August 20, 2014
9:00 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. Public Participation

III. IBHE Liaison Report (Dr. Nandi)

IV. Resolutions & Recognition
   A. We Act and We Day Resolution p. 3
   B. Doris Edwards, 73 Years in Education, Beardstown Community Unit School District 15 p. 4

V. Presentations and Updates

VI. Superintendent's Report - Consent Agenda
   A. *Approval of Minutes
      1. Plenary Minutes: June 18, 2014 pp. 5-11
   B. *Rules for Initial Review
      1. Part 1 (Public Schools Evaluation, Recognition and Supervision): Responds to P.A. 98-506, effective August 27, 2013, which establishes the criteria for the receipt of the State Seal of Biliteracy, an optional designation that school districts may choose to award to students who demonstrate proficiency in both a foreign language and English. pp. 12-34
      2. Part 375 (Student Records): A technical change to remind school districts to designate on a student's academic transcript, which is part of the student’s permanent record, his or her receipt of the State Seal of Biliteracy or the State Commendation Toward Biliteracy. pp. 12-34
      3. Part 26 (Standards for Endorsements in Early Childhood Education and in Elementary Education): Proposes new standards that articulate the knowledge and skills in several areas, including English language arts and mathematics, needed for receipt of the early childhood endorsement and to which educator preparation programs and content-area tests must align. pp. 35-70
   C. *Rules for Adoption
      1. Part 50 (Evaluation of Certified Employees under Articles 24 and 34A of the School Code): Modifies the process to be used to identify the school districts whose performance ranks them in the lowest 20 percent of all districts statewide; districts in this group are to implement performance evaluation systems incorporating measures of student growth starting September 1, 2015. One letter of public comment was received; no recommendations for changes in the proposal are being made as a result. pp. 71-88
2. Part 228 (Transitional Bilingual Education): Makes several changes, including incorporation of English development standards for English learners in preschool programs; establishing flexibility for school districts to choose the prescribed screening instrument for English learners who are in the second semester of grade 1 or in grades 2 through 12; requiring that transitional programs of instruction include instruction in English as a second language; and modifying the deadline for teachers in preschool bilingual education programs to meet the requirements needed to be fully qualified to provide home language or English as a second language instruction. Twenty-three letters of public comment were received, and several recommendations for changes in the proposed amendments are being made as a result. pp. 89-108

D. *Contracts & Grants Over $1 Million
   1. Parent Mentor Grant pp. 109-112
   2. Intergovernmental Agreement with University of Kansas Center for Research (KUCR) – Dynamic Learning Maps pp. 113-116
   3. After School Matters Grant pp. 117-119

End of Consent Agenda
   E. NASBE Dues – Membership Renewal 2015 pp. 120-122
   G. NES Gifted Education Content-Area Test: Recommended Cut Score pp. 125-126
   H. Appointment of State Educator Preparation Licensure Board Member pp. 127-128

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

VIII. Announcements & Reports
   A. Superintendent’s/Senior Staff Announcements
   B. Chairman’s Report
   C. Member Reports

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

X. Closed Session (as needed)

XI. 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
RESOLUTION

RECOGNIZING WE ACT AND WE DAY

Whereas, Since 2007 WE ACT and WE DAY have provided opportunities for students and educators to engage in meaningful service and civic participation in order to become global citizens. Starting in the 2014 – 2015 school year and each year forward, Illinois students will be part of 60,000 students taking part in WE ACT and WE DAY nationally; and

Whereas, WE ACT and WE DAY will provide opportunities for students to identify causes that they are passionate about and take action on those causes, both in their local and global communities, which will increase their awareness of the world beyond their classrooms and encourage all citizens to engage in service; and

Whereas, WE ACT will provide rich resources and support for educators to help students identify causes and build 21st century learning skills while planning for, and taking action on, those causes that directly impact their local and global communities; and

Whereas, WE DAY will be a unique celebration of students and educators for the impact they have made as a classroom or school and will also connect them to a growing movement of youth across the state of Illinois, country and world who are making a positive impact; and

Whereas, WE ACT and WE DAY will support the efforts of the Illinois State Board of Education to heighten awareness of the importance of civic engagement by providing meaningful opportunities for students to learn to be positive agents of change in their communities and develop lifelong habits of democratic participation to ensure a holistic education for all students in Illinois.

Therefore Be It Resolved that the Illinois State Board of Education has proclaimed the 2014 – 2015 School Year as the Inaugural Year of We Act and We Day in ILLINOIS.

__________________________________________  __________________________________________  __________________________________________
Gery J. Chico, Chairman                       Steven R. Gilford, Vice Chairman                     Vinni M. Hall, Secretary

__________________________________________  __________________________________________
James W. Baumann, Member                     Curt Bradshaw, Member

__________________________________________  __________________________________________
David L. Fields, Member                      Melinda A. LaBarre, Member
ILLINOIS STATE BOARD OF EDUCATION

RESOLUTION

Honoring
Doris Edwards
August 2014

WHEREAS, Doris Edwards served the students of Illinois for a record-holding 61-years before retiring in 2000; and

WHEREAS, Doris Edwards returned to the classroom, as a Title I Aide, after retirement and spent another twelve years working with students, retiring during the 2012-13 school year with an amazing new total of 73 years in education; and

WHEREAS, Doris Edwards began her teaching career at Lombard, a one-room school near Sciota, in McDonough County, where she taught all subjects in grades 1-8 which equaled a total of 52 classes at the time; and

WHEREAS, Doris Edwards’ teaching duties did not end at helping 16 students of varying ages learn math, English, geography, and reading but also included janitorial work, hauling water from the outside well and keeping the stove fired; and

WHEREAS, Doris Edwards left Lombard and went to Muddy Lane, another one room school in northern McDonough County where she taught from 1942 to 1947. In addition to again teaching multiple grades and multiple subjects, Doris worked on completing her bachelor’s degree and earned the degree in 1949. She went on to earn her master’s degree in 1952, again while teaching full-time; and

WHEREAS, Doris Edwards has often been described as the most versatile educator in Beardstown: having served as both teacher and principal at four of the five district schools; and

WHEREAS, Doris Edwards also was the founder of the Beardstown Head Start program, coordinator of Chapter I and II programs, and served as Chapter 1 Director.

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education extends its sincere appreciation and gratitude to Doris Edwards for her unwavering dedication to the field of education.

Gery J. Chico, Chairman
Steven R. Gilford, Vice Chairman
Vinni M. Hall, Secretary

James W. Baumann, Member
Curtis W. Bradshaw, Member
Andrea S. Brown, Member

David L. Fields, Member
Melinda A. LaBarre, Member
Mr. Gery Chico, Chairman, called the meeting to order at 11:05 a.m. Dr. Koch was in attendance and a quorum was present.

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

Chairman Chico welcomed Senator Morrison and Senator Link to the Board Meeting. Senator Link welcomed the Board to North Chicago School District. Chairman Chico acknowledged that Representative Drury had also been present for the tour of North Chicago School District and LEARN Charter earlier in the day.

The Student Advisory Council (SAC) presented their final report on the topic of Grading Scales. They discussed standardized test scores versus grades; how school districts across the state, as well as the other states, grade and how often it affects college admissions. The SAC recommended that the State Board consider a standards-based grading system.


Chairman Chico recognized the work of the outgoing Student Advisory Council members who have graduated high school and presented them with certificates.

Mark Bishop from The Healthy Schools Campaign discussed Part 305 “Smart Snack” fundraising policy in Illinois schools and the new requirements. Elissa Bassler from Illinois Public Health Institute also discussed Part 305 with the Board.

Aviva Rosman with Stand for Children discussed Part 50 and teacher evaluations. She spoke about the teacher evaluations and how HB 5546 will affect teachers.

Jim O’Connor with Advance Illinois gave a presentation on the new Illinois Report Card. He commended ISBE on their work on the Report Card and noted that The Education Commission of the States recently ranked the Illinois Report Card as the best in the nation. It is organized to help parents understand how a school or district is performing.

Chairman Chico announced that the Board would break at 12:07 p.m. for lunch. The Board reconvened the open meeting at 12:58 p.m.
Francie Schnipke and Alyssa Chan from Free the Children gave a presentation on We Day and the concept behind the educational event that promotes social change. We Act and We Day programs transform young people into engaged local and global leaders. Chairman Chico directed staff to consider a Board resolution on We Day for future consideration.

North Chicago School District Superintendent Ben Martindale welcomed the Board to North Chicago. He introduced Jennifer Grumhaus, Executive Director of North Chicago Community Partners. Jennifer discussed the Gorter Family Foundation and the North Chicago Community Partners (NCCP). These organizations work closely with principals, teachers, programmatic partners and community volunteers to deliver programs and services which support children in the North Chicago School District.

Candice Browdy, Executive Director of the Schuler Scholar Program, shared how the organization partners with North Chicago Community Unit School District. This program prepares student to succeed at the most competitive colleges and universities.

Rebecca Mullen, Executive Director of Reading Power, gave a presentation to the Board on their literacy tutoring programs serving low-achieving children attending elementary schools.

Mr. Baumann moved that the State Board of Education adopt the resolution honoring Liv Bertaud, Copeland Manor School, 2014 Arts Alliance Poster Contest Winner. Ms. LaBarre seconded the motion and it passed with a unanimous voice vote.

John Cusick with Illinois Federation of Teachers and Daryl Morrison with Illinois Education Association spoke regarding the Part 50 rules and how they believe there are still changes that need to be made to the rules. They would like more time for public comment.

Denyse Stoneback, a parent from the Skokie School District, asked the Board to support SB 2669, legislation dealing with conceal carry signage.

Dr. Hall moved that the State Board of Education hereby approves the consent agenda with the exception of VI. B. Rules for Initial Review, 4. Part 305 (School Food Service) and VI. C. Rules for Adoption, 3. Part 305 (School Food Service) (Emergency) and VI. D. 2. Contract Exceeding $1 Million: Early Childhood Block Grant Prevention Initiative Monitoring with Erikson Institute. Mr. Bradshaw 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 May 14, 2014, board meeting.

Rules for Initial Review
Part 25 (Educator Licensure)
P.A. 98-610, effective December 27, 2013, amends Section 21B-45 of the School Code to put in place a new renewal process for holders of professional educator licenses (PELs) beginning July 1, 2014. The new law generally provides that holders of teaching or school support personnel endorsements
complete 120 clock hours of professional development during their five-year renewal cycle. Administrators will be held to 100 clock hours of professional development during any renewal cycle, in addition to completion of an Administrators’ Academy course for each fiscal year in the cycle. The total amount of professional development required for any individual educator will vary, depending on the person's assignments and the percentage of time he or she may be working in a particular position.

The proposed amendments substantially modify Section 25.Subpart J, which previously addressed only renewal of teaching certificates. Under the new system, renewal requirements for any type of endorsement will be set forth in Subpart J, resulting in the repeal of Sections 25.275 (renewal for school support personnel) and 25.313 (renewal for administrators).

**Part 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code)**

The proposed changes address the components of the State Performance Evaluation Model to which a school district would default if its joint committee developing a performance evaluation plan for teachers that includes data and indicators of student growth fails to agree to one or more components of that plan.

**Part 51 (Dismissal of Tenured Teachers under Article 24 and Dismissal of Tenured Teachers and Principals under Article 34 of the School Code)**

Part 51 is being amended to place in those rules the specific process that will be used for application and approval of entities wishing to provide training under the Performance Evaluation Reform Act (Article 24A of the School Code) for school board members who wish to employ an optional alternative evaluative process to dismiss tenured teachers and, in City of Chicago School District 299, principals. The rules current reference the application process for general board member training set forth in Part 1.

The State Board of Education authorized solicitation of public comment on the proposed rulemakings for Parts 25, 50, 51, including publication of the proposed amendments in the Illinois Register.

**Rules for Adoption**

**Part 25 (Educator Licensure)**

This rulemaking is a companion to new Part 33, which proposes requirements for superintendent preparation programs. Changes are needed in Part 25 to acknowledge the requirements for the superintendent endorsement beginning September 1, 2019, and to inform candidates who are currently enrolled in programs or who will be enrolled before 2016 of the date by which they must obtain their endorsement in order to avoid being subject to the new requirements. Three letters of public comment were received; no changes were made in response.

**Part 33 (Programs for the Preparation of Superintendents in Illinois)**

Proposed Part 33 establishes criteria for the approval of programs to prepare superintendents and is organized around general requirements, internship and required coursework, candidate selection, program approval and competencies for superintendents. As noted above, programs that prepare superintendents must meet the new requirements by September 1, 2019, and existing programs will not be allowed to enroll any new candidates after September 1, 2016, thereby enabling the cohorts participating in those programs to complete their studies and receive the endorsement before the new requirements take effect. Six letters of public comment were received and the proposed amendments were
The State Board of Education adopted the proposed rulemakings for Parts 25 and 33, including the changes to the proposed amendments in response to public comment and authorized the State Superintendent of Education to make such technical and non-substantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Contracts and Grants Over $1 Million**

**Request to Release RFSP for Illinois Education Lead Research Entity**
The State Board hereby authorizes agency staff to release an RFSP to procure a contractor to serve as Illinois’ first Education Lead Research Entity. The contract will extend from upon execution through June 30, 2019, with one possible five-year renewal thereafter. The contract will not exceed $2,500,000 during the term of upon execution through June 30, 2019.

**Contract Exceeding $1 Million: Approval of Renewal of Illinois Interactive Report Card Intergovernmental Agreement FY 2015 with Northern Illinois University**
The State Board of Education hereby authorizes the State Superintendent to amend and renew the agreement with NIU through June 30, 2015, and to increase the agreement’s amount by $468,086 such that the total amount of the agreement will be $3,128,904 for the purpose of maintaining and supporting the new Illinois Report Card, Student Individual Data, Rising Star Platform and the 21st CCLC Benchmarking Tool.

**Request to Release RFSP for System of Illinois Licensure Test for Educator**
The State Board of Education hereby authorizes the State Superintendent to issue an RFSP for the purpose of securing a vendor to construct, validate, administer, score and report on all computer-based licensure tests required of Illinois educators.

**Request to Release RFP for Illinois Mathematics and Science Partnership I-STEM Grant**
The State Board hereby authorizes the State Superintendent to release the Illinois Mathematics and Science Partnership I-STEM Grant RFP with the original allocation amount not to exceed $1,200,000 for FY 2015.

**Approval of 1003(G) School Improvement Grant Exceeding $1 Million**
The State Board of Education hereby authorizes the State Superintendent to enter into a new Grant Agreement with grantees in the amount of $62,720,373 based on the allocations in Appendix A, effective July 1, 2014, through June 30, 2017, for transfer of funds for School Improvement Grant 1003 (g).

**NCR Pearson, Inc. PARCC Initial Contract**
The State Board of Education hereby authorizes the State Superintendent to enter into a contract with NCS Pearson, Inc., for the term of upon execution through June 30, 2018 for the test development, assessment administration, psychometric services, reporting, standard setting and program management for the PARCC summative assessment. The estimated maximum cost of the contract through June 30, 2018 is $160,503,958.

**Request to Release RFSP for Information Technology Programmer Analyst (Special Education)**
The State Board hereby authorizes agency staff to release an RFSP to procure two programmer analysts who will assist in the development and maintenance of
the Special Education applications. The initial contract term and two possible one-year renewals will not exceed $1,075,680.

Request to Release RFSP for Information Technology Programmer Analyst (Web)

The State Board hereby authorizes agency staff to release an RFSP to procure five programmer analysts who will assist in the development and maintenance of various agency web-based applications. The initial contract term and two possible one-year renewals will not exceed $2,689,200.

Request to Release RFSP for Information Technology Programmer Analyst (SharePoint/Business Intelligence)

The State Board hereby authorizes agency staff to release an RFSP to procure three programmer analysts who will assist in the development and maintenance of various SharePoint and Business Intelligence applications. The initial contract term and two possible one-year renewals will not exceed $1,613,520.

Quality Rating and Improvement Systems (QRIS) Validation and Child Outcomes Study

The State Board of Education hereby authorizes the State Superintendent to enter into a contract with the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill which was the successful bidder under the RFSP to conduct a validation and outcomes study for the Quality Rating and Improvement System (QRIS). The contract term will begin no sooner than July 1, 2014, and will extend from the execution date of the contract until December 31, 2016. This contract maximum total will not exceed $2,500,000.

Update to the Strategic

The State Board of Education hereby approves the Draft 2014 Strategic Plan Progress Report as presented per discussion in the June Board meeting.

END OF THE CONSENT AGENDA

The U.S. Department of Agriculture (USDA) promulgated regulations for the Healthy, Hunger-Free Kids Act of 2010 (P.L. 111-296) requiring that starting July 1, 2014, all schools participating in the National School Lunch Program and School Breakfast Program comply with federally established nutrition standards for food and beverages sold on the school campus during the school day. Referred to as the "Smart Snack" rules, these nutrition standards also prohibit participating schools from sponsoring fundraisers that offer food or beverages not meeting the standards (i.e., "exempted fundraising days") if their respective state education agency (SEA) has not set a limit that ensures these type of fundraisers are "infrequent". Proposed changes to Part 305 would phase in the impact of the Smart Snack standards over the next several school years, culminating in school year 2018-19 with a prohibition for exempted fundraising days for participating schools with grades 8 and below and a limit of nine exempted fundraising days for participating schools with grades 9 through 12.

Mr. Gilford moved that the State Board of Education hereby approves Part 305 Initial Review and Adoption (Emergency) as amended moving the phase-in time period from six years to three years. Dr. Fields seconded the motion and it passed with a unanimous voice vote.

Mr. Gilford moved that the State Board of Education hereby approves the State Superintendent to enter into a contract with Erikson Institute which was the successful bidder under the RFSP for Monitoring of Early Childhood Block Grant...
Prevention Initiative Programs (Birth to Age Three). The cost of the initial term of the contract is $524,411 from July 1, 2014, through June 30, 2015. This contract will have four optional one-year renewals for a maximum total not to exceed $2,620,972. Mr. Baumann seconded the motion and it passed with a voice vote with Chairman Chico abstaining from the vote.

2015 BOARD MEETING DATES

Dr. Brown moved that the State Board of Education hereby approves the 2015 dates for State Board of Education meetings. Dr. Fields seconded the motion and it passed with a unanimous voice vote.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>January 21-22</td>
<td>Springfield (2 day meeting)</td>
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<tr>
<td>February 11</td>
<td>via video-conference (Springfield &amp; Chicago ISBE v-tel) (1 day meeting)</td>
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<tr>
<td>March 18</td>
<td>Springfield (1 day meeting)</td>
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<tr>
<td>April 15</td>
<td>via video-conference (Springfield &amp; Chicago ISBE v-tel rooms) (1 day meeting)</td>
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<td>May 14</td>
<td>Springfield (1 day meeting)</td>
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<td>June 17</td>
<td>Northern Illinois (location to be determined) (1 day meeting)</td>
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<td>July</td>
<td>No Board Meeting</td>
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<tr>
<td>August 19</td>
<td>via video-conference (Springfield &amp; Chicago ISBE v-tel rooms) (1 day meeting)</td>
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<tr>
<td>September 16-17</td>
<td>Board Strategic Agenda Planning Session (2 day meeting)</td>
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<tr>
<td>October 21</td>
<td>Southern Illinois (location to be determined) (1 day meeting)</td>
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<tr>
<td>November 20</td>
<td>Chicago – Hyatt Regency (as needed) (1 day meeting)</td>
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<tr>
<td>December 16</td>
<td>Springfield (1 day meeting)</td>
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APPOINTMENT OF STATE EDUCATOR PREPARATION LICENSURE BOARD MEMBERS

Dr. Fields moved that the State Board of Education hereby approves the following recommended appointments to the Illinois State Educator Preparation and Licensure Board: Hattie Doyle, Amee Adkins, Stephen Lucas, and D. Antonio Cantu. Ms. LaBarre seconded the motion and it passed with a unanimous voice vote.

DISCUSSION ITEMS

Budget Update

Robert Wolfe, Chief Financial Officer, provided an update on the status of the FY 2015 budget. He provided an update to SB 16 as well.

Legislative Update

Nicki Bazer provided an updated on legislation for the Spring legislative session and an update on the Board’s 2014 legislative agenda.

ANNOUNCEMENTS & REPORTS

Chairman Chico thanked Maddy Woodle for all of her work at ISBE during her P-55 Fellowship and wished her well in the future.
INFORMATION ITEMS

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

STATUS OF AGENCY RULEMAKING FY 2014

This is an informational item only.

MOTION FOR ADJOURNMENT

Chairman Chico moved that the meeting be adjourned. Dr. Fields seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 3:43 p.m.

Respectfully Submitted,

Dr. Vinni Hall            Mr. Gery J. Chico
Board Secretary          Chairman
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: Proposed Amendments for Initial Review:
• Part 1 (Public Schools Evaluation, Recognition and Supervision)
• Part 375 (Student Records)

Materials: Recommended Rules

Staff Contacts: Reyna Hernandez, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
The proposed rulemaking for Part 1 relates to Goal 1 (student achievement), as it sets forth standards for receipt of the State Seal of Biliteracy by graduating high school students who attain a “high level of proficiency” in a language other than English, while the proposed changes in Part 375 are technical modifications that do not relate directly to any of the Strategic Goals.

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

Background Information
The State Seal of Biliteracy is a state-by-state effort to encourage and acknowledge the importance of multilingualism. In 2011, the first state Seal of Biliteracy was developed in California as a recognition for students who have attained proficiency in two or more languages by high school graduation. New York passed similar legislation in 2012. Illinois became the third state in the nation to adopt the Seal of Biliteracy in 2013 with the signing of P.A. 98-560, followed by New Mexico, Washington, Utah and a series of other states.

In Illinois, the Seal of Biliteracy has several purposes including encouraging the study of languages, certifying attainment of biliteracy, providing employers and universities with a method of identifying people with language and biliteracy skills, strengthening intergroup relationships, affirming the value of diversity, recognizing the value of foreign language and native language instruction in public schools, and preparing students with 21st century skills. While similar to the efforts of other states, Illinois legislators emphasized the high level of proficiency needed in Illinois, sufficient for “meaningful use in college and a career”. 
P.A. 98-560, effective August 27, 2013, authorizes school districts to designate a State Seal of Biliteracy and place that designation on the academic transcript and diploma of any student who attains "a high level of proficiency, sufficient for meaningful use in college and a career (...) in one or more languages in addition to English". The law further directs the State Board of Education to establish the criteria that school districts would use in order to identify the students who qualify for the credential. The law, however, does not mandate school districts’ participation in the program, which will begin in the 2014-15 school year.

As proposed in new Section 1.442, school districts would use the language proficiency standards established by the American Council on the Teaching of Foreign Languages (ACTFL) to determine proficiency under the program. As proposed, a student would need to show attainment of a score equivalent to ACTFL’s “intermediate high” proficiency on a standardized assessment that includes the language domains of speaking, writing, listening and reading to qualify for the State Seal of Biliteracy. ACTFL is familiar to State Board staff, and the council’s proficiency guidelines and assessments are used for certain educator licenses, as well as in educator preparation programs. For instance, students enrolled in educator preparation programs in foreign languages are expected to demonstrate an “intermediate high” proficiency in speaking upon completion of their programs. Additionally, the "intermediate high" level was selected after consultation with a wide range of individuals from the field. Staff believe that it is a rigorous proficiency standard that recognizes the limited availability of foreign language programs for many Illinois students in the elementary grade levels, which research suggests is required for most students to achieve the “advanced” level of performance under ACTFL guidelines. The proposed rules also include standards for proficiency in American Sign Language, which is defined in the law as a foreign language for purposes of qualifying for the State Seal of Biliteracy.

Section 1.442(b) also allows participating school districts to award the State Seal of Biliteracy using a method other than a standardized assessment in certain circumstances:

- when a student fails to achieve an "intermediate high" proficiency but receives a composite score of "intermediate mid" proficiency;
- when a standardized assessment is not available for the targeted foreign language;
- when a standardized assessment for targeted foreign language does not assess one or more of the four domains; or
- when evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate.

The alternative process entails a review of a portfolio consisting of evidence of a student’s experiences in the targeted foreign language and work samples that represents that a student has attained proficiency at the required intermediate high level.

In addition to demonstrating proficiency in a target foreign language, a student also must demonstrate proficiency in English in order to qualify for the State Seal of Biliteracy. A student may demonstrate proficiency in English by achieving a “meets standards” or “exceeds standards” in English language arts on the State assessment or by achieving a “proficiency” score either on the ACCESS English proficiency examination or a standardized assessment (see Section 1.442(b)). Further, Section 1.442(c) would establish a State Commendation toward Biliteracy to be issued by participating school districts to students attaining at least an "intermediate low" proficiency level under ACTFL standards in each of the domains of speaking, writing, listening and reading, as well as demonstrating proficiency in English. The State Commendation, while not required under the statute, recognizes students with a strong,
demonstrated foundation of biliteracy who have not yet attained the high proficiency standards required for the State Seal of Biliteracy.

Each participating school district will be required to assign a coordinator to oversee the State Seal of Biliteracy program (Section 1.1442(e)). Each coordinator will be required to hold a professional educator license endorsed in an administrative field and participate in training to be approved by the agency. The proposed rules also require participating school districts to inform students and their parents of the availability of the program, and comply with certain reporting requirements about the program (Section 1.442(e)).

Two technical changes are being proposed in Part 375, both of which are being made in the definition of "Student Permanent Record". The first change reminds districts of the need to affix the State Seal of Biliteracy or the State Commendation toward Biliteracy to the academic transcripts of qualifying students, which are retained in each student’s permanent record. The second reiterates the need for school districts to retain the copy of a student's certified birth certificate in the student's permanent record.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Please see “Background” above.
Budget Implications: There will be a nominal cost for the State Board to produce the State Seal of Biliteracy and make it available to all school districts for their use.
Legislative Action: None
Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
The proposed rules set forth a uniform process and the criteria to be used by school districts to award the State Seal of Biliteracy, thereby creating a standard of proficiency to be achieved that can be readily understood by postsecondary education institutions and businesses. By not adopting statewide standards, each school district would be free to create its own criteria for awarding the recognition, which has the potential to create confusion about the significance of the State Seal of Biliteracy and result in the credential not being acceptable evidence of a student's accomplishments.

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

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

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

   Student Records (Part 375),

including publication of the proposed amendments in the Illinois Register.

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

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment
1.40 Adequate Yearly Progress
1.50 Calculation of Participation Rate
1.60 Subgroups of Students; Inclusion of Relevant Scores
1.70 Additional Indicators for Adequate Yearly Progress
1.75 Student Information System
1.77 Educator Licensure Information System (ELIS)
1.80 Academic Early Warning and Watch Status
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1.APPENDIX C Glossary of Terms (Repealed)
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1. APPENDIX G  Criteria for Determination – State Assessment (Repealed)


SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.440 Additional Criteria for High Schools

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

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

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

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

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

3) Each student shall be required to take consumer education for 50 minutes per day for a period of nine weeks in any of grades 9-12.

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

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

1) Each student shall be required to have accrued at least 16 units in grades 9-12 if graduating from a four-year school or 12 units in grades 10-12 if graduating from a three-year high school. In either case, one unit shall be in American History or American History and Government. (Section 27-22 of the School Code) *No student shall receive certification of graduation without passing an examination on the subjects discussed in subsection (b)(4) of this Section.*

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

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

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

1) "Writing Intensive" Courses

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

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

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

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

i) students' writing proficiency is evaluated against expectations that are appropriate to early or late high school and encompass all of the writing standards for those grade levels enumerated in applicable to State Goals 3 and 5 (see the State Goals for Learning and the Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Sciences, and Technical Subjects (see in Appendix D to this Part); and

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

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

2) Foreign Language Courses

The description for any foreign language course shall indicate whether the school district will award a State Seal of Biliteracy in accordance with the requirements of Section 1.442 of this Part and Section 2-3.157 of the School Code [105 ILCS 5/2-3.157] and state the qualifications for receipt of the seal.

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

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

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 1.442 State Seal of Biliteracy

In accordance with Section 2-3.157 of the School Code, a school district may establish a program to recognize high school graduates who have attained a high level of proficiency in one or more languages in addition to English, by designating on a student's transcript and high school diploma his or her receipt of the State Seal of Biliteracy, provided that all the conditions of this Section are met. For purposes of this Section, "foreign language" has the meaning prescribed in Section 2-3.157(a) of the School Code.

a) A school district may award the State Seal of Biliteracy to any high school graduate who attains a high level of proficiency, sufficient for meaningful use in college and career (Section 2-3.157 of the School Code), in a language other than English as evidenced by his or her attainment of a composite score of "intermediate high", or its equivalent, on a standardized assessment that addresses
the four domains of speaking, writing, listening and reading in the targeted foreign language. For the purposes of this Section, proficiency may be shown using one of the methods outlined in this subsection (a).

1) Assessment Method

For purposes of using an assessment to determine proficiency:

A) "Intermediate high" is defined in the ACTFL Proficiency Guidelines 2012, published by the American Council on the Teaching of Foreign Languages, 1001 North Fairfax Street, Suite 200, Alexandria VA 22314 and available at http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012. (No later amendments to or editions of these guidelines are incorporated.)

B) For the American Sign Language, "intermediate high" is equivalent to meeting progress indicators for grade 12 set forth in the Standards for Learning American Sign Language (2013), published by the American Sign Language Teachers Association, P.O. Box 38, Clinton WA 98236 and available at http://www.aslta.org/node/1938. (No later amendments to or editions of these guidelines are incorporated.)

C) "Standardized assessment" is one that is available for use on a statewide or national basis and meets generally accepted standards of fairness, validity and reliability as stated in "Standards for Educational and Psychological Testing" (2013), published by the American Educational Research Association, 1430 K Street, N.W., Suite 1200, Washington D.C. 20005. (No later amendments to or editions of these standards are incorporated.)

2) Alternative Evidence Method

A school district may choose to award the State Seal of Biliteracy through an alternative evidence method in accordance with this subsection (a)(2).

A) The alternative evidence method may be used when:

i) a student attains an "intermediate mid" composite score, as defined in the ACTFL guidelines set forth in subsection
(a)(1), or its equivalent, on a standardized assessment that addresses the four domains of speaking, writing, listening and reading in the targeted foreign language;

ii) no standardized assessment exists for the targeted foreign language;

iii) evaluating the language proficiency of a student with disabilities for whom the standardized assessment is inappropriate; or

iv) the standardized assessment for the targeted foreign language does not assess one or more of the four domains of speaking, writing, listening and reading.

B) Any alternative evidence method used shall consist of a student portfolio that contains evidence for each component set forth in subsections (a)(2)(C) and (a)(2)(D) that demonstrates proficiency equivalent to an "intermediate high" level in the four domains of speaking, writing, listening and reading.

C) Experience in the Targeted Foreign Language

i) The extent to which the student's language background enables him or her to gain proficiency in the targeted foreign language in one or more of the four domains;

ii) The extent to which the student's participation in intercultural activities provided opportunities to gain proficiency in the targeted foreign language in one or more of the four domains;

iii) The courses taken in the targeted foreign language and the grades received; and/or

iv) The extent to which any time spent in countries where the targeted foreign language is spoken contributed to the student's opportunities to gain proficiency in the targeted foreign language in one or more of the four domains.

D) Work Samples
i) Formal presentations in the targeted foreign language;

ii) Student-produced compositions, articles, papers and other formal documents in the targeted foreign language; and/or

iii) Certificates, diplomas, results from tests or assessments other than those identified under subsection (a) and additional achievements that demonstrate sufficient proficiency in the targeted foreign language.

b) To be eligible to be awarded the State Seal of Biliteracy, each student also shall demonstrate proficiency in English through:

1) Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64 of the School Code;

2) Attainment of a "proficient" score on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) administered at the secondary level; or

3) Attainment of a "intermediate high" composite score on an assessment in English identified pursuant to subsection (a)(1).

c) The State Seal of Biliteracy program also shall offer a State Commendation toward Biliteracy to any student who fails to meet the requirements of subsection (a) but attains a score of "intermediate low", or its equivalent, in the targeted foreign language using the method set forth in subsection (a)(1) or (a)(2).

1) "Intermediate low" is defined in the ACTFL Proficiency Guidelines 2012 referenced in subsection (a)(1).

2) Each student also shall demonstrate a level of proficiency in English through:

A) Attainment of either a "meets standards" or "exceeds standards" for English language arts on the State assessments administered at the secondary level, as authorized in Section 2-3.64 of the School Code;
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B) Attainment of a score established for part-time placement in a transitional bilingual education program (see 23 Ill. Adm. Code 228.30(c) (Establishment of Programs)) on the English language proficiency assessment defined at 23 Ill. Adm. Code 228.10 (Transitional Bilingual Education) that is administered at the secondary level; or

C) Attainment of an "intermediate low" composite score on an assessment in English identified pursuant to subsection (a).

d) In accordance with Section 2-3.157(g) of the School Code, the school district shall place a designation of a qualifying student's receipt of the State Seal of Biliteracy in the student's permanent record on the academic transcript as defined in 23 Ill. Adm. Code 375 (Student Records) and include the designation on the student's diploma. A school district also shall place a designation of a qualifying student's receipt of the State Commendation toward Biliteracy in both the permanent record on the academic transcript and include the designation on the student's diploma. The designations shall list each of the targeted foreign languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy is being awarded. The State Board of Education shall make an electronic facsimile of the State Seal of Biliteracy and the State Commendation toward Biliteracy available to school districts for this purpose.

e) A school district that chooses to participate in the State Seal of Biliteracy program shall meet the requirements of this subsection (e).

1) A participating school shall notify the State Board of Education of its participation by October 1 of each year or within 30 days after electing to participate, if that occurs after October 1. A district that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the seal and commendation for that school year.

2) A participating district shall designate at least one individual to serve as coordinator of the State Seal of Biliteracy program and include the individual's name and contact information in the notice provided pursuant to subsection (e)(1). The individual assigned to serve as the coordinator of the program shall:

A) Hold a professional educator license endorsed in an administrative area issued pursuant to 23 Ill. Adm. Code 25 (Educator Licensure); and
B) Participate in training approved by the State Board of Education prior to awarding the State Seal of Biliteracy awarded under the provisions of Section 2-3.157 of the School Code and this Section and the State Commendation toward Biliteracy awarded under the provisions of this Section.

3) Using a format prescribed by the State Superintendent of Education, a participating school shall submit an annual report to the State Board of Education no later than 30 days after the end of the school year that includes, but is not limited to, identification of each student awarded the State Seal of Biliteracy or the State Commendation toward Biliteracy, targeted foreign language or languages for which the State Seal of Biliteracy or State Commendation toward Biliteracy was awarded to the student and the method the student used to demonstrate proficiency.

4) A participating school district shall make available information about the State Seal of Biliteracy program to parents and students by posting on the district's website, if the district maintains a website, and in the student handbook the following information:

1) General information about the State Seal of Biliteracy program and the opportunity for students to participate;

2) A description of the process a student would use to demonstrate proficiency in the targeted foreign language, including details about any alternative evidence that may be required under the provisions of subsection (a)(2), if applicable;

3) An estimate of the costs, if known, that students might incur to demonstrate proficiency using either of the methods under subsection (a); and

4) The name and contact information for any individuals designated to serve as the coordinator of the State Seal of Biliteracy program.

(Source: Added at 38 Ill. Reg. ______, effective ____________)
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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER k: SCHOOL RECORDS

PART 375

STUDENT RECORDS

Section
375.10 Definitions
375.20 Rights of Students
375.30 Notification
375.40 Maintenance and Destruction of School Student Records
375.50 Cost for Copies of Records
375.60 Emergency Release of Information
375.70 Release of Information
375.75 Public and Nonpublic Schools: Transmission of Records for Transfer Students
375.80 Directory Information
375.90 Challenge Procedures
375.100 Implementation
375.110 Enforcement

AUTHORITY: Implementing and authorized by the Illinois School Student Records Act [105 ILCS 10] and Section 2-3.13a of the School Code [105 ILCS 5/2-3.13a].


Section 375.10 Definitions

"Accident Report" means documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a
school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth (as defined by 42 USC 11434a) has followed through on that request.

"Act" means the Illinois School Student Records Act [105 ILCS 10].

"Health Record" means medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code [105 ILCS 5/27-8.1].

"Health-related Information" means current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act [740 ILCS 110] or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgement of the district's concussion policy adopted pursuant to Sections 10-20.53 and 34-18.45 of the School Code [105 ILCS 5/10-20.53 and 34-18.45], and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports).

"Official Records Custodian" means the individual appointed in each school in accordance with Section 4 of the Act [105 ILCS 10/4] who has responsibility for the maintenance, care and security of all school student records, whether or not the records are in his or her personal custody or control.

"School Student Record" shall have the meaning set forth in Section 2(d) of the Act [105 ILCS 10/2(d)], except that school student records shall not include:

Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information
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was created at least in part for law enforcement or security or safety reasons or purposes;

Electronic recordings made on school buses, as defined in Section 14-3 of the Criminal Code of 1961 [720 ILCS 5/14-3]; and

Any information, either written or oral, received pursuant to Section 22-20 of the School Code [105 ILCS 5/22-20] and Sections 1-7 and 5-905 of the Juvenile Court Act of 1987 [705 ILCS 405/1-7 and 5-905].

The content of a video or other electronic recording may become part of a student's school student record to the extent school officials use and maintain this content for a particular reason (e.g., disciplinary action, compliance with a student's Individualized Education Program) regarding that specific student. Video or other electronic recordings that become part of a student's school record shall not be a public record and shall be released only in conformance with Section 6(a) of the Act and the federal Family Educational Rights and Privacy Act (20 USC 1232g).

"Special Education Records" means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the School Code [105 ILCS 5/Art. 14], to include the report of the multidisciplinary staffing conference on which placement or nonplacement was based, and all records and audio recordings in any format relating to special education placement hearings and appeals.

"Student Permanent Record" means and shall consist of the following, as limited by Section 2(d) of the Act:

Basic identifying information, including the student's name and address, birth date and place, and gender, and the names and addresses of the student's parents;

Evidence required under Section (5)(b)(1) of the Missing Children's Records Act [325 ILCS 50/5(b)(1)];

Academic transcript, including:
grades, class rank, graduation date and grade level achieved;

scores on college entrance examinations, except that a parent may request, in writing, the removal from the academic transcript of any score received on college entrance examinations (also see Section 375.30(d) of this Part); and

the unique student identifier assigned and used by the Student Information System established pursuant to Section 1.75 of rules governing Public Schools Evaluation, Recognition and Supervision (see 23 Ill. Adm. Code 1.75 (Student Information System); as applicable, designation of the student's achievement of the State Seal of Biliteracy, awarded in accordance with Section 2-3.157 of the School Code [105 ILCS 5/2-3.157] and 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy); and

as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill. Adm. Code 1.442 (State Seal of Biliteracy).

Attendance record;

Health record;

Record of release of permanent record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];

Scores received on all State assessment tests administered at the high school level (i.e., grades 9 through 12) (see 105 ILCS 5/2-3.64(a)); and

If not maintained in the temporary record, may also consist of:

Honors and awards received; and
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Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the student permanent record.

"Student Temporary Record" means all information not required to be in the student permanent record and shall consist of the following, as limited by Section 2(d) of the Act:

A record of release of temporary record information in accordance with Section 6(c) of the Act [105 ILCS 10/6(c)];

Scores received on the State assessment tests administered in the elementary grade levels (i.e., kindergarten through grade 8) (see 105 ILCS 5/2-3.64(a));

The completed home language survey form (see 23 Ill. Adm. Code 228.15 (Identification of Eligible Students));

Information regarding serious disciplinary infractions (i.e., those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension or the imposition of punishment or sanction;

Information provided under Section 8.6 of the Abused and Neglected Child Reporting Act [325 ILCS 5/8.6], as required by Section 2(f) of the Act [105 ILCS 10/2(f)];

Any biometric information that is collected in accordance with Section 10-20.40 or 34-18.34 of the School Code [105 ILCS 5/10-20.40 or 34-18.34];

Health-related information;

Accident Reports; and

May also consist of:

Family background information;
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Intelligence test scores, group and individual;

Aptitude test scores;

Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews;

Elementary and secondary achievement level test results;

Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations;

Honors and awards received;

Teacher anecdotal records;

Other disciplinary information;

Special education records;

Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 USC 701 et seq.); and

Any verified reports or information from non-educational persons, agencies or organizations of clear relevance to the education of the student.

(Source: Amended at 38 Ill. Reg. _______, effective _____________)


ILLINOIS STATE BOARD OF EDUCATION MEETING
August 20, 2014

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: Proposed Amendments for Initial Review: Part 26
(Standards for Endorsements in Early Childhood Education and in Elementary Education)

Materials: Recommended Rules
Staff Contacts: Jason Helfer, Assistant Superintendent

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

Relationship to/Implications for the State Board’s Strategic Plan
This set of proposed amendments relates to the Board’s Strategic Goals 1 and 2 (student achievement, and highly prepared and effective teachers) as the rulemaking updates the standards for receipt of the early childhood education endorsement thereby strengthening educator preparation programs and producing early childhood teachers who are knowledgeable and competent.

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

Background Information
Part 26, Standards for Endorsements in Early Childhood Education and in Elementary Education, is one of eight 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;
- basis for state licensure tests;
- guidelines for the induction of novice teachers; and
- foundation for ongoing professional development.

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 (ILS).

With the adoption of updated ILS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and those in Mathematics for kindergarten through grade 12 in 2010, agency staff began work to update the standards for receipt of the early
childhood endorsement. In November 2011, the Early Childhood Advisory Group began reviewing the current standards, and the group completed its work earlier this year. The advisory group included representatives from postsecondary institutions, including faculty; community- and school-based early childhood programs; early childhood credentialing and professional organizations; teacher unions; and the Illinois Board of Higher Education and Illinois Community College Board. The proposed early childhood standards align to the ILS, as well as embody the Illinois Professional Teaching Standards, which are set forth in Part 24 (Standards for All Illinois Teachers). The standards consider the content and pedagogical knowledge necessary to work with children in the early childhood years of birth through grade 2 (currently birth through grade 3).

Specifically, the proposed standards for English language arts align to the foundational knowledge and skills that preschoolers should possess to become successful readers, writers and speakers in the later grades. Additionally, for English learners, the proposed standards emphasize the relationship between knowledge and skills needed to acquire English and those that develop concurrently as the student learns his or her home language. The proposed mathematics standards underscore the importance of early childhood teachers not only being familiar with the mathematics that they teach, but also being able to understand how children develop mathematical skills and the methods that can be used to present mathematical concepts in "everyday terms or analogies" that are accessible and meaningful to preschoolers.

The advisory group also recommended updating the general standards to which programs must align and the assessment standards. Beginning January 1, 2015, all early childhood programs seeking approval for the first time will be required to show alignment to the 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Professional Preparation Programs. Existing programs must show alignment to these standards no later than September 1, 2019. The 2010 NAEYC standards describe what early childhood professionals are expected to know and do, defining essential learning outcomes in professional preparation programs and presenting a shared vision of excellence. These standards offer practitioners a framework for applying new knowledge to critical issues. They support important early learning goals across settings serving children from birth through age 8.

As proposed, the new early childhood standards will take effect beginning September 1, 2019. 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 February 1, 2017, into programs that have not shown alignment to the new standards. The 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 early childhood education endorsement prior to the new standards taking effect.

Several companion changes to those being proposed in Part 26 will be made in Part 25 (Educator Licensure) later this year. These include requiring that early childhood education field experiences and clinical practice (i.e., student teaching) occur in at least two of the three early childhood age groupings (birth through age 3; age 3 years through 5 years; and age 5 years through 8 years). While the advisory group did not change the content standards for the biological and physical sciences and social sciences, it is recommending the following, which also will be reflected in Part 25:

- coursework in the biological and physical sciences that addresses at least the areas of physical, life, and earth and space sciences; and
coursework in social sciences that covers the 10 themes defined by the National Council for Social Studies (i.e., culture; time, continuity and change; people, places and environments; individual development and identity; individuals, groups and institutions; power, authority and governance; production, distribution and consumption; science, technology and society; global connections; and civic ideals and practices) as these themes relate to the disciplinary standards for history, geography, civics and government, economics and psychology.

The proposed amendments were discussed with the State Educator Preparation and Licensure Board (SEPLB) at its meeting on August 1, 2014. The SEPLB recommended that the rulemaking be presented, as proposed, for consideration by the State Board of Education.

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

**Policy Implications:** Please see "Background" above.

**Budget Implications:** None.

**Legislative Action:** None.

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

**Pros and Cons of Various Actions**

The proposed amendments provide necessary updating and align the standards to what is current in the field. Promulgating these new standards allow teacher preparation programs to design coursework and instruction that will assist teachers to better meet the needs of Illinois’ diverse student population.

Not proceeding with the standards will result with the agency being out of compliance with the Illinois Administrative Procedure Act, which requires that State agencies set forth their polices in administrative rules.

**Superintendent’s Recommendation**

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

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

>Standards for Endorsements in Early Childhood Education and in Elementary Education (23 Illinois Administrative Code 26),

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

**Next Steps**

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 26
STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION
AND IN ELEMENTARY EDUCATION

SUBPART A: STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION

Section   Purpose and Effective Dates of Standards in Subpart A
26.100   Curriculum: General
26.110   Curriculum: English Language Arts Standards Through August 31, 2019
26.120   Curriculum: Mathematics Standards Through August 31, 2019
26.125   Curriculum: English Language Arts Standards Beginning September 1, 2019
26.130   Curriculum: Mathematics Standards Beginning September 1, 2019
26.135   Curriculum: Physical Development and Health
26.140   Curriculum: Science
26.150   Curriculum: Social Science
26.160   Curriculum: Fine Arts
26.170   Human Development and Learning
26.180   Diversity
26.190   Planning for Instruction
26.200   Learning Environment
26.210   Instructional Delivery
26.220   Communication
26.230   Assessment Standards Through August 31, 2019
26.240   Assessment Standards Beginning September 1, 2019
26.245   Collaborative Relationships
26.250   Reflection and Professional Growth
26.260   Professional Conduct and Leadership
26.270

SUBPART B: STANDARDS FOR ENDORSEMENTS IN ELEMENTARY EDUCATION

Section   Purpose and Effective Dates of Standards in Subpart B
26.300   Curriculum
26.310   Curriculum: English Language Arts
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26.330 Curriculum: Mathematics
26.340 Curriculum: Science
26.350 Curriculum: Social Science
26.360 Curriculum: Physical Development and Health
26.370 Curriculum: Fine Arts
26.380 Human Development and Learning
26.390 Diversity
26.400 Planning for Instruction
26.410 Learning Environment
26.420 Instructional Delivery
26.430 Communication
26.440 Assessment
26.450 Collaborative Relationships
26.460 Reflection and Professional Growth
26.470 Professional Conduct and Leadership

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


SUBPART A: STANDARDS FOR ENDORSEMENTS IN EARLY CHILDHOOD EDUCATION

Section 26.100 Purpose and Effective Dates of Standards in Subpart A

Beginning September 1, 2019, the provisions of Sections 26.120, 26.130 and 26.240 are replaced by Sections 26.125, 26.135 and 26.245 as This Subpart A establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24), and the standards in this Subpart A shall apply to the issuance of endorsements 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 in early childhood 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 early childhood education 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 Subpart A; and
b) The beginning July 1, 2004, the examinations required for issuance of an endorsement in early childhood education shall be based on the standards identified in this Subpart A.

c) Beginning September 1, 2017, no candidate shall be admitted to a program that has not shown alignment to the standards set forth in Sections 26.125, 26.135 and 26.245. Any candidate who is enrolled in an elementary program aligned to the standards set forth in Sections 26.120, 26.130 and 26.240 shall complete the program on or before September 1, 2018 and have the early childhood education endorsement issued by September 1, 2019.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 26.110 Curriculum: General

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children’s competence across all developmental areas and content areas.

a) Knowledge Indicators –

The competent early childhood teacher:

1) demonstrates current knowledge of integrated learning experiences for children from birth through grade three and understands the central concepts and tools of inquiry in each of the following content areas: language and literacy (English language arts); mathematics; science; health, safety, nutrition; and movement (physical development and health); art, music, and drama (fine arts); and social science;

2) understands conceptually sound and meaningful curriculum for children from birth through grade 2; and three.

3) demonstrates an understanding of current research, best practice; and professional standards.

b) Performance Indicators –

The competent early childhood teacher:
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1) plans, implements, and evaluates integrated, conceptually sound, meaningful learning experiences for children from birth through grade 2; and three.

2) structures a variety of learning experiences that reflect the standards set forth in this Subpart A.

c) National Standards

Each early childhood preparation program shall align to "2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs" (2010) published by the National Association for the Education of Young Children, 1313 L Street, Suite 500, Washington DC 20005 and posted at http://www.naeyc.org/ncate/standards. (No later amendments to or editions of these standards are incorporated.)

1) Recognized institutions seeking initial approval for early childhood education preparation programs on or after January 1, 2015 shall align to the standards set forth in this subsection (c).

2) Early childhood education preparation programs approve prior to January 1, 2015 shall meet the standards set forth in this subsection (c) no later than September 1, 2019.

(Source: Amended at 38 Ill. Reg. _____, effective _____________)

Section 26.120 Curriculum: English Language Arts Standards Through August 31, 2019

The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade 3 as they apply language and thinking skills to many different genres, concepts, and situations.

a) Knowledge Indicators –

The competent early childhood teacher:

1) understands vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.
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2) understands various language components in literacy development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech); as well as the pragmatic aspect of language (how language works in social contexts).

3) demonstrates knowledge of a variety of materials for promoting literacy, including various genres and authors of children's literature, trade books (fiction and nonfiction), books designed for beginning readers, "big books", anthologies, newspapers, and magazines.

4) understands a variety of age-appropriate strategies that promote reading and listening comprehension and foster development within and among the four language arts (listening, speaking, reading, and writing), including shared, guided, and interactive reading and writing.

5) understands the relationships among oral language, written language, and the basic concepts of print.

6) understands the appropriate use of the conventions involved in various forms of writing, such as stories, letters, journals, and poetry.

7) understands skills and strategies that promote listening and speaking for various purposes, discussion and comprehension, the ability to ask and respond to questions, and the ability to understand different literary and social contexts.

8) understands how to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

9) understands children's abilities to communicate ideas through technology.

b) Performance Indicators –

The competent early childhood teacher:

1) uses vocabulary and word analysis skills that promote comprehension of meaning in a variety of contexts.

2) promotes integration of various language components in literacy development.


3) identifies, evaluates, and uses a variety of materials for promoting literacy, including various genres and authors of children's literature, trade books (fiction and nonfiction), books designed for beginning readers, "big books", anthologies, newspapers, and magazines.

4) applies a variety of age-appropriate strategies that promote reading and listening comprehension and foster development within and among the four language arts, including shared, guided, and interactive reading and writing.

5) assists students in developing basic concepts of print using activities based on oral and written language.

6) provides opportunities for students to use writing conventions involved in various forms of writing, such as stories, letters, journals, and poetry.

7) facilitates skills and strategies that promote listening and speaking for various purposes, discussion and comprehension, the ability to ask and respond to questions, and the ability to understand different literary and social contexts.

8) provides opportunities for children to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

9) promotes children's abilities to communicate ideas through technology.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 26.125 Curriculum: English Language Arts Standards Beginning September 1, 2019

Each teacher holding an early childhood education endorsement shall possess the knowledge and skills articulated in this Section.

a) Foundational Knowledge

1) Language

The effective early childhood education teacher:
A) applies major theories, stages and processes of first and second language acquisition, in particular understanding the importance of social interaction, culture, play, emergence of social discourse and the relationship between first and second language development during the early years;

B) applies the nature, development and communicative role of various features of language, including the four cuing systems of graphophonemic, syntactic, semantic and pragmatic, in the language experiences of children;

C) demonstrates the importance of play as the cognitive and social basis for the development of phonemic, semantic and pragmatic knowledge across languages in young children;

D) supports the role of the home (the first) language in learning to read and write in a second language;

E) applies the theories, principles and practices of emergent literacy, including the development of speaking and listening and their relationship to the developmental process of reading and writing acquisition;

F) recognizes the sequence of stages in language, reading and writing development from birth through grade 2 using supporting evidence from theory and research, and acknowledges individual differences among children progressing through those stages. Applies understanding of the particularities of these processes for children whose first language is other than English;

G) utilizes social discourse in developing critical thinking, argumentation and analysis;

H) acknowledges the role of fine motor development in children's emergent literacy, specifically the ability to form letters and words through a variety of media;

I) provides experiences with content-specific vocabulary and decontextualized language that develop children's understanding of concepts, content, skills and processes;
J) applies understanding of the relationship between first and second language content-specific vocabulary for children whose first language is other than English;

K) provides experiences explicitly designed to facilitate the acquisition of academic decontextualized language and English vocabulary for children whose first language is not English;

L) models and supports children's use of conventions of grammar and language of wider communication; and

M) supports bilingual children's awareness of differences and commonalities between the conventions of grammar and language of English and that of the home language.

2) Alphabetic Code

The effective early childhood teacher:

A) models and supports the development of phonological awareness (recognition of phonemes and the sound structure of words, including rhyming words; initial, middle and ending sounds; syllables; and onsets and rimes) and its relationship to reading and writing proficiency;

B) supports children's developing understanding of the orthographic-phonological system, including sound-letter relationships and common English spelling patterns and their relationship to pronunciation and developmental spelling;

C) supports bilingual children's awareness of the differences and commonalities between the orthographic-phonological systems of English and the home language; and

D) supports structural analysis (e.g., syllabication, affixes, root words) for decoding unknown words in language experiences for children.

3) Text

The effective early childhood teacher:
A) supports the development of narratives in young children's spoken language and understanding of narrative structure;

B) supports the development of text awareness and emergent reading behaviors in young children, including concepts of print, book knowledge and narrative structure evidenced in picture reading, story-telling and retelling of the story;

C) uses "read-alouds" and shared reading experiences to support emerging language and literacy, and ongoing literacy development;

D) acknowledges and uses the quantitative, qualitative and individual factors that affect text complexity, including how to estimate developmentally appropriate levels of text;

E) uses texts that engage children with the organizational structures, literary devices, rhetorical features, text features and graphics commonly used in literary and informational texts;

F) uses texts that engage children with the characteristics of various genre or forms of literary and informational text;

G) uses a variety of textual and authentic resources that promote differentiated instruction that meets the needs of all learners;

H) understands the role, perspective and purpose of text in all content areas; and

I) supports the transference of text competencies from the home language to English for bilingual children.

b) The Language and Literacy Curriculum

The effective early childhood teacher:

1) understands and uses developmentally appropriate and evidence-based practices to plan, evaluate and modify instruction (e.g., use of appropriate research in identifying and implementing effective instructional practices);
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2) knows the developmental sequence of language acquisition and emergent literacy strategies and skills, along with age-level or grade-level benchmarks of development, and utilizes them in classroom practice;

3) demonstrates the understanding that language is acquired through social interaction and that social discourse, in spoken and written formats, underlies all learning in literacy;


5) evaluates the components of a comprehensive curriculum that develops children’s language and literacy skills and strategies, and ensures that instructional goals and objectives are met;

6) creates a developmentally appropriate language- and literacy-rich classroom environment that incorporates opportunities, experiences, routines and activities that promote literacy;

7) intentionally engages children in experiences that will build foundational literacy skills;

8) understands and uses evidence-based instructional strategies that have been demonstrated to be particularly successful in differentiating instruction for all learners;

9) builds upon children's skills in their home language to develop language and literacy skills that are transferable to English;

10) understands and uses the relationship between first and second language and literacy development to support the transfer of language and literacy skills from the home language to English; and

11) utilizes a wide range of developmentally appropriate literacy assessments (e.g., informal, observational, performance-based, standardized, diagnostic
c) Using Research-based Instructional Approaches

1) Current Research

The effective early childhood teacher:

A) critically reviews current research in English language arts; and

B) applies research to instructional practice as appropriate.

2) Decoding and Fluency

The effective early childhood teacher

A) uses a developmentally appropriate, balanced literacy framework, such as "read-alouds", guided reading, centers, and independent reading and writing;

B) systematically and intentionally engages children with authentic functions of print to develop awareness and build understanding of concepts of print and text, including the use of illustrations and graphic representations; the use and understanding of graphemes and grapheme patterns; and understanding directionality of print in a wide variety of graphic and textual formats;

C) intentionally and systematically engages and supports children in developing the use of oral language, play and experimentation with language;

D) utilizes phonologically significant text to build children's knowledge and understanding of the phonological aspects of language, including the patterns of sounds and segmentation in and blending of speech at the word, syllable and phoneme levels;

E) engages children in textual experiences that provide opportunities for exploration of sound-symbol relationships at the word, syllable and phoneme levels;
The effective early childhood teacher:

A) selects a balance of developmentally appropriate, high-quality, complex information and narrative texts that match children's interests, cultural backgrounds, developmental levels and reading purposes;

B) recognizes text features that may challenge readers' understanding (e.g., prior knowledge assumptions, unfamiliar vocabulary, sentence complexity, unclear cohesive links, subtlety of relationships among characters or ideas, sophistication of tone, complexity of text structure, literary devices or data) and provides explicit modeling, instruction and discussion of these features to support reading comprehension;

C) selects texts that support and build comprehension, vocabulary, understanding of text structure and literary devices and that
provides clear and cohesive links between ideas and relationships. Illustrations, photographs, charts and graphs should meet the same criteria:

D) models for and engages children in social discourse about texts as a means of scaffolding their understanding of more complex texts;

E) provides text-appropriate supports, such as background experiences, previewing text, pre-teaching vocabulary or key information, repeated reading, discussing illustrations or other graphic features, and other strategies to enable children to understand and learn from challenging text;

F) provides developmentally appropriate introductions to text, including materials, experiences, discussion and background connections that support children's motivation, purpose and understanding;

G) provides developmentally appropriate modeling of and instruction on close reading of text, including identification of key ideas and details; analysis of craft, structure and illustrations; critical text evaluation; and numerous opportunities for guided and independent practice;

H) models and engages children in the interpretation of graphic text features (e.g., tables, charts, illustrations, tables of contents, captions, headings, indexes) and includes numerous opportunities for guided and independent practice;

I) models for and engages children in developmentally appropriate guided and independent discussions of high-level, text-dependent topics and ideas requiring complex thinking, understanding, inference, application, evaluation, analysis, synthesis, persuasion and evidentiary argument;

J) models for and engages children in developmentally appropriate independent practice of comparing multiple texts and evaluating and synthesizing information between and across texts to support coherent understanding of a topic;
K) models for and engages children in the use of developmentally appropriate reading comprehension strategies (e.g., predicting, sequencing, connecting, visualizing, monitoring, questioning, summarizing, synthesizing, making inferences, evaluating), and includes numerous opportunities for guided and independent practice of these strategies' use in understanding text;

L) models, discusses and supports children's developmentally appropriate use of literary elements and text features across multiple genres and disciplines in age-appropriate text;

M) shares varied print sources, discussing, as appropriate, alternate views and perspectives of topics presented in texts;

N) models, discusses and supports children's use of critical reading strategies, including the evaluation of text claims through identification of supporting evidence, such as evidentiary argument and persuasion;

O) shares varied print sources, discussing, as appropriate, text structures that support children's understanding of the text;

P) provides intentional modeling of and instruction on the use of the organizational structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole, and offers numerous opportunities for guided and independent practice; and

Q) intentionally plans experiences for English learners that facilitate the transfer of effective reading comprehension strategies and competencies from the home language to English.

4) Writing

The effective early childhood teacher:

A) introduces children to the organization and basic features of print;

B) provides opportunities for children to write, including pictures and dictation, for authentic purposes in multiple forms and genres to
demonstrate how ideas, thoughts and language can be represented by pictures and/or texts;

C) engages children in using drawing and writing to develop an understanding of content-area concepts and skills;

D) encourages and guides children in all stages of writing development from the earliest scribbles through conventional writing;

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

F) confers with children to motivate and scaffold children's development throughout the writing process;

G) models and provides instruction in creating a text (oral or written) that represents information learned through a hands-on experience;

H) introduces and provides 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;

I) models and provides instruction in creating a text (oral or written) with a beginning, middle and end, based on real or imagined experiences or events;

J) introduces and provides 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;

K) models and provides instruction in creating a text (oral or written) that shares an opinion about a hands-on experience;
provides 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;

models and provides instruction in developing written and oral arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence;

teaches children to conduct research projects, as developmentally appropriate, 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 and cite sources;

models and provides instruction in the conventions of standard English grammar and usage (e.g., irregular verbs, plural nouns, past tense of irregular verbs, subject-verb agreement, pronoun-antecedent agreement, conjunctions, prepositions, interjections, perfect verb tenses) in children's oral and written work;

models, encourages and guides the use of widely accepted English conventions of capitalization, punctuation and spelling as children use these conventions in creating written work;

models and provides instruction in using technology to produce and publish oral and written texts and to interact and collaborate with others;

provides feedback to written work to guide the process of children's revising and editing their work; and

intentionally plans experiences for English learners that facilitate the transfer of effective writing strategies and competencies from the home language to English.

5) Speaking and Listening

The effective early childhood teacher:
provides opportunities for social discourse between individual children and in whole and small group collaborative discussions and assists them in following appropriate social conventions, such as eye contact, body language and taking turns;

engages children in a variety of developmentally appropriate oral language and listening activities, including following directions, asking and responding to questions, conveying information and ideas, describing feelings, and arguing and persuading;

engages children in a variety of listening activities, including identifying rhymes and sounds in the environment, discriminating phonemes and conducting other phonemic awareness activities;

models and supports children in listening actively and critically in order to understand, evaluate and respond to a speaker's message;

models, guides and instructs children in presenting ideas, opinions and information using facts and relevant details to support main ideas;

accepts children's home language and developing English language skills while modeling the widely accepted conventions of English grammar and usage; and

intentionally plans experiences for English learners that facilitate the transfer of speaking and listening strategies and competencies from the home language to English.

6) Vocabulary

The effective early childhood teacher:

supports vocabulary development daily by intentionally selecting literacy materials that expand children's knowledge and language development;

guides and supports children's explorations of word relationships and nuances in word meanings;
C) understands the socio-cultural context for language use and social discourse;

D) uses information about children's individual experiences, families, cultures and communities to create meaningful vocabulary learning opportunities and enrich instruction for all children;

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

F) introduces children to word play and forms of language that enhance vocabulary and understanding of language (e.g., poetic devices, synonyms, antonyms, homonyms);

G) introduces strategies for clarifying the meaning of unknown words, including contextual analysis, structural analysis and the use of reference materials;

H) plans experiences that promote oral and written language development and the use of newly acquired vocabulary across disciplines;

I) understands and implements the forms and functions of academic language to help children develop and express content understandings;

J) utilizes authentic text (e.g., informational text, fiction, newspapers, recipes, charts) to help children develop word consciousness;

K) actively engages children in using a wide variety of strategies and authentic materials for developing and expanding vocabularies; and

L) uses home language vocabulary to develop and expand English vocabulary for English learners.

d) Authentic Materials

The effective early childhood teacher:
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1) selects and uses a wide range of high-quality, diverse literature, informational, narrative and other texts that address the interests and social and cultural backgrounds of children at levels that are appropriate to their development and build background knowledge and understanding;

2) uses evidence-based and developmentally based criteria for evaluating and selecting texts and instructional materials;

3) estimates the accessibility of texts using qualitative and quantitative factors, as well as children's background knowledge;

4) uses culturally responsive texts to promote children's understanding of their lives, society and the understanding of other cultures and societies;

5) uses a variety of technology and technologically based texts and online resources to support literacy instruction; and

6) makes available to English learners a wide range of high-quality, diverse literature, informational, narrative and other texts that address the interests, and social, cultural and language backgrounds of these children at levels that are appropriate to their development and build background knowledge and understanding.

e) Constructing a Supportive Language and Literacy Environment

The effective early childhood teacher:

1) understands the foundational role that literacy and language play across the classroom environment and in content areas;

2) sets up an environment that is safe and low risk that encourages children and allows them be comfortable taking risks;

3) designs a literacy-rich environment incorporating authentic, diverse, inclusive and developmentally appropriate materials and experiences;

4) understands motivation and engagement and the use of the "gradual-release-of-responsibility" approach to design learning experiences that build children's self-direction and ownership of literacy learning;
5) establishes classroom routines that promote independence, self-direction, collaboration and responsibility for literacy learning;

6) uses a strategic combination of flexible groupings (individual, group and whole class) to meet the learning needs of each child efficiently and effectively;

7) incorporates children's choices in choosing literacy materials and activities; and

8) builds collaborative classroom communities that support and engage all children in reading, writing, listening, speaking, viewing and visually representing in their home language and English.

(Source: Added at 38 Ill. Reg. _____, effective ____________)

Section 26.130  Curriculum: Mathematics Standards Through August 31, 2019

The competent early childhood teacher demonstrates proficiency in the use of mathematics; understands and communicates the major concepts, procedures, and reasoning processes of mathematics, which include number systems, number sense, geometry, measurement, statistics, probability, and algebra; and promotes the abilities of children from birth to grade 3 as they apply, interpret, and construct mathematical thinking skills in a variety of situations.

a) Knowledge Indicators –

The competent early childhood teacher:

1) understands problem-solving approaches that children may use to investigate and understand mathematical content;

2) understands various approaches (estimation, mental math, manipulative modeling, pattern recognition, and technology) that can be used to explore and communicate mathematical ideas, solve problems, and investigate everyday situations;

3) understands concepts, skills, and procedures related to number, number sense, computation and numeration;

4) understands concepts, skills, and procedures related to geometry and spatial relationships.
5) understands concepts, skills, and procedures related to measurement of attributes such as length, weight, volume, and temperature.

6) understands concepts, skills, and procedures needed to collect and analyze data.

7) understands concepts, skills, and procedures related to exploring concepts of chance.

8) understands and uses patterns and relationships to analyze mathematical situations.

b) Performance Indicators –

The competent early childhood teacher:

1) provides opportunities for students to apply problem-solving strategies in order to investigate and understand mathematical content.

2) uses various approaches (estimation, mental math, manipulative modeling, pattern recognition, and technology) to assist students as they explore and communicate mathematical ideas, solve problems, and investigate everyday situations.

3) provides opportunities for children to learn and apply number, number sense, computation and numeration in everyday situations.

4) provides opportunities for children to learn and apply geometry and spatial relationships in everyday situations.

5) provides opportunities for children to learn and apply measurements such as length, weight, volume, and temperature in everyday situations.

6) provides opportunities for children to learn and apply procedures needed to collect and analyze data in everyday situations as they use graphing and estimation.

7) provides opportunities for children to learn and apply concepts of chance in everyday situations.
8) provides opportunities for children to learn and apply patterns and relationships in their analysis of everyday situations.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 26.135 Curriculum: Mathematics Standards Beginning September 1, 2019

Each teacher holding an early childhood education endorsement shall possess the knowledge and skills articulated in this Section.

a) Foundational Mathematical Knowledge

1) Mathematical Proficiency

The effective early childhood teacher:

A) understands conceptually the mathematical content taught during preschool to grade 2 as well as the content taught in grades 3 to 8; can explain and apply mathematical concepts and procedures; and can make connections to everyday mathematical applications or real-world analogies necessary to translate formal mathematical content into meaningful instruction that children can understand and learn;

B) understands the mathematical procedures taught during the early childhood years and just beyond, including the skills to link procedural knowledge to conceptual understanding so each step in a procedure can be explained or a procedure can be readily adapted to solve a novel problem; and

C) possesses affective capacities, including a productive disposition with positive beliefs about mathematics (e.g., nearly everyone is capable of understanding at an elementary level) and the confidence to tackle challenging problems and teach mathematics.

2) Children’s Mathematical Development

The effective early childhood teacher:
A) understands how children develop mathematical proficiency from birth to age 8 and what conditions foster or impede this development;

B) understands how informal mathematical knowledge based on everyday experiences develops and provides a basis for understanding and learning formal mathematics (i.e., school-taught and largely symbolic) during the early childhood years and beyond; and

C) understands the developmental progressions of key early childhood concepts and skills.

b) Pedagogical Knowledge

1) Best Practices

The effective early childhood teacher:

A) understands the importance of using a variety of teaching techniques (including regular instruction that specifically targets mathematics, integrated instruction, and unstructured and structured play) and how to systematically and intentionally engage children with developmentally appropriate and worthwhile mathematical activities, materials and ideas; take advantage of spontaneous learning moments; structure the classroom environment to elicit self-directed mathematical engagement; and choose and use games to serve as the basis for intentional, spontaneous or self-directed learning;

B) understands the importance of using instructional activities and materials or manipulatives thoughtfully and how these are used to transmit key concepts and skills;

C) understands the importance of focusing on the learning of both skills and concepts that is meaningful;

D) understands the importance of engaging children in the processes of mathematical inquiry (problem-solving, reasoning, conjecturing and communicating/justifying or “talking math”) and how to do so effectively;
E) understands the importance of fostering a positive disposition and how to do so effectively (e.g., encouraging children to do as much for themselves as possible), including how to prevent or remedy math anxiety; and

F) understands the importance of using assessment on an ongoing basis in planning and evaluating instruction, targeting student needs and evaluating student progress.

2) Psychological Development

The effective early childhood teacher:

A) understands the importance of building on what children already know, so that instruction is meaningful (e.g., how to relate or connect formal terms and procedures to children’s informal knowledge);

B) understands the importance of using developmental progressions effectively in assessing developmental readiness (e.g., identifying whether developmental prerequisites for an instructional goal have been acquired), planning developmentally appropriate instruction and determining the next instruction, step or a remedial plan;

C) understands the importance of the limitations of children’s informal knowledge and how developmentally inappropriate instruction can cause misconceptions or other learning difficulties, as well as how to address common learning pitfalls; and

D) understands the importance of the progression in children’s thinking from concrete (relatively specific and context-bound) to abstract (relatively general and context free), including the need to help children “mathematize” situations (going beyond appearances to consider underlying commonalities or patterns).

c) Standards

1) Counting and Cardinality

The effective early childhood teacher:
A) understands that subitizing (i.e., immediately and reliably recognizing the total number of items in small collections of items and labeling the total with an appropriate number word) is the basis for a learning trajectory of verbal-based number, counting and arithmetic concepts and skills;

B) understands the requirements, components and principles of meaningful object counting (i.e., stable order principle, one-for-one principle, cardinality principle and abstraction principle);

C) understands key, more advanced verbal and object counting skills on the learning trajectory for counting and cardinality and knows how these skills are logically and developmentally related;

D) understands how children's ability to make verbal-based magnitude comparisons develops, including the mathematical ideas this entails;

E) understands why written numbers (numerals) are valuable tools (e.g., can serve as a memory aid; make written calculations with large numbers easier or even possible) and how to promote the meaningful learning of numeral reading and writing to 10; and

F) understands the role of estimation (e.g., useful when exact answers are not possible or an approximate answer is sufficient) and why children resist estimating answers (e.g., fear of being wrong, obsession with the correct answer as reinforced by the guess-and-check).

2) Operations and Algebraic Thinking

The effective early childhood teacher:

A) understands the specific addition and subtraction concepts and skills children need to learn in early childhood;

B) understands the formal meaning of relational symbols and how these symbols are or can be interpreted by children; and
C) understands the specific multiplication and division concepts and skills children need to learn in early childhood.

3) Numbers and Operations in Base Ten

The effective early childhood teacher:

A) understands, can identify and can apply the fundamental concepts of grouping and place-value that underlie the Hindu-Arabic numeral system and operations with multi-digit numbers;

B) understands the application of place value, properties of operations, and the relation between addition and subtraction to adding and subtracting multi-digit numbers up to 1,000, including demonstrating and explaining renaming (carrying and borrowing) algorithms with base-ten blocks; and

C) understands the application of place value and properties of operations to multiply one-digit whole numbers and multiples of 10 up to 90 (e.g., 9 x 80), including demonstrating and explaining how the meaning of multiplication can be demonstrated with base-ten blocks.

4) Numbers and Operations: Fractions

The effective early childhood teacher:

A) understands, and can explain, two common meanings of fraction notation in terms of the conceptual basis for fractions (equal partitioning) using the informal analogy of fair sharing;

B) understands, and can justify, equivalent fractions in terms of the informal analogy of "fair" sharing; and

C) understands, and can justify, fraction comparisons in terms of the informal analogy of "fair" sharing.

5) Measurement and Data

The effective early childhood teacher:
A) understands the general principles of measurement (e.g., object attributes, direct and indirect comparisons, unit value);

B) explicitly understands purpose of and procedures for measurements (e.g., length, time, currency, volume) commonly used in everyday life, including how to derive formulas for area and perimeter; and

C) understands the role of data, data analysis and data representations (e.g., graphs, tables) in solving problems, raising or addressing issues or questions (e.g., scientific, social, economic, or political), and informing others about the importance of involving participants in collecting and analyzing their own data.

6) Geometry

The effective early childhood teacher:

A) understands the van Hiele developmental levels of geometric thinking and demonstrates achievement of at least Level 2 (i.e., Level 0, visual; Level 1, analysis; and Level 2, informal reasoning or abstraction; Level 3, deduction; and Level 4, rigor);

B) understands how the "big ideas" of composition and decomposition and equal partitioning apply to geometry and the developmental trajectory children follow in becoming competent composers and decomposers;

C) understands basic geometric concepts, such as angle, parallel and perpendicular, and can describe these ideas in terms of an informal analogy (e.g., an angle is the "amount of turn");

D) understands and can summarize and illustrate the cognitive developmental progression from visual to descriptive to analytic to abstract characterizations of shapes; uses this progression to understand children's thinking;

E) understands the importance of precision in describing and reasoning about spatial locations and relationships, including descriptive power of prepositions (and their imprecise mapping
among languages and dialects) and mathematically precise tools, such as measurements, grids and the coordinate plane;

F) understands that spatial relationships can be manipulated mentally and that point of view affects both experiences and representations of spatial relationships; and

G) describes the connections (relationships) between geometric properties and arithmetic and algebraic properties, and adapts a problem in one domain to be solved in the other domain.

(Source: Added at 38 Ill. Reg. ______, effective ____________)

Section 26.140 Curriculum: Science

The competent early childhood teacher understands the interrelationships among science, technology, and society; understands and applies fundamental concepts related to earth and space science, the life sciences, the physical sciences, and the environmental sciences; and promotes the scientific abilities of children from birth through grade three as they acquire new knowledge through the use of scientific thinking, reasoning, and inquiry.

a) Knowledge Indicators –

The competent early childhood teacher:

1) understands the process of scientific inquiry and the interrelationships among science, technology, and society;

2) understands the principles of earth and space science, the life sciences, and the physical sciences and their interconnectedness in everyday environments; and


b) Performance Indicators – The competent early childhood teacher:
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1) promotes and encourages children’s innate curiosity about objects and events, respect for living organisms, and appreciation of the environment; and

2) provides opportunities for children to conduct experiments, solve problems, apply the scientific process, and incorporate safety practices during all investigations; and

3) implements activities that foster children's application of the principles of earth and space science, the life sciences, and the physical sciences, and exploration of their interconnectedness in everyday environments.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 26.150 Curriculum: Social Science

The competent early childhood teacher understands the interrelationships among the social sciences; uses historical, geographical, economic, and political concepts and modes of inquiry; and promotes the abilities of children from birth through grade three as they begin to experience, think about, and make informed decisions as members of a culturally diverse, democratic society and interdependent world.

a) Knowledge Indicators –

The competent early childhood teacher:

1) understands the basic concepts of and interrelationships among the social sciences and the ways in which geography, history, civics, and economics relate to everyday situations and experiences;

2) understands geographic concepts and phenomena;

3) understands the major ideas, eras, themes, developments, and turning points in the history of Illinois, the United States, and the world;

4) understands the rights and responsibilities of citizenship in the United States;

5) understands the basic concepts of economic systems, with emphasis on the United States.
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6) understands concepts related to the structure and organization of human societies and relationships among social, economic, cultural, and political activities and institutions.


b) Performance Indicators – The competent early childhood teacher:

1) provides opportunities for children to develop beginning concepts, skills, and dispositions that focus on how geography, history, civics (participation and citizenship), and economics relate to everyday situations and experiences.

2) provides opportunities for children to use maps and symbols, observe and describe physical characteristics of local communities, and explain the interdependence of people, places, and regions.

3) creates opportunities for children to develop beginning historical concepts involving people, cultures, families, folklore, and related events.

4) provides opportunities for children to explore the interrelationships among people and the roles of individuals and groups in the world in which we live.

5) provides opportunities for children to gather, organize, map, and interpret data and to use technology to communicate concepts, information, and procedures.

6) creates opportunities for children to understand the relationship of self to others and to social, economic, cultural, and political activities and institutions.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 26.240 Assessment Standards Through August 31, 2019
The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children.

a) Knowledge Indicators – The competent early childhood teacher:

1) understands assessment as a means of evaluating how children learn, what they know and are able to do in relationship to national, State, and local standards, and what kinds of experiences will support their further growth and development.

2) understands the purposes, characteristics, and limitations of different kinds of assessments.

3) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.

4) understands how to use the results of assessment to reflect on and modify teaching.

5) understands how to select, construct, and use assessment and evaluation strategies and instruments for diagnosis and prescription.

b) Performance Indicators – The competent early childhood teacher:

1) uses a variety of assessment results to diagnose students' learning and development, develop a student profile, align and modify instruction, and design teaching strategies.

2) maintains useful, accurate, and ethical records of students' work and performance and communicates about students' progress knowledgeably and responsibly to students, parents, school, and community.

3) uses assessment results for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.

4) participates and assists other professionals in conducting family-centered assessments.

5) selects, evaluates, and interprets formal, standardized assessment instruments and information used in the assessment of children and
integrates authentic classroom assessment data with formal assessment information;

6) communicates assessment results and integrates assessment results from others as an active participant in the development and implementation of students' IEPs and IFSPs;

7) involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities; and,

8) uses appropriate technologies to monitor and assess students' progress.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

Section 26.245 Assessment Standards Beginning September 1, 2019

The effective early childhood teacher:

a) Creates and uses assessment information both for the facilitation of child development and measuring academic achievement.

b) Uses a variety of assessment tools, including developmental continuums, universal screening, authentic assessment, diagnostic measures, curriculum-based assessment and progress monitoring procedures.

c) Monitors child progress for content area benchmarks and developmental outcomes.

d) Assesses children's interests, motivation and engagement in instruction.

e) Uses assessment data, including observational records and children's work products to plan instruction.

f) Partners with families to understand children's background and ongoing learning progress.

g) Empowers children to self-assess their learning progress.
h) Communicates academic progress and personal development to all stakeholders, including children, families, other teachers and school administrators, and communicates aggregated trends to the school board and other policy bodies.

i) Aligns assessments with required reporting mechanisms to assure that benchmarks for learning standards and developmental growth are monitored systematically.

j) Uses, interprets and plans instruction with all forms of assessment instruments appropriate to the developmental level. These instruments include standardized instruments, textbook and other curricular instruments and teacher-developed approaches.

(Source: Added at 38 Ill. Reg. ______, effective ____________)
Illinois State Board of Education Meeting
August 20, 2014

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: Part 50 (Evaluation of Certified Employees under Articles 24A and 34 of the School Code)

Materials: Recommended Rules

Staff Contacts: Jason Helfer, 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 relates to Strategic Goals 1 and 2, in that the rules would define the process to be used to identify the school districts with the lowest performance in the state, resulting in their being required to implement the provisions of the Performance Evaluation Reform Act of 2010 (PERA) beginning in the 2015-16 school year. These school districts' use of performance evaluation systems that consider both professional practice and data and indicators of student growth will contribute to the schools in those districts having effective teachers and leaders, a critical factor for improving student achievement.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 50.

Background
Several pieces of legislation enacted in 2010 and 2011 (i.e., P.A. 96-861 (PERA), P.A. 97-8 (SB 7) and P.A. 97-217) amended Articles 24A and 34 of the School Code to transform the way in which the performance of teachers and principals in Illinois public schools is evaluated. Central to this transformation is the inclusion of data and indicators of student growth (in addition to consideration of professional practice) as a “significant” factor in determining a teacher’s or principal’s performance evaluation rating. The laws also mandate that nontenured teachers and assistant principals be included in this revised system of evaluation and be held to similar standards of evaluation as tenured teachers and principals, respectively.

In accordance with Section 24A-2.5 of the School Code, the requirement for principal and teacher performance evaluation systems has been phased in as follows:

1. Beginning in the 2012-2013 school year, performance evaluations incorporating measures of student growth have been required for principals and, as applicable, assistant principals.
2. Beginning September 1, 2012, at least 300 schools in CPS implemented performance evaluation systems, with the remaining CPS schools implementing systems by September 1, 2013.
3. Those schools covered by funding under Section 1003(g) of Title I of the Elementary and Secondary Education Act ("SIG") awarded to their respective school districts or federal Race to the Top (RttT) funding began implementing performance evaluations by the implementation date specified in the grant agreement.

4. Beginning September 1, 2015, those school districts (excluding CPS) whose student performance ranks in the lowest 20 percent among all school districts statewide will be implementing performance evaluations systems.

5. Beginning September 1, 2016, the remaining school districts in the state and those schools in SIG or RttT districts not covered by those funds will be required to implement performance evaluations systems.

Part 50 sets forth various requirements for the implementation of performance evaluation systems, including defining the process that will be used to identify school districts whose student performance ranks in the lowest 20 percent among all school districts in the state (see Section 50.20(e)) and that must implement evaluation systems considering student growth starting in the 2015-16 school year. At the time that the rules were promulgated in 2012, staff promoted the use of data from the state assessments administered closest to the 2015-16 implementation date for which results would be available. For this reason, the rule currently requires the State Board to use results from the 2014 state assessments to rank-order districts' performance by district type. Several developments since the rules' promulgation, however, have changed the assessment landscape and caused staff to re-evaluate both the timing of the state assessments to be used and the process to determine the lowest performing school districts subject to the 2015-2016 implementation time table. Further details about the proposed changes are provided under "Policy Implications" below.

Additionally, other changes being proposed in Part 50 align terminology used in the rules with the educator licensure system implemented July 1, 2013.

The proposed amendments were published in the Illinois Register on April 25, 2014, to elicit public comment; one comment was received. A summary and analysis of the comment, along with any recommendations for changes in the proposed amendments as a result, is attached.

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

**Policy Implications:** Section 24A-2.5 of the School Code requires that school districts performing in the lowest 20 percent of all school districts statewide implement performance evaluation systems incorporating data and indicators of student growth beginning September 1, 2015 (Section 50.20(d)). In 2012, staff faced two competing priorities when they contemplated the way in which performance would be measured: the age of the data to be used and the amount of time school districts would need to develop high-quality performance evaluation systems. At that time, staff reasoned that if the data used was too old, then districts that had shown improvement in subsequent years risked being ranked in the lowest performing group, a ranking they may no longer hold. At the same time, staff agreed that the rules had to provide adequate time to design effective evaluation systems. For these reasons, staff supported the use of preliminary assessment data released in summer 2014 as a way to ensure that the data would be the most accurate representation available of a district’s performance and still afford joint committees in the lowest performing school districts with a full school year to debate and design effective evaluation systems.

This spring, however, the State Board began to pilot-test new assessments, which align to the recently revised Illinois Learning Standards (ILS) for English Language Arts and Mathematics. These assessments, developed by the Partnership for Assessment of Readiness for College
and Careers, or PARCC, have been administered to about 125,000 students in nearly 1,800 Illinois schools and 650 districts. The field test, or “test of the test”, is intended to help students and staff in the participating schools to become familiar with PARCC. The tests also will provide the agency with valuable feedback before they are finalized for administration in all school districts in the 2014-15 school year. Students being administered the PARCC pilot test were not be required to take the ISAT or PSAE and their results from PARCC will not be used for state or federal accountability purposes. This presents a dilemma for State Board staff in identifying school districts whose performance ranks in the lowest 20 percent of districts statewide, since it would be inappropriate to use results from two different assessments to construct a single list for PERA implementation purposes.

Therefore, staff are proposing that Section 50.20(e) be modified to allow for the use of the composite results from the 2011, 2012 and 2013 administrations of the state assessments (i.e., Illinois Alternative Assessment (IAA), Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE)). The composite ISAT scores for each of the three years have been recalibrated to reflect new cut-scores that better align to the revised ILS for English Language Arts and Mathematics. Additionally, the ISAT scores reflect performance levels more closely matched to the PSAE; therefore, it will no longer be necessary to group districts by type (i.e., elementary, unit, high school) when establishing the rank order of performance.

Finally, staff was encouraged to use a methodology for determining the lowest performing districts for PERA implementation purposes that was identical to that used for identifying priority school districts for system of support purposes. Section 24A-2.5 of the School Code, however, requires that districts be identified as lowest performing based on their overall performance. By contrast, a school district may be identified as “priority” if only one school in the district is so identified, even if its overall performance would not have resulted in the district's placement among the lowest 20 percent. For PERA purposes, the performance of one or more schools in the district should not be the trigger for a district's having to implement performance evaluation systems earlier than the majority of the school districts in the state are required to do so. It is critical that the process include all of the schools in a district when determining districtwide performance.

Specifically, the proposed changes are intended to communicate that:

- The list will identify school districts as the lowest performing 20 percent statewide at one single point in time;
- The list will be used once for purposes of PERA implementation only; and
- The proposed method will focus on district performance as a whole rather than be influenced by the performance of a subset of schools.

**Budget Implications:** None.

**Legislative Action:** None.

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

**Pros and Cons of Various Actions**

The method for identifying the lowest performing school districts is equitable and will ensure that a school district is not identified among the lowest performing solely on the performance of one or more of its schools in situations when the performance of all the district's students would not have resulted in that placement. The use of data from the previous three years, moreover, would allow school districts to be informed of their status earlier than they would have been if
the agency were relying on results from the current year's administration of the state assessments.

A few school districts may question the use of previous years' data if they believe that they would be able show significant improvement on the 2014 state assessments sufficient to raise their performance ranking above the lowest 20 percent of districts statewide.

**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:

Evaluation of Certified Employees under Articles 24A and 34 of the School Code (23 Illinois Administrative Code 50).

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.
Comment

A commenter noted that the rules did not clearly address the "supports" that school districts should be providing for an individual subject to a "professional development plan" due to his or her performance evaluation rating. He questioned whether a teacher would have any options to pursue should he or she fail to successfully complete the professional development plan due to the school district's inability to provide the appropriate supports.

Analysis

In accordance with Section 24A-5(i) of the School Code [105 ILCS 5/24A-5(i)], a professional development plan must be developed for any tenured teacher who receives a "needs improvement" performance evaluation rating. The teacher's evaluator works with the teacher to develop a plan that addresses both the areas for which improvement is needed and the supports that the district should provide to address those areas identified.

The commenter's remark, however, is addressing a portion of the rules that is not the subject of the current rulemaking. Section 50.100(d) requires that any professional development provided as part of a teacher's professional development plan align to the Standards for Professional Learning published by Learning Forward. According to Learning Forward's website, the standards "outline the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results". Additionally, the standards address various "supports" that enhance professional learning, among which are establishment of learning communities; provision of appropriate resources; identification of outcomes aligned to educator performance and classroom curriculum; use of student, educator and system data; and implementation of research-based strategies to ensure long-term changes.

By requiring that professional development align to the Learning Forward standards, the rule contemplates professional development plans that contain adequate supports for growth and improvement, as well as learning approaches based on the latest research in professional learning. Given the unique and individual characteristics of each professional development plan, it would be difficult for the rules to identify all of the supports that one may need to improve his or her performance. The standards, therefore, serve as the ruler by which school districts would measure the adequacy and appropriateness of the professional development provided.

Recommendation

No changes are recommended in response to these comments.
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 50
EVALUATION OF EDUCATOR LICENSED CERTIFIED EMPLOYEES UNDER ARTICLES 24A AND 34 OF THE SCHOOL CODE

SUBPART A: GENERAL REQUIREMENTS

Section
50.10 Purpose
50.20 Applicability
50.30 Definitions

SUBPART B: PERFORMANCE EVALUATION PLANS: TEACHERS

Section
50.100 Plan Components Required for the Evaluation of Teachers
50.110 Student Growth Components
50.120 Professional Practice Components for Teachers
50.130 Reporting

SUBPART C: STATE PERFORMANCE EVALUATION MODEL FOR TEACHERS

Section
50.200 Implementation Requirements

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS AND ASSISTANT PRINCIPALS

Section
50.300 Plan Components Required for the Evaluation of Principals and Assistant Principals
50.310 Student Growth Components
50.320 Professional Practice Components for Principals and Assistant Principals
50.330 Reporting

SUBPART E: TRAINING FOR EVALUATORS
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NOTICE OF ADOPTED AMENDMENTS

Section 50.400  School District-Developed Prequalification Process or Retraining Program
50.410  Minimum Requirements for Prequalification Process and Retraining Program
50.420  Competencies of Qualified Evaluators

50.APPENDIX A  Illinois Standards for Principal Evaluation

AUTHORITY: Implementing and authorized by Section 24A-7 of the School Code [105 ILCS 5/24A-7].


SUBPART A: GENERAL REQUIREMENTS

Section 50.10  Purpose

This Part establishes the minimum requirements for the establishment of valid and reliable performance evaluation systems for certified employees who hold a professional educator licensed endorsed in a teaching or administrative field and are serving as a teacher, principal or assistant principal. Pursuant to Article 24A of the School Code [105 ILCS 5/Art. 24A], that the performance evaluation systems shall assess both professional competence or practice and student growth. The purposes of this Part are to:

a) identify the minimum components, including those that address the use of data and indicators of student growth as a significant factor in rating performance, of a teacher performance evaluation system and of a principal and, as applicable, assistant principal performance evaluation system that each school district must implement;

b) provide a State model for the evaluation of teachers that addresses the use of data and indicators on student growth as a significant factor in rating teacher performance, some or all of which shall be required of a school district under certain circumstances outlined in Section 24A-4 of the School Code [105 ILCS 5/24A-4]; and
c) establish criteria for locally developed programs to prequalify and retrain evaluators, pursuant to Section 24A-3 of the School Code [105 ILCS 5/24A-3].

(Source: Amended at 38 Ill. Reg. _____, effective ______________)

Section 50.20 Applicability

Sections 24A-2.5 and 24A-15 of the School Code [105 ILCS 5/24A-2.5 and 24A-15] establish the dates for specific groups of school districts (or for schools within certain districts) to implement performance evaluation systems, including both professional practice and data and indicators of student growth, for teachers, principals, and assistant principals that meet the requirements of this Part and Article 24A of the School Code and, for City of Chicago School District 299 (CPS), Sections 34-8 and 34-85c of the School Code [105 ILCS 5/34-8 and 34-85c].

a) Each school district shall implement a performance evaluation system for principals by September 1, 2012. (See Section 24A-15 of the School Code.)

b) Each school district located outside of the city of Chicago shall implement a performance evaluation system for assistant principals by September 1, 2012. (See Section 24A-15 of the School Code.)

c) CPS shall implement a performance evaluation system for teachers in at least 300 schools by September 1, 2012 and in the remaining schools by September 1, 2013. (Section 24A-2.5 of the School Code)

d) School districts that have received a grant under Section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA; 20 USC 6301 et seq.), as reauthorized by the No Child Left Behind Act of 2001 (PL 107-110), or under Race to the Top (American Recovery and Reinvestment Act of 2009, Section 14005-6, Title XIV (Public Law 111-5)) shall implement a performance evaluation system for teachers in those schools that are covered by Section 1003(g) or Race to the Top funds by the date set forth in the approved grants. (See Section 24A-2.5 of the School Code.)

e) School districts located outside of the City of Chicago whose student performance ranks in the lowest 20 percent among all Illinois school districts of their type (i.e., unit, elementary or high school) shall
implement a performance evaluation system for teachers by September 1, 2015. (See Section 24A-2.5 of the School Code.) For purposes of this subsection (e), "student performance" shall be determined based upon a school district's overall performance on the spring 2014 administration of the State assessments authorized under Section 2-3.64 of the School Code [105 ILCS 5/2-3.64], as determined by averaging the district's composite results from the 2011, 2012 and 2013 test administrations.

f) Any school district not subject to subsection (c) or (e) of this Section and schools located in school districts subject to subsection (d) of this Section that are not covered by a grant under Section 1003(g) of Title I of ESEA or Race to the Top shall implement a performance evaluation system for teachers by September 1, 2016. (See Section 24A-2.5 of the School Code.)

g) In accordance with the provisions of Section 24A-2.5 of the School Code, a school district and either its exclusive bargaining representative of teachers or its teachers, if the teachers are not represented by an exclusive bargaining representative, may jointly agree to an implementation date that is earlier than the date specified in this Section for their district type. When an earlier implementation date is agreed upon, the school district shall provide to the State Board of Education, within 30 days after an agreement is executed, a dated copy of the written agreement specifying the agreed upon implementation date and signed by the district superintendent and the exclusive bargaining representative or teachers, as applicable.

(Source: Amended at 38 Ill. Reg. _______, effective ____________)

Section 50.30 Definitions

As used in this Part:

"Assessment" means any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals and assistant principals shall be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1.Appendix D) or Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235.Appendix A), as applicable. For the purposes of this Part, assessments will be defined as the following types.
"Type I assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

"Type II assessment" means any assessment developed or adopted and approved for use by the school district and used on a districtwide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

"Type III assessment" means any assessment that is rigorous, that is aligned to the course’s curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2) of this Part).

"Assistant principal" means an administrative employee of the school district who is required to hold an administrative certificate issued in accordance with Article 21 of the School Code [105 ILCS 5/Art. 21] or a professional educator's license issued in accordance with Article 21B of the School Code [105 ILCS 5/21B] endorsed for either general administrative or principal, and who is assigned to assist the principal with his or her duties in the overall administration of the school.

"Formal observation" means a specific window of time that is scheduled with the teacher, principal, or assistant principal for the qualified evaluator, at any point during that window of time, to directly observe professional practices in the classroom or in the school. (Also see Sections 50.120(c) and 50.320(c) of this Part.)
"Joint committee" means a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties set forth in this Part regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance. (Section 24A-4 of the School Code)

"Informal observation" means observations of a teacher, principal, or assistant principal by a qualified evaluator that are not announced in advance of the observation and not subject to a minimum time requirement.

"Measurement model" means the manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time.

"Performance evaluation plan" means a plan to evaluate a teacher, principal, or assistant principal that includes data and indicators on student growth as a significant factor in judging performance, measures the individual's professional practice, and meets the requirements of Article 24A of the School Code and this Part.

"Performance evaluation rating" means the final rating of a teacher's, principal's, or assistant principal's performance, using the rating levels required by Sections 24A-5(e), 34-8, and 34-85c of the School Code [105 ILCS 5/24A-5(e), 34-8, and 35-85c], that includes consideration of both data and indicators of student growth, when applicable under Section 24A-2.5 of the School Code [105 ILCS 5/24A-2.5] and Section 50.20 of this Part, and professional practice.

"Qualified Evaluator" shall have the meaning set forth in Section 24A-2.5 or 24A-15 of the School Code and shall be an individual who has completed the prequalification process required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable, and successfully passed the State-developed assessments specific to evaluation of teachers or principals and assistant principals. Each qualified evaluator shall maintain his or her qualification by completing the retraining required under Section 24A-3 of the School Code or Subpart E of this Part, as applicable.

"Student growth" means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.
"Teacher" means full-time or part-time professional employees of the school district who are required to hold a teaching certificate issued in accordance with Article 21 of the School Code or a professional educator's license endorsed for a teaching field issued in accordance with Article 21B of the School Code. For the purposes of the requirements specific to student growth outlined in Article 24A of the School Code and this Part, "teacher" shall not include any individual who holds a school service personnel certificate issued under Article 21 of the School Code or a professional educator license endorsed for school support personnel issued under Article 21B of the School Code and is assigned to an area designated as requiring this certificate or endorsement, including but not limited to school counselor, school psychologist, nonteaching school speech and language pathologist, school nurse, or school social worker.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

SUBPART D: PERFORMANCE EVALUATION PLANS: PRINCIPALS AND ASSISTANT PRINCIPALS

Section 50.300 Plan Components Required for the Evaluation of Principals and Assistant Principals

Each school district shall implement a performance evaluation plan for its principals and assistant principals no later than September 1, 2012. (See Sections 24A-15 and 34-8 of the School Code.) Assistant principals employed by CPS shall not be subject to the performance evaluations system established under Article 24A of the School Code and this Part.

a) A school district may choose to develop its own performance evaluation plan or adopt or adapt the State model authorized under Section 24A-7 of the School Code.

1) The plan shall consider the principal's or, as applicable, assistant principal's specific duties, responsibilities, management and competence as a principal or assistant principal. (Sections 24A-15(c)(1) and (c-5)(1) and 34-8 of the School Code)

2) The plan shall consider the principal's or, as applicable, assistant principal's strengths and weaknesses, with supporting reasons. (Sections 24A-15(c)(2) and (c-5)(2) and 34-8 of the School Code)
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

3) The plan shall consider the performance goals developed pursuant to Sections 10-23.8a and 34-8.1 of the School Code [105 ILCS 5/10-23.8a and 34-8.1] for any principal or, as applicable, assistant principal who has a performance-based contract.

b) The plan shall identify the person who will evaluate the principal or assistant principal. For a principal who also serves as the district superintendent, the evaluator shall be appointed by the local board of education, and the board's appointment shall not be the person whose performance as principal is being evaluated. The evaluator so appointed shall hold a current and valid administrative certificate or professional educator license endorsed for superintendent issued under Article 21 or Article 21B of the School Code, respectively, and have completed the prequalification process and any retraining, as applicable, required under Section 24A-3 of the School Code or Subpart E of this Part.

c) The plan shall provide for the completion of the evaluation (i.e., collection of data and information on student growth and conducting observations) no later than March 1 annually for a principal or assistant principal (Section 24A-15 of the School Code) for school districts located outside of the City of Chicago, or by July 1 annually for a principal employed by CPS. (See Section 34-8 of the School Code.)

d) At the start of the school term (i.e., the first day students are required to be in attendance), the school district shall provide a written notice (either electronic or paper) to each principal and, as applicable, assistant principal that a performance evaluation will be conducted, or, if the principal or assistant principal is hired or assigned to the position after the start of the school term, then no later than 30 days after the contract is signed or the assignment is made. The written notice shall include:

1) a copy of the rubric to be used to rate student growth and professional practice of the principal or assistant principal; and

2) a summary of the manner in which student growth and professional practice measures to be used in the evaluation relate to the performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory".

e) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall meet to set the student growth measurement
models and targets to be used. If the qualified evaluator and principal or assistant principal fail to agree on the student growth measures and targets to be included, then the qualified evaluator shall determine the goals to be considered.

f) On or before October 1 of each year, the qualified evaluator and principal or assistant principal shall establish professional growth goals, which shall be based on the results of the performance evaluation conducted in the previous school year, if any. If the qualified evaluator and principal or assistant principal fail to agree on the professional growth goals to be included, then the qualified evaluator shall determine the goals to be considered.

g) When the performance evaluation is completed, the qualified evaluator shall meet with the principal or assistant principal to inform the principal or assistant principal of the rating given for the student growth and professional practice components of the evaluation and of the final performance evaluation rating received, and discuss the evidence used in making these determinations. The qualified evaluator shall discuss the strengths demonstrated by the principal or assistant principal and identify specific areas of growth.

(Source: Amended at 38 Ill. Reg. _____, effective ____________)

SUBPART E: TRAINING FOR EVALUATORS

Section 50.400 School District-Developed Prequalification Process or Retraining Program

Section 24A-3 of the School Code requires that an individual who conducts evaluations of teachers, principals, or assistant principals after September 1, 2012 be prequalified before undertaking any evaluations and participates in a regularly scheduled retraining program, either of which must be developed or approved by the State Board of Education. In order to ensure that a school district-developed prequalification process or retraining program meets the rigor of the State Board of Education-developed trainings, any prequalification process or retraining program developed and used by a school district shall, at a minimum, meet the requirements of this Subpart E.

a) Prequalification Process
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

1) Beginning September 1, 2012, an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal unless he or she has successfully completed the prequalification process and passed the State-developed assessment specific to rating professional practice.

2) Beginning on a school district's applicable implementation date, as set forth in Section 50.20 of this Part, or by an earlier implementation date as determined by the school district and its teachers, or exclusive bargaining representative, as applicable (see Section 50.20(g) of this Part), an evaluator shall not conduct a performance evaluation of a teacher, principal, or assistant principal that addresses student growth unless he or she has successfully completed the prequalification process for student growth and passed the State-developed assessment specific to the consideration of data and indicators of student growth.

b) A school district offering its own retraining program shall ensure that each qualified evaluator completes the program at least once during each five-year educator certificate or licensure renewal cycle. (See Section 24A-3 of the School Code.)

1) An individual who has not completed the retraining program, as required, during any applicable five-year cycle shall be ineligible to conduct evaluations until the retraining program is completed.

2) An individual who will be evaluating teachers in a school district that implements a performance evaluation system beginning September 1, 2015 or later shall be required to successfully complete a retraining program specific to professional practice of teachers before conducting any performance evaluations of teachers.

c) A school district developing its own prequalification process or retraining program shall notify the State Board of Education no later than July 1 immediately preceding the school year in which the process or program will be implemented. The notification shall at least include the type of training to be offered, names of the individuals presenting the training, and date upon which each school district-designated trainer completed the "train-the-trainers" program offered by, or on behalf of, the State Board of Education.
Section 50.410 Minimum Requirements for Prequalification Process and Retraining Program

A school district-developed prequalification process or retraining program shall contain each of the elements listed in this Section. A school district is not required to develop both a prequalification process and retraining program, nor is it required to address both teachers and principals. Similarly, a locally developed prequalification process or retraining program may address professional practice only, student growth only, or both. Any school district not offering a unified course of study (i.e., professional practice and student growth) either for teachers or principals shall ensure that those individuals successfully complete the State-developed prequalification process or retraining program in those areas not being covered by the locally developed process or program.

a) Each individual who will present a prequalification process or retraining program shall complete the "train-the-trainer" program offered by, or on behalf of, the State Board of Education.

b) Individual course modules shall address each of the following areas:

1) Use of student growth data and indicators to evaluate teachers;

2) Use of student growth data and indicators to evaluate principals;

3) Methods and strategies for evaluating the professional practice of teachers; and

4) Methods and strategies for evaluating the professional practice of principals.

c) Each course module shall outline course goals, objectives, and participant outcomes and include training materials that align to the school district's evaluation plan.

d) Each course module shall include "field practice" in a variety of virtual, simulated, or live contexts in order to allow evaluators to apply their understanding to actual situations.

e) Standards
1) Course modules for teachers shall be aligned to the Illinois Professional Teaching Standards (23 Ill. Adm. Code 24); and

2) Course modules for principals shall be aligned to the Illinois Standards for Principal Evaluation contained in Appendix A of this Part.

f) Course Content

Course modules shall address the following content:

1) State statutory and regulatory requirements for evaluating certified staff (i.e., teachers, principals and assistant principals holding professional educator licenses), including the use of the required performance evaluation ratings of "excellent", "proficient", "needs improvement", and "unsatisfactory";

2) Protocols and best practices for conducting classroom observations for teachers or observations of school practices for principals;

3) Case studies that exemplify collaborative learning environments;

4) Skills for engaging teachers or principals in high-quality opening conferences, feedback sessions, and end-of-year evaluation discussions;

5) Methods for developing and supporting individualized professional development plans for tenured teachers rated as "needs improvement";

6) Methods for developing and supporting individualized remediation plans for tenured teachers rated as "unsatisfactory";

7) Methods for developing and supporting individual and school-level growth and development goals and plans for principals;

8) Methods for analyzing multiple measures of student growth;

9) Methods for constructing performance evaluation ratings from disparate, variously subjective indicators; and
10) Strategies for evaluating teachers certified staff in specialized disciplines (e.g., special education; bilingual education; career and technical education; skill-based subject areas, such as art and music).

g) Any individual who completes the school district-developed prequalification process but who fails the State-developed assessment shall be required to participate in the State-developed prequalification program before retaking the assessment.

h) A school district shall include remediation for individuals who did not successfully complete one or more courses of the retraining program. The remediation shall include content or approaches that are different than what was provided in the initial course module to assist the individual in mastering the material.

i) Course modules may be presented in-person or through distance-learning or video-conferencing technology or through a configuration that best accommodates the content.

(Source: Amended at 38 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 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 ensure that English learners have access to the programs and services that will help them to be academically successful.

Expected Outcome(s) of Agenda Item
The Board will be asked to adopt amendments to Part 228.

Background Information
Proposed modifications in Part 228 affect various Sections of the rules to:
- Incorporate English development standards for English learners in preschool programs;
- Allow flexibility for school districts to choose the prescribed screening instrument for English learners who are in the second semester of grade 1 or in grades 2 through 12;
- Require that transitional programs of instruction include instruction in English as a second language; and
- Modify the requirement for preschool teachers of English learners to be fully qualified to provide home language or English as a second language instruction.

Each of these proposed modifications is more fully explained under “Policy Implications” below.

The proposed amendments were published May 30, 2014, in the Illinois Register to elicit public comment; 23 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: Since 2006, the rules governing bilingual education programs have relied on English language development standards of the World-class International Design and Assessment Consortium (WIDA) at the University of Wisconsin at Madison as the basis of the English proficiency test and starting in 2010, for English as a second language instruction. Originally, the standards addressed all students, prekindergarten through grade 12. In 2012,
the standards were modified to apply only to students in kindergarten through grade 12. WIDA has now completed English language development standards for prekindergarten (i.e., ages 2½ through 5½) and these also are being incorporated into the rules. Both sets of standards are now defined in Section 228.10, and references to them in the body of the rules will direct the reader to Section 228.10 for the standards applicable to the ages/grade levels of the students being served. Adoption of the prekindergarten standards will ensure alignment to the kindergarten through grade-12 standards already incorporated into the rules.

Screening Instrument: Section 228.10 currently requires the use of the WIDA ACCESS Placement Test (W-APT™) as a screening instrument for use with students in the second semester of grade 1 through grade 12. Students in kindergarten or in the first semester of grade 1, however, must be screened using a different screener, WIDA’s Measure of Developing English Language, or MODEL™.

The distinction between the two screening instruments was added in 2010. MODEL is a more nuanced, student-specific screening instrument that enables school district staff to make better placement decisions for students just starting school (i.e., kindergarten or beginning of grade 1). Either test would be appropriate for students in the second semester of grade 1 through grade 12, and the proposed rule would provide school districts with the flexibility to choose which screening instrument to use for these students.

English as a Second Language (ESL) Instruction: The two components of a transitional program of instruction (TPI) are instruction or support in the student’s native language and ESL instruction. ESL is necessary to ensure that students who enter schools with little or no knowledge of English acquire the necessary skills to understand and produce academic English. The purpose of ESL is to provide direct instruction in the acquisition of the English language. Under Article 14C of the School Code [105 ILCS 5/Art. 14C], school districts are required to provide programs that will help English learners learn English. Therefore, the changes proposed in Section 228.30(d) do not create a new mandate. Rather, the changes clarify the existing rule to make clear that ESL instruction is not an optional component for TPI programs.

Staff Qualifications: Starting July 1, 2014, instruction provided to English learners in early childhood classrooms must be provided by an individual who holds a professional educator license endorsed for both early childhood and for the specific type of bilingual instruction that is being provided (i.e., either instruction conducted in the student’s home language or English as a second language instruction). This requirement was placed in Section 228.35(c) in 2010 in response to modifications to Article 14C of the School Code requiring the provision of bilingual education services by school districts to English learners served in preschool programs. At the time the requirement was put in place, the agency received public comment stating that school districts would not be able to recruit a sufficient number of qualified staff by 2014. They also suggested that then-employed early childhood teachers or those with bilingual credentials would lack the resources and time needed to earn the endorsement they lacked so that they would be fully qualified to instruct preschool-aged English learners.

As the July 1 deadline approached, school districts and early childhood advocates indicated to agency staff that they are anticipating staff shortages for the 2014-15 school year. Therefore, agency staff’s enforcement of the current rule could result in potential penalties for school districts with preschool programs and may jeopardize services for English learners in these settings. For these reasons, the proposed amendment would delay until July 1, 2016, the requirement for school districts to employ fully qualified early childhood staff for their preschool.
programs. It also includes an interim measure for school districts not now in compliance that is intended to promote planning and implementation. The proposed modification will require school districts that are unable to meet the staffing requirements between now and July 1, 2016, to submit to the agency an annual staffing plan that includes a description of how the needs of English learners will be met. In this way, the proposed amendment balances the need for English learners to have fully qualified staff with the difficulty some school districts are experiencing in recruiting and employing fully credentialed preschool personnel. (See Section 228.35(c)(3) for further details.)

Finally, a slight technical modification is being made in Section 228.30(c)(3)(B)(v), which addresses placement of certain English learners in part-time transitional bilingual education (TBE) programs. The provision was added in August 2013 and modified in response to the public comment received. The provision, however, has caused some confusion in the field. Its intent is to communicate that under certain circumstances (i.e., when the native language has no written component or is one for which written instructional materials are not available), native language instruction, which would otherwise be required, may be limited to those domains that exist for the language. Since the subsection does not make this clear and, in response to public comment received, the rule will more directly state the limited circumstances under which instruction in the native language may be provided.

**Budget Implications:** None

**Legislative Action:** None

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

### Pros and Cons of Various Actions

The proposed changes strengthen bilingual education programs and ensure that services to all English learners are aligned to rigorous standards and contain high-quality components necessary for becoming proficient in English. Additionally, early childhood and bilingual education staff in school districts unable to find a sufficient number of fully qualified staff for their preschool programs would be required to work together to make certain that preschoolers who are learning English have access to appropriate services and opportunities.

Not proceeding with the proposed rulemaking could result in limited services of a lesser quality being provided for English learners enrolled in preschool programs. Enforcing requirements that are outside of rules also would result in the agency being in conflict with the Illinois Administrative Procedure Act, which requires state agencies to set forth their policies in administrative rules.

### 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.
Comment

The majority of the commenters supported delaying until July 1, 2016, the requirement for school districts to have fully qualified early childhood staff for their preschool programs serving English learners. The change in the effective date of the requirement provides time for programs to recruit new staff members who hold both early childhood and bilingual education endorsements and/or for current staff to complete endorsement programs or training necessary to become fully qualified, they said.

However, several of the commenters also pointed out that it is cost-prohibitive for currently employed early childhood teachers or bilingual education teachers to complete preparation programs for the endorsement that they lack. One commenter from a social service agency expressed concerns that the requirement for fully qualified staff "puts a financial burden" on his program "since there is no additional funding to pay for support (of) the requirement". Another social service agency said that the lack of educators holding both early childhood and bilingual credentials would result in programs being out of compliance with State Board rules, reducing the number of services available to students.

Additionally, several other commenters expressed concerns about the difficulty finding fully qualified staff for preschool programs that are multilingual, particularly those serving students who speak a language with several dialects or one that is not commonly found in Illinois schools. One individual suggested the State Board work with other state agencies and higher education institutions, as appropriate, to expand scholarship opportunities and establish "professional learning communities/cohort programs" with flexible class schedules to assist early childhood educators working with multilingual children.

Other suggestions included the State Board allowing preschool programs to use Early Childhood Block Grant funds to "support tuition reimbursement to make this a reality" and another asked what financial support, if any, was available for teachers to earn an additional credential. Others echoed those remarks about access, urging the agency to work with educator preparation programs, "initiating strategies to recruit greater numbers of linguistically diverse teaching candidates and alter course requirements to ensure" that early childhood bilingual education teachers can effectively meet the needs of English learners.

One individual disagreed with the proposed delay, however, which she said would result in "more resistance and stalling" on the part of school districts to recruit and employ fully qualified staff.

Analysis

State law, rather than regulations, set forth the required credentials of early childhood teaching staff in preschool education classes serving English learners. Section 2-3.71 of the School Code stipulates that all teachers in Preschool for All programs must hold "an early childhood teaching certificate" (that is, a professional educator license endorsed in early childhood education). Likewise, Section 14C-8 requires any teacher employed in a bilingual program to either hold a valid Illinois professional educator license endorsed for bilingual education or English as a second language or meet the requirements for an educator license with stipulations...
set forth under Section 21B-20 of the School Code (transitional bilingual educator or visiting international educator). These overlapping requirements mean that a preschool teacher serving bilingual students must meet both sets of endorsement requirements noted above.

Currently, Illinois has 532 educators who hold a professional educator license with both an early childhood education credential (including early childhood special education endorsements) and the bilingual education endorsement. There also are 1,318 educators who hold a professional educator license with both an early childhood education credential (including early childhood special education endorsements) and English as a second language endorsement. By way of adding some perspective, the agency in the 2012-13 school year used the Early Childhood Block Grant to fund 3,456 half-day sessions of preschool and 129 full-day sessions. If one assumes that one teacher is assigned for every two, half-day sessions (although that is not always the case), then at least 1,857 early childhood teachers would be needed. In the same time period, the programs served approximately 75,500 preschool children. Of the children served, about 17.5 percent were considered English learners. The concentration of English learners within various programs and the model of the program that serves them further complicates attempts to estimate the demand for individuals holding bilingual education and English as a second language endorsements.

Anecdotal evidence and remarks from a few commenters also appear to support the assumption that some individuals holding both early childhood and bilingual education endorsements may be working in the primary grades (kindergarten through grade 3) rather than in preschool settings. Despite urging from one commenter that the State Board provide financial incentives to school districts to help retain early childhood educators in preschool programs, licensed and endorsed teachers in school-based programs typically are paid using the same pay scale as their elementary education counterparts. Unfortunately, the State Board can do very little to influence school districts' decisions about the assignment of personnel. Staff hope that the proposed requirement for school districts to examine their staffing needs for preschool programs and submit those staffing plans to the State Board will encourage districts to give priority to placing fully qualified staff in early childhood classrooms.

With the assistance of federal funding, Illinois has increased its scholarship investment and expanded the Gateways to Opportunity Scholarship to cover bilingual education and English as a second language endorsements. The scholarship covers a maximum of 15 semester hours per year (or equivalent quarter hours) and may be used for early childhood education degrees or to complete coursework necessary for a bilingual education or English as a second language endorsement. The Gateways Scholarship Program is administered by the Illinois Network of Child Care Resource and Referral Agencies, and funded by the Illinois Department of Human Services, Bureau of Child Care and Development, and the State Board. (See http://www.ilgateways.com/en/gateways-scholarship-program for further information.)

In addition, agency staff have been coordinating with other state agencies and with postsecondary institutions for many years to build a stronger educator pipeline for teachers of preschool English learners. Beginning in 2010, using state and federal funding, Illinois began hosting higher education faculty institutes focused on increasing the capacity of and strengthening networking between early childhood and bilingual faculty. The federal Early Learning Challenge Grant also has continued to support these efforts, as well as to support grants to postsecondary institutions to assist in efforts to redesign programs to incorporate English learner endorsements into their early childhood programs. A website, online modules and other faculty resources have been developed. Additionally, the agency is coordinating with the Governor's Office for Early Childhood Development to assess the feasibility of establishing
regional cohorts of early childhood teachers who wish to complete programs to qualify for bilingual education or English as a second language endorsement.

Recommendation

No changes are recommended in response to these comments.

Comment

A commenter suggested that the staffing plan proposed under Section 228.35(c) require that school districts with personnel not fully qualified also include in their plans the steps they have taken to support those teachers who are working to complete programs for the receipt of either the early childhood education or bilingual education endorsement. Preschool programs, she said, "should be discussing the way they support interested staff in pursuing the endorsement".

An early childhood organization also expressed concern that the staffing plan does not "fully address the need to monitor and assess the effectiveness" of the plan. As a remedy, she asked that the rules specifically require school districts to monitor progress in implementing the plan "to ensure that school districts prioritize the needs of young English learners".

Another comment requested that the agency add a rule requiring school districts to submit a report in spring 2015 "demonstrating evidence of progress" toward the employment of fully qualified staff, including qualified early childhood special education staff members. The group also asked that early childhood special education staff participate in the development of the staffing plan. The same group further asked that the rule reiterate that the component of the plan addressing the needs of English learners applies to the 2014-15 and 2015-16 school years.

Analysis

The first suggested modification to Section 228.35(c) is unlikely to increase a district's reporting burden appreciably beyond what the plan currently proposes, as it would be applicable only if a school district were actively supporting early childhood staff in seeking the additional credentials to become fully qualified.

As for monitoring, it was not staff's intent in drafting the rule that school districts would not continually assess and update their staffing plans as needed. School districts that are not currently compliant with staffing requirements have two years to ensure their preschool programs employ fully qualified staff for all English learners. Explicitly stating in the rule that it is the responsibility of a school district to monitor its progress toward recruiting and retaining fully qualified staff enhances the proposed rule's original purpose.

The rule, as proposed, requires that "school administrators" with responsibility for early childhood and bilingual education develop the staffing plan. Requiring special education teachers to participate in the development of the plan could create an undue burden for school districts; however, school districts are encouraged to include special education teachers when their participation would enhance planning. While many preschool programs serve students with disabilities, each student's Individualized Education Program determines the services to which the child is entitled and, based on those service requirements, the special education staff needed to deliver those services. For this reason, it is appropriate for the plan to address early childhood special education staff to ensure that the needs of preschool English learners with disabilities are considered.
Finally, reiterating the period of time for which a plan must be developed in Section 228.35(c)(3)(D) seems redundant since it is stated in the introductory paragraph and would not improve the meaning to state the timeframe for the staffing requirement again.

**Recommendation**

It is recommended that Section 228.35(c)(3)(A) be modified as follows.

228.35(c)(3) During school years 2014-15 and 2015-16, any school district unable to meet the requirements of subsection (c)(2) shall submit a plan to the State Superintendent of Education by September 15 of each year that demonstrates how the program is actively working toward recruiting and hiring fully qualified staff and serves preschool-age English learners. The plan shall be developed and monitored jointly by school administrators responsible for the preschool program and the bilingual education program. Using a format prescribed by the State Superintendent of Education, the plan shall include, but is not limited to:

A) Past and current efforts undertaken by the district to recruit and hire fully qualified staff (early childhood, bilingual or special education) to include, as applicable, steps taken to support current preschool teachers in their efforts to obtain the early childhood education or bilingual education endorsement and/or to retain fully qualified staff.

**Comment**

A number of commenters asked that the State Board begin to collect data and information about early childhood teachers in state-funded preschool programs who are assigned to classrooms with English learners. The data, which they propose be collected annually, should address staff qualifications (both early childhood and bilingual education credentials). The comments indicated that preschool programs that lack fully qualified staff should submit this data and information to the State Board, which would use the reports to obtain an accurate gauge of the demand for dually credentialed teachers and the supply that currently exists.

Further, one group suggested that the State Board collect similar information from programs that do employ fully qualified staff. Analyzing data from districts in compliance with staffing requirements should "capture valuable insight into successful strategies" to recruit and retain fully qualified staff, it said. A report summarizing an analysis of the data collected both from programs that are in compliance and those that are not should be used for "informing policy and teacher preparation", the group concluded. Similarly, another organization proposed that all Early Childhood Block Grant programs provide staffing information necessary to ascertain the total number of teachers and assistants in these early childhood programs and the percentage who hold bilingual credentials or who may speak a language other English.

**Analysis**

The agency has been concerned for a number of years about the reporting burdens placed on school districts and has worked to consolidate data collection to ensure that duplicative information is not requested in multiple formats and that the data collected is instructive and
used for specific purposes. Keeping this in mind, early childhood and bilingual education staff intend to revisit and modify, as necessary, existing data elements currently collected from school districts so that they can be used to ascertain the information referenced by the commenters, particularly with regards to linking teacher assignments to teacher licensure data.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

A commenter expressed confusion about the qualifications required for bilingual education staff working with English learners in kindergarten through grade 12.

**Analysis**

Section 228.35(a) and (b) set forth the requirements for bilingual education staff by cross-referencing – rather than repeating – requirements found in two other Parts of administrative rules: Part 25 (Educator Licensure) and Part 1 (Public Schools Evaluation, Recognition and Supervision). For preschool programs serving English learners with disabilities, Part 226 (Special Education) establishes additional requirements for both bilingual and early childhood staff.

Sections 25.90 and 25.92 describe the qualifications one must have to hold an educator license with stipulations endorsed for transitional bilingual educator or visiting international educator. Individuals holding one of these credentials may teach in a transitional bilingual education classroom or a transitional program of instruction; however, the credential is a limited one that cannot be renewed. In order to continue teaching, individuals with either of these licenses must complete a teacher preparation program and receive a professional educator license endorsed for the grade levels of instruction and either for bilingual education or English as a second Language, with the appropriate language designation.

A fully qualified bilingual education or English as a second language teacher must have a professional educator license endorsed for one of those areas. The requirements for receiving those endorsements are set forth in Sections 1.781 and 1.782. Additionally, requirements for administrators of bilingual education programs can be found at Section 1.783. Finally, a summary of the credentials required of teachers, based on type and grade level of instruction, is articulated at Section 1.780 and can serve as a general guide to the requirements that apply.

Special education staff requirements for qualified bilingual specialists are found at Section 226.800(f). These individuals are required to complete coursework specific to special education and, depending on the credential currently held, pass an examination in the non-English language of instruction. Additionally, early childhood educators who either hold a Learning Behavior Specialist I endorsement for preschool through grade 12 or an early childhood education endorsement also must hold early childhood special education approval issued under Section 226.810(f) or an early childhood special education endorsement through completion of an educator preparation program approved for that credential.

**Recommendation**

No change is recommended in response to this comment.
Comment

A commenter expressed her support for requiring that transitional programs of instruction (TPI) include English as a Second Language (ESL) instruction. She said that not providing ESL instruction is a "severe disservice to a growing number of students within our classrooms".

Analysis

The two components of a TPI are instruction or support in the student’s native language and ESL instruction. ESL is necessary to ensure that students who enter schools with little or no knowledge of English acquire the necessary skills to understand and produce academic English. The purpose of ESL is to provide direct instruction in the acquisition of the English language. Under Article 14C of the School Code [105 ILCS 5/Art. 14C], school districts are required to provide programs that will help English learners learn English. The changes proposed in Section 228.30(d) clarify the existing rule by stating that ESL instruction is not an optional component for TPI programs.

Recommendation

No change is recommended in response to this comment.

Comment

A group pointed out that Part 235 (Early Childhood Block Grant) would need to be updated to reflect the new English language development standards being incorporated in Section 228.10.

Analysis

Staff are currently drafting amendments to Part 235, which will come to the Board in the fall for its consideration, and that change has already been incorporated.

Recommendation

No change is recommended in response to this comment.

Comment

The same group asked that the 2005 Spanish Language Arts Standards be replaced with the most current standards available. These would be the WIDA Spanish Language Development Standards (2013), the WIDA Early Language Standards (2013) and the WIDA Early Spanish Development Standards (2013), the group said. The group further suggested that a statewide committee be convened to update the Spanish Language Arts Standards.

Analysis

Staff in the Division of English Language Learning collaborated with WIDA in the development of the Spanish Language Development Standards (2013) (SLD). The SLD standards are not designed as a replacement for the 2005 Spanish Language Arts Standards (SLA), as the latter are content standards intended for school districts that offer Spanish language arts courses for their students. The SLD standards, on the other hand, guide language development. The SLA
standards were modeled on the 1997 Illinois Learning Standards for English Language Arts, and staff are aware that they are outdated. As time and resources permit, staff will work with others in the field to consider the feasibility of doing a transadaptation of the current Illinois Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects or in some other manner updating the Spanish Language Arts Standards.

Recommendation

No change is recommended in response to this comment.

Comment

A comment was made regarding the placement of students in a part-time transitional bilingual education program – despite their assessment results showing a need for a full-time placement – under certain circumstances articulated at Section 228.30(c)(3)(B). In particular, the commenters stressed that when no written component exists in a student's native language, then the use of "oral instruction is essential". They requested that the purpose of the rule state that these students be placed in a full-time transitional bilingual setting, unless the student is eligible for part-time placement. The comment also stressed the importance of school districts maintaining evidence of their efforts to "secure instructional materials" in languages that do have a written form.

Analysis

As noted in the summary of the comment above, Section 228.30(c)(3)(B) allows school districts to place a student who is not yet sufficiently proficient in English to warrant placement in a part-time transitional bilingual education program into that part-time setting under certain circumstances. This includes situations when the student's native language does not have a written form or when a school district is unable to secure instructional materials in a language that has a written component.

The rule was necessary to allow for part-time, primarily oral instruction in the student's native language when literacy cannot be part of instruction due to the nature of the language. Part-time placement is not a requirement, and its intended use is only for eligible students when a part-time program is to the instructional benefit of the student. Part-time placements provide programs with the flexibility needed to help students make a transition as their English develops.

In order to respond to the commenters' concerns that part-time placement may be used indiscriminately, the rule could be strengthened in several ways to emphasize that the needs of the students be paramount in determining when part-time placement is warranted.

Recommendation

It is recommended that Section 228.30(c)(3) be modified as follows.

Section 228.30(c)(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) and only when the placement is instructionally beneficial for the student.
If the student's score either on the prescribed screening instrument required in Section 228.15(e) or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A), the student may be placed in a part-time program only if one of the following conditions is met and the placement is instructionally beneficial for the student.

**Limited Native Language Instruction**

The limited 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 and cannot be developed may be limited to those components that exist in the language or to those components for which materials are available. Oral native language instruction or support should be provided based on the student's needs. School districts shall maintain evidence of their attempts to secure written instructional materials, as applicable, and present that evidence to the State Board staff upon request.

**Comment**

A commenter asked several questions without providing a context to the current rulemaking:

1. Is it wise to create policy based on parent desire?
2. What does an English as a second language curriculum look like for an early childhood program?
3. If a child does not pass the Pre-IPT, can other factors determine placement or must you go by the screening result?

**Analysis**

English Language Learning staff responded to the commenter on July 2, 2014. Specifically:

1. **Policy Development:** The State Board, through rulemaking, proposes policies that consider the numerous factors that have an impact on education and with the firm intention of creating better learning conditions and opportunities for Illinois students. At times, parents or other stakeholders agree with the agency’s proposals and at times they disagree. Agency staff take everyone’s concerns and comments into consideration when making recommendations to the State Board.

2. **English as a Second Language Curriculum:** A curriculum is a "living document" that needs to be developed or adapted by a school district rather than prescribed by the state education agency. The State Board does determine, however, the standards to which curricula must align. In the case of early childhood, staff has proposed that the Board adopt the "Early English Language Development Standards Ages 2.5-5.5 2013 Edition" developed by the WIDA Consortium at the University of Wisconsin—Madison.
http://wida.us/standards/EarlyYears.aspx). School districts may use these standards when developing their programs for preschool English learners.

3. **Screening**: Part 228 provides that school districts must screen preschool English learners using screening procedures (which may include a screening instrument such as Pre-IPT) that are research-based and must:
   - 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.

The intent of the rule is for screening procedures to use multiple measures and observations to evaluate a young child's level of English proficiency. Section 228.15(e)(4)(A) requires that prescribed screening procedures set forth "proficiency", if not already identified through an instrument that meets all of the prescribed screening procedure criteria. The rule further encourages school districts to consider other factors when a student's result on a screening instrument is at the "proficient" level. In these instances, the rules allow a school district to 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.

**Recommendation**

No changes are recommended in response to these comments.

**Comment**

P.A. 98-639, effective June 9, 2014, requires that charter schools established under Article 27A of the School Code comply with Article 14C of the School Code (Transitional Bilingual Education) and any implementing administrative rules.

**Analysis**

While not in response to public comment, a change should be made in Section 228.10 to define "school district", when used in the rules, as referring to charter schools. This definition will make explicit that the requirements of Part 228 apply equally to charter schools. Since the new law is clear on its face and Section 228.10 is part of the current rulemaking, the change may be made without it being considered during a public comment period. An additional change will be proposed in Section 228.5 (Purpose and Applicability) as part of a future rulemaking to clarify that the Part applies to charter schools.

**Recommendation**
It is recommended that Section 228.10 be modified by adding the following definition.

"School District" means a public school district established under Article 10 or Article 34 of the School Code [105 ILCS 5/Art. 10 or 34] or a charter school established under Article 27A of the School Code [105 ILCS 5/Art. 27A].
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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 228
TRANSITIONAL BILINGUAL EDUCATION

Section
228.5 Purpose and Applicability
228.10 Definitions
228.15 Identification of Eligible Students
228.20 Student Language Classification Data
228.25 Program Options, Placement, and Assessment
228.27 Language Acquisition Services for Certain Students Exiting the Program
228.30 Establishment of Programs
228.35 Personnel Qualifications; Professional Development
228.40 Students' Participation; Records
228.50 Program Plan Approval and Reimbursement Procedures
228.60 Evaluation

AUTHORITY: Implementing Article 14C and authorized by Section 2-3.39(1) of the School Code [105 ILCS 5/Art. 14C and 2-3.39(1)].


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 Development Standards" means either the:

For students in kindergarten and grades 1 through 12, "2012 Amplification of English Language Development Standards Kindergarten-Grade 12" (2012) published by the Board of Regents of the University of Wisconsin System on behalf of the World-class Instructional Design and Assessment (WIDA) Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at http://wida.us/standards/eld.aspx (no later amendments to or editions of these standards are incorporated); or

For students in preschool education, "Early English Language Development Standards Ages 2.5-5.5 2013 Edition" (2013) programs published by the Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium, Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison, 1025 West Johnson Street, MD#23, Madison WI 53706 and posted at http://www.wida.us/standards/eeld.aspx (no later amendments to or editions of these standards are incorporated).

"English Language Proficiency Assessment" means the ACCESS for ELLs® (WIDA 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™) (2013, 2006 or 2007) for students entering or in the second semester of grade 1 or in grades 2 through 12 (WIDA 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) and accessible at http://www.wida.us/assessment/W-APT/; or

Measure of Developing English Language (MODEL™) (2008) for students entering kindergarten through or the first semester of grade 1 (WIDA 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); this instrument also may be used for students in the second semester of grade 1 through grade 12.

"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.

"School District" means a public school district established under Article 10 or Article 34 of the School Code [105 ILCS 5/Art. 10 or 34] or a charter school established under Article 27A of the School Code [105 ILCS 5/Art. 27A].

"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.

(Source: Amended at 38 Ill. Reg. ______, effective ____________)

Section 228.15 Identification of Eligible Students
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.

The home language survey shall be administered in English and, if feasible, in the student's home language.

The home language survey form shall provide spaces for the date and the signature of the student's parent or legal guardian.

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).

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), as set forth in Section 228.10, 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.
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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 English learner, 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 English learners. 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.
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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 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 English learner 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 an English learner 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 38 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 English learners 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.
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6) Preschool and Summer School – A school district may establish preschool and summer school programs for English learners or join with other school districts in establishing these 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 English learners 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 (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:
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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://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 English learners 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
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(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 applicable English language development standards set forth in Section 228.10 2012 Amplification of the English Language Development Standards Kindergarten Grade 12 (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. 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 English learners 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, the Illinois Early Learning and Development Standards – Children Age 3 to Kindergarten Enrollment Age (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) and only when the placement is instructionally beneficial for the student.

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 inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly.

ii) 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.

B) If the student's score 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) 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 and the placement is instructionally beneficial for the student.

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
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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 and cannot be developed may be limited to those components that exist in the language or to those components for which materials are available. Oral native language instruction or support should be provided based on the student's needs. School districts shall maintain evidence of their attempts to secure written instructional materials, as applicable, and present that evidence to the State Board staff upon request.

C) 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 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. (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;

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 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 shall include, but is not limited to, the following components:

A) instruction in ESL, which must align to the applicable English language development standards set forth in Section 228.10. A transitional program of instruction also may include, but is not limited to: 2012 Amplification of the English Language Development Standards Kindergarten-Grade 12 (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. No later amendments to or editions of these standards are incorporated by this Section;

A)B) language arts in the students' home language; and

B) 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) 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) (Application Procedure and Content for New or Expanding Programs).

2) By July 1, 2016, 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, except as provided in subsection (c)(3).

3) During school years 2014-15 and 2015-16, any school district unable to meet the requirements of subsection (c)(2) shall submit a plan to the State Superintendent of Education by September 15 of each year that demonstrates how the program is actively working toward recruiting and hiring fully qualified staff and serves preschool-age English learners. The plan shall be developed and monitored jointly by school administrators responsible for the preschool program and the bilingual education program. Using a format prescribed by the State Superintendent of Education, the plan shall include, but is not limited to:

A) Past and current efforts undertaken by the district to recruit and hire fully qualified staff (early childhood, bilingual or special education) to include, as applicable, steps taken to support current preschool teachers in their efforts to obtain the early childhood education or bilingual education endorsement and/or to retain fully qualified staff;
B) Reasons why individuals meeting the requirements of subsection (a) or (b) were not hired, if applicable;

C) Professional development activities focused on the needs of preschool-age English learners; and

D) How the educational program for English learners will meet the needs of those students without fully qualified staff, to include information relative to the components set forth in Section 228.27(b) through (f).

4) Staff who are 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).

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 or a supervisory endorsement issued on a professional educator license by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Educator Licensure) 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 or a supervisory endorsement issued on a professional educator license, provided that he or she annually completes a minimum of eight hours of professional development. 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 and nonlicensed personnel involved in the education of English learners. 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:

A) current research in bilingual education;

B) content-area and language proficiency assessment of English learners;

C) research-based methods and techniques for teaching English learners;
D) research-based methods and techniques for teaching English learners 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) Each 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 38 Ill. Reg. ______, effective ____________)
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: Parent Mentoring Program

Materials: None

Staff Contact: Reyna Hernandez, Assistant Superintendent

Purpose of Agenda Item
The Center for Language and Early Child Development seeks Board authorization to award a grant of $1.5 million dollars to the Southwest Organizing Project (SWOP) to implement the Parent Mentoring Program. In FY 13 and FY 14, the Illinois Coalition for Immigrant and Refugee Rights received $1 million from the General Assembly to implement the Parent Mentor Program. During those years, SWOP was a subgrantee and lead partner. In FY15, the General Assembly appropriated funding to SWOP to carry out the Parent Mentoring Program. The Southwest Organizing Project intends to engage over 400 parents as parent mentors. 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 Mentoring Program is linked to Goal 1, Goal 2, and Goal 3 of the Board’s Strategic Plan by supporting student and teachers in providing additional support from parent mentors, as well as developing training resources and managing parent mentors. Parent mentors and community trainers also build the capacity of educators and administrators to work with families and communities. Parent mentors also 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 No. 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
The Board is being asked to authorize the State Superintendent to award a grant to the Southwest Organizing Project. The initial grant will be for the period beginning September 1, 2014, through June 30, 2015, 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 $1,500,000.
**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. Each parent mentor received training from the Parent Engagement Institute, as well as ongoing training. In FY14, the Illinois General Assembly provided funding for the program for a second year at $1 million.

In FY 14, 13 organizations recruited, trained, and supported 419 primarily low-income parent mentors in 45 schools. The parent mentors contributed 66,645 total hours, with 71% of their time spent in classrooms. In addition, partner organizations collectively raised $883,839 in matching funds to supplement the program, add mentors, and lengthen the program year. This support added 163 Parent Mentors and nearly doubled the number of hours provided to schools by mentors and volunteers. In total, between state and local funding, 13,649 students in Illinois benefited from having a parent mentor in their classroom.

Under the Parent Mentoring Program, 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 ($500).

In addition to the much-needed support for teachers and students, the PMP provides intensive parent training. Parent mentors learn how the U.S. school system works and strengthen skills they need to support their children throughout school. In turn, parent mentors 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**
The Southwest Organization Project is technically a new grantee, however, they have served previously as a subgrantee and lead partner. The Parent Mentor Program may undergo some modifications, however, the intention of SWOP is to continue with the core of the program, as implemented by the Illinois Coalition for Immigrant and Refugee Rights in FY13 and FY14.

Both FY13 and the preliminary findings for FY14 evaluations showed statistically significant positive impact across a series of program measures looking at parent, school and community engagement. The FY13 evaluation found, through quantitative and qualitative analysis, positive impact. Parents and teachers reported that parent engagement outside of the classroom also increased, strengthened community relationships with principals and teachers, improved teaching and learning and welcoming environment for parents. A majority of principals surveyed reported the program strengthens social emotional development and improves math and/or reading. Further, the parent trainings exceeded expectations of participants.

The effectiveness of the FY15 grant will be measured through an independent evaluation, as well as quarterly and annual reports. 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;

**Business Enterprise Program (BEP)**
This is a grant, which are not subject to BEP goals.

**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 FY15.

**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 45 low-income schools. If this grant is not approved, the $1.5 Million 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 Southwest Organizing Project for an initial period beginning September 1, 2014, through June 30, 2015, 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 award will not exceed $1,500,000.

**Next Steps**

Upon approval, agency staff will notify the Southwest Organizing Project of the approval of the award and will execute an agreement 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: Intergovernmental Agreement with University of Kansas Center for Research (KUCR) – Dynamic Learning Maps (DLM)

Materials: None Required

Staff Contact(s): Mary O’Brien, Ed.D., Director of Assessment
                 Angela Chamness, Division Administrator of Student Assessment
                 Jessica Dare, Principal Consultant, Student Assessment

Purpose of Agenda Item
The Division of Student Assessment requests the Board to authorize the State Superintendent to enter into a one-year intergovernmental agreement (IGA) with an option for up to six one-year renewals with the University of Kansas Center for Research (KUCR) in an amount not to exceed $9,550,648. The purpose of this IGA is for developing, administering, scoring and reporting results of the Dynamic Learning Maps (DLM) assessment for students with the most significant cognitive disabilities.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

The DLM assessment is designed to provide schools with information about the progress of students in grades 3-12 in relation to their level of proficiency in mastering the new Illinois Learning Standards incorporating the Common Core Essential Elements (CCEE) in English language arts (ELA) and mathematics for students with the most significant cognitive disabilities. The design of the computer adaptive assessment system includes instructional support tools and interim assessment tools that can be used throughout the year even in grade levels that may not be utilizing the end-of-year accountability measure. The information provided by the system is designed to create a unique learning map for each student that can assist teachers and parents in planning instruction aligned to standards and be customized to the child’s learning preferences. This assessment meets all state and federal accountability requirements.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to enter into an IGA with KUCR for the development, administration, scoring and reporting of the DLM assessment for students with the most significant cognitive disabilities.

Background Information
The DLM is a computer adaptive assessment aligned to the CCEE of the new Illinois Learning Standards for students with the most significant cognitive disabilities. Students with the most significant cognitive disabilities have a disability or multiple disabilities that significantly impact
intellectual functioning and adaptive behavior that are essential to live independently and to function safely in daily life. Students with the most significant cognitive disabilities differ markedly from one another. Many struggle to learn basic academic concepts or process the world around them and some have not yet developed intentional communication and depend on others to meet all of their needs. The DLM is designed to assess 1% of the student population. The contractor has demonstrated expertise in addressing the learning needs of this population and has measurement experience related to the development of computer adaptive assessments appropriate for use with this population. There are limited options for this population in terms of assessments aligned to new learning standards, and this assessment provides embedded learning supports for classroom educators which can be used throughout the school year and further support the implementation of standards.

Two major consortia were formed in response to a federal government grant request to create new assessment systems for students with the most significant cognitive disabilities aligned to the new standards. The Assessment Committee for Students with Disabilities (ACSD), Illinois State Advisory Council on the Education of Children with Disabilities (ISAC), and Illinois Alliance of Administrators of Special Education (IAASE), along with special educators across the state, evaluated both consortia's approaches during the 2012-2013 year and decided to field test the DLM. We are proceeding with the operational test based on the initial input from the field and the additional development around the assessment currently taking place. We have been actively involved with the DLM consortium as a governing state since May 2013. Based on feedback from field testing, the operational test should take a student approximately 30 to 45 minutes per content area. Each content area has approximately 5 testlets with each testlet including 3 to 8 items.

The DLM Consortium, led by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas, is now comprised of 19 member states: Alaska, Colorado, Illinois, Iowa, Kansas, Michigan, Mississippi, Missouri, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Utah, Washington, Wisconsin, West Virginia, Vermont, and Virginia. The DLM Consortium is guided by the belief that all students should have access to challenging, grade-level content that helps improve their learning processes. The DLM Consortium fills a unique need in the assessment of students with the most significant cognitive disabilities. The design of the DLM assessment maximizes accessibility for this population. The test development process includes multiple reviews for potential accessibility barriers, and the DLM offers a variety of accessibility tools and supports during the assessment to help fit each student's needs and preferences.

Financial Background
ISBE is requesting to enter into an intergovernmental agreement with University of Kansas Center for Research (KUCR) from the term of upon execution through June 30, 2015, with six optional one-year renewals. The estimated cost for the initial term (upon execution through June 30, 2015) is $391,420. Fiscal years 16-21 are estimated to be a maximum of $1,526,538 each, making the total contract maximum $9,550,648. The assessment is funded through the federal IDEA grant.

The cost differential between FY15 and the remaining fiscal years is due to the fact that FY15 is subsidized by the remainder of the federal grant provided to the DLM consortium for the development and delivery of the assessment and the first year operational administration. In FY15, the assessment cost is $20 per student. In each subsequent year, the cost is $78 per student ($39 ELA and $39 math).
The financial background of this contract is illustrated in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Requested Federal Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>$391,420</td>
</tr>
<tr>
<td>FY16</td>
<td>$1,526,538</td>
</tr>
<tr>
<td>FY17</td>
<td>$1,526,538</td>
</tr>
<tr>
<td>FY18</td>
<td>$1,526,538</td>
</tr>
<tr>
<td>FY19</td>
<td>$1,526,538</td>
</tr>
<tr>
<td>FY20</td>
<td>$1,526,538</td>
</tr>
<tr>
<td>Total</td>
<td>$9,550,648</td>
</tr>
</tbody>
</table>

**Business Enterprise Program (BEP)**
This is an intergovernmental agreement and exempt from the agency's BEP goal.

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

**Policy Implications**: Approval will require the need for additional procedures related to the administration of an online assessment in serving school/testing school locations.

**Budget Implications**: There are no direct costs to districts to implement the DLM assessments. The estimated cost is $1.403 million less than the cost of our previous alternate assessment (FY14 IAA cost was $2.902 million). This assessment system provides additional instructional tools and options for interim assessments accessible to teachers.

**Legislative Action**: An alternate assessment is required by state and federal law.

**Communication**: The Division of Student Assessment, in collaboration with the Division of Special Education, will communicate to the field about the implementation of the DLM assessment system and the embedded instructional supports.

**Pros and Cons of Various Actions**

**Pros**: Approval will allow the assessment to be fully operational during the 2014-2015 school year and will allow the state to meet state and federal requirements regarding the provision of an alternate assessment. For those districts which do not currently have appropriate assessment alternatives for students with the most significant cognitive disabilities, the embedded instructional supports and interim assessments available to teachers will provide options designed to help meet state and federal requirements for alternatives to district administered assessments.

**Cons**: The lack of an alternate assessment could jeopardize federal funding as it would render the state unable to provide an assessment in ELA and mathematics acceptable under IDEA and NCLB for this population of students.

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

The State Board of Education hereby authorizes the State Superintendent to enter into an intergovernmental agreement with University of Kansas Center for Research (KUCR) for the term of upon execution through June 30, 2015, with six optional one-year renewals for the test development, assessment administration, psychometric services,
scoring and results reporting for the DLM assessment. The estimated maximum cost of the contract is $9,550,648.

Next Steps
Upon Board authorization, procurement staff will present the intergovernmental agreement to the Chief Procurement Office for review and approval of an intergovernmental exemption. Upon approval, Agency staff will draft and execute an intergovernmental agreement to extend through June 30, 2015.
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: Grant to Exceed $1 Million - After School Matters Program

Materials: None

Staff Contact(s): Amy Jo Clemens, Assistant Superintendent, Center for Innovation and Improvement
                Dora Welker, Division Administrator, College and Career Readiness

Purpose of Agenda Item
The Division of College and Career Readiness requests the Board to authorize the State Superintendent to award a grant according to the FY15 Agency Budget. This funding is intended to support Chicago teens during out-of-school-time in a program called After School Matters (ASM). ASM will receive a grant which exceeds $1 million in total over the term of the grant. The total award for FY15 will not exceed $2.5 million.

Relationship to/Implications for the State Board’s Strategic Plan
This proposal aligns with Goal 1 of the Board’s goals:

Goal 1: Every student will demonstrate academic achievement and be prepared for success after high school.

Expected Outcome(s) of Agenda Item
It is expected the Board will authorize the State Superintendent to approve the grant award according to the FY15 Agency Budget with the total grant not to exceed $2.5 million.

Background Information
After School Matters has a line item in the ISBE budget. ASM provides programming to high school teens using the apprenticeship model to engage the students in learning skills in arts, communications, science, sports and technology. In the past, ASM provided 271 programs to 5,030 teens using state funds. Teens develop or improve job readiness skills that will prepare them for life beyond high school such as teamwork, problem solving, public speaking, time management and leadership. ASM programming provides students with mentors and focuses on social-emotional support. Some of these apprenticeship programs include civic engagement attributes which allow students to use newly learned skills to contribute to their community. Student attendance in after school programming can positively impact academic achievement.
## Program Information

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Opportunities Offered</td>
<td>70</td>
<td>201</td>
<td>271</td>
</tr>
<tr>
<td>Unique Teens Served</td>
<td>1,535</td>
<td>4,235</td>
<td>5,030</td>
</tr>
<tr>
<td>Programs</td>
<td>1,542</td>
<td>4,401</td>
<td>5,943</td>
</tr>
<tr>
<td>Programs Meeting Instructor-Student Ratio</td>
<td>46</td>
<td>119</td>
<td>165</td>
</tr>
</tbody>
</table>

## Attendance Information

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg # Days Scheduled</td>
<td>29.2</td>
<td>28.1</td>
<td>28.4</td>
</tr>
<tr>
<td>Avg # Days Attended</td>
<td>23</td>
<td>20.9</td>
<td>21.4</td>
</tr>
<tr>
<td>Avg # Hours Attended per Week</td>
<td>7.4</td>
<td>7.1</td>
<td>7.2</td>
</tr>
<tr>
<td>Avg Attendance Rate</td>
<td>87.4%</td>
<td>81.5%</td>
<td>83.0%</td>
</tr>
</tbody>
</table>

### Grade

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th grade</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>8th grade</td>
<td>0.3%</td>
<td>0.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>9th grade</td>
<td>14.7%</td>
<td>14.3%</td>
<td>14.4%</td>
</tr>
<tr>
<td>10th grade</td>
<td>24.6%</td>
<td>24.3%</td>
<td>24.4%</td>
</tr>
<tr>
<td>11th grade</td>
<td>25.2%</td>
<td>27.3%</td>
<td>26.8%</td>
</tr>
<tr>
<td>12th grade</td>
<td>32.2%</td>
<td>30.5%</td>
<td>31.0%</td>
</tr>
<tr>
<td>College/University</td>
<td>2.7%</td>
<td>2.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Not in School</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>64.4%</td>
<td>58.2%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Male</td>
<td>35.6%</td>
<td>41.7%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

### Race

<table>
<thead>
<tr>
<th></th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian / Alaskan Native</td>
<td>0.5%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.3%</td>
<td>2.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>60.2%</td>
<td>53.7%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>28.5%</td>
<td>34.4%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>2.5%</td>
<td>2.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>6.8%</td>
<td>5.8%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

### Financial Background

State funds support the ASM Program according to the FY15 Agency Budget. ISBE will award $2.5 million in FY15.
The financial background of ASM grant funding is illustrated in the table below:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Current Grant State Funding</th>
<th>Requested State Funding</th>
<th>Total Grant per Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>FY14</td>
<td>$2,000,000</td>
<td>$2,000,000</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>FY13</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
<td>$2,500,000</td>
</tr>
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**Business Enterprise Program (BEP)**
This is a grant and exempt from the agency’s BEP goal.

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

**Policy Implications:** Approval of the grant agreement will allow Chicago teens to explore opportunities during out-of-school-time to prepare them for college and careers.

**Budget Implications:** State funds currently support this effort according to the FY15 Agency Budget.

**Legislative Action:** None required.

**Communication:** None required.

**Pros and Cons of Various Actions**

**Pros:** State Board approval allows the grant agreement to be executed in a timely manner so that programming may begin at the beginning of the school year in Chicago Public High Schools.

**Cons:** There are no cons apparent at this time.

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

> The State Board of Education hereby authorizes the State Superintendent to enter into a new grant agreement with After School Matters in the amount of $2.5 million for providing after school programming for Chicago teens. This grant is effective upon execution to June 30, 2015.

**Next Steps**
Upon Board authorization, agency staff will enter into a grant agreement with After School Matters for FY 15.
TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Matt Vanover, Director of Public Information/Deputy Superintendent


Materials: None

Staff Contact: Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
Board Services requests the Board to authorize the State Superintendent to pay the membership dues for National Association of State Boards of Education (NASBE) for 2015.

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 2015 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 2015 Association dues. As in previous years, as part of the dues, NASBE is offering all member boards the option of contributing $5,000 to a professional development 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.

For the past several years, the Board has opted to include an additional $2,500 for board member professional development for a total of $7,500. As of June 25, 2014 the balance of the professional development account was $10,773.41. Illinois members used $3,287.33 during 2014 for travel and participation in NASBE study groups and conferences. In the past this amount for professional development has adequately supported our members. Since the current
balance will roll over to the next year, the Board can choose to opt out of contributing to the professional development account for 2015.

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;
- Convoking 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 are the same as the 2014 amount. The amount for 2015 NASBE membership dues will be $42,519.00 without any contribution to the Illinois professional development account.

**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 2015 for the amount of $42,519.00.

Next Steps
Upon Board authorization, Agency staff will submit payment for NASBE 2015 membership dues.
TO: Illinois State Board of Education

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


Materials: None

Staff Contact: Katherine Galloway, Board Services Coordinator

Purpose of Agenda Item
The Board will appoint a member to serve as the Illinois voting delegate at the NASBE business meeting to be held October 16-19, 2014.

Relationship to/Implications for the State Board’s Strategic Plan
The Board receives support by being a member of NASBE and therefore this indirectly relates to the Board’s Goals.

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 designate a voting delegate for the NASBE Annual Conference on October 16-19, 2014.

Background Information
The Board is a dues paying member of the National Association of State Boards of Education, which provides resources and support to state boards of education. NASBE holds an annual conference. The annual business meeting is held during the conference and will include the election for President-elect and likely other elections or important voting items. As a member, the Board will elect a voting delegate from Illinois.

Financial Background
This agenda item has no financial implications or background information.

Business Enterprise Program (BEP) Goals
Business Enterprise Program Goals does not apply to this agenda item.

Analysis and Implications for Policy, Budget, Legislative Action, and Communications
Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Board Services staff will communicate with NASBE regarding Illinois’ voting delegate.

Pros and Cons of Various Actions
Pros: As a participating member of NASBE, the Board will gain resources and support by being a part of the annual conference and business meeting.
Cons: None

Chairman’s Recommendation
I hereby open the floor for nominations for the voting delegate to the NASBE annual conference and business meeting for 2014.

I recommend that the following motion be adopted:

The State Board of Education hereby designates ______________________ as its voting delegate at the NASBE annual conference and business meeting to be held October 16-19, 2014.

Next Steps
Upon Board authorization, Agency staff will communicate the chosen designee to NASBE and prepare the designee for the conference.
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: NES Gifted Education Content-Area Test: Recommended Cut Score

Materials: None

Staff Contact: Jason Helfer, Assistant Superintendent for Educator Effectiveness

Purpose of Agenda Item
The Center for Educator Effectiveness requests the Board to adopt the national cut score for the Gifted Education Test for individuals who wish to obtain a gifted education teacher endorsement or gifted education specialist endorsement.

Relationship to/Implications for the State Board’s Strategic Plan
Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
The anticipated outcome of this agenda item is the approval of the national cut score for the Gifted Education test.

Background Information
The National Evaluation System (NES) Gifted Education test was selected to serve as the content-area test for both the Gifted Education Teacher and the Gifted Education Specialist endorsements. The test will consist of 150 multiple-choice questions based on national gifted standards. This test will be offered exclusively as a computer-based test (CBT) and examinees may register to take the test at any Pearson Vue or authorized center. Examinees will be allotted three hours to complete the test and will receive an unofficial “Pass/Fail” notice at the conclusion of the test session. Official score reports will be distributed approximately two weeks following the test date.

Three Illinois educators joined 14 other educators from 12 states at a national benchmarking conference in St. Louis, Missouri, on June 26, 2014, to set the national benchmark for the NES Gifted Education Test. Panel members were provided training on the standard setting process and provided item level judgments that resulted in a passing benchmark (or standard). Panel members independently read each test item and used their best professional judgment regarding the percentage of test takers who would answer the question correctly. This panel determined a cut score of 220. Total test scores are reported as scaled scores using a range of 100-300, with 220 as the minimum passing scaled score.

The NES Gifted Education test will be available beginning September 8, 2014. There is a special provision in Illinois Administrative Rule 25.100 (l) that serves to grandfather educators who complete an ISBE-sponsored gifted education seminar or who are recognized as a State Board-approved gifted education seminar trainer. Individuals who apply for the Gifted Education
Teacher endorsement by February 1, 2015, will only be required to show proof of successful completion of the ISBE-sponsored gifted education seminar or recognition as an ISBE-approved gifted education seminar trainer and pass the NES Gifted Educator test in order to receive the gifted education teacher endorsement. After February 1, 2015, in addition to passing the NES Gifted Education test, any individual who applies for a Gifted Education Teacher or Gifted Education Specialist will need to complete an approved program in gifted education (25.100 (I) 1) A and 25.100 (I) 2 (A) (B) (C) and (D)).

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

Policy Implications: None
Budget Implications: None
Legislative Action: None
Communication: Information regarding the Board’s decision will be shared with the Illinois Gifted Advisory Committee, Institutions of Higher Education, Regional Offices of Education, and Evaluation Systems group of Pearson.

Pros and Cons of Various Actions

Pros: Adopting the national cut score of 220 will allow NES Gifted Educator tests taken by Illinois educators to be scored beginning with the September 8, 2014, testing window. Additionally, approving the national cut score will allow those individuals who have completed an ISBE-approved gifted education seminar or have been recognized as a State Board-approved gifted education seminar trainer to complete the NES Gifted Educator test in order to receive the gifted education teacher endorsement prior to February 1, 2015.

Superintendent’s Recommendation

I recommend the following motion be adopted:

The State Board of Education hereby approves the national cut score of 220 for the NES Gifted Education content-area test.

Next Steps

Upon Board authorization, Agency staff will request that all NES Gifted Education tests taken by Illinois examinees be scored using the national cut score.
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: Illinois State Educator Preparation and Licensure Board Appointments

Materials: None

Staff Contact: Jason Helfer, Assistant Superintendent for Educator Effectiveness

Purpose of Agenda Item
The Division of Preparation and Evaluation requests the Board to authorize the State Superintendent to review and act upon the recommendation for appointment to the Illinois State Educator Preparation and Licensure Board (SEPLB).

Relationship to/Implications for the State Board’s Strategic Plan
The Illinois SEPLB 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 SEPLB reviews educator and school leader programs and educational preparation units for quality and compliance with rule and school code.

Goal 2: Every student will be supported by highly prepared and effective teachers and school leaders.

Expected Outcome(s) of Agenda Item
The anticipated outcome of this agenda item is the appointment of a new member to the Illinois SEPLB for a three-year term beginning August 1, 2014.

Background Information
Section 21-13 of the School Code requires that the State Board of Education appoint members to the Illinois SEPLB. 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 SEPLB are to represent specified categories of educators as follows:

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<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Administrative or faculty members of public or private colleges and universities in Illinois</td>
</tr>
<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>
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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.

In accordance with the nomination procedures set forth in statue, the State Superintendent has received nominations, conducted interviews and recommends the following individual for membership on the Illinois SEPLB:

Ron Fonck – Illinois Federation of Teachers

Mr. Fonck is a high school science teacher at Joliet West High School in Joliet Township High School District 204.

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

Policy Implications: With the approval of this recommendation, the Illinois SEPLB 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

Communication: None

Pros and Cons of Various Actions

Pros: By approving the recommendation, the Illinois SEPLB 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 appointment of Ron Fonck to the Illinois State Educator Preparation and Licensure Board.

Next Steps

Upon Board authorization, Agency staff will notify the nominees and their sponsoring organization about the action taken by the State Board of Education. In addition, the members of the Illinois SEPLB will be notified and the State Board of Education and the Illinois SEPLB websites will be appropriately updated.