until sometime next year and work on the ELIS has not yet begun, staff recommend extending the effective date of the proposed rule to allow the use of RNs, APNs and physicians to continue to make recommendations regarding educationally relevant medical findings. Section 226.160(c)(1) also needs to be clarified to include the date by which currently employed practitioners must complete the training or pass the content-area test in order to receive the authorization available under the proposed rules.

Another commenter also mentioned the proposal concerning the "transportability" of the alternative credential (i.e., training or testing) when an RN or APN moves to another district. Early discussions with stakeholders resulted in a proposal to limit the authorization to conduct a full medical review to the practitioner's assignment in the school district or special education cooperative in which he or she was employed at the time the training was completed or the test passed. While that restriction was proposed to mirror a now repealed rule that provided for short-term authorization for teaching personnel, it was removed from the medical review proposal since a practitioner does not become any less qualified to complete all aspects of a medical review once he or she moves to a different employer. In fact, it is assumed that the experience gained in the original school district would make that person even more qualified to make recommendations based on the medical review than he or she may have been when initially trained or at the time of test passage.

As to requiring that school districts be "actively recruiting", the proposed rules currently stipulate that the district be "actively engaged" in, and list the documentation that the school district must maintain to provide evidence of its, efforts to recruit and employ an educator licensed school nurse. The documentation, such as notices on the agency's website, postings with professional organizations, or personnel notices placed in newspapers (either online or in print) must be retained for the duration of the employment of the person who obtained the alternative authorization. The purpose of the proposed rule is to assist districts and cooperatives in employing qualified staff. The rule is not intended to require that those entities continue to "actively recruit" for an educator licensed school nurse once a practitioner is hired and becomes qualified to complete a full medical review. The proposed rule balances the needs of school districts and cooperatives with the requirements of federal law to have appropriately qualified personnel to participate in the IEP process, including the conduct of the medical review.

It is true that the school nurses' association expressed opposition to allowing individuals to show competency only by passing the content-area test required for receipt of the school nurse endorsement. The recommendations that moved forward, however, provide for either option, as the content-area test is the qualifying event for receipt of a school nurse endorsement. Staff also do not believe that requiring passage of the basic skills test would provide evidence relevant to a practitioner's ability to conduct a complete medical review.

Recommendation

It is recommended that the following modifications be made in Section 226.160.

Section 226.160(b)(1) and (2)

b) Qualifications of Personnel

1) Until June 30, **2016**, the practitioners who are qualified to conduct a medical review that addresses each of the components listed in subsection (a) of this Section shall be limited to:
2) Beginning July 1, 2016, the practitioners who are qualified to conduct certain components of the medical review, as identified in this subsection (b)(2), shall be limited to:

Section 226.160(c)(1) and (2)

1) After July 1, 2016, an individual meeting the qualifications set forth in subsection (b)(1)(B), (b)(1)(C) or (b)(1)(D) of this Section who is currently employed by a school district or special education cooperative also may continue to conduct activities described in subsection (a)(5) of this Section, provided that no later than June 30, 2016, he or she:

A) successfully completes a training course specific to special education laws and regulations and students with disabilities that is approved by the State Board of Education; or

B) passes the content-area test for the school nurse endorsement authorized under 105 ILCS 5/21B-30 and subject to the limitations regarding testing attempts set forth in 23 Ill. Adm. Code 25.720(i) (Applicability of Testing Requirement and Scores).

C) Any practitioner receiving authorization under subsection (c)(1) of this Section to conduct activities set forth in subsection (a)(5) of this Section retains that authorization provided he or she completes the professional development required at 23 Ill. Adm. Code 25.275 (Renewal of the Professional Educator License for School Support Personnel).

2) Beginning on July 1, 2016, a school district or special education cooperative may first employ a practitioner to conduct the activities described in subsection (a)(5) of this Section who is not fully qualified, provided that each of the conditions listed in this subsection (c)(2) are met.

Comment

An association for physician assistants (PAs) asked that those practitioners be included as qualified to conduct a medical review, noting many are currently employed in school health clinics.

Analysis

According to the Illinois Academy of Physician Assistants, PAs must work under the supervision of only a physician licensed to practice medicine in all of its branches, and it is the physician who maintains the overall responsibility for the patient’s care. While the supervising physician under Illinois law is not required to be physically present, it is the physician, rather than the PA alone, that directs the care of the patient. Since physicians are rarely involved in the medical review process, it would be impractical for the rule to allow PAs to conduct an activity that they, by law, cannot complete independently.
Further, the program for a PA usually is a master's level course of 24 to 27 months in length, a much more compressed program than that required of an RN in a bachelor's program or RNs who go on and complete requirements to become APNs. Additionally, the training that a PA receives emanates from a "medical model". Nurses, by contrast, practice under a more holistic model that looks at family, society, ability to carry out self-care, etc. The nursing approach is better suited to a community health setting, such as a school, and nurses have the skills to look at all the factors that may affect a student’s educational achievement.

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 f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 226
SPECIAL EDUCATION

SUBPART A: GENERAL

Section 226.10 Purpose
226.50 Requirements for a Free Appropriate Public Education (FAPE)
226.60 Charter Schools
226.75 Definitions

SUBPART B: IDENTIFICATION OF ELIGIBLE CHILDREN

Section 226.100 Child Find Responsibility
226.110 Evaluation Procedures
226.120 Reevaluations
226.130 Additional Procedures for Students Suspected of or Having a Specific Learning Disability
226.135 Additional Procedures for Students Suspected of or Having a Cognitive Disability
226.140 Modes of Communication and Cultural Identification
226.150 Evaluation to be Nondiscriminatory
226.160 Medical Review Determination of Eligibility (Repealed)
226.170 Criteria for Determining the Existence of a Specific Learning Disability (Repealed)
226.180 Independent Educational Evaluation
226.190 Reevaluation (Repealed)

SUBPART C: THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section 226.200 General Requirements
226.210 IEP Team
226.220 Development, Review, and Revision of the IEP
226.230 Content of the IEP
STATE BOARD OF EDUCATION
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226.240 Determination of Placement
226.250 Child Aged Three Through Five
226.260 Child Reaching Age Three

SUBPART D: PLACEMENT

Section
226.300 Continuum of Placement Options
226.310 Related Services
226.320 Service to Students Living in Residential Care Facilities
226.330 Placement by School District in State-Operated or Nonpublic Special Education Facilities
226.340 Nonpublic Placements by Parents Where FAPE is at Issue
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226.360 Placement by School Districts in Remote Educational Programs

SUBPART E: DISCIPLINE

Section
226.400 Disciplinary Actions
226.410 Manifestation Determination Review (Repealed)
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226.430 Protection for Children Not Yet Eligible for Special Education (Repealed)
226.440 Referral to and Action by Law Enforcement and Judicial Authorities (Repealed)

SUBPART F: PROCEDURAL SAFEGUARDS

Section
226.500 Language of Notifications
226.510 Notification of Parents' Rights
226.520 Notification of District's Proposal
226.530 Parents' Participation
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SUBPART G: DUE PROCESS

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226.600 Calculation of Timelines
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### SUBPART I: PERSONNEL

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226.820 Authorization for Assignment
226.830 List of Independent Evaluators
226.840 Qualifications of Evaluators
226.850 List of Qualified Workers
226.860 List of Noncertified Employees

AUTHORITY: Implementing Article 14 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art.14 and 2-3.6].


SUBPART B: IDENTIFICATION OF ELIGIBLE CHILDREN

Section 226.160 Medical Review Determination of Eligibility (Repealed)
a) In accordance with 34 CFR 300.304(c)(4), any student who is being evaluated or re-evaluated for special education services shall be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, communicative status and motor abilities. The results of the medical review shall be used by the IEP team to address any educationally relevant medical findings or other health concerns that may affect the provision of FAPE to students with disabilities. The medical review shall consist of the following components.

1) Subjective information, if relevant, which may include:
   A) a description of the perceptions that the parents and student, as applicable, have regarding the student's health;
   B) a health history of the student from the parents; and
   C) a description of perceptions of the student's teachers relative to how the student's health may be affecting his or her academic performance or access to the curriculum.

2) Objective information, if relevant, which shall include:
   A) a summary of information contained in the student's health record and the record of other health-related information, as defined at 23 Ill. Adm. Code 375.10 (Definitions), about his or her prior and current health conditions; and
   B) a summary of any relevant health-related information obtained from records provided by or requested from the student's parent, health care provider or health facility where the student has received services, which may address prenatal and birth history; early growth and development; medical issues the child has experienced; hospitalizations and significant injuries; medical diagnosis, if any; and medications or treatments the child currently receives.

3) Nursing services, if relevant, which shall include the identification of the school health services or school nurse services necessary to enable a
student with a disability to receive FAPE as described in his or her IEP. (34 CFR 300.34(c)(13))

4) Educationally relevant medical findings, which shall include the identification of the medical conditions and other health-related issues that are likely to adversely affect a child's educational performance.

5) Recommendations, which shall include an analysis of the information gathered for the purpose of:

A) determining the medical, school health and/or school nurse services that should be provided during the school day; and

B) developing a proposed plan that provides for specific accommodations, modifications or interventions to be implemented when educationally relevant medical, school health and/or school nurse findings are made, which shall include annual goals, short-term objectives and ongoing evaluation.

b) Qualifications of Personnel

1) Until June 30, 2016, the practitioners who are qualified to conduct a medical review that addresses each of the components listed in subsection (a) of this Section shall be limited to:

A) An individual who holds a professional educator license endorsed for school support personnel in school nursing, pursuant to 23 Ill. Adm. Code 25.245 (Endorsement for School Nurses); or

B) An individual licensed to practice medicine in all of its branches pursuant to the Medical Practice Act of 1987 [225 ILCS 60]; or

C) An individual licensed as a registered professional nurse pursuant to Article 60 of the Nurse Practice Act [225 ILCS 65/Art. 60]; or

D) An individual licensed as an advanced practice nurse pursuant to Article 65 of the Nurse Practice Act [225 ILCS 65/Art. 65].
2) Beginning July 1, 2016, the practitioners who are qualified to conduct certain components of the medical review, as identified in this subsection (b)(2), shall be limited to:

A) An individual who holds a professional educator license endorsed for school support personnel in school nursing, pursuant to 23 Ill. Adm. Code 25.245 (Endorsement for School Nurses), who may conduct any of the components listed in subsections (a)(1) through (5) of this Section; or

B) An individual licensed to practice medicine in all of its branches pursuant to the Medical Practice Act of 1987 [225 ILCS 60], who may conduct any of those components listed in subsections (a)(1) through (4) of this Section; or

C) An individual licensed as a registered professional nurse pursuant to Article 60 of the Nurse Practice Act [225 ILCS 65/Art. 60] and who also holds a bachelor's degree in nursing, education or a related field, who may conduct any of those components listed in subsections (a)(1) through (4) of this Section; or

D) An individual licensed as an advanced practice nurse pursuant to Article 65 of the Nurse Practice Act [225 ILCS 65/Art. 65], who may conduct any of those components listed in subsections (a)(1) through (4) of this Section.

c) Certain exceptions shall apply to the personnel qualifications set forth in subsection (b) of this Section.

1) After July 1, 2016, an individual meeting the qualifications set forth in subsection (b)(1)(B), (b)(1)(C) or (b)(1)(D) of this Section who is currently employed by a school district or special education cooperative also may continue to conduct activities described in subsection (a)(5) of this Section, provided that no later than June 30, 2016, he or she:

A) successfully completes a training course specific to special education laws and regulations and students with disabilities that is approved by the State Board of Education; or
B) passes the content-area test for the school nurse endorsement authorized under 105 ILCS 5/21B-30 and subject to the limitations regarding testing attempts set forth in 23 Ill. Adm. Code 25.720(i) (Applicability of Testing Requirement and Scores).

C) Any practitioner receiving authorization under subsection (c)(1) of this Section to conduct activities set forth in subsection (a)(5) of this Section retains that authorization provided he or she completes the professional development required at 23 Ill. Adm. Code 25.275 (Renewal of the Professional Educator License for School Support Personnel).

2) Beginning on July 1, 2016, a school district or special education cooperative may first employ a practitioner to conduct the activities described in subsection (a)(5) of this Section who is not fully qualified, provided that each of the conditions listed in this subsection (c)(2) are met.

A) A school district or special education cooperative has not been able to recruit an individual meeting the qualifications set forth in subsection (b)(1)(A) of this Section due to a shortage of these individuals.

B) The school district or special education cooperative must be actively engaged in the recruitment process, as evidenced by written documentation such as notices on the agency's website, postings with professional organizations, or personnel notices placed in newspapers, either online or in print. The school district or special education cooperative shall retain this documentation, which must include the date of publication or notice, for the duration of the employment of the practitioner recruited under the provisions of subsection (c)(2) of this Section, and make it available upon request to the State Board of Education or its designee.

C) Any individual hired pursuant to subsection (c)(2) of this Section shall meet the qualifications of subsection (b)(2)(B), (b)(2)(C) or (b)(2)(D) of this Section and meet either of the requirements stated in subsection (c)(1) of this Section as soon as is practicable, but in no case longer than 12 months from the date of hire.
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D) Any practitioner receiving authorization under this subsection (c)(2) to conduct activities set forth in subsection (a)(5) of this Section retains that authorization provided he or she completes the professional development required at 23 Ill. Adm. Code 25.275 (Renewal of the Professional Educator License for School Support Personnel).

(Source: Old Section repealed at 31 Ill. Reg. 9915, effective June 28, 2007; new Section added at 37 Ill. Reg. ______, effective ____________)

SUBPART I: PERSONNEL

Section 226.840 Qualifications of Evaluators

The following list identifies the credentials required to administer certain types of evaluations. Where no requirements are established, an evaluation may be performed by an individual who is qualified to administer it according to the technical specifications of the publisher.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>REQUIRED QUALIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance</td>
<td>Teaching certificate/approval appropriate for the age or disability of the child, or School Service Personnel Certificate endorsed for school psychology or guidance. (See Article 21 of the School Code [105 ILCS 5/Art.21] and the State Board's rules at 23 Ill. Adm. Code 1 and 23 Ill. Adm. Code 25.)</td>
</tr>
<tr>
<td>Adapted Physical Education</td>
<td>Special Certificate endorsed for physical education with approval in adapted physical education (23 Ill. Adm. Code 25.43).</td>
</tr>
<tr>
<td>Assistive Technology</td>
<td>To the extent that a test is used in performing this assessment, qualification for administering the test according to the instructions provided by the test's publisher.</td>
</tr>
<tr>
<td>Audiological</td>
<td>License to practice as an Audiologist issued by the Department of Financial and Professional Regulation pursuant to the Illinois Speech-Language Pathology and</td>
</tr>
<tr>
<td>TYPE</td>
<td>REQUIRED QUALIFICATIONS</td>
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</tr>
<tr>
<td>Audiology Practice Act</td>
<td>License issued pursuant to the Clinical Psychologist Licensing Act [225 ILCS 15].</td>
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<tr>
<td>Clinical Psychological</td>
<td>License issued pursuant to the Clinical Psychologist Licensing Act [225 ILCS 15].</td>
</tr>
<tr>
<td>Cultural Background Assessment</td>
<td>School Service Personnel Certificate endorsed for school psychology, school social work, or school counseling.</td>
</tr>
<tr>
<td>Hearing Screening</td>
<td>License to practice as an Audiologist issued by the Department of Financial and Professional Regulation pursuant to the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110], Special Certificate endorsed for speech and language impairment (23 Ill. Adm. Code 25.45), or certificate of training issued by the Department of Public Health (77 Ill. Adm. Code 675).</td>
</tr>
<tr>
<td>Medical Review</td>
<td>Meet the requirements set forth in Section 226.160 of this Part, as applicable.</td>
</tr>
</tbody>
</table>

Until June 30, 2013, a School Service Personnel Certificate endorsed for school nursing (23 Ill. Adm. Code 25.245), or a license to practice medicine in all of its branches, or under Section 60 or 65 of the Nurse Practice Act [225 ILCS 65].

Beginning July 1, 2013, a School Service Personnel Certificate endorsed for school nursing (23 Ill. Adm. Code 25.245); or a license to practice medicine in all of its branches; or a bachelor’s degree or higher and a license issued under Article 60 or Article 65 of the Nurse Practice Act [225 ILCS 65/Art. 60 or Art. 65], provided that only a person holding a School Service Personnel Certificate endorsed for school nursing shall make
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### TYPE | REQUIRED QUALIFICATIONS
---|---
Neurological Evaluation | Licensure/registration issued by the Department of Financial and Professional Regulation pursuant to the Medical Practice Act of 1987 [225 ILCS 60].
Occupational Therapy Evaluation | Certificate/Registration issued by the Department of Financial and Professional Regulation pursuant to the Illinois Occupational Therapy Practice Act [225 ILCS 75].
Orientation/Mobility | Certification for orientation/mobility instruction and evaluation (Certification for Orientation and Mobility, Orientation and Mobility Division, Association for Education and Rehabilitation of the Blind and Visually Impaired, 4600 Duke Street, #430, P.O. Box 22397, Alexandria, Virginia 22304; 1984; no later amendments or editions are included).
Physical Therapy Evaluation | Certificate/registration issued by the Department of Financial and Professional Regulation pursuant to the Illinois Physical Therapy Act [225 ILCS 90].
Psychiatric Evaluation | Licensure/registration issued by the Department of Financial and Professional Regulation pursuant to the Medical Practice Act of 1987.
Speech and Language Assessment | Special Preschool-Age 21 Certificate endorsed for speech and language impairment or speech-language...
<table>
<thead>
<tr>
<th>TYPE</th>
<th>REQUIRED QUALIFICATIONS</th>
</tr>
</thead>
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(Source: Amended at 37 Ill. Reg. _______, effective ___________)
Agenda Topic: Action Item: Amendments for Adoption –Part 228 (Transitional Bilingual Education)

Materials: Recommended Rules

Staff Contacts: Reyna Hernandez, Assistant Superintendent

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 agenda item primarily relates to Strategic Plan Goal 1 (student achievement), as the proposed changes would contribute to the appropriate placement of English learners (particularly high school students) who are enrolled in transitional bilingual education programs (TBE) into part-time programs.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt amendments Part 228.

Background Information
P.A. 97-305, effective January 1, 2012, directed the Illinois Advisory Council on Bilingual Education (IACBE) to address the following questions:

1. whether and how the 20 child per attendance center minimum in Section 14C-3 of the School Code should be modified;
2. whether and how educator licensure requirements in Article 21B-20 of the School Code (previously found in Section 14C-8 of the School Code) and applicable State Board of Education rules should be modified;
3. whether and how bilingual education requirements in Article 14C and applicable State Board of Education rules should be modified to address differences between elementary and secondary schools; and
4. whether and how to allow school districts to administer alternative bilingual education programs instead of transitional bilingual education programs.

In the report prepared pursuant to P.A. 97-305, IACBE did not issue any recommendations to modify Article 14C of the School Code, but it did propose changes to the agency's administrative rules. In response to questions 1 and 3, IACBE recommended that attendance centers that serve 20 or more students in the same language category expand the criteria used for placements of English learners into part-time TBE programs. To accomplish this, the council recommended a change in the criteria established by the agency under Section 228.30(c)(3) for
the minimum English proficiency for part-time TBE placement, as well as proposed additional criteria to be used when determining whether English learners should be placed into part-time TBE programs. Agency staff accepted both of these recommendations with minor modifications. The additional criteria have been incorporated into the proposed amendments, and the minimum score has been posted on the agency's website, as required under the existing rules. Additionally, IACBE recommended that an attendance center be allowed to offer only part-time TBE programs when the number of English learners of the same language category falls under a minimum number within certain specified grade groupings. This last recommendation is not being addressed in the proposed amendments at this time.

In response to question 2, IACBE recommended that the agency adopt a definition of sheltered instruction (see Section 228.10 of the proposed amendments). The council also recommended that the agency establish requirements for professional development for teachers of sheltered instruction, which has not yet been addressed in the rules. It further recommended that:

- language proficiency tests offered through the Illinois Licensure Testing System for the receipt of various bilingual education endorsements be administered more frequently;
- the agency require individuals holding a educator license with stipulations endorsed for transitional bilingual educator (previously, the Type 29 certificate) and working in that assignment to be enrolled on a continuous basis in coursework required for the receipt of the professional educator license; and
- that all candidates for a professional educator license be required to complete a “foundations” course related to English learners.

In response to the question 2 recommendations, agency staff have started work on developing standards for candidates for the transitional bilingual education and English as a second language endorsements, including specifically addressing ELs in middle school and high school settings, as well as for general education teachers who work with English learners. That process will engage local and national EL educator preparation experts. Once that process is complete, revisions to incorporate these new standards will be proposed in other Parts of the agency's rules and will be brought to the Board for its consideration.

With regard to question 4, IACBE determined that the Article 14C of the School Code provides a wide array of program options for districts. It also recommended that the agency continue to support dual language instruction programs, with the goal of bilingualism and biliteracy, as alternative bilingual education programs. These recommendations do not require rules changes. The agency is addressing these recommendations through support of the State Seal of Biliteracy, as well as promoting bilingualism and biliteracy through existing systems of support.

Further information about the changes being proposed, based on IACBE's recommendations, is provided under "Policy Implications" below.

The proposed amendments were published May 31, 2013, in the Illinois Register to elicit public comment; two comments were received. A summary and analysis of the public comments, 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:** Section 14C-3 of the School Code requires schools that enroll 20 or more English learners who are of the same language classification to provide instruction for these students in their native language in addition to instruction in English. These programs are called
transitional bilingual education programs. Students who are placed in full-time TBE programs receive native language and English instruction in all core subject areas, in addition to English as a second language instruction. Under the current rules (see Section 228.30(c)(3)), any student who has a minimum proficiency in English may be placed in a part-time TBE program if the student's proficiency level indicates that he or she would benefit from the part-time placement.

As summarized under "Background" above, this rulemaking primarily addresses the recommendations of the IACBE proposing additional criteria that districts may use, in lieu of English proficiency, to place students in part-time TBE programs. New Section 228.30(c)(3)(B) lists these criteria, which address multiple student characteristics for school districts to consider when determining whether a student needs native language instruction in all core subject areas and, if not, whether the student would benefit from a part-time TBE placement. Provisions already stated in the law and rules concerning parental notification and agreeing to the placement will apply to districts choosing a part-time option for any student. As proposed, Section 228.30(c)(3)(B) will provide school districts with additional flexibility in making part-time placements.

Staff also are proposing that the term "limited English proficient (LEP)", as currently used in Part 228, be changed to "English learners". The use of LEP is no longer used generally among educators and researchers in the field of English language acquisition. The term "English learners" is considered to be a more sensitive term to indicate that students are in the process of learning English.

Additionally, new provisions put in place by P.A. 97-915, effective January 1, 2013, regarding bilingual parent advisory committees have resulted in several minor changes to Section 228.30(c)(4).

Other technical changes also are being proposed throughout the rulemaking. These include:
- incorporating the "2012 Amplification of the English Language Development Standards Kindergarten-Grade 12", which is the most updated version of these standards available;
- fixing a cross-reference to rules governing Early Childhood Block Grants for noncertified personnel;
- updating terminology to reflect the educator licensure system;
- clarifying when annual assessment scores may be used in place of scores obtained from a screening instrument for newly enrolled students; and
- correcting the due date for submission of the final expenditure report.

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

Pros and Cons of Various Actions
The proposed amendments provide school districts with greater flexibility through the use of multiple options to make determinations about a student's part-time placement in TBE programs based on the each student's needs. Not proceeding with the rulemaking will limit school districts to the existing criteria when they are considering part-time placements, restricting possible educational placements for students.
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:

   Transitional Bilingual Education (23 Illinois Administrative Code 228).

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
Notices 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 228 (Transitional Bilingual Education)

Comment

The commenters asked that the agency amend the definition of "Prescribed Screening Procedures" in Section 228.10 to include a specific mention of "preschool students with disabilities". This proposed emphasis in the definition to screen students with disabilities for bilingual services will focus attention on the "need to avoid overlooking English learners with disabilities", one of the commenters noted.

Analysis

Part 226, the agency's rules governing Special Education, provides clear direction to school districts, as part of districts' responsibility to identify children who may be in need of special education services, to also assess the English proficiency of students with disabilities who have a "non-English-speaking background". Section 226.140 (Modes of Communication and Cultural Identification) further provides that the determination of a student's English proficiency "be conducted in accordance with the provisions of 23 Ill. Adm. Code 228 (Bilingual Education), which specifies the assessment procedures and eligibility criteria for bilingual education programs (see 23 Ill. Adm. Code 228.15)" (emphasis added).

Special education personnel in schools are expected to work with their bilingual counterparts to ensure the provision of a free and appropriate education (FAPE) for students with disabilities, including those who are English learners. Providing a passing reference to "students with disabilities" in the definition of the procedures to be used to screen preschool-aged children is not necessary for communicating the responsibilities of school districts relative to bilingual education and special education.

Recommendation

No change is recommended in response to these comments.

Comment

Section 228.30(c)(1)(B) reiterates a statutory provision that instruction in the language arts to be conducted in a student's home language. The commenters suggested modifying the requirement, however, to allow an exemption to that provision regarding native language instruction in reading and writing in those instances of "low-incidence languages" where it has been "confirmed" that a written form of the native language may not exist.

The commenters also asked that this modified language replace the text at Section 228.30(c)(3)(B)(v), which addresses the use of native language instruction in a part-time transitional bilingual education program, for languages for which no written component exists or for which written instructional materials are not available. The commenters cited research that supported the use of native language instruction as the justification for making this request.

In addition, the commenters noted errors in the names of the languages used as examples in Section 228.30(c)(3)(B)(v), for which they submitted corrections.
Analysis

Section 228.30(c)(1)(B) of the rules requires that instruction in the language arts is provided in the student's home language. This provision is a paraphrase taken from Section 14C-2(f)(2) of the School Code [105 ILCS 5/14C-2(f)(2)], which requires that instruction be provided in the "reading and writing of the native language of the children of limited English-speaking ability who are enrolled in the program". For languages that lack a written component, it makes sense that a school district would be unable to provide instruction in the student's native language in reading and writing. Since the commenters want to ensure that English learners had better access to the core content area through the use of native language instruction, their intent can be communicated more clearly in the rules with a slight modification.

The examples of languages provided in the proposed rule at Section 228.30(c)(3) are not necessary for one's understanding of the requirement and can be removed without altering the meaning of the text.

Recommendation

It is recommended that Section 228.30(c)(3)(B)(v) be modified as follows.

v) Limited Native Language Instruction

The limited use of native language instruction is permissible for a student whose native language has no written component, such as, but not limited to, Piraha (Paupa New Guinea), Sentinelese (India), Mosou (Mongolia/Tibet), Massalit (Dafur), or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student’s needs.

Comment

The commenters asked that the proposed rule at Section 228.30(c)(3)(C) include a provision to ensure that the components of a part-time program into which an English learner with disabilities is placed be consistent with that student's Individualized Education Program (IEP).

Analysis

The IEP for any student with disabilities must set forth the goals, objectives, language or modes of communication in which special education and related services will be provided, and list the services that are necessary to enable the student to receive FAPE. The IEP team also is responsible for determining the student's eligibility for other services, including bilingual education. If a student with disabilities is receiving bilingual education services, those services will be just one element of the IEP, which governs the student's educational program, whether he or she is placed in a transitional bilingual program on a full-time basis or a part-time basis or receives English language instruction through a transitional program of instruction. Therefore, it would be misleading to only emphasize adherence to the IEP for part-time placements.

Recommendation

No change is recommended in response to these comments.
Comment

The commenters proposed that language be added to Section 228.25 to require placement of English learners with disabilities into full-time transitional bilingual programs that ensure the students are served in the least restrictive environment and with their nondisabled peers. They said that the rules imply that English learners with disabilities will be placed into full-time transitional bilingual programs. The absence of a specific rule in this regard, however, perpetuates what the commenters called the "misconception" of school districts that "a disability takes precedence over English learners' language needs" or that English learners cannot receive both special education and bilingual education services. The language that the commenters proposed adding would reiterate that English learners with disabilities have "the same rights as other English learners to participate with them in a bilingual education program".

Analysis

The Individuals with Disabilities Education Act provides that a student with disabilities must be educated in the least restrictive environment, regardless of services other than special education that the student receives. Additionally, Section 14-8.02 of the School Code [105 ILCS 5/14-8.02] requires that the placement of English learners with disabilities be "in non-restrictive environments which provide for integration with non-disabled peers in bilingual classrooms". Further, the law emphasizes that the appropriate program for an English learner with disabilities should be one that reflects "the special education, cultural and linguistic needs" of the student.

Rather than repeating this statutory language in Part 228, the agency will identify means of reminding districts of their obligations in guidance and other materials provided by both the agency's bilingual education and special education staff.

Recommendation

No change is recommended in response to these comments.
Section 228.5  Purpose and Applicability

This Part establishes requirements for school districts' provision of services to students in preschool through grade 12 who have been identified as limited English learners proficient in accordance with Article 14C of the School Code [105 ILCS 5/14C] and this Part.
b) The requirements of Article 14C of the School Code and this Part shall apply to every school district in Illinois, regardless of whether the district chooses to seek funding pursuant to Section 228.50 of this Part.

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 228.10 Definitions

"English as a Second Language" or "ESL" means specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency. ESL instruction includes skills development in listening, speaking, reading, and writing. (ESL is not to be confused with English language arts as taught to students whose home language is English.)

"English Language Proficiency Assessment" means the ACCESS for ELLs® (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 (2006)).

"English Learners" means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with:

- the ability to meet the State's proficient level of achievement on State assessments;
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in the school setting.

For the purposes of this Part, the terms "limited English proficient student" and "students with limited English proficiency", as used in Article 14C of the School Code, are understood to be "English learners".

"Home Language" means that language normally used in the home by the student and/or by the student's parents or legal guardians.
"Language Background other than English" means that the home language of a student in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, is other than English or that the student comes from a home where a language other than English is spoken, by the student, or by his or her parents or legal guardians, or by anyone who resides in the student's household.

"Preschool Program" means instruction provided to children who are ages 3 up to but not including those of kindergarten enrollment age as defined in Section 10-20.12 of the School Code [105 ILCS 5/10-20.12] in any program administered by a school district, regardless of whether the program is provided in an attendance center or a non-school-based facility.

"Prescribed Screening Instrument" means the:

- WIDA ACCESS Placement Test (W-APT™) (2006 or 2007) for students entering or in the second semester of grade 1 or in grades 2 through 12 (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706);

- Measure of Developing English Language (MODEL™) (2008) for students entering kindergarten or the first semester of grade 1 (World-class Instructional Design and Assessment Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison, WI 53706).

"Prescribed Screening Procedures" means the procedures that a school district determines to be appropriate to assess a preschool student's level of English language proficiency (minimally in the domains of speaking and listening), in order to determine whether the student is eligible to receive bilingual education services. The procedures may include, without limitation, established screening instruments or other procedures, provided that they are research-based. Further, screening procedures shall at least:

Be age and developmentally appropriate;

Be culturally and linguistically appropriate for the children being screened;
Include one or more observations using culturally and linguistically appropriate tools;

Use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; various activities, settings, and personal interactions);

Involve family by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and

Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition.

"Sheltered Content Instruction" means instruction that is generally intended for English learners who demonstrate intermediate or advanced English proficiency and consists of adapting the language used in the particular subject to the student's English proficiency level to assist the student in understanding the content of the subject area and acquiring the knowledge and skills presented.

"Students of Limited English Proficiency" means students in preschool, kindergarten or any of grades 1 through 12, whether born in the United States or born elsewhere, whose home language background is a language other than English and whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny them:

the ability to meet the State's proficient level of achievement on State assessments;

the ability to successfully achieve in classrooms where the language of instruction is English; or

the opportunity to participate fully in the school setting.

(Source: Amended at 37 Ill. Reg. _____, effective ____________)

Section 228.15 Identification of Eligible Students

a) Each school district shall administer a home language survey with respect to each student in preschool, kindergarten or any of grades 1 through 12 who is entering
the district's schools or any of the district's preschool programs for the first time, for the purpose of identifying students who have a language background other than English. The survey should be administered as part of the enrollment process or, for preschool programs, by the first day the student commences participation in the program. The survey shall include at least the following questions, and the student shall be identified as having a language background other than English if the answer to either question is yes:

1) Whether a language other than English is spoken in the student's home and, if so, which language; and

2) Whether the student speaks a language other than English and, if so, which language.

b) The home language survey shall be administered in English and, if feasible, in the student's home language.

c) The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian.

d) The completed home language survey form shall be placed into the student's temporary record as defined in 23 Ill. Adm. Code 375 (Student Records).

e) The district shall screen the English language proficiency of each student identified through the home language survey as having a language background other than English by using the prescribed screening instrument applicable to the student's grade level (i.e., kindergarten or any of grades 1 through 12) or the prescribed screening procedures identified by the preschool program. This screening shall take place within 30 days either after the student's enrollment in the district or, for preschool programs, after the student commences participation in the program, for the purpose of determining the student's eligibility for bilingual education services and, if eligible, the appropriate placement for the student. For kindergarten, all students identified through the home language survey, including students previously screened when enrolled in preschool, must be screened using the prescribed screening instrument for kindergarten.

1) The prescribed screening instrument does not need to be administered to a student who, in his or her previous school district:
A) has been screened and identified as English language proficient as required in this subsection (e); or

B) has met the State exit requirements as described in Section 228.25(b)(2) of this Part; or

C) has met all of the following criteria:
   i) resides in a home where a language other than English is spoken, and
   ii) has not been screened or identified as an student with limited English learner proficiency, and
   iii) has been enrolled in the general program of instruction in the school he or she has previously attended, and
   iv) has been performing at or above grade level as evidenced by having met or exceeded the Illinois Learning Standards in reading and math on the student's most recent State assessment administered pursuant to Section 2-3.64 of the School Code [105 ILCS 5/2-3.64] or, for students for whom State assessment scores are not available, a nationally normed standardized test, provided that either assessment was not administered with accommodations for students of limited English learners proficiency. This provision applies only to a student who had been enrolled in any of the grades in which the State assessment is required to be administered in accordance with Section 2-3.64 of the School Code.

2) For purposes of eligibility and placement, a district must rely upon a student's score attained on the English language proficiency assessment prescribed under Section 228.25(b) of this Part, if available from another school district or another state, provided that the score was achieved no sooner than the school year previous to the student's enrollment in the district no more than 12 months prior to district's need to assess the student's proficiency in English or later.

3) If results are not available pursuant to subsection (e)(2) of this Section, then a district must rely upon a student's score on the prescribed screening
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instrument if available from another school district or another state for the purposes of eligibility and placement for students entering any of grades 1 through 12, if the student's score on the prescribed screening instrument was achieved no more than 12 months prior to the district's need to assess the student's proficiency in English.

4) Each student whose score on the prescribed screening instrument or procedures, as applicable, is identified as not "proficient" as defined by the State Superintendent of Education shall be considered to be an have limited English learner proficiency and therefore to be eligible for, and shall be placed into a program of, bilingual education services.

A) For preschool programs using a screening procedure other than an established assessment tool where "proficiency" is defined as part of the instrument, "proficiency" is the point at which performance identifies a child as proficient in English, as set forth in the program's proposed screening process.

B) For any preschool student who scores at the "proficient" level, the school district may consider additional indicators such as teachers' evaluations of performance, samples of a student's work, or information received from family members and school personnel in order to determine whether the student's proficiency in English is limited and the student is eligible for services.

f) Each district shall ensure that any accommodations called for in the Individualized Education Programs of students with disabilities are afforded to those students in the administration of the screening instrument or procedures, as applicable, discussed in this Section and the English language proficiency assessment prescribed under Section 228.25(b) of this Part.

g) The parent or guardian of any child resident in a school district who has not been identified as having limited English learner proficiency may request the district to determine whether the child should be considered for placement in a bilingual education program, and the school district shall make that determination upon request, using the process described in this Section.

(Source: Amended at 37 Ill. Reg. ______, effective ____________

Section 228.20 Student Language Classification Data
In order to meet the requirements of Section 14C-3 of the School Code, every school district shall update its individual student records in the Student Information System (SIS) authorized under 23 Ill. Adm. Code 1.75 (Public Schools Evaluation, Recognition and Supervision) no later than the first day in March of each year to reflect the following information [105 ILCS 5/14C-3]:

a) whether the student has a language background other than English, as identified via the home language survey;

b) whether the student has been identified as having limited English learner proficiency based on the results of the prescribed screening instrument or procedures, as applicable, or the English language proficiency assessment discussed in Section 228.15(e) or Section 228.25(b) of this Part; and

c) the home language, birth date, and grade or achievement level of the student identified as having limited English learner proficiency.

(Source: Amended at 37 Ill. Reg. _______, effective ____________)

Section 228.25 Program Options, Placement, and Assessment

a) Program Options and Placement

1) When an attendance center has an enrollment of 20 or more English learners limited English proficient students of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (Section 14C-3 of the School Code; also see) (See Section 228.30(c) of this Part.) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.

2) When an attendance center has an enrollment of 19 or fewer English learners students of limited English proficiency of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual education program.
illinois register

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program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code; also see) (See Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.

3) When a preschool program of the school district has an enrollment of 20 or more students of limited English learners proficiency of any single language classification other than English in an attendance center or a non-school-based facility, the school district shall establish a TBE program for each language classification represented by the students. If the preschool program of an attendance center or non-school-based facility has 19 or fewer students of limited English learners proficiency of any single language classification other than English, then the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided.

b) English Language Proficiency Assessment

1) School districts must annually assess the English language proficiency, including aural comprehension (listening), speaking, reading, and writing skills, of all English learners children of limited English speaking ability in kindergarten and any of grades 1 through 12 (Section 14C-3 of the School Code) using the English language proficiency assessment prescribed by the State Superintendent of Education. This assessment shall be administered during a testing window designated by the State Superintendent, for the purpose of determining individual students' continuing need and eligibility for bilingual education services. The annual assessment shall be based on the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 “English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12” (2007) (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx http://www.wida.us/standards/elp.aspx. No later amendments to or editions of these standards are incorporated by this Section.
2) The State Superintendent shall determine and post on the State Board's website no later than September 1, 2010 the composite score and the literacy score that will be used to determine whether a student is identified as "proficient". Should the minimum scores be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.

A) Each student whose score on the English language proficiency assessment is identified as "proficient" shall exit the program of bilingual education services, subject to the provisions of Section 14C-3 of the School Code [105 ILCS 5/14C-3].

B) Each student whose score is identified as "proficient" in accordance with subsection (b)(2)(A) of this Section shall no longer be identified as an limited English learner proficient.

3) Each student who is not enrolled in a program under this Part but who has been identified as an having limited English learner proficiency shall be required to participate in the assessment each year until he or she achieves a "proficient" score.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.27 Language Acquisition Services for Certain Students Exiting the Program

In accordance with Section 1703(f) of the Equal Educational Opportunities Act (EEOA), a school district must provide services that will enable limited English learners proficient students to "overcome barriers that impede equal participation by these students in the district's instructional programs" (see 20 USC 1703). Section 14C-3 of the School Code, however, authorizes school districts to discontinue services to students who have been enrolled and participated in the TBE or TPI program for three consecutive years. In instances where a school district chooses to discontinue TBE or TPI program services as permitted under Section 14C-3 of the School Code for those students who have not achieved English proficiency as determined by the process set forth in Section 228.25(b) of this Part, the district shall submit a plan to the State Superintendent that describes the actions it will take to meet its obligations under Section 1703(f) of the EEOA. Any amendments to the plan shall be submitted to the State Superintendent no later than 30 days following adoption of the changes. The plan shall at least include:
a) the process and criteria the district will use to make a determination of when to exit eligible students from the TBE or TPI program (e.g., after a certain amount of time in the program, once a prescribed academic or proficiency level is achieved);

b) The language acquisition services and methods to be provided, including how the services and methods differ from the general program of instruction in content, instructional goals, and the use of English and home language instruction;

c) How the program will meet the educational needs of the students and build on their academic strengths;

d) How the program will specifically help the students learn English and meet academic achievement standards for grade promotion and graduation;

e) The names and qualifications of the staff who will implement the program; and

f) How sufficient resources, including equipment and instructional materials, shall be made available to support the program.

(Source: Amended at 37 Ill. Reg. ______, effective _____________)

Section 228.30 Establishment of Programs

a) Administrative Provisions

1) Program Facilities – Other than for preschool education programs, TBE and TPI programs shall be located in regular public school facilities rather than in separate facilities. (Section 14C-6 of the School Code [105 ILCS 5/14C-6]) If such a location is not feasible, the substitute location shall be comparable to those made available to a majority of the district's students with respect to space and equipment. If housed in a facility other than a public school (including a charter school), the school district shall provide a written explanation in its annual application to the State Superintendent of Education as to why the use of a public school building is not feasible.

2) Course Credit – Students enrolled in approved programs shall receive full credit for courses taken in these programs, which shall count toward promotion and fulfillment of district graduation requirements. Courses in ESL shall count toward English requirements for graduation. Students
who change attendance centers or school districts shall do so without loss of credit for coursework completed in the program.

3) **Extracurricular Activities** – Each district shall ensure that students enrolled in programs shall have the opportunity to participate fully in the extracurricular activities of the public schools in the district. (Section 14C-7 of the School Code [105 ILCS 5/14C-7])

4) Inclusion of Students Whose First or Home Language is English – Students whose first or home language is English may be included in a program under this Part provided that all students of limited English learners proficiency are served.

5) Joint Programs – A school district may join with one or more other school districts to provide joint programs or services in accordance with the provisions of Section 10-22.31a of the School Code [105 ILCS 5/10-22.31a]. The designated administrative agent shall adhere to the procedures contained in 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing) as they pertain to cooperative agreements.

6) Preschool and Summer School – A school district may establish preschool and summer school programs for English learners students of limited English proficiency, or join with other school districts in establishing these such programs. Summer school programs shall not replace programs required during the regular school year. (Section 14C-11 of the School Code [105 ILCS 5/14C-11]) A school district that offers a summer school program or preschool program shall provide transitional bilingual education programs or transitional programs of instruction for students having limited English learners proficiency in accordance with Article 14C and this Part.

b) Instructional Specifications

1) Student-Teacher Ratio – The student-teacher ratio in the ESL and home language components of programs serving students in kindergarten or any of grades 1 through 12 as of September 30 of each school year shall not exceed 90% of the average student-teacher ratio in general education classes for the same grades in that attendance center. Decreases in the ratio for general education during the course of a school year due to
students' mobility shall not require corresponding adjustments within the bilingual program. Further, additional students may be placed into bilingual classes during the course of a school year, provided that no bilingual classroom may exhibit a student-teacher ratio that is greater than the average for general education classes in that grade and attendance center as a result of these placements. Preschool programs established pursuant to Section 2-3.71 of the School Code [105 ILCS 5/2-3.71] that provide bilingual education services shall meet the requirements of 23 Ill. Adm. Code 235.30(d) (Early Childhood Block Grant) rather than the requirements of this subsection (b)(1).

2) Grade-Level Placement – *Students enrolled in a program of transitional bilingual education shall be placed in classes with students of approximately the same age or grade level, except as provided in subsection (b)(3) of this Section.* (Section 14C-6 of the School Code)

3) Multilevel Grouping – *If students of different age groups or educational levels are combined in the same class, the school district shall ensure that the instruction given each student is appropriate to his/her age or grade level.* (Section 14C-6 of the School Code) Evidence of compliance with this requirement shall be:

A) individualized instructional programs; or

B) grouping of students for instruction according to grade level.

4) Beginning with the 2012-13 school year, instruction in Spanish language arts, where provided under subsection (c) or (d) of this Section, shall be aligned to the standards that are appropriate to the ages or grade levels of the students served, which are set forth in the document titled "World-Class Instructional Design and Assessment: Spanish Language Arts Standards" (2005), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison, WI 53706, and posted at http://www.wida.us/standards/sla.aspx. No later amendments to or editions of these standards are incorporated by this Section.
5) Language Grouping – School districts may place students of limited English proficiency who have different home languages in the same class, provided that, in classes taught in the home language:

A) instructional personnel or assistants representing each of the languages in the class are used; and

B) the instructional materials are appropriate for the languages of instruction.

6) Program Integration – In courses of subjects in which language is not essential to an understanding of the subject matter, including, but not necessarily limited to, art, music, and physical education, English learners shall participate fully with their English-speaking classmates. (Section 14C-7 of the School Code)

c) Specific Requirements for Transitional Bilingual Education (TBE) Programs

1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):

A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3) of this Section;

B) Instruction in the language arts in the student's home language;

C) Instruction in English as a second language, which must align to the 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 “English Language Proficiency Standards for English Language Learners in PreKindergarten through Grade 12” (2007) (2012), published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, University of Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison WI 53706, and posted at http://wida.us/standards/eld.aspx
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http://www.wida.us/standards/elp.aspx. No later amendments to or editions of these standards are incorporated by this Section; and

D) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.

2) Programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings, or special instructional resources that will assist students of limited English learners proficiency in meeting the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) and for preschool programs established pursuant to Section 2-3.71 of the School Code and for kindergarten levels, the Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age Illinois Early Learning Standards (see 23 Ill. Adm. Code 235, Appendix A).

3) Beginning September 1, 2013, students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program in accordance with the requirements of this subsection (c)(3).

A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.

i) Evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening instrument required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board's website. Should the minimum score be modified, the State Superintendent shall
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inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.

ii)B) Preschool programs shall use as evidence of sufficient proficiency either a minimum score for an established screening instrument or a minimum level of performance documented through established screening procedures.

G) District staff also shall consider the student's score and his or her proficiency in the home language; prior performance, if any, in coursework taught exclusively in English; current academic performance; and other relevant factors such as age, disability, and cultural background in order to determine whether a full-time or a part-time program is appropriate.

B) If the student's score either on the prescribed screening instrument required in Section 228.15(c) of this Part or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A) of this Section, the student may be placed in a part-time program only if one of the following conditions is met.

i) Native Language Proficiency

A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.

ii) Academic Performance in Subjects Taught in English

Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.
iii) Academic Performance

Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.

iv) Students with Disabilities

Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.

v) Limited Native Language Instruction

The use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student’s needs.

C)4) A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

4) Parent and Community Participation – Each district or cooperative or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible.
This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10])

A) The committee shall:

i) meet at least four times per year;

ii) maintain on file with the school district minutes of these meetings; and

iii) review the district's annual program application to the State Superintendent of Education; and

iv) autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (Section 14C-10 of the School Code)

B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students' participation and parents' rights; and accountability measures relevant to students in bilingual programs.

d) Specific Requirements for Transitional Program of Instruction (TPI)

1) Program Structure – The level of a student's proficiency in English, as determined by an individual assessment of the student's language skills on the basis of either the prescribed screening instrument or procedures, as applicable, required in Section 228.15(e) of this Part or the English language proficiency assessment required in Section 228.25(b) of this Part in conjunction with other information available to the district regarding
the student's level of literacy in his or her home language, will determine
the structure of the student's instructional program.

2) Program Components – A transitional program of instruction must include
instruction or other assistance in the student's home language to the extent
necessary, as determined by the district on the basis of the prescribed
screening instrument or procedures, as applicable, required in Section
228.15(e) of this Part or the English language proficiency assessment
required in Section 228.25(b) of this Part, to enable the student to keep
pace with his/her age or grade peers in achievement in the core academic
content areas. A transitional program of instruction may include, but is
not limited to, the following components:

A) instruction in ESL, which must align to the 2012 Amplification of
the English Language Development Standards Kindergarten-Grade
12 “English Language Proficiency Standards for English Language
Learners in PreKindergarten through Grade 12” (2007) (2012),
published by the Board of Regents of the University of Wisconsin
System on behalf of the WIDA Consortium, University of
Wisconsin-Madison, 1025 West Johnson Street, MD #23, Madison
WI 53706, and posted at http://wida.us/standards/eld.aspx
http://www.wida.us/standards/elp.aspx. No later amendments to or
editions of these standards are incorporated by this Section;

B) language arts in the students' home language; and

C) instruction in the history and culture of the country, territory, or
geographic area that is the native land of the students or of their
parents and in the history and culture of the United States.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.35 Personnel Qualifications; Professional Development

a) Each individual assigned to provide instruction in a student's home language shall
meet the requirements for bilingual education teachers set forth in 23 Ill. Adm.
Code 25 (Educator Licensure Certification) and 23 Ill. Adm. Code 1 (Public
Schools Evaluation, Recognition and Supervision), as applicable.
b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.

c) Preschool Programs

1) Each individual assigned to provide instruction to students in a preschool program shall meet the requirements of 23 Ill. Adm. 235.20(c) 235.20(e)(8)(A) (Application Procedure and Content for New or Expanding Programs Early Childhood Block Grant).

2) By July 1, 2014, each individual assigned to provide instruction to students in a preschool program also shall meet the applicable requirements of subsection (a) or (b) of this Section, depending on the assignment.

3) Staff who are Noncertificated staff employed to assist in instruction in a preschool program but do not hold a professional educator license shall meet the requirements of 23 Ill. Adm. 235.20(c) 235.20(e)(8)(B).

d) Administrators

Beginning July 1, 2014, each individual assigned to administer a program under this Part shall meet the applicable requirements of this subsection (d).

1) Except as provided in subsections (d)(2) and (3) of this Section, any person designated to administer either a TBE or a TPI program must hold a valid administrative certificate or a supervisory endorsement issued on a professional educator license an initial or standard teaching certificate by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Educator Licensure Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must meet the requirements of 23 Ill. Adm. Code 1.783 (Requirements for Administrators of Bilingual Education Programs), as applicable.

2) A person designated to administer a TBE or TPI program in a district with fewer than 200 TBE/TPI students shall be exempt from all but the requirement for an administrative certificate or a supervisory endorsement issued on a professional educator license an initial or standard teaching certificate, provided that he or she annually completes a minimum of two...
hours of professional development specifically designed to address the needs of students with limited English proficiency. Beginning in the 2012–13 school year, a minimum of eight hours of professional development shall be required. An assurance that this requirement has been met shall be provided annually in a school district's application submitted pursuant to Section 228.50 of this Part. Documentation for this professional development activity shall be made available to a representative of the State Board of Education upon request.

3) A person who has been assigned to administer a TPI program in a district that experiences such growth in the number of students eligible for bilingual education that a TBE program is required shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year of the TBE program's operation. A person who has been assigned to administer a program under subsection (d)(2) of this Section in a district where the number of students eligible for bilingual education reaches 200 shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year in which the eligible population equals or exceeds 200 or more students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program previously operated.

e) Professional Development for Staff

1) Each school district having a program shall annually plan professional development activities for the licensed certificated and nonlicensed noncertificated personnel involved in the education of students of limited English proficiency. This plan shall be included in the district's annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3) of this Section.

2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district's relevant policies and procedures.

3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:
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A) current research in bilingual education;
B) content-area and language proficiency assessment of students of limited English learners proficiency;
C) research-based methods and techniques for teaching students of limited English learners proficiency;
D) research-based methods and techniques for teaching students of limited English learners proficiency who also have disabilities; and
E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.

4) In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) of this Part or the annual English language proficiency assessment discussed in Section 228.25(b) of this Part shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that material.

5) Beginning in the 2012-13 school year, each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) of this Part for staff members of that program who are providing instruction in the Spanish language arts.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.40 Students' Participation; Records

a) Notice of Enrollment and Withdrawal

1) Notice of Enrollment – No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional
bilingual education program in the middle of a school year, the school district shall notify by mail the parents or legal guardians of the student that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction or a transitional program of instruction. The notice shall be in English and in the home language of the student and shall convey, in simple, nontechnical language, all of the information called for in Section 14C-4 of the School Code [105 ILCS 5/14C-4].

2) Withdrawal by Parents – Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code)

b) Unless terminated as set forth in subsection (a)(2) of this Section, the duration of a student's participation in a program under this Part shall be as set forth in Section 14C-3 of the School Code.

1) If a student participates in a TBE or TPI in preschool or kindergarten, then that participation does not count towards the three-year total specified in Section 14C-3 of the School Code.

2) If a student exits a program after three years and is not proficient in English, then the school district shall meet the requirements of Section 228.27 of this Part.

c) Maintenance of Records and Reporting Procedures

1) Report Cards – The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district.

A) Progress reports shall indicate the student's progress in the program and in the general program of instruction.

B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the
general program of instruction if that information has not been reported separately in writing to the parents or legal guardian.

C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.

2) Annual Student Reports – Each district must submit electronically the information requested by the State Superintendent using the Student Information System (see 23 Ill. Adm. Code 1.75) no later than June 30 of each year. Each district also must complete the Program Delivery Report, provided by the State Superintendent of Education, in which information on each program is compiled.

3) Records – School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine factors indicating that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.

(Source: Amended at 37 Ill. Reg. ______, effective ____________)

Section 228.50 Program Plan Approval and Reimbursement Procedures

a) Reimbursement for programs provided by school districts pursuant to the provisions of Article 14C of the School Code and this Part is contingent upon the submission and approval of a program plan and request for reimbursement in
accordance with the requirements of Section 14C-12 of the School Code and this Section.

b) Program Plan Submission and Approval

1) Applications for program approval shall be submitted, on forms provided by the State Superintendent of Education, at least 60 calendar days prior to the start of the proposed initial or continuing program.

2) The State Superintendent of Education will waive the requirement in subsection (b)(1) of this Section only when an application is accompanied by a statement of facts showing that the waiver will enable the district to begin serving a student or students sooner than would otherwise be the case.

3) School districts shall be granted at least 45 calendar days to complete and submit applications to the State Superintendent of Education. A district's failure to submit a completed application by the date specified on the form will delay its receipt of reimbursement pursuant to subsection (c) of this Section.

4) Applications for a Transitional Bilingual Education Program and/or a Transitional Program of Instruction must contain at least the following information:

   A) The number of students to be served by grade or grade equivalent and language group in a full-time or part-time program.

   B) A summary description of the number and types of personnel who will provide services in the program.

   C) A description of the full-time and/or part-time program to be provided to the students identified pursuant to subsection (b)(4)(A) of this Section in relation to the applicable program standards set forth in Section 228.30 of this Part.

   D) Additional requirements for programs offering instruction in Spanish language arts in kindergarten and any of grades 1 through 12 to include ...
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i) For the 2011-12 school year only, a description of the steps the district will take to align its curriculum in the Spanish language arts with the standards required under Section 228.30(b)(4) of this Part; and

ii) For 2012-13 and each subsequent school year, a description of the methods by which the district will measure and monitor its students' progress with respect to the standards required under Section 228.30(b)(4) of this Part.

E) A budget summary containing a projection of the program expenditures (e.g., instruction, support services, administration and transportation) and offsetting revenues for the upcoming fiscal year, and a detailed budget breakdown, including allowable program expenditures for which reimbursement is sought, other program expenditures, and total program costs. At least 60 percent of the funding received from the State must be used for instructional costs [105 ILCS 5/14C-12]. "Instructional costs" are limited to any of the costs described under Account Number 1000, as set forth in 23 Ill. Adm. Code 100.Appendix D (Expenditure Accounts).

F) In the case of a TBE program, an assurance that the district's Bilingual Parent Advisory Committee established pursuant to Section 14C-10 of the School Code and Section 228.30(c)(5) of this Part has had an opportunity to review the application.

G) Inclusion of certifications, assurances and program-specific terms of the grant, as the State Board of Education may require, to be signed by the applicant that is a party to the application and submitted with the application.

5) Applications that, upon review by the State Superintendent of Education staff, are found to contain the information required pursuant to this Section shall be recommended for approval by the State Superintendent of Education. If the application is found to be incomplete, State Board staff will send a written notice to applicants requesting that they supply the needed information. In order to permit accurate allocation of funds for the program among eligible recipients, the State Superintendent may establish a deadline by which applicants must supply the requested information.
6) The State Superintendent of Education will approve applications that demonstrate compliance with Article 14C of the School Code and this Part, except that the State Superintendent shall invoke subsection (b)(5) of this Section with respect to any requested information that is missing from any application submitted for approval.

c) Account of Expenditures and Reimbursement Procedures

1) An account of each district's expenditures pursuant to Article 14C of the School Code and this Part shall be maintained as required in Section 14C-12 of the School Code. Accounting procedures shall be in accordance with applicable requirements of 23 Ill. Adm. Code 100 (Requirements for Accounting, Budgeting, Financial Reporting, and Auditing).

2) The final annual report of district expenditures, which shall include the information specified in Section 14C-12 of the School Code, shall be submitted on forms provided by the State Superintendent of Education no later than July 31 of each year.

3) School districts shall submit claims for reimbursement of programs approved in accordance with this Part on forms provided by the State Superintendent of Education and in accordance with Section 14C-12 of the School Code, as limited by subsection (b)(4)(E) of this Section. No State reimbursement shall be available with respect to any student served for fewer than five class periods per week.

4) In the event that funds appropriated by the General Assembly are insufficient to cover the districts' excess costs, the funds will be distributed on a pro rata basis and in accordance with the timelines specified in Section 14C-12 of the School Code.

5) A request to amend a district's approved budget shall be submitted on forms provided by the State Superintendent of Education whenever a district determines that there is a need to increase or decrease an approved line item expenditure by more than $1,000 or 20 percent, whichever is larger. A budget amendment must also be submitted for approval when a grantee proposes to use funds for allowable expenditures not identified in the approved budget. An amendment shall not be approved if it results in
instructional costs comprising less than 60 percent of the total reimbursement requested.

6) Budget amendment requests will be approved if the rationale provided for each amendment includes facts demonstrating that:

A) there is a need (e.g., a change in the number of students served or personnel needed); and

B) the altered expenditures and their related program services will be in compliance with the requirements of Article 14C of the School Code and this Part.

(Source: Amended at 37 Ill. Reg. _______, effective ____________)

Section 228.60 Evaluation

a) Each school district's compliance with the requirements of Article 14C of the School Code and this Part shall be evaluated by State Board of Education staff, who shall use the criteria set forth in Article 14C of the School Code and this Part to determine compliance.

b) Each school district's progress with regard to the academic achievement of students of limited English proficiency shall be evaluated annually in accordance with the provisions of 23 Ill. Adm. Code 1.40 (Adequate Yearly Progress).

(Source: Amended at 37 Ill. Reg. _______, effective ____________)
Illinois State Board of Education
August 15, 2013

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Grants Exceeding $1 Million: Illinois Institutes of Higher Education Partnership

Staff Contact(s): Elizabeth Hanselman, Assistant Superintendent for Specialized Instruction, Nutrition and Wellness
David Andel, Division Administrator for Special Education Services
Kathryn Cox, Principal Consultant

Purpose of Agenda Item
The Division of Special Education Services requests that the Board authorize the State Superintendent to enter into a continuation grant agreement in fiscal year (FY) 2014 and FY 2015 with Southern Illinois University Edwardsville (SIUE) for the Illinois Institutes of Higher Education (IHE) Partnership. It is proposed that the FY 2014 and FY 2015 allotments for this grant project be increased from $200,000 to $300,000 per year. This increase will result in the total funding received by the grantee across the multi-year grant project exceeding $1 million. Renewal of the grant agreement in FY 2015 will be subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

Relationship to/Implications for the State Board’s Strategic Plan
The Illinois IHE Partnership discretionary grants supports the Agency goals listed below by increasing the knowledge and skills of IHE educator preparation program faculty in key response to intervention (RtI) concepts and practices. In turn, the faculty will improve their course content and instruction for pre-service teachers and administrators. As a result, teachers and administrators exiting these IHE programs will enter the workforce better prepared to implement RtI within the context of school and district improvement, which will support improved student achievement and performance.

GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school.

GOAL 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to execute a continuation grant agreement with SIUE for FY 2014 as described above, with renewal in FY 2015 subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

Background Information
Effective October 1, 2010, ISBE received a five-year (2010-2015) federal grant award under IDEA, Part D (State Personnel Development Grants, or SPDG) in the amount of $1.975 million per year, for a five-year total of $9.875 million, with $880,000 allocated for the multi-year Illinois IHE Partnership grant project. In accordance with its approved federal grant application, in March of 2011, ISBE issued an RFP to establish and implement the Illinois IHE Partnership.
One multi-year grant to operate this project was awarded to SIU Edwardsville in June 2011. Since that time, the Illinois IHE Partnership has provided services that include training, technical assistance, and coaching to increase the extent to which RtI content is addressed in elementary education and educational leadership programs. More specifically, the Partnership works with nine (9) participating universities with some of the largest educator preparation programs, i.e., SIU Edwardsville, SIU Carbondale, EIU, ISU, NIU, WIU, Loyola Chicago, National Louis, and Chicago State.

The primary objective of the Illinois IHE Partnership is to:

*Increase the number of undergraduate and graduate educator preparation programs at IHEs that implement RtI content in their curricula.*

The anticipated short-, intermediate-, and long-term outcomes associated with this objective are:

**Short-Term Outcomes (by the end of Years 2-5):**
- Increase the number of IHE training events and the number of faculty trained and receiving follow-up support (i.e., TA and/or coaching) connected to RtI content.
- Increase faculty RtI knowledge and skills resulting from training and follow-up support.

**Intermediate-Term Outcomes (by the end of Years 3-5)**
- Increase the extent to which RtI content is addressed through instruction and assignments in the coursework of undergraduate and graduate elementary education pre-service programs.
- Increase the extent to which RtI content is addressed through instruction and assignments in the coursework of graduate educational leadership (principal) programs.

**Long-Term Outcomes (by the end of Year 5 or post-project):**
- Increase the supply of educators prepared to implement RtI practices after completing approved educator preparation programs.
- Increase the capacity of educator preparation programs to partner with school districts to increase the number of field placement sites in districts and schools effectively implementing RtI.
- Increase the capacity of educator preparation programs to partner with school districts to increase the number of highly qualified graduates employed by low-performing districts with high populations of students from low-income backgrounds.

**Activities to support objectives and anticipated outcomes:** During Year 2, professional learning geared to faculty in the Partnership’s participating universities included 56 professional development sessions, including brown bag sessions and seminars on RtI topics. These sessions involved planning, coaching with direct feedback, and/or consulting to support two-way problem solving. The professional development is designed to insure that faculty modifies their teacher and administrator course requirements to incorporate the knowledge, skills, and dispositions that educators entering the field will be expected to exhibit.

Although final Year 3 data are not yet available, similar professional development occurred in Year 3, along with an IHE symposium that brought together elementary education program department chairs and faculty and district administrators. The symposium focused on how RtI content is infused in the revised Illinois Professional Teaching Standards (IPTS) and why it is
critical to future teachers’ ability to support school and district improvement and improved student outcomes. It also focused on strategies for educator preparation program faculty to establish collaborative relationships with school districts to not only observe RtI in action, but also increase field placement options for their students, all of which support the second and third long-term outcomes above. All (100%) of participants reported that the symposium’s content was relevant and would be useful in: 1) providing support for the importance of RtI in elementary education program course content; 2) working with colleagues to review/revise their pre-service program; 3) developing an action plan for RtI within the program to support change; and 4) identifying connections among RtI, the IPTS, and new Teacher Performance Assessment (edTPA).

With regard to the intermediate-term outcomes of increasing RtI content in educator preparation programs, the IHE Partnership staff has worked with faculty teams at the participating IHEs to integrate the incorporation of RtI content with the program redesign necessary to address the revised IPTS, as well as the edTPA. To date, the greatest amount of work has occurred in elementary education programs, and examples include:

- At SIU Carbondale, a new course entitled “Reflective Classroom Planning, Organization and Management” will begin in the fall 2013 semester and prepare teacher candidates to analyze and use student academic, developmental, and behavioral data to design instruction that meets the diverse needs of students, and leads to ongoing growth and learning. A major focus will be establishing a firm foundation in data-based decision making for short- and long-range instructional planning.
- At EIU, a new course entitled “Assessing Student Learning: A Field Based Experience” will be offered beginning with the fall 2013 semester and will be required of all early childhood and elementary education majors. The course will emphasize monitoring children’s behavior and learning through data-driven assessment in order to meet the needs of diverse learners. Other courses within the elementary education program are being modified to specifically address multi-tiered systems of support, universal core instruction, collaboration, and evidence-based practices.

**Financial Background**
The financial background of the Illinois IHE Partnership grant is delineated in the table below. All funding is from federal sources.

<table>
<thead>
<tr>
<th></th>
<th>Current Grant Federal Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Grant per Fiscal Year</th>
<th>Actual Grant Final Expenditures</th>
<th>Balance Available for Use in FY14 &amp; FY 15 Combined</th>
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</table>

- **Timeframe:** RFP was issued in March 2011. Eligible applicants were Illinois IHEs with educator preparation programs. One grant was awarded to SIU Edwardsville in June 2011 (June 1 – September 30, 2011).
• **Renewal:** Annual renewal occurs via continuing application for up to four additional years (FY 2012 – FY 2015), subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

• **Original Five-Year Budget Total:** $880,000

The Illinois IHE Partnerships grant operates on the federal fiscal year (FFY), which runs from October 1 through September 30. Although Year 1 of the five-year budget period for the SPDG began October 1, 2010, due to unanticipated delays in issuing the RFP and approving the grant application/proposal, the Illinois IHE Partnership grant operated only four months, i.e., from June 1, 2011, through September 30, 2011. Because of the late start date, the FFY 2011 (Year 1) grant amount was reduced to $80,000 rather than the $175,768 originally allocated for the grant project that year; thus, expenditures were significantly less than planned. Further, the delayed start date of the FFY 2011 grant resulted in delays in the Illinois IHE Partnership project’s ability to post and fill staff positions and enter into agreements with the universities to be served. Accordingly, expenditures during the FFY 2012 grant period were also somewhat less than expected ($168,221 out of $200,000).

Because services provided across FFY 2011 and 2012 were greatly reduced due to the delays described above, a concerted effort is being made to accelerate services of the Illinois IHE Partnership across Years 3 through 5 (FFY 2013 – FFY 2015). Such acceleration includes, but is not limited to:

- Increasing the full-time equivalency (FTE) of existing project staff and/or adding new project staff, all of whom will work with additional faculty at the participating IHEs to expand the review and improvement of educator preparation programs, and
- Increasing delivery of professional development for IHE faculty to expand their knowledge and skills in RtI, thereby improving course instruction of pre-service teachers and administrators.

In order to continue the acceleration begun in FFY 2013, we are seeking to utilize unexpended funds from FFY 2012 to increase the Illinois IHE Partnership grant amount in FFY 2014 and 2015, as detailed in the table above. These additional funds will be a combination of the $62,628 balance shown in the table and other unexpended SPDG monies.

It should also be noted that in order to prevent a reduction in the U.S. Department of Education’s FFY14 grant award under Illinois’ SPDG, assurance was given to the U.S. Department of Education that services under the Illinois IHE Partnership would be accelerated in FFY14 and FFY15 and, accordingly, expenditure of grant funds would increase to ensure full expenditure of the five-year grant award of $9.875 million.

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

**Policy Implications:** Approval of the request will authorize the State Superintendent to enter into a continuation grant agreement with SIUE, thus allowing for the accelerated implementation of the Illinois IHE Partnership. As a result, IHEs will benefit from the increased availability of services.

**Budget Implications:** The Illinois IHE Partnership grant is funded through IDEA, Part D discretionary dollars.

**Legislative Action:** None required.

**Communication:** A grant renewal notification letter will be issued to SIUE under the signature of the Division Administrator for Special Education Services.
**Pros and Cons of Various Actions**

**Pros:** State Board approval allows the continuation grant agreement to be executed in a timely manner so that additional funds can be utilized to accelerate services under the Illinois IHE Partnership in FFY 2014. Accelerated services will benefit universities participating in the project. Approval will also help ensure the fulfillment of the commitment made to the U.S. Department of Education to increase expenditure of grant funds in the remaining two years of the five-year grant performance period.

**Superintendent's Recommendation**
I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to enter into a continuation grant agreement in FFY 2014 and FFY 2015 with SIUE in an amount up to $300,000 per year, which will result in the multi-year total exceeding $1 million. Renewal in FFY 2015 will be subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

**Next Steps**
Upon Board authorization, Agency staff will proceed with the FFY 2014 grant renewal application process, including execution of the continuation grant agreement.
Illinois State Board of Education Meeting  
August 15, 2013

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education  
       Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Grants Exceeding $1 Million: Illinois Response to Intervention Network

Staff Contact(s): Elizabeth Hanselman, Assistant Superintendent for Specialized Instruction,  
                  Nutrition and Wellness  
                  David Andel, Division Administrator for Special Education Services  
                  Kathryn Cox, Principal Consultant

Purpose of Agenda Item
The Division of Special Education Services requests that the Board authorize the State  
Superintendent to enter into a continuation grant agreement in fiscal year (FY) 2014 and FY  
2015 with Lee/Ogle Regional Office of Education (ROE) #47 for the Illinois Response to  
Intervention (RtI) Network. This project was approved by the Board in FY 2010 as a multi-year  
grant exceeding $1 million, with an estimated annual range of $1.535 million to $1.7 million.  
Board approval is currently being requested to increase the annual range for FY 2014 and FY  
2015 to $2.4 million. Renewal of the grant agreement FY 2015 will be subject to sufficient  
appropriation of funds and satisfactory performance in the preceding grant period.

Relationship to/Implications for the State Board’s Strategic Plan
The Illinois RtI Network discretionary grant supports the Agency goals specified below through  
the delivery of professional development (i.e., training, technical assistance, and coaching) to  
increase the capacity of district and school administrators, teachers, and other personnel to  
implement key response to intervention (RtI) concepts and practices within the framework of  
district and school improvement. Such implementation supports improved core instruction for all  
students; formative assessment to identify students’ learning needs; and if necessary, provision  
of timely interventions to address such needs, all of which will contribute to improved student  
achievement and outcomes and better prepare students for college and careers.

   GOAL 1: Every student will demonstrate academic achievement and be prepared for  
           success after high school.

   GOAL 2: Every student will be supported by highly prepared and effective teachers and  
           school leaders.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to execute a continuation  
grant agreement with Lee/Ogle ROE #47 for FY 2014 as described above, with renewal in FY  
2015 subject to sufficient appropriation of funds and satisfactory performance in the preceding  
grant period.

Background Information
Effective October 1, 2010, ISBE received a five-year (2010-2015) federal grant award under  
IDEA, Part D (State Personnel Development Grants, or SPDG) in the amount of $1.975 million  
per year, for a five-year total of $9.875 million, with $7,675,000 allocated for the multi-year
Illinois RtI Network grant project. In accordance with its approved federal grant application, in January of 2011, ISBE issued an RFP to establish and implement the Illinois RtI Network.

One multi-year grant to operate this project was awarded to Lee/Ogle ROE 47 in June 2011. Since that time, the Illinois RtI Network has worked directly with 83 participating school districts, the majority of which are low-performing and have high percentages (40 percent or more) of students from low income backgrounds. The Network staff provides services that include standardized professional development consisting of training, technical assistance, and coaching to educators and parents. These services are focused on improving student performance in grades K-12 through the implementation of a multi-tiered system of instruction, intervention, and assessment, including RtI.

In particular, the Network staff trains and supports individuals identified as external coaches, who in turn, train and support educators within their districts and schools. This coaching-of-coaches approach is helping to build sustainability so that trained practices can continue after the grant project ends. To reach districts beyond the 83 directly participating in the project, the Illinois RtI Network also conducts bi-monthly regional training and networking events that are open to any district or school team.

The primary objective of the I-RtI Network is to:

Deliver research-based professional development consisting of training, technical assistance (TA), and coaching to increase the number of general and special education administrators, teachers, and other personnel and parents who understand and implement a multi-tiered system of instruction, intervention, and assessment, resulting in improved student performance.

The anticipated short-, intermediate- and long-term outcomes associated with this objective are listed below (ordered from short- to long-term):

Short-Term Outcomes (by the end of Years 2-5):
- Increase in the number of training and coaching events and number of people trained.
- Increase in number and quality of coaching resources.
- Increased knowledge and skills resulting from training and coaching.

Intermediate-Term Outcomes (by the end of Years 3-5)
- Increased application of knowledge and skills.
- Increased levels and fidelity of implementation of trained and coached practices.

Long-Term Outcomes (by the end of Years 4 and 5 or post-project):
- Sustained implementation with high fidelity.
- More accurate special education eligibility decisions, as measured by the number of initial evaluations conducted each year and the percentage of students found eligible.
- Improved student performance on curriculum-based measures, discipline, etc.
- Increased number of students with Individualized Education Programs (IEPs) educated in the least restrictive environment, as measured by annual educational environment data.
- Improved student performance on the Illinois state assessments (currently the Illinois Standards Achievement Test (ISAT) for grades 3 through 8 and the Prairie State Achievement Examination (PSAE) for grade 11). Note: The ability to measure this outcome over time will be challenging due to changes in the cut scores for the ISAT and the transition to the new statewide assessments.
Activities to support objective and anticipated outcomes: In Year 2, the I-RtI Network staff delivered a total of 427 professional development events, of which 69 occurred via training events and 358 occurred via coaching/technical assistance. A total of 2,100 educators participated in these events (total participants is not unduplicated, in that some of the same people attended multiple events), of which 646 were general education administrators, 122 were special education administrators, 677 were general education teachers, 142 were special education teachers, 131 were SSoS coaches, and 67 were district RtI coordinators.

The majority of the I-RtI Network staff’s coaching and technical assistance contact with educators occurred at the district level (with district leadership teams), and most training was provided in a face-to-face group format. The focus of professional development in the latter part of Year 2 and all of Year 3 was on strengthening core curricula and instruction in order to build a strong foundation for all students. Across the state, the vast majority (approximately 97%) of training and technical assistance participants reported that the professional development provided by the Network aligned with their needs, and 93% indicated that as a result of the professional development, they had identified practical next steps they would be taking as part of their comprehensive plan to further the implementation of RtI as part of district and school improvement.

The extent to which participating districts are implementing critical RtI practices in reading and math is measured via the Self-Assessment of Problem Solving Implementation – District level (SAPSI-D). This instrument was administered in fall of 2012 to establish a baseline and will be administered again this fall to determine if implementation levels have increased. Because the majority of districts participating in the Network are on improvement status and have high poverty levels, it was not unexpected that SAPSI-D baseline data showed fairly low levels of implementation of RtI practices, with 38% of districts implementing practices in the area of district consensus and support for RtI, 27% implementing practices in the area of establishing an infrastructure for RtI (as part of district improvement), and 26% carrying out practices in the area of RtI implementation (i.e., data-based decision making, continuous professional development, use of a team process, and utilization of evidence-based practices. It is expected that as a result of the training, coaching, and technical assistance delivered by the I-RtI Network over the last two years, SAPSI-D levels will show growth this fall.

Financial Background
The financial background of the Illinois RtI Network grant is delineated in the table below. All funding is from federal sources.

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<thead>
<tr>
<th></th>
<th>Current Grant Federal Funding</th>
<th>Requested Additional Federal Funding</th>
<th>Total Grant per Fiscal Year</th>
<th>Actual Grant Final Expenditures</th>
<th>Balance Available for Use in FY14 &amp; FY 15 Combined</th>
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</table>
• **Timeframe:** RFP was issued in January 2011. Eligible applicants were ROEs and Intermediate Service Centers. One grant was awarded to Lee/Ogle ROE 47 in June 2011 (June 1 – September 30, 2011).

• **Renewal:** Annual renewal occurs via continuing application for up to four additional years (FY 2012 – FY 2015), subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

• **Original Five-Year Budget Total:** $7,675,000

The Illinois RtI Network grant operates on the federal fiscal year (FFY), which runs from October 1 through September 30. Although Year 1 of the five-year budget period for the SPDG began October 1, 2010, due to unanticipated delays in issuing the RFP and approving the grant application/proposal, Year 1 of the Illinois RtI Network grant operated only four months, i.e., from June 1, 2011, through September 30, 2011. Because of the late start date, the FFY 2011 (Year 1) grant amount was reduced to $500,000 instead of the $1.535 million originally allocated for the grant project that year; thus, expenditures were significantly less than planned. Further, the delayed start date of the FFY 2011 grant resulted in delays in the project’s ability to post and fill staff positions and enter into agreements with the districts to be served. Accordingly, expenditures during the FFY 2012 grant period were also less than expected ($979,446 out of $1,793,750).

Because services provided across FFY 2011 and 2012 were greatly reduced due to the delays described above, a concerted effort is being made to accelerate services of the Illinois RtI Network across Years 3 through 5 (FY 2013 – FY 2015). Such acceleration includes, but is not necessarily limited to:

• Expanding the number of external coaches trained by the I-RtI Network, thereby increasing sustainability of practices after the grant project ends,

• Increasing the delivery of professional development for additional school and district teams, which may include regionally-based spring conferences to build on content from the annual fall statewide conference,

• Purchasing RtI resource materials for each of the participating districts to support continued implementation of RtI practices as part of school and district improvement, and

• Providing training and follow-up support to increase parent engagement at the district and school levels, particularly connected to RtI implementation.

In order to continue the acceleration begun in FFY 2013, we are seeking to utilize unexpended funds from FFY 2011 and 2012 to increase the Illinois RtI Network grant amount in FFY 2014 and 2015, as detailed in the table above. These additional funds will be a combination of the $1,271,148 balance shown in the table and other unexpended SPDG monies.

It should also be noted that in order to prevent a reduction in the U.S. Department of Education’s FFY14 grant award under Illinois’ SPDG, assurance was given to the U.S. Department of Education that services under the Illinois RtI Network would be accelerated in FFY14 and FFY15 and, accordingly, expenditure of grant funds would increase to ensure full expenditure of the five-year grant award of $9.875 million.

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

**Policy Implications:** Approval of the request will authorize the State Superintendent to enter into a continuation grant agreement with Lee/Ogle ROE 47, thus allowing for the accelerated
implementation of the Illinois RtI Network. As a result, districts and students will benefit from the increased availability of services.

**Budget Implications:** The Illinois RtI Network grant is funded through IDEA, Part D discretionary dollars.

**Legislative Action:** None required.

**Communication:** A grant renewal notification letter will be issued to Lee/Ogle ROE #47 under the signature of the Division Administrator for Special Education Services.

**Pros and Cons of Various Actions**

**Pros:** State Board approval allows the continuation grant agreement to be executed in a timely manner so that additional funds can be utilized to accelerate services under the Illinois RtI Network. Accelerated services will benefit school districts participating in the project, as well as additional districts whose staff attends other events conducted by the Network. Approval will also help ensure the fulfillment of the commitment made to the U.S. Department of Education to increase expenditure of grant funds in the remaining two years of the five-year grant performance period.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

> The State Board hereby authorizes the State Superintendent to enter into a continuation grant agreement in FFY 2014 with Lee/Ogle ROE 47 in an amount up to $2.4 million, with renewal in FFY 2015 subject to sufficient appropriation of funds and satisfactory performance in the preceding grant period.

**Next Steps**

Upon Board authorization, Agency staff will proceed with the FFY 2014 grant renewal application process, including execution of the continuation grant agreement.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susan Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Grants Exceeding $1 Million: Illinois Coalition for Immigrant and Refugee Rights

Materials: None

Staff Contact(s): Reyna Hernandez, Assistant Superintendent

Purpose of Agenda Item
The Center for Language and Early Child Development seeks Board authorization to award a one million dollar grant to the Illinois Coalition for Immigrant and Refugee Rights to implement the Parent Mentor Program for Early Childhood Learning. The Illinois Coalition for Immigrant and Refugee Rights has received a second year of funding from the General Assembly to continue their statewide expansion of the Parent Mentor Program. The program is intended to facilitate instruction, improve classroom ratios, increase parent engagement, develop parent leadership, foster collaboration between schools and community-based organizations, and improve the classroom experience for students and teachers.

Relationship to/Implications for the State Board’s Strategic Plan
The Parent Mentor Program for Early Childhood Learning is linked to Goal 1 and Goal 2 of the Board’s Strategic plan by supporting students and teachers in providing additional support from parent mentors, as well as training resources and management of parent mentors. Parent mentors support a positive classroom environment, foster stronger parent-school-community relationships, and build parental leadership capacity.

GOAL 1: Every student will demonstrate academic achievement and be prepared for success after high school.

GOAL 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
The Board is being asked to authorize the State Superintendent to award a grant to the Illinois Coalition for Immigrant and Refugee Rights. The initial grant will be for the period beginning September 1, 2013, through June 30, 2014, with permission given to the State Superintendent to extend expenditure availability of the grant for a period not to exceed 2 years if needed to complete grant activities as provided in Section 5 of the Illinois Grant Funds Recovery Act [30 ILCS 705/5]. The total cost of the grant is $1,000,000.

Background Information
In May 2012, the Illinois General Assembly allocated $1 million in the General Revenue Fund to build on a proven, low-income school parent engagement initiative, the Parent Mentor Program for Early Childhood Learning (PMP). In FY 13, 396 Parent Mentors were placed in 45 schools across northern and western Illinois. In order to support local implementation of the program,
the PMP provided all subgrantees with a week-long training-of-trainers, as well as ongoing site-visits, monthly partner meetings, and technical assistance, provided by the Parent Engagement Institute (PEI). The PEI was developed and provided by two lead partners, the Logan Square Neighborhood Association and Southwest Organizing Project, to guide new communities in implementing the PMP. In FY14, the Illinois General Assembly funded the program for a second year for $1 million.

In FY 14, 10 community-based organizations will partner with local schools to recruit and train approximately 8 parents per school to assist teachers 2 hours every day. Parents are assigned to a classroom (not their own child’s) where they are mentored by a teacher and work one-on-one and in small groups with children. After reaching 100 volunteer hours, parent mentors receive a modest stipend of $500-575

The goal of the program is to provide support for more than 300 teachers and 6,000 students. The PMP provides intensive parent training. Parent mentors are to learn how the U.S. school system works and are expected to strengthen skills they need to support their children throughout school. In turn, parent mentors are expected to become community resources and share these skills with neighbors. The PMP uses a school as a base for workforce development, building a pathway to bilingual teaching and other careers.

The central purpose of the Parent Mentor Program is to develop the leadership of parents in low-income schools, so they may become an integral part of the classroom, the school community, and of the neighborhood surrounding the school.

The goals of the Parent Mentor Program are as follows:

1) To support the students’ learning environment by:
   • Recruiting, training, and placing parents (“Parent Mentors”) in classrooms in low-income schools, to assist teachers in class preparation, facilitation, and instruction and to improve the student to adult ratio in classrooms
   • Improving the classroom experience for students and teachers through the resources and professional development provided to Parent Mentors
2) To develop stronger school-family relationships by increasing overall engagement of parents in schools.
3) Building the capacity of parents to support their child’s development by providing leadership development and community education for Parent Mentors, so they may become long-term leaders for their families, schools, and communities.
4) Supporting the family and home environment by fostering collaboration and partnership between community organizations and schools.
5) Demonstrating direct impact on desired educational outcomes by demonstrating growth and achievement gains in PM focus areas identified by teachers and administrators

Effectiveness
FY13 was the first year for the program and it is currently undergoing an independent evaluation by faculty from Loyola University. Quarterly reports show extensive activity at each program site, including recruitment, training, and the actual mentoring of children. The reception from building principals has also been very positive. Staff are proposing that full FY14 funding be contingent on successful completion of FY13 requirements, as well as a demonstration of program effectiveness from the independent evaluation.
Results of evaluation or effectiveness indicators: ISBE is working with the grantee to incorporate lessons learned from the first year into program planning for year-two. The grantee will submit a Grant Performance Report to the Illinois State Board of Education describing the services delivered and how the program has met its stated goals. The grantee will also provide monthly status updates to ISBE and will meet with staff as necessary to monitor and improve grant administration. In addition, a portion of the grant will support an external evaluation of the program to measure impact. Teacher, administrator, and parent surveys and student academic outcomes will be the primary sources of data. ISBE is working with ICIRR to coordinate efforts with the 5Essentials Survey to provide additional impact data.

The overall evaluation of the program will determine whether:

- The program delivered the services indicated in the agreement.
- The program effectively targeted, recruited, served and retained participation of schools with a majority of low-income students in geographically diverse communities throughout the state.
- The program had a positive impact on the students served by the program, demonstrated by the educational improvement of students, as well as any of the following additional areas:
  - Supporting the students’ learning environment;
  - Developing stronger school-family relationships;
  - Building the capacity of parents to support their child’s development;
  - Supporting the family and home environment;

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

Policy Implications: This project supports students and teachers by providing additional support from parent mentors, as well as training resources and management of parent mentors. Parent mentors are intended to support a positive classroom environment, foster stronger parent-school-community relationships, and build parental leadership capacity.

Budget Implications: Funding for this grant was allocated in the General Revenue Fund by the Illinois General Assembly for FY14.

Legislative Action: None required

Communication: None required

Pros and Cons of Various Actions

Approval of this grant will allow for the activities of the proposed project to continue the Parent Mentor Program in at least 35 low-income schools. If this grant is not approved, the $1M allocation will not be expended.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to award a grant to the Illinois Coalition for Immigrant and Refugee Rights for an initial period beginning September 1, 2013, through June 30, 2014, with permission given to the State Superintendent to extend expenditure availability of the grant for a period not to exceed 2 years if needed to complete grant activities as provided in Section 5 of the Illinois Grant Funds Recovery Act [30 ILCS 705/5], an initial award of $250,000, with up to an additional $750,000 to be awarded contingent on successful completion of FY13 grant requirements and satisfactory demonstration of program effectiveness on the FY13 evaluation. The total award will not exceed $1,000,000.
**Next Steps**
Upon approval, agency staff will notify the Illinois Coalition for Immigrant and Refugee Rights of the approval of the award and will execute an agreement in accordance with Board approval.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Contract for PERA Prequalification Training

Materials: None

Staff Contact(s): Vicki Phillips, Division Administrator

Purpose of Agenda Item
The Division of Preparation and Evaluation requests the Board to authorize the State Superintendent to award a contract for continuous updating and delivery of performance evaluator training modules and related assessments, the integration of a third-party web-based module containing field-based training content and validated assessments, on-going technical assistance, and real-time reporting for the Performance Evaluation Reform Act (PERA) Prequalification Training in Illinois. There will be no cost to the agency. However, the contractor will charge each participant who registers for each of the trainings $650.

Relationship to/Implications for the State Board’s Strategic Plan
The PERA Prequalification Training contract will support goal 2, every student supported by highly prepared and effective teachers and school leaders, by updating and maintaining teacher and school leader evaluator training.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to execute the contract.

Background Information of Grant
PERA Pre-Qualified principal and/or teacher evaluation training is a requirement of the Performance Evaluation Reform Act (PERA) of 2010. PERA requires that districts implement performance evaluation systems assessing both professional competencies (hereinafter “practices”) and student growth. In order to observe and evaluate practice and student growth, evaluators of both teachers and principals must successfully complete a prequalification process. As of September 1, 2012, all evaluators were required to be pre-qualified to complete observations and evaluations related to practice. The student growth component is being phased in, and an additional pre-qualification training module related to student growth is required prior to incorporating student growth into the evaluation. It is the Agency’s intention to use a series of training modules and related assessments for both the teacher and principal performance evaluation as stated in the PERA. The modules and related assessments may need to be updated in accordance with changes in legislation and rules, and/or enhancements to technology and content on an ongoing basis over the course of the contract.

The Illinois State Board of Education seeks a contractor for the updating, hosting and delivery of the ISBE-owned modules, the acquisition and integration of the third-party module containing field-based video training content and validated assessments, and to provide technical assistance and web-based resources to Illinois school districts.
Financial Background
The Illinois State Board of Education approved the issuance of a request for sealed proposal (RSFP) to contract with an entity to provide support for the PERA Prequalification Training. The request for sealed proposals (RFSP) was released in early June, 2013. One proposal was received, which was from the Consortium for Educational Change. The proposal was evaluated by a review team consisting of a group of five PEAC members in accordance with the RFSP requirement. Accordingly, the Division of Preparation and Evaluation seeks to enter into a contract with the selected contractor, Consortium for Educational Change (CEC).
The contractor will implement the following tasks:
1) provide program updates and delivery;
2) provide hosting and the delivery of ISBE owned modules including the updating for accuracy of content and renorming of assessments;
3) provide the integration of third-party content;
4) provide the hosting and delivery of third-party content including technical assistance and web-based support, real time reporting, registration and payment system, and reporting to PEAC and ISBE.

The initial term of this contract will begin no sooner than September 2, 2013 (or upon execution, whichever is later) and will extend to June 30, 2014. There will be four possible one-year renewals contingent upon the satisfactory performance of the contractor in the preceding contract year. The contract is for $0, but the contractor will charge each participant who registers for each of the trainings $650.

Business Enterprise Program (BEP)
The request for sealed proposal (RFSP) had a 20% Business Enterprise Program (BEP) goal. The Consortium for Educational Change (CEC) was unable to identify a BEP vendor before the solicitation. The BEP goal will be addressed during contract negotiations.

Effectiveness
Selecting a contractor to maintain and update the Performance Evaluation Reform Act (PERA) Prequalification Training will allow LEA's to effectively evaluate the performance of teachers and school leaders in the state and to carry out the activities required under the Performance Evaluation Reform Act.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: The efforts of the contractor will provide the resources the Illinois State Board of Education needs to meet the requirements of the Performance Evaluation Reform Act and conduct statewide evaluator training activities that ensure teacher and school leader effectiveness.
Budget Implications: The contract does not require the use of state or federal funds. Each person who registers for training will be charged $650.00 payable to CEC.
Legislative Action: None
Communication: None

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

The State Board hereby authorizes the State Superintendent to enter into a contract with Consortium for Educational Change (CEC), which was the successful bidder under the RFSP for maintenance of the Performance Evaluation Reform Act (PERA) Prequalification Training in Illinois. There will be no cost to the state and the initial term will be from September 2, 2013 (or
upon execution, whichever is later) through June 30, 2014. There will be four possible one-year renewals contingent upon the satisfactory performance of the contractor in the preceding contract year.

**Next Steps**
Upon approval, the notice of contract award will be posted on the Illinois Procurement Bulletin website. When all the posting requirements have been met the State Superintendent will enter into a contract with the successful bidder in accordance with Board approval.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Contract Exceeding $1 Million: Board of Regents of the University of Wisconsin

Materials: None

Staff Contact(s): Reyna Hernandez, Assistant Superintendent

Purpose of Agenda Item
The Division of English Language Learning requests the Board to authorize the State Superintendent to extend an intergovernmental agreement in excess of $1 million with the Board of Regents of the University of Wisconsin (Wisconsin Center for Education Research) for one additional year without additional cost to complete development of Spanish academic language standards and assessments under the federal Spanish Academic Language Standards and Assessments (SALSA) grant.

Relationship to/Implications for the State Board’s Strategic Plan
The activities of the SALSA grant are linked directly to every student demonstrating academic achievement and success after high school, the Board’s first goal.

Expected Outcome(s) of Agenda Item
The Board will authorize the State Superintendent to extend the intergovernmental agreement without any increase in the total cost of the agreement, with the Board of Regents of the University of Wisconsin (Wisconsin Center for Education Research) from September 1, 2013 through August 31, 2014. The total cost of the intergovernmental agreement is $1,918,845.

Background Information
Spanish is the home language for eighty percent (80%) of English language learners in the Illinois educational system. To build resources for this group of students, the Illinois State Board of Education, on behalf of the 23-state World-Class Instructional Design and Assessment (WIDA) Consortium, submitted a grant application to the U.S. Department of Education (ED) to develop and implement Spanish language development standards for students in Pre-K through twelfth grade, and to develop a practicable, reliable, and valid Spanish language proficiency assessment system for Grades K-2. This standards-based assessment system will be appropriate for English language learners (ELLs) whose first language is Spanish and for students receiving content area instruction in Spanish regardless of their first language, in Spanish dual language programs for example.

In October 2010 Illinois was awarded one of only seven federally funded Enhanced Assessment Instruments Grants (CFDA No. 84.368A). Under the grant the Board of Regents of the University of Wisconsin (Wisconsin Center for Education Research) is responsible for carrying out the required activities.
This project has four goals:
- to create academic Spanish language development standards for grades Pre-K - 12;
- to develop a technology-mediated assessment to ensure that Spanish language development, as defined by the SALSA, is assessed validly and reliably in grades K-2;
- to disseminate information on the project at local, state and national levels; and
- to collaborate with state educational agencies (SEAs), institutions of higher education (IHEs), local educational agencies (LEAs), and other research institutions in the development, research, and administration of a standards-referenced assessment system.

Financial Background

On November 17, 2011, the Illinois State Board of Education entered into an intergovernmental agreement with the Board of Regents of the University of Wisconsin (Wisconsin Center for Education Research) to create academic Spanish language development standards for grades PreK-12 and develop technology mediated assessments for grades K-2, disseminate information on the project and collaborate with other institutions in the research, development, and administration of the assessments through August 31, 2012. In August 2012, the agreement was extended through August 31, 2013, to continue work with a one-year no-cost extension to the federal Enhanced Assessment Instruments Grant period.

In July 2013, ISBE received a second one-year no-cost extension from the U.S. Department of Education for the Enhanced Assessment Instruments Grant to complete the proposed activities without any additional funding.

The request is to renew the current agreement from September 1, 2013 through August 31, 2014 and reallocate unspent funds out of FY13 and into FY14 and FY15.

The financial background of this agreement is listed in the table below:

<table>
<thead>
<tr>
<th>FY</th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
<th>Requested Additional Federal Funding</th>
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<td>$1,918,845</td>
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Business Enterprise Program (BEP)

This intergovernmental agreement was granted an exemption from the BEP council and is not subject to ISBE’s BEP goal.

Effectiveness

Last Evaluation of the program: N/A

Results of evaluation or effectiveness indicators: Completion of grant deliverables will be used to indicate.
Analysis and Implications for Policy, Budget, Legislative Action and Communications

Policy Implications: This project supports enhanced services to address the instructional needs of Spanish-speaking English language learners and will offer additional resources to Illinois districts that provide Spanish bilingual education to students, as required under the Transitional Bilingual Education program. These resources will support Spanish dual language programs that have bilingualism/biliteracy as an objective.

Budget Implications: Funding for this project is included in the federal Enhanced Assessment Instruments Grant.

Legislative Action: None required

Communication: See Next Steps below.

Pros and Cons of Various Actions

A no-cost extension of the intergovernmental agreement will allow the Wisconsin Center for Education Research to complete the activities as required under the federal Enhanced Assessment Instruments Grant.

Superintendent’s Recommendation

I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to extend the intergovernmental agreement with the Board of Regents of the University of Wisconsin (Wisconsin Center for Education Research) through August 31, 2014 without any increase in the funding amount of $1,918,845.

Next Steps

Upon approval, Agency staff will execute a one year extension of the intergovernmental agreement with the Wisconsin Center for Education Research in accordance with Board approval.
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Contract Exceeding $1 Million: Illinois Migrant Council

Materials: None

Staff Contact(s): Reyna Hernandez, Assistant Superintendent

Purpose of Agenda Item
The Division of English Language Learning requests the Board to authorize the State Superintendent to award a contract for migrant program support services which will exceed $1 million over a 5 year period to the Illinois Migrant Council.

Relationship to/Implications for the State Board’s Strategic Plan
The activities of the grant are linked to the following agency goal:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders;
Goal 3: Every school will offer a safe and healthy learning environment for all students.

This contract supports the identification of migrant students and supports services to meet their specific needs. Those services are intended to help close the achievement gap for this subgroup, provide professional development to educators and administrators serving migrants, and help families access resources needed to support healthy development and learning outside of school.

Expected Outcome(s) of Agenda Item
It is expected that the Board will authorize the State Superintendent to execute the contract.

Background Information
The Agency receives funding under Title I, Part C of No Child Left Behind for the Education of Migratory Children to identify migrant children and provide them with supplemental educational services that address barriers to learning related to mobility to ensure that these students meet the state learning standards with an emphasis on reading and mathematics. Eligible migrants include children through the age of 21 who have not graduated from high school and have moved within the past three years across school district boundaries with a parent or guardian or on their own to find seasonal or temporary work in agriculture or fishing. In Illinois, Migrant Education Program (MEP) funds are distributed to local projects in communities with documented migrant populations. Most services are provided during the summer months when the majority of migrant families are present in the State. To effectively implement the MEP and meet the requirements of Title I, Part C, the agency implements statewide and inter-state coordination activities to address the needs of migrant children.
The contractor will implement the following tasks to ensure that Illinois maintains an effective system for identifying and serving migrant children:

1) Coordinating the identification and recruitment of all migrant children following federal guidelines for eligibility determination, and implementing recruiter training and quality control procedures;
2) Collecting individual migrant student data that is uploaded onto a federal data base to facilitate inter-state coordination and student records transfer;
3) Producing an updated comprehensive needs assessment to guide program development and a state plan for migrant program services;
4) Participating in inter-state coordination efforts including multi-state consortia;
5) Involving migrant parents in their children’s education; and
6) Providing professional development, technical assistance and support to local MEP projects.

For the past five years, the Illinois Migrant Council has been carrying out these activities under a competitively bid contract with the agency. During that time, there have been numerous improvements to the Migrant Education Program. The training for recruiters is now more extensive. IMC developed a recruitment handbook which has helped support recruiters. In response to federal concerns of misidentification of migrant students, IMC developed and implemented a new quality control system that requires a re-interview of migrant families to verify eligibility. These improvements have led to minimal recruiter error rates in a federally mandated independent evaluation of the program. IMC also hired a statewide recruiter and expanded outreach into communities with smaller concentrations of migrants. FY13 is still being completed and a final report and evaluation have not yet been submitted; however, approximately 28 recruiters were trained and supported throughout the year and approximately 150 educators, administrators, liaisons, parents and administrators have been served in statewide professional development activities. Additional on-site technical assistance has also been provided to 14 projects.

Financial Background

The Illinois State Board of Education approved the issuance of a request for sealed proposal (RFSP) on May 16, 2013, to contract with a vendor for coordination of the migrant education program. On July 18, 2013, ISBE issued the RFSP and received one bid from the Illinois Migrant Council. The proposal was evaluated in accordance with the RFSP and the Division of English Language Learning seeks to enter into a contract with the Illinois Migrant Council.

The anticipated amount for the initial term is $590,000 from September 1, 2013 – August 31, 2014. The contract, based on federal fiscal years, includes four optional one-year renewals for a maximum total of $2,950,000 over a period of five years.

The anticipated schedule of disbursements of this contract is listed in the table below. The anticipated disbursements are based on state fiscal years, while the contract itself is based on federal fiscal years.

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<th>FY</th>
<th>Current Contract State Funding</th>
<th>Current Contract Federal Funding</th>
<th>Requested Additional State Funding</th>
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<th>Total Contract per Fiscal Year</th>
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### Business Enterprise Program (BEP)

The RFSP had a 20% Business Enterprise Program (BEP) goal. The Illinois Migrant Council was unable to identify a BEP vendor before the solicitation was due. The BEP goal will be addressed during contract negotiations and the Illinois Migrant Council will be required to meet a reasonable goal subject to liquidated damages.

The previous five year contract for MEP services did not include a BEP goal. Less than five percent of the total cost proposal was subcontracted. However, the IMC made good faith efforts to utilize certified BEP vendors, including proactive identification and recruitment of potential BEP subcontractors, as well as modifying its procurement policy to align with the Business Enterprise Program.

### Effectiveness

ISBE will ensure delivery of all contract deliverables, including the evaluation of the state’s migrant program. As part of the needs assessment and service delivery plan, ISBE will require inclusion of baseline service metrics and targets to be used to evaluate service delivery.

The IMC has successfully fulfilled all contract requirements during the past five years. They have strengthened the state migrant eligibility determination system through systematic training of recruiters and a structured quality control system that maintains a minimal recruiter error rate as documented through an independent re-interview process. In 2011-12, 1885 migrant students were identified through the migrant services program. The IMC expanded outreach beyond high concentration communities like Rantoul, Beardstown, Kankakee, Cobden, Princeville, Rochelle, Mendota and Hoopeston, expanding the program into communities with smaller or more transient populations such as Lawrenceville, Keenes, and Spring Valley.

The IMC provided professional development and onsite technical assistance for teachers and other staff focusing on the unique educational needs of migrant children under the contract with ISBE. The results of our annual evaluation indicate that professional development has been highly effective in terms of the participants’ response to the training and the student outcomes documented in the migrant summer programs. In the last annual evaluation (2011-12) 97% of the participants in the statewide migrant workshop agreed or strongly agreed that they had increased their knowledge and skills in their areas of endorsement or their teaching assignment. 95% of participants rated the annual recruiter training as exemplary. 79% of students in grades K-5 and 82% of those in grades 6-8 enrolled in migrant summer school for at least three weeks made targeted gains in reading based on pre- and post-assessment results. 80% enrolled for at least three weeks in grades K-8 showed gains in math.

The annual evaluation of the Illinois migrant program will continue to incorporate professional development and student outcome indicators each year, and an independent re-interview process is conducted once every three years.
Analysis and Implications for Policy, Budget, Legislative Action and Communications

**Policy Implications:** The efforts of the successful contractor will provide the resources the Illinois State Board of Education needs to meet the requirements of the federal MEP and conduct statewide activities that improve education opportunities for highly mobile, at-risk migrant children and youth.

**Budget Implications:** The contract will be funded with federal Title I, Part C funds. The amount for the first contract period (September 1, 2013 – August 31, 2014) will be $590,000.

**Legislative Action:** None

**Communication:** None

**Pros and Cons of Various Actions**
Awarding this contract will allow the Agency to effectively address the needs of migrant students in the state and to carry out the activities required under federal guidelines. The contract will be funded through the federal Title I, Part C MEP allocation to the State.

**Superintendent’s Recommendation**
I recommend that the following motion be adopted:

The State Board hereby authorizes the State Superintendent to enter into a contract with the Illinois Migrant Council which was the successful bidder under the RFSP for Migrant Support Services. The cost of the initial term of the contract is $590,000 from September 1, 2013 through August 31, 2014. This contract will have 4 optional 1-year renewals.

**Next Steps**
Upon approval, the notice of contract award will be posted on the Illinois Procurement Bulletin website. When all the posting requirements have been met the State Superintendent will enter into a contract with the successful bidder in accordance with Board approval.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education  
Melissa Oller, Chief Internal Auditor

Agenda Topic: Presentation of FY 2012 Compliance Audit Report

Materials: FY 2012 Compliance Audit Report (sent under separate cover with June Board Packet)

Staff Contact(s): Melissa Oller

Purpose of Agenda Item
The Internal Audit Division requests the Board accept the FY 2012 Compliance Report issued by the Office of the Auditor General.

Relationship to/Implications for the State Board’s Strategic Plan
The acceptance of this report confirms the Board’s continued efforts to ensure compliance with rules and regulations which are required to support the achievement of the goals identified in the Board’s strategic plan.

Expected Outcome of Agenda Item
The Board will be informed of the issues identified by the Office of the Auditor General in the FY 2012 Compliance Audit report, and accept the audit.

Background Information
The Auditor General is responsible for conducting a Compliance Examination of the Agency. The objective of this audit is to determine that the Agency has established and maintained an effective system of internal controls over compliance requirements.

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

Legislative Action: This audit will be reviewed by the Legislative Audit Commission.

Communication: The audit is issued by the Auditor General and is available to the public.

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


Next Steps
No further actions necessary.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
      Melissa Oller, Chief Internal Auditor

Agenda Topic: Presentation of FY 2012 A-133 Statewide Single Audit Report

Materials: FY 2012 Statewide Single Audit Report (sent under separate cover)

Staff Contact(s): Melissa Oller

Purpose of Agenda Item
The Internal Audit Division requests the Board accept the FY 2012 Statewide Single Audit Report, as it relates to reported ISBE findings detailed on pages 147-154.

Relationship to/Implications for the State Board’s Strategic Plan
The acceptance of this report confirms the Board’s continued efforts to ensure compliance with federal rules and regulations which are required to support the achievement of the goals identified in the Board's strategic plan.

Expected Outcome(s) of Agenda Item
The Board will be informed of the issues identified by the Office of the Auditor General in the FY 2012 Statewide Single Audit report and accept the audit.

Background Information
The Auditor General annually conducts a Statewide Single Audit of all major programs (FY12 threshold for major programs is $44,518,805 in expenditures), as required by the Federal Single Audit Act. The primary focus of this audit is to determine compliance with federal program and administrative requirements and the adequacy of internal controls to ensure such compliance and accuracy of reporting.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Legislative Action: This audit will be reviewed by the Legislative Audit Commission.
Communication: The audit is issued by the Auditor General and is available to the public. Findings are sent to office of the federal agency responsible for the subject program by the Auditor General. The federal agency may request additional information regarding the adequacy and status of the corrective action plan or direct ISBE to take additional corrective actions. Upon resolution, the responsible federal agency will issue a program determination letter noting the finding is resolved and closed.

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

The State Board of Education hereby accepts the Office of the Auditor General’s State of Illinois Single Audit Report for the Year Ended June 30, 2012 as it relates to ISBE.

Next Steps
No further actions necessary.
TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education

Matt Vanover, Director of Public Information/Deputy Superintendent


Materials: NASBE Membership Information

Staff Contact(s): Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
Board Services requests the Board to authorize the State Superintendent to pay the dues for 2014 dues for National Association of State Boards of Education (NASBE).

Relationship to/Implications for the State Board’s Strategic Plan
By being a member of NASBE, the Board will gain professional training and support to uphold the Board’s Strategic Plan, in particular by providing highly prepared and effective teachers and school leaders.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Goal 3: Every school will offer a safe and healthy learning environment for all students.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to pay the dues for the 2014 NASBE membership as well as the professional development fund.

Background Information of Grant
Each year NASBE invites all 50 states to renew their membership in the association for the coming year.

The Board Services Office has received a copy of the NASBE invoice for the 2014 Association dues. As in previous years, as part of the dues, NASBE is offering all member boards the option of establishing an account for the explicit purpose of state board professional development. This professional development account is a way of helping members access the professional development critical to success. The account will be managed by NASBE (with the approval of the Illinois Board Services Coordinator) and will be accessed to support travel, registration and other costs as necessary. If money is left over at the end of the year, it will be rolled over into the new fiscal year. State Boards may opt to enter into whatever level of membership they prefer. They may choose to decline the professional development fund, or they may select from three levels of professional development funds.

For the past several years, the Board has opted to include an additional $2,500 for board member professional development in the dues payment. If the Board decides to include this...
amount again for 2014, the total 2014 dues payment would be $50,019. In the past this amount for professional development has adequately supported our Illinois members.

In brief, general NASBE membership includes:

- Study Groups that allow members to explore in-depth critical education issues and develop recommendations for policymakers across the nation;
- Convening opportunities for State Board Members such as the Annual Conference, Legislative Conference and Topical Conferences;
- Participation in the New State Board Member’s Institute with the cost of two new board members’ travel and living expenses covered by NASBE;
- Competitive grants for Board initiatives in targeted areas;
- Affiliate membership for State Education Agency staff in the National Council of State Board of Education Executives (NCSBEE) and the National Council of State Education Attorneys (NCOSEA). NCSBEE is the national organization serving individuals who provide administrative and other support to state boards of education. Because their positions are unique in the state education agency, executives find communication and joint professional development activities with their counterparts in other states very helpful. NCOSEA provides a forum for SEA attorneys to study and exchange information on legal issues of concern to state education policymakers and serves as a valuable NASBE communications link by identifying emerging legal issues, disseminating information to state board members and state education attorneys, and providing data on state and federal education litigation.
- A subscription to the State Education Standard;
- NASBE resource information binder, including education research and analysis, federal legislative updates, tips on effective policymaking, coverage of education reform across the nation, and other vital documents;
- All NASBE publications for the membership year, including three to four single topic reports based on in-depth research with recommendations for action;
- Access to “Education Policy Central” NASBE’s expansive clearinghouse of educational resources, including power point presentations, policy recommendations, reports and research data, available through the “Members Only” section of the website.
- Representation of State Board views and priorities in Congress and to the Executive Branch;
- Technical assistance and field services for Board retreats and workshops;
- Public relations support and services for State Boards.

Financial Background
NASBE membership is renewed on a yearly basis, with Board approval required for each renewal. The cost of NASBE dues have increased over the last few years. The amount for 2014 NASBE membership dues will be $47,519.00 plus an additional $2500 for the professional development fund for a total of $50,019.00.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
**Budget Implications:** NASBE dues are paid from the GRF Contractual funds.

**Legislative Action:** None

**Communication:** None

**Pros and Cons of Various Actions**

**Pros:** As a member of NASBE, the Board will gain professional development and support.

**Cons:** None

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to renew NASBE membership for 2014 for the amount of $47,519.00 as well as $2,500.00 for the middle-range professional development account for use by Illinois members.

**Next Steps**

Upon Board authorization, Agency staff will submit payment for NASBE 2014 membership dues.
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TO: Illinois State Board of Education

FROM: Christopher Koch, Ed.D., State Superintendent of Education
Susie Morrison, Deputy Superintendent/Chief Education Officer

Agenda Topic: Illinois State Educator Preparation and Licensure Board Appointments

Materials: None

Staff Contact(s): Vicki Phillips, Division Administrator, Preparation and Evaluation and Secretary, Illinois State Educator Preparation and Licensure Board

Purpose of Agenda Item
The Division of Preparation and Evaluation requests the Board to authorize the State Superintendent to review and act upon the recommendations for appointment to the Illinois State Educator Preparation and Licensure Board.

Relationship to/Implications for the State Board’s Strategic Plan
The Illinois State Educator Preparation Licensure Board has the responsibility to make recommendations to the State Board of Education on matters that directly relate to ensuring that “Every student will be supported by highly prepared and effective teachers and school leaders.” The State Educator Preparation Licensure Board reviews educator and school leader programs and educational preparation units for quality and compliance with rule and school code.

Expected Outcome(s) of Agenda Item
The anticipated outcome of this agenda item is the appointment of new members to the Illinois State Educator Preparation and Licensure Board for three-year terms beginning September 6, 2013.

Background Information
Section 21-13 of the School Code requires that the State Board of Education appoint members to the Illinois State Educator Preparation and Licensure Board. An appointment to the Licensure Board is for a three-year term and members have traditionally served no more than two terms.

Appointments to the Illinois State Educator Preparation and Licensure Board are to represent specified categories of educators as follows:

<table>
<thead>
<tr>
<th></th>
<th>Administrative or faculty members of public or private colleges and universities in Illinois</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Administrators in the public schools</td>
</tr>
<tr>
<td>10</td>
<td>Public school classroom teachers</td>
</tr>
<tr>
<td>1</td>
<td>Regional Superintendent of Schools</td>
</tr>
</tbody>
</table>

The law further requires that at least one of the administrators and three classroom teachers shall be employees of a school district subject to the provisions of Article 34.

Recommendations are submitted by professional organizations representing higher education, teachers, administrators, and regional offices of education.
As of July 2013, six vacancies occurred including vacancies of four teachers, one representative of higher education and one Regional Superintendent.

In accordance with the nomination procedures set forth in statute, the State Superintendent has received nominations and conducted interviews. The following recommendations have been made after interviews with the State Superintendent and Secretary of the State Educator Preparation and Licensure Board: Several candidates representing teachers and a representative from higher education withdrew their nominations. As such, additional candidates will be forthcoming during the September Board meeting.

**Illinois Association of Regional School Superintendents (IARSS):** Angie Zarvell

**Illinois Education Association:** Addie Washington, Annice Brave and Kathryn McDonough

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

**Policy Implications:** With the approval of these recommendations, the Illinois State Educator Preparation and Licensure Board will have a portion of the open seats appointed and be more closely aligned to the required composition of the board.

**Budget Implications:** none

**Legislative Action:** none needed

**Communication:** Notifications will be sent to the representing associations (IEA and IARSS) and each person who was interviewed.

**Pros and Cons of Various Actions**

**Pros:** By approving the recommendations, the Illinois State Educator Preparation and Licensure Board will be able to continue in its duties to ensure that students will have highly prepared and effectiveness teachers and school leaders.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby approves the following recommended appointments to the Illinois State Educator Preparation and Licensure Board: Angie Zarvell to represent the Illinois Association of Regional School Superintendents (IARSS) and Addie Washington, Annice Brave, and Kathryn McDonough to represent the Illinois Education Association (IEA).

**Next Steps**

Upon Board authorization, Agency staff will notify the nominees and their sponsoring organizations about the action taken by the State Board of Education. In addition, the members of the Illinois State Educator Preparation and Licensure Board will be notified and the State Board of Education and the Illinois State Educator Preparation and Licensure Board websites will be appropriately updated.
TO: Illinois State Board of Education
FROM: Christopher Koch, Ed.D., State Superintendent of Education
Robert Wolfe, Chief Financial Officer

Agenda Topic: Recommendations for QZAB Bond Authorization(s)

Materials: Approval Certificates

Staff Contact(s): Deb Vespa

Purpose of Agenda Item
To review with the Board the applications submitted by the districts listed below for designation of $29,786,000 in bonds from the calendar year 2012 and 2013 ($14,893,000 per year) allocation as Qualified Zone Academy Bonds (QZAB) pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended. These requests will utilize the remainder of the authorized volume cap for 2012 and approx. 57% of the 2013 allotment. Another application cycle will be opened for the remainder of the 2013 allocation.

The allocation requests are summarized below:

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Amount of QZAB Request</th>
<th>2012 Allocation*</th>
<th>2013 Allocation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized amounts available for allocation</td>
<td>$14,893,000</td>
<td>$14,893,000</td>
<td></td>
</tr>
<tr>
<td>Allocation issued at the June 2013 Board meeting</td>
<td>$(10,190,572)</td>
<td>$(0)</td>
<td></td>
</tr>
<tr>
<td>Remaining amounts available for allocation</td>
<td>$4,702,428</td>
<td>$14,893,000</td>
<td></td>
</tr>
<tr>
<td>Alton Community Unit School District 12</td>
<td>$7,675,250</td>
<td>$519,700</td>
<td>$7,155,550</td>
</tr>
<tr>
<td>Villa Grove Community Unit School District 302</td>
<td>$150,000</td>
<td>$150,000</td>
<td></td>
</tr>
<tr>
<td>Meridian Community Unit School District 101</td>
<td>$1,625,000</td>
<td>$1,625,000</td>
<td></td>
</tr>
<tr>
<td>La Moille Community Unit School District 303</td>
<td>$500,000</td>
<td>$500,000</td>
<td></td>
</tr>
<tr>
<td>Minooka Community Consolidated District 201**</td>
<td>$8,354,320</td>
<td>$1,907,728</td>
<td></td>
</tr>
<tr>
<td>Bellwood Community Consolidated District 88***</td>
<td>$2,000,000</td>
<td>$0</td>
<td>$1,411,850</td>
</tr>
<tr>
<td>Proviso Township High School District 209</td>
<td>$1,411,850</td>
<td>$0</td>
<td>$1,411,850</td>
</tr>
<tr>
<td>Total</td>
<td>$4,702,428</td>
<td></td>
<td>$8,567,400</td>
</tr>
</tbody>
</table>

Remaining Authority - $0 $6,325,600

* Allocations can be made for up to two years after the appropriation has been established
** Minooka CCSD 201 is reduced due to schools within the district not meeting the minimum qualifications of students eligible for free & reduced lunches
*** Bellwood CUSD 88 did not submit the application before the July 26th deadline.
**Expected Use of QZAB Allocation**

**Alton CUSD 11**
partial or complete roof replacement at multiple facilities and renovation and reconstruction to provide a safe and improved environment for learning.

**Villa Grove CUSD 302**
HVAC repair and modernization, technology upgrades and staff development.

**Meridian CUSD 100**
curriculum/cyber-learning development, installation of energy efficient equipment, technology upgrades and repair and renovation of severe mold damage.

**La Moille CUSD 302**
renovation and reconstruction to multiple facilities to provide a safe and improved environment for learning, for technology upgrades and for teacher training.

**Minooka CCSD 201**
curriculum/cyber-learning development, installation of solar equipment, school buses and technology upgrades.

**Proviso Township HSD 209**
roof replacement, HVAC repair and classroom remodeling with upgraded technology.

**Relationship to/Implications for the State Board’s Strategic Plan**
QZABs are directly related to all three goals. They allow districts to upgrade facilities to enhance student learning, teacher effectiveness through improved technology use, as well as improved safety of buildings through upgrades and enhancements.

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Goal 3: Every school will offer a safe and healthy learning environment for all students.

**Expected Outcome(s) of Agenda Item**
It is expected the Board will approve the above named Districts the authority to issue bonds designated as Qualified Zone Academy Bonds.

**Background Information of Grant**
The Qualified Zone Academy Bonds program, created under Section 226 of the Taxpayer Relief Act of 1997 (P.L. 105-34), is a source of limited financial assistance to rehabilitate or repair public school facilities or provide equipment. The program permits school districts to borrow money from financial institutions at little or no interest cost by issuing Qualified Zone Academy Bonds. Proceeds of qualified zone academy bonds may be used for four purposes:

- repair or rehabilitation of school buildings,
- provision of equipment for the school,
- development of course materials for the zone academy, or
- training teachers and other school personnel.
These bonds may not be used for new construction. Bond purchasers receive federal tax credits instead of interest and the school districts’ cost of borrowing is substantially reduced.

The local board must designate the school as a ‘zone academy.’ The school must be located in a federally designated empowerment zone or enterprise community; or at least 35% of a school’s students must be eligible for free or reduced-cost lunches. The school must establish a public-private partnership, and it must secure written commitments from private entities for substantial contributions. Substantial contributions are equal to 10% or more of the capital borrowed on behalf of the zone academy. The local Board must then receive an allocation of borrowing authority from ISBE and issue bonds for one or more of the qualified purposes indicated above.

With the fiscal cliff negotiations and the passage of the American Taxpayers Relief Act of 2012 congress extended the QZAB bond program for 2 more years. The federal legislation provided for national allocations of $400 million for calendar year 2012, and 2013. The Internal Revenue Service Notice (IRS Notice 2013 – 3) provides that Illinois’ share of these allocations is $14.893 million (for calendar year 2012) and $14.893 million (for calendar year 2013), for a total of $29.786 million.

Six districts submitted QZAB applications. Five were granted the authority to issue QZAB bonds at 100% of their requested amounts and one was denied QZAB allocation. Bellwood School District 88 did not submit an application by the Friday, July 26th deadline. ISBE staff will contact them upon the opening of the third application cycle. Minooka Community Unit District 11 is not eligible to receive their full request, because several of the schools in the district did not meet the minimum requirement of 35% of students qualifying for free or reduced-cost lunches under the school lunch program. They requested authority for $8,354,320.

Financial Background
Districts receiving an allocation from the 2012 authorization have until December 2014 to issue the bonds. Districts receiving an allocation from the 2013 authorization have until December 2015 to issue the bonds. Each district will work with their local bond counsel to ensure the issuance is in accordance with the required provisions of the law.

Business Enterprise Program (BEP)
This Board agenda item is to authorize specific school districts the ability to issue QZAB bonds. A BEP goal is not required in this instance. School districts are not required to follow the Business Enterprise Program unless they are given school construction funded grant awards of $250,000 or more. In this instance, districts will be utilizing bond issuance proceeds and not State school construction funded grants.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: Dependent upon the size of the bond issuance, school districts will incur a cost to issue the bonds.
Legislative Action: None
Communication: Upon Board approval, districts will be notified of their authority to issue the bonds.
Pros and Cons of Various Actions

Pros: School districts that receive the Board’s approval to issue such bonds will be able to issue the bonds at a substantially reduced cost.

Cons: None

Superintendent’s Recommendation

I recommend that the following motion be adopted:

I move that the Illinois State Board of Education approve the applications submitted by the districts listed below for designation of $4,702,428 in bonds from the calendar year 2012 allocation and $8,567,400 in bonds from the calendar year 2013 allocation as Qualified Zone Academy Bonds pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended (the Qualified Zone Academy Bond Program).

Next Steps

Upon Board authorization, Agency staff will inform districts and provide certification of approval.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Alton Community Unit School District 12

Designation: $519,700 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority and $7,155,550 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2013 authority.

_____________________________________________
Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 15th day of August, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Villa Grove Community Unit School District 302

Designation: $150,000 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

_____________________________________________
Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 15th day of August, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Meridian Community Unit School District 101

Designation: $1,625,000 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 15th day of August, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: La Moille Community Unit District 303

Designation: $500,000 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 15th day of August, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Minooka Community Consolidated District 201

Designation: $1,907,728 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2012 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 15th day of August, 2013.
Qualified Zone Academy Bond Program application approval and certification pursuant to the provisions of Section 1397E of the Internal Revenue Code of 1986, as amended

School District: Proviso Township High School District 209

Designation: $1,411,850 in bonds as Qualified Zone Academy Bonds pursuant to the provision of Section 1397E of the Internal Revenue Code of 1986, as amended, from the calendar year 2013 authority.

Christopher A. Koch, Ed.D.
State Superintendent of Education

Approved by the Illinois State Board of Education this 15th day of August, 2013.