

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Public Schools Recognition, Evaluation and Supervision
- 2) Code Citation: 23 Ill. Adm. Code 1
- 3)

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| <u>Section Numbers</u> : | <u>Proposed Actions</u> : |
| 1.423 | New Section |
| 1.443 | New Section |
| 1.APPENDIX B | New Section |
| 1.APPENDIX H | New Section |
- 4) Statutory Authority: 105 ILCS 5/2-3.167(d) and 110 ILCS 148/20 and 25.
- 5) A Complete Description of the Subjects and Issues Involved: PA 99-674, effective July 29, 2016, creates the Postsecondary Workforce Readiness Act [110 ILCS 148]. Among other initiatives to ensure students are ready for postsecondary education and careers, Section 20 of the Act establishes the Competency-based, High School Graduation Requirements Pilot Program. The Pilot Program allows participating school districts to choose the year and course requirements it wishes to replace with a competency-based learning system. The Pilot Program is limited to high schools.

The first two annual cohorts will be limited to no more than 12 school districts. A school district may only submit one application per cohort. School districts with a population over 500,000 may not include more than six schools.

Section 20 outlines the Pilot Program requirements. Competency-Based learning systems provide students opportunities to demonstrate mastery of material in ways that mirror how the work would occur outside of schooling. Further, schools that engage in this work and students who demonstrate competency should earn credit toward graduation requirements. Each school district's competency-based learning system pilot program plan, must:

- show the proposed learning system supports its community's efforts to better prepare high school students for college, career, and life;
- have a plan for educator administrator and educator professional development;
- determine how core academic areas that will be replaced (mathematics, English language arts and science) will be mastered through learning opportunities including Career and Technical Education work experiences;
- develop a community engagement and communications plan;
- develop a plan for assigning course grades within the system;
- establish a plan for collecting and assessing student progress;
- develop a system for data collection and reporting to the State Board;

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- partner with a community college and institution of higher education to consult with the development and administration of the learning system; and
- have a plan to engage feeder elementary schools.

Section 25 of the Act establishes the two-phase application system. The first phase is the initial application and selection while the second phase is the full development and implementation of the competency-based learning system. The State Board is required to develop and issue an application that includes:

- a demonstration of commitment from school district leaders, participating teachers and the community college and higher education partners;
- what year and course requirements will be replaced;
- a general description of how the learning system will be implemented;
- prior professional development and stakeholder engagement; and
- any waivers or modifications to the School Code or administrative rules.

The proposed administrative rules establish the standards for applying for the Pilot Program. All applications must include:

- the cover packet with all the information in Section 20 of the Act;
- a narrative providing a general description of the school district's plan for implementing the Pilot Program, addressing the statutory requirements; and
- a section detailing how the program will be monitored and evaluated.

Applications will be evaluated using the following criteria for review:

- strength of local commitment (20 points);
- prior professional development and stakeholder engagement (20 points);
- quality of proposed plan (50 points (project goals, 10 points; project narrative, 25 points; evaluation, 10 points)); and
- diversity points (10 points (school district type, up to 2 points, school district size, up to 2 points, geographical location, up to 2 points; plan approach, up to 4 points)).

The State Superintendent will notify approved school districts no later than 45 days after the close of the application period. Participating school districts must submit reports to the State Board assessing the implementation of the program along with any recommendations for modifications.

Finally, pursuant to Section 25(d) of the Act, the State Superintendent may remove a participating school district from the Pilot Program. The State Superintendent will

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consider the school district's failure to abide by the conditions submitted in its application when deciding to remove a school district. Sections 1.423 and 1.APPENDIX B implement PA 99-674 and have simultaneously been adopted by emergency rule.

PA 99-780, effective August 12, 2016, created the State Global Scholar Certification. This certification recognizes public high school students who have attained global competence. The certification will be affixed to a student's diploma and transcript upon graduation.

Students receiving this certification must:

- complete eight globally-focused courses;
- participate in at least one globally-focused service learning activity or experience;
- participate in a global collaboration or dialogue, and
- complete and pass the Global Scholar Capstone Performance-Based Assessment.

Globally-focused courses must address world issues, perspectives, concerns or culture throughout the duration of the course. Examples of globally-focused courses include world languages; world geography; literature of another country, region, or culture; and international agri-science or agriculture. Other courses may qualify if they meet the listed criteria. Eligible service learning opportunities must be approved by the Global Scholar Committee and must be tied to the student's coursework and align with the Illinois Learning Standards. The global collaboration/dialogue must allow the student to demonstrate his/her ability to effectively communicate with peers whose culture is significantly different. These dialogues may take place person-to-person, through virtual means or as part of the service learning experience.

Finally, the Global Scholar Capstone Performance-Based Assessment requires the student:

- to report on a question addressing a global issue or concern;
- indicate a research-based investigation;
- develop research-based conclusions and a proposal to address the global issue;
- communicate with at least two people impacted by the issue or with an expert on that issue;
- create an artifact (e.g., video, painting, presentation) demonstrating his/her research;
- take action to affect change relating to the issue or concern; and
- reflect on his/her entire experience.

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The assessment will be evaluated on 11 criteria that include the development of the global question/issue, the student's ability to gather information from global stakeholder groups, whether the research the student gathered was sufficient to answer his/her global question, and how the student engaged stakeholders to present his/her findings.

In addition, the proposed rulemaking establishes notification deadlines for participating schools to report their intent to participate to the State Board. The proposed rulemaking also establishes standards for the school district's Global Scholar Committee and for scoring the student's assessments. The proposed rulemaking requires school districts to submit an annual report to the State Board no later than 30 days after the end of the school year. School districts must make information regarding the Global Scholar Certificate available on their websites. Surveys must be distributed to students and educators participating in the Global Scholar Certificate program to evaluate the program as a whole.

6) Published studies or reports, and sources of underlying data, used to compose this rulemaking: None

7) Will these amendments replace any emergency rule currently in effect? No.

8) Do these amendments contain an automatic repeal date? No.

9) Do these amendments contain incorporations by reference? No.

10) Are there any other proposed rulemakings pending on this Part? Yes.

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|------------------------|-------------------------|------------------------------------|
| <u>Section Number:</u> | <u>Proposed Action:</u> | <u>Published:</u> |
| 1.425 | Amendment | 40 Ill. Reg. 12896; Sept. 9, 2016. |

11) Statement of Statewide Policy Objectives: This rulemaking will not create or enlarge a state mandate.

12) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Written comments may be submitted within 45 days of the publication of this Notice to:

Lindsay M. Bentivegna
Agency Rules Coordinator
Illinois State Board of Education
100 North First Street, S-493
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- 13) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not-for-profit corporations affected: None
 - B) Reporting, bookkeeping or other procedures required for compliance: None
 - C) Types of professional skills necessary for compliance: None
- 14) This rulemaking was not included on either of the 2 most recent Agendas because: it was not anticipated at the time of the regulatory agendas.

The full text of the Proposed Amendments begins on the next page:

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TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 State Assessment
- 1.40 Adequate Yearly Progress
- 1.50 Calculation of Participation Rate
- 1.60 Subgroups of Students; Inclusion of Relevant Scores
- 1.70 Additional Indicators for Adequate Yearly Progress
- 1.75 Student Information System
- 1.77 Educator Licensure Information System (ELIS)
- 1.79 School Report Card
- 1.80 Academic Early Warning and Watch Status
- 1.85 School and District Improvement Plans; Restructuring Plans
- 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency under Title III
- 1.90 System of Rewards and Recognition – The Illinois Honor Roll
- 1.95 Appeals Procedure
- 1.97 Survey of Learning Conditions
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates
- 1.110 Appeal Process under Section 22-60 of the School Code

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Approval of Providers of Training for School Board Members under Section 10-16a of the School Code
- 1.220 Duties of Superintendent (Repealed)
- 1.230 Board of Education and the School Code (Repealed)
- 1.240 Equal Opportunities for all Students
- 1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance

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Standards

- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
- 1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
- 1.270 Book and Material Selection (Repealed)
- 1.280 Discipline
- 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

- 1.310 Administrative Qualifications and Responsibilities
- 1.320 Evaluation of Licensed Educators
- 1.330 Toxic Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program
- 1.420 Basic Standards
- 1.422 Electronic Learning (E-Learning) Days Pilot Program
- 1.423 Competency-Based High School Graduation Requirements Pilot Program
- 1.425 Additional Criteria for Physical Education
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.442 State Seal of Biliteracy
- 1.443 Illinois Global Scholar Certificate
- 1.445 Required Course Substitute
- 1.450 Special Programs (Repealed)
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.515 Training of School Bus Driver Instructors

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- 1.520 Home and Hospital Instruction
- 1.530 Health Services
- 1.540 Undesignated Epinephrine Auto-injectors; Opioid Antagonists

SUBPART F: STAFF LICENSURE REQUIREMENTS

Section

- 1.610 Personnel Required to be Qualified
- 1.620 Accreditation of Staff (Repealed)
- 1.630 Paraprofessionals; Other Unlicensed Personnel
- 1.640 Requirements for Different Certificates (Repealed)
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.700 Requirements for Staff Providing Professional Development
- 1.705 Requirements for Supervisory and Administrative Staff
- 1.710 Requirements for Elementary Teachers
- 1.720 Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades 6 and Above through June 30, 2004
- 1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
- 1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
- 1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
- 1.740 Standards for Reading through June 30, 2004
- 1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
- 1.750 Standards for Media Services through June 30, 2004
- 1.755 Requirements for Library Information Specialists Beginning July 1, 2004
- 1.760 Standards for School Support Personnel Services
- 1.762 Supervision of Speech-Language Pathology Assistants
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
- 1.783 Requirements for Administrators of Bilingual Education Programs

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1.790 Substitute Teacher

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|-------------------------------------|---|
| 1.APPENDIX A | Professional Staff Educator Licensure |
| 1.APPENDIX B | <u>Competency-Based High School Graduation Requirements Pilot Program Criteria for Review</u> Certification Quick Reference Chart (Repealed) |
| 1.APPENDIX C | Glossary of Terms (Repealed) |
| 1.APPENDIX D | State Goals for Learning |
| 1.APPENDIX E | Evaluation Criteria – Student Performance and School Improvement Determination (Repealed) |
| 1.APPENDIX F | Criteria for Determination – Student Performance and School Improvement (Repealed) |
| 1.APPENDIX G | Criteria for Determination – State Assessment (Repealed) |
| <u>1.APPENDIX H</u> | <u>Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate</u> |

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3 and 27-23.8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.44, 2-3.96, 2-3.159, 10-17a, 10-20.14, 10-22.43a, 14C-8, 21B-5, 22-30, 22-60, 26-13, 27-3.5, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 27-23.8 and 2-3.6].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16073, effective November 28, 2001; amended at 26 Ill. Reg. 1157, effective January 16, 2002; amended at 26 Ill. Reg. 16160, effective October 21, 2002; amended at 28 Ill. Reg. 8486, effective June 1, 2004; emergency amendment at 28 Ill. Reg. 13637, effective September 27, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1891, effective January 24, 2005; amended at 29 Ill. Reg. 11811, effective July 13, 2005; amended at 29 Ill. Reg. 12351, effective

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July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg. 19891, effective November 23, 2005; amended at 30 Ill. Reg. 8480, effective April 21, 2006; amended at 30 Ill. Reg. 16338, effective September 26, 2006; amended at 30 Ill. Reg. 17416, effective October 23, 2006; amended at 31 Ill. Reg. 5116, effective March 16, 2007; amended at 31 Ill. Reg. 7135, effective April 25, 2007; amended at 31 Ill. Reg. 9897, effective June 26, 2007; amended at 32 Ill. Reg. 10229, effective June 30, 2008; amended at 33 Ill. Reg. 5448, effective March 24, 2009; amended at 33 Ill. Reg. 15193, effective October 20, 2009; amended at 34 Ill. Reg. 2959, effective February 18, 2010; emergency amendment at 34 Ill. Reg. 9533, effective June 24, 2010, for a maximum of 150 days; amended at 34 Ill. Reg. 17411, effective October 28, 2010; amended at 35 Ill. Reg. 1056, effective January 3, 2011; amended at 35 Ill. Reg. 2230, effective January 20, 2011; amended at 35 Ill. Reg. 12328, effective July 6, 2011; amended at 35 Ill. Reg. 16743, effective September 29, 2011; amended at 36 Ill. Reg. 5580, effective March 20, 2012; amended at 36 Ill. Reg. 8303, effective May 21, 2012; amended at 38 Ill. Reg. 6127, effective February 27, 2014; amended at 38 Ill. Reg. 11203, effective May 6, 2014; amended at 39 Ill. Reg. 2773, effective February 9, 2015; emergency amendment at 39 Ill. Reg. 12369, effective August 20, 2015, for a maximum of 150 days; amended at 39 Ill. Reg. 13411, effective September 24, 2015; amended at 40 Ill. Reg. 1900, effective January 6, 2016; amended at 40 Ill. Reg. 2990, effective January 27, 2016; amended at 40 Ill. Reg. 4929, effective March 2, 2016; amended at 40 Ill. Reg. 12276, effective August 9, 2016; amended at 41 Ill. Reg. _____, effective _____.

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section 1.423 Competency-Based High School Graduation Requirements Pilot Program

Section 20 of the Postsecondary Workforce Readiness Act [110 ILCS 48] (the Act) authorizes a pilot program for school districts to provide career-oriented education through competency-based instruction. This Section sets forth the process to apply for approval to participate in the Competency-Based High School Graduation Requirements Pilot Program (the Program) and the reporting requirements and conditions for removal from the Program.

a) Definitions

- 1) "Adaptive Competencies" means foundational skills needed for success in college, careers and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.
- 2) "Community college" means a public community college organized under the Public Community College Act. (Section 10 of the Act)

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- b) Eligible Applicants
School districts participating in the Program may select the year and course graduation requirement it wishes to replace with a competency-based learning system. A school district with a student population under 500,000 may participate in the pilot program for some or all of its schools serving grades 9-12. Those with over 500,000 students may only select six schools to participate in the project. (See Section 25(g) of the Act.)
- c) A school district wishing to participate in the Program shall submit an application to the State Board of Education that addresses each of the components listed in Section 20 of the Act and subsection (d) of this Section. If a school district withdraws its application, the State Board will consider additional school districts.
- d) In addition to addressing each of the components in Section 20 of the Act, each application shall include:
- 1) Cover Packet
 - A) School district contact information including the name, email and telephone number of the Program Director;
 - B) Year the Program will be implemented;
 - C) List of schools participating in the Program;
 - D) Graduation requirements from Section 27-22 of the School Code [105 ILCS 5] the Program will replace;
 - E) The name of each teacher participating in the Program and the subject/grade he or she teaches for each participating school;
 - F) A description of how teachers have been engaged throughout the application process;
 - G) A description of how the local community college and an institution of higher education have been involved in the application process;
 - H) A description of the school district's prior professional development and stakeholder engagement efforts during the application process, including any prior implementation of

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professional development for major district instructional initiatives;

- I) Identify community partners and how they will support the Program;
- J) Name, position and signature of all standing Planning and Implementation Committee members;
- K) Any waivers of the School Code or administrative rules in accordance with Section 2-3.25(g) of the School Code; and
- L) Signatures of the district superintendent; school board president; exclusive bargaining unit president, if there is one and if there is no bargaining unit president a representative selected by the district educators; community college representative; and institution of higher education representative.

2) Proposal Narrative

Provide a general description of the district's plan for implementing the Program. Include a description of the Program's vision and goals as well as innovative features for student success that will be addressed, indicate the intended impact of the flexibility requested in the plan, provide activities and a timeline for meeting the goals and describe the expected outcome for students. The narrative should address all of the following elements:

- A) How students will demonstrate mastery of all required competencies to earn credit;
- B) How students will demonstrate mastery of Adaptive Competencies defined by the school district in addition to academic competencies;
- C) How students will advance once they have demonstrated mastery. If needed, how students shall receive more time and personalized instruction to demonstrate mastery;
- D) How students will have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation;

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C) Description of district's prior professional development and stakeholder engagement efforts to support successful development of the application and implementation of the plan.

D) Description of community partners that will support the system's implementation.

3) Quality of Proposed Plan (50 Points)

A) Project Goals (10 points)

i) The proposal identifies clear, realistic, measurable goals.

ii) The goals clearly specify how student achievement will be impacted.

B) Project Narrative (25 points)

i) The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.

ii) The proposed activities are likely to produce measurable results and improve student achievement.

iii) The proposal provides a description of how it will meet all required elements required to be included in the Program.

iv) The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools in the establishment and administration of the Program.

C) Evaluation (15 points)

i) The proposal includes a description of the process for evaluating the project including a preliminary timeline for the collection of data.

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Section 1.443 Illinois Global Scholar Certificate

In accordance with Section 2-3.167 of the School Code [105 ILCS 5], a school district may establish a program to recognize public high school graduates who have attained global competence, sufficient for meaningful use in college and career, by designating on a student's transcript and high school diploma his or her receipt of the Illinois Global Scholar Certificate, provided that all the conditions of this Section are met.

- a) Attainment of Global Competency Sufficient for use in College and Career
A school district may award the Illinois Global Scholar Certificate to any high school graduate who demonstrates global competency by successfully meeting all of the following criteria:
 - 1) Complete Eight Globally-Focused Courses
 - A) Students earning the Illinois Global Scholar Certificate must complete a total of eight globally-focused courses from at least two different academic disciplines (i.e., science, social studies, fine arts, English/language arts/communication arts, world/foreign/classical languages, mathematics, career and technical education, physical education, family and consumer science etc.).
 - B) A globally-focused course may be a yearlong course or a semester long course.
 - C) Courses will be designated as "globally-focused" by the school district in conjunction with the Global Scholar Committee (as described in subsection (f)(1)) using specific processes and materials provided by the State Board. Courses must:
 - i) investigate the world;
 - ii) recognize the perspectives of self and others;
 - iii) communicate ideas to diverse audiences; and
 - iv) provide opportunities to take action to improve conditions in a manner consistent with the learning standards adopted by the State of Illinois.

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- D) Globally-focused courses must address world issues, perspectives, concerns or culture throughout the duration of the course. Courses that employ a global focus or address global topics in some units but not others are not sufficient to be deemed globally-focused courses, nor are courses that survey global arts, foods or music without at least 1/3 of class time being devoted to the investigation/research into and/or assessment of the global and cultural context from which the phenomena arise.
- E) The following commonly-taught courses are likely to be designated as globally-focused:
- i) World languages;
 - ii) International economics, international business, or global marketing;
 - iii) World history/non-U.S. history;
 - iv) World geography;
 - v) Comparative cultures, comparative religions, comparative government;
 - vi) Science, technology, engineering, and math (STEM) courses with global application/perspective;
 - vii) International relations or foreign relations;
 - viii) Literature of another country, region, or culture;
 - ix) International agri-science or agriculture; and
 - x) Other globally-focused courses that meet the requirements detailed in Appendix H.
- 2) School districts wishing to require a specific globally-focused course or sequence of courses are encouraged to do so. For example, one school district may opt to require a course (or sequences of courses) in global studies or world languages, while another district may develop defined

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global pathways in STEM, world language or fine arts. In addition, school districts having limited course offerings may approve specific summer or online coursework, provided that coursework is credit-bearing, and meets the Illinois Learning Standards as well as the requirements described in this subsection (a)(1). School districts may offer additional course options that comply with this subsection (a)(1) (see Appendix H).

- 3) Participate in at least one Sustained Globally-focused Service Learning Activity or Experience
 - A) Service learning is defined as activities that:
 - i) actively engage and educate the student within the local community in meaningful, globally-focused service activities that promote understanding of diversity and mutual respect among all participants;
 - ii) allow the student to be self-directed in initiating, planning, implementing and evaluating throughout the experience;
 - iii) are designed with sufficient duration and intensity to address community needs within a global context;
 - iv) engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and use of the results for improvement and sustainability; and
 - v) incorporate multiple reflection activities that challenge students to think deeply about the relationship of self, society and the world.
 - B) Service learning opportunities, selected by students and educators in collaboration with the Global Scholar Committee members (GSC) (see subsection (f)(2)) to fulfill this requirement, shall be tied to globally-focused coursework, co-curricular activities oriented toward global service, and/or the student's capstone research project.
 - C) Students earning the Illinois Global Scholar Certificate must engage in at least one globally-focused service learning activity for

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a minimum of one semester. Criteria to assist districts in determining qualifying globally-focused service learning opportunities is located are Appendix H.

D) Service learning activities must align with State and district learning standards as well as curricular goals and objectives of the school district.

4) Participate in Global Collaboration or Dialogue

A) Students receiving the Illinois Global Scholar Certificate must dialogue or collaborate with global peers whose culture is markedly different than their own.

B) Global collaboration and dialogue experiences shall:

i) Offer opportunities to demonstrate the communication skills necessary to work effectively and respectfully with and within diverse teams;

ii) Offer students opportunities to exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and

iii) Offer opportunities for students to assume shared responsibility for collaborative work and value the individual contributions made by each team member.

C) This requirement can be met in one of the following ways:

i) Through a field experience in another country specifically designed to facilitate global dialogue or collaboration among peers (e.g., a class trip to a sister school in another country, participation in government or funded study abroad program);

ii) Through approved virtual experiences specifically designed to facilitate global dialogue or collaboration among peers;

iii) Through sustained service or learning experiences that immerse students in a domestic or local cultural context

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markedly different from the global scholar's cultural context (e.g., a refugee community).

D) A list of approved global collaboration or dialogue opportunities should be created and updated by GSCs in conjunction with the Illinois Global Scholar organization.

5) Earn a score of "pass" on the Global Scholar Capstone Performance-based Assessment described in subsection (a)(4) using the scoring criteria described in subsection (c). The purpose of the Global Scholar Capstone Performance-based Assessment and Criteria are described in Appendix H.

A) To ensure that a wide variety of student work can be evaluated, students shall:

i) Create a compelling and actionable question, developed by the student, to address a global issue or concern;

ii) Indicate a research-based investigation of the global issue or concern;

iii) Develop research-based conclusions and the proposal of a solution to address the global issue;

iv) Communicate with at least two people impacted by the issue or with a stakeholder who has recognized and/or has contextual expertise related to the question asked by the student (e.g., a journalist working in a specific region, a foreign service officer, a member of an NGO, a professor, scientist or other recognized expert);

v) Create an artifact (e.g., video, narrative, painting, datasets, presentation, pamphlet, awareness raising campaign, children's book, musical compositions) to demonstrate learning that reflects the student's research/investigation;

vi) Take action to affect change related to the selected issue or concern; and

vii) Reflect on the entire capstone experience.

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- B) Global Scholar Capstone Performance-based Assessments must result in the following products:
 - i) A student-created artifact, as described in subsection (a)(4)(C)(v);
 - ii) Documentation of the steps described in subsection (a)(4)(C)(i) through (v) that may include, but are not limited to, a bibliography, interview transcripts, datasets, electronic resources and media, etc.; and
 - iii) A student narrative that documents each of the steps indicated in subsection (a)(4)(C)(i) through (v).

- b) The State Board shall post on its website by July 1 of each year a copy of the most recent Global Scholar Capstone Performance-based Assessment scoring criteria, indicators and supporting materials, including examples. This subsection (b) lists the criteria and indicators school districts shall use to score the Global Scholar Capstone Performance-based Assessment
 - 1) Criteria 1: Develop a globally-focused, compelling question and plan inquiries. Indicators supporting this criteria shall require work completed by the student to:
 - A) Develop a compelling question addressing an issue of global concern – a problem that exists in multiple locations around the world or at the international level.
 - B) Base the compelling question on understanding of concepts and enduring issues associated with one or more academic disciplines.
 - C) Ensure the compelling question leads to a deeper understanding of globally-focused concern including the fundamental cause of the issue.
 - D) Design the compelling question that is actionable (i.e., allows the student to identify small- and large-scale solutions to global issues and then take small- or large-scale action to change or improve conditions related to the global issue or concern).

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- 2) Criteria 2: Use culturally sensitive communication skills throughout the project. Indicators supporting this criteria shall require the work completed by the student to:
 - A) Use appropriate and varied language to communicate in a logical and concise manner.
 - B) Use discipline-specific terminology.
 - C) Elicit feedback from stakeholders (e.g., develop a survey, engage in dialogue, communicate effectively, and/or appropriate questioning techniques).
 - D) Use diverse media, when appropriate, to present information.
 - E) Use language conventions appropriate to project.
- 3) Criteria 3: Collect research and communicate academically, consistent with the standards of the disciplines. Indicators supporting this criteria shall require the work completed by the student to:
 - A) Explain how research was applied when presenting the artifact to specific stakeholders.
 - B) Ensure communication contains original work without plagiarism including appropriate citations as necessary.
- 4) Criteria 4: Gather information from global stakeholder groups. Indicators supporting this criteria shall require the work completed by the student to:
 - A) Incorporate perspectives and opinions from people and/or organizations working with or directly affected by the selected global issue or concern.
 - B) Interact with stakeholder in ways that demonstrate the ability to understand different cultural perspectives.
- 5) Criteria 5: Gather and review research related to a global issue/concern of the student's choice. Indicators supporting this criteria shall require the work completed by the student to:

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- A) Design and carry out a research plan using a variety of resources representing multiple perspectives (i.e. a combination of credible scholarly sources and interviews/narratives).
 - B) Ensure research explores causes and effects of the issue of global concern for a variety of stakeholders.
 - C) Demonstrate research that includes a review of the impact of possible action on a variety of stakeholders.
 - D) Employ research sufficient to deeply understand the issue/concern including the answers to the compelling questions:
 - i) What causes this issue?
 - ii) What happens as a result of this issue/How does this issue impact people?
 - iii) How might different actions resolve this issue?
 - iv) How might these actions impact various stakeholders?
 - E) Document source material and evaluate for accuracy and credibility.
- 6) Criteria 6: Research gathered sufficiently addresses and resolves the compelling question asked by the student. Indicators of these criteria shall require the work completed by the student to:
- A) Use a depth and breadth of source material adequate to develop an understanding of the complexity of the compelling question.
 - B) Demonstrate how source material contributes to the student's understating of the compelling question.
- 7) Criteria 7: Design action to be taken in relation to an issue of global concern that closely aligns with and logically results from the conducted research. Indicators supporting these criteria shall require the work completed by the student to:
- A) Provide documentation that relates process and product to future goals.

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- B) Employ culturally-specific research to explain how an audience is likely to interpret an artifact differently than the student-creator intended.
 - C) Incorporate stakeholder feedback from two or more stakeholder groups into plan of action.
- 8) Criteria 8: Design an artifact (e.g., artifact, presentation, pamphlet, video, artwork, webpage, blog, advocacy campaign/fundraiser, activity etc.) reflecting the proposed action to be taken in relation to the issue of global concern. Indicators supporting this criteria shall require the work completed by the student to:
- A) Plan an artifact that is either used during the implementation of the solution or serves as a record of the action.
 - B) Develop an artifact that informs and engages the stakeholder audience.
- 9) Criteria 9: Take action that demonstrates understanding of issue/concern and addresses the compelling question. Indicators supporting this criteria shall require that the work completed by the student to:
- A) Present the artifact in an interactive format/venue that is designed to effect local and/or global change.
 - B) Advocate for suggested improvements and alternatives on behalf of stakeholders and/or engages audience to take action.
 - C) Offer stakeholders or those who can implement improvement a blueprint for change.
- 10) Criteria 10: Engages with stakeholders to present findings. Indicators supporting these criteria shall require the work completed by the student to:
- A) Ensure that the narrative and documentation include an impact statement from stakeholders.
 - B) Select an audience intentionally and thoughtfully in order to make an impact on the global issue or concern.

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- 11) Criteria 11: Reflects on diverse perspectives encountered (including own) throughout this process and synthesizes those perspectives. Indicators supporting this criteria shall require the work completed by the student to:
- A) Synthesize how this project impacted personal understanding and learning.
 - B) Demonstrate self-reflection by answering the following questions:
 - i) How did research inform your view of the global issue/concern?
 - ii) What do you believe is at the heart of the issue/concern?
 - iii) How does your experience suggest how this issue/concern could be better addressed or understood?
 - iv) How do you think that this process impacted the issue and your personal view?
 - v) How did this experience personally impact you and why?
 - vi) Show connections between what happened, why it happened, and awareness of the change that happens now (or has happened)?
 - c) The Global Scholar Capstone Performance-based Assessment shall be completed by the student with supervision from at least one licensed teacher. While under the supervision of his or her licensed teacher, the student may collaborate and consult with at least one individual from a global stakeholder group. School districts may develop systems for students to complete the Global Scholar Capstone Performance-based Assessment in a manner suited to the school district. School districts may develop a specific capstone course, include the Global Scholar Capstone Performance-based Assessment as part of an existing course, or offer opportunities for students to complete the capstone as part of an independent study course. School districts may also opt to develop mechanisms for students to complete the capstone project as part of extracurricular activities or clubs.
 - d) In accordance with Section 2-3.167(f)(2) of the School Code, the school district shall place a designation of a qualifying student's receipt of the Illinois Global Scholar Certificate in the student's permanent record on the academic transcript as defined in 23 Ill. Adm. Code 375 (Student Records) and include the designation

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on the student's diploma. The State Board shall make an electronic facsimile of the Illinois Global Scholar Certificate available to school districts for this purpose.

- e) A school district that chooses to participate in the Illinois Global Scholar program shall meet the requirements of this subsection (e).
 - 1) A participating school district shall notify the State Board of its participation by October 1 of each year, except for the 2017-2018 inaugural Illinois Global Scholar Certificate school year when a district shall notify the State Board of its participation by May 1, 2017. A district that elects to participate after October 1 shall notify the State Board of its participation no later than 45 calendar days prior to the issuance of any Global Scholar Certificate.
 - A) A school district electing to participate after October 1 shall include in its notification to the State Board evidence that the district has met all of the requirements set forth in this subsection (e).
 - B) A district that fails to submit the proper notification within the timeframes provided shall be prohibited from awarding the Illinois Global Scholar Certificate for that school year.
 - 2) A participating district shall designate at least two individuals to serve on the school district's Global Scholar Committee and include these individuals' names and contact information in the notice provided pursuant to subsection (e)(1). The individuals assigned to serve as district Global Scholar committee members 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 developed by the school district and approved by the State Board prior to awarding the Illinois Global Scholar Certificate. This training shall include:
 - i) Explanations and application of EdSteps Global Competency Standards.

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- ii) Process steps to implement a Global Scholar Certificate program in the school district.
 - iii) How to develop high quality and consistent scoring practices.
 - iv) Methods to develop global competence among educators.
 - v) Opportunities for globally-focused service learning and global collaboration/dialogue opportunities.
 - vi) Building a sustainable global education program in schools.
- 3) A participating school district may opt to score the Global Scholar Capstone Performance-based Assessment in one of two methods.
- A) District Scoring
A school district shall appoint at least one Illinois licensed educator who has completed the Global Scholar Certificate training described in subsection (e)(2)(B).
 - B) Peer School Scoring
The school district collaborates with other school districts in scoring the Global Scholar Capstone Project Performance-based Assessment. Districts opting to participate in this method must send at least one licensed educator who has completed training provided by the Illinois Global Scholar organization
 - C) Scoring methods described in (e)(3)(A) must use the criteria and indicators described in subsection (b).
- 4) Using a format prescribed by the State Board, a participating school shall submit an annual report to the State Board no later than 30 days after the end of the school year that shall include:
- A) The names and course descriptions of all courses designated as "globally-focused" as described in subsection (a)(1);
 - B) The total number of students who submitted materials to be considered for Illinois Global Scholar recognition and the number of students who received the score of pass;

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- C) A description of the method used by schools to administer and monitor the Global Scholar Capstone Performance-based Assessment as described in subsection (c);
 - D) A copy of promotional materials used to inform students of the Illinois Global Scholar Certificate program and its requirements; and
 - E) Results of any surveys given to students or educators to assess any aspect of the Illinois Global Scholar Certificate program.
- 5) A participating school district shall make available information about the Illinois Global Scholar Certificate 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:
- A) General information about the Illinois Global Scholar Certificate program and the opportunity for students to participate.
 - B) A description of each of the requirements students need to complete in order to receive the Illinois Global Scholar Certificate as indicated in subsection (a)(1) through (4).
 - C) A complete list of opportunities available in the district that will meet the requirements described in subsection (a)(1) through (4). These include:
 - i) A listing of all courses designated by the school district as globally-focused as described in subsection (a)(1).
 - ii) A listing of all opportunities offered by the school district that will meet the globally-focused service requirement as described in subsection (a)(2).
 - iii) A listing of all opportunities offered by the school district that will meet the global collaboration or dialogue requirement as described in subsection (a)(3).
 - iv) A complete description of the Capstone Project

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Performance-based Assessment steps and requirements as described in subsection (a)(4).

D) A link to the State Board's website describing the requirements for the Illinois Global Scholar Certificate that includes a list of:

i) Approved service learning opportunities with a global focus accessible to all Illinois students.

ii) Approved global collaboration opportunities with a global focus accessible to all Illinois students.

iii) Approved capstone project performance assessments of global competence.

E) A description of the process a student would use to demonstrate global competence including details about any alternative evidence that may be required under the provisions of subsection (a)(3), if applicable;

F) An estimate of the costs, if known, that students might incur to complete the requirements listed in subsection (a); and

G) The name and contact information for any individuals designated to serve as Global Scholar Committee members of the Illinois Global Scholar Certificate.

f) A school district shall administer evaluation surveys to students and educators participating in the Illinois Global Scholar program. Surveys will be used to evaluate the program as a whole and will not be linked to specific students, staff or school districts.

g) Should additional criteria and indicators be required for the Global Scholar capstone performance-based assessment (b), this criteria shall be included in Appendix H.

(Source: Added at 41 Ill. Reg. _____, effective _____)

Section 1.APPENDIX B Competency-Based High School Graduation Requirements Pilot Program Criteria for Review~~Certification Quick Reference Chart (Repealed)~~

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Competency-Based High School Graduation Requirements Pilot Program Scoring Rubric

| <u>Strength of Local Commitment (20 Points)</u> | | <u>Yes (5)</u> | <u>No (0)</u> |
|--|---|---|---|
| <u>Completion of chart of participating schools that includes signatures of school principals.</u> | | | |
| <u>Completion of chart of teachers participating in the implementation of the project.</u> | | | |
| <u>Completion of chart of the Planning and Implementation Committee that includes signatures of all participants.</u> | | | |
| <u>Completion of the plan for the local community college and an institution of higher education. Signatures from both entities are included.</u> | | | |
| <u>Demonstration of Prior Professional Development and Stakeholder Engagement (20 Points)</u> | <u>5 - 4</u> | <u>3 - 2</u> | <u>1 - 0</u> |
| <u>Description of how teachers have been engaged throughout the application development process.</u> | <u>Thorough description of how teachers were engaged throughout the process. Meeting details have been provided and give clear indication of teachers' role in the process and how they will be included during the implementation of the plan.</u> | <u>Basic description of how teachers were engaged throughout the process. Some details have been provided about meetings that have occurred with teachers. Some details are included as to how teachers will be included during the implementation of the plan.</u> | <u>No description or no relevant description was provided about meetings that have occurred with teachers. No description or no relevant description as to how teachers will be involved in the implementation of plan.</u> |
| <u>Description of how the local community college and an institution of higher education other than a community college have been actively engaged throughout the application development process.</u> | <u>Thorough description of how both the local community college and an institution of higher education that is</u> | <u>Some description of how both the local community college and institution of higher education</u> | <u>No description or no relevant description was provided in the plan. One or both of the entities needed</u> |

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| | <u>not a community college have been actively engaged throughout the process. Meeting details have been provided as well as how the entities will be included during the implementation of the plan.</u> | <u>other than a community college have been actively involved in the process. No meeting information has been provided nor any details as to how partnership will work in program implementation</u> | <u>are missing from the plan. No indication has been given that the district is actively partnering with either entity.</u> |
| <u>Description of district's prior professional development and stakeholder engagement efforts to support successful development of application and implementation of the plan.</u> | <u>Thorough description of professional development and stakeholder engagement is included. There is a clear indication as to how the prior professional development will help with the implementation of the plan. There is a clear indication of how stakeholders will be involved during implementation of the plan.</u> | <u>Basic description of professional development and stakeholder engagement is included. There is some indication as to how the prior professional development will help with the implementation of the plan. There is some indication of how stakeholders will be involved in implementation of the plan.</u> | <u>No description or no relevant description of professional development and stakeholder engagement is included. There is no clear indication as to how the prior professional development will help with implementation of the plan. There is no clear indication of how stakeholders will be involved in implementation of the plan.</u> |
| <u>Description of community partners that will support the system's implementation.</u> | <u>Thorough description of community</u> | <u>Some description of community</u> | <u>No description or no relevant description of</u> |

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| | <u>partnerships is included. There is a clear indication as to how the partnerships will help with the implementation of the plan.</u> | <u>partnerships is included. There is some indication as to how the partnerships will help with the implementation of the plan.</u> | <u>community partnerships is included. There is no clear indication as to how the partnerships will help with the implementation of the plan.</u> |
| <u>Quality of Proposed Plan (50 Points)</u> | <u>5 - 4</u> | <u>3 - 2</u> | <u>1 - 0</u> |
| <u>Project Goals (10 points)</u> | | | |
| <u>The proposal identifies clear, realistic, measurable goals.</u> | <u>Goals are very clear, realistic and easily obtainable.</u> | <u>Goals are somewhat clear and realistic. There is some question as to whether a goal is obtainable.</u> | <u>Goals are either missing or they are not clear, realistic, or obtainable.</u> |
| <u>The goals clearly specify how student achievement will be impacted.</u> | <u>The goals clearly will significantly impact student achievement.</u> | <u>The goals will have some impact on student achievement.</u> | <u>The goals will have no significant impact on student achievement.</u> |
| <u>Project Narrative (25 points)</u> | | | |
| <u>The proposal relates to innovative practices based upon research, previously collected district data, best practices, or additional information.</u> | <u>The proposal clearly indicates that the project is based upon research, best practices, and district data collection.</u> | <u>There is some indication that the project is based upon research, best practices, and district data collection.</u> | <u>There is no indication that the project is based upon research, best practices, and district data collection.</u> |
| <u>The proposed implementation timeline is realistic and includes all major activities.</u> | <u>The implementation timeline is clear and realistic. All major activities</u> | <u>The implementation timeline is somewhat realistic. Some</u> | <u>The implementation timeline is either missing or isn't realistic.</u> |

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| | <u>necessary for program success are easily found.</u> | <u>major activities necessary for program success are missing or are not easily found.</u> | <u>Significant portions of major activities necessary for program success are missing or no activities are found within the plan.</u> |
| <u>The proposed activities are likely to produce measurable results and improve student achievement.</u> | <u>The activities listed in the plan will clearly produce measurable results that significantly improve student achievement.</u> | <u>The activities listed in the plan should produce measurable results that will somewhat improve student achievement.</u> | <u>There are either no activities listed in the plan or those listed will not produce measurable results or any impact to student achievement.</u> |
| <u>The proposal provides a description of how it will meet all elements required to be included in the competency-based learning system.</u> | <u>The plan clearly indicates how it will meet all requirements included in the competency-based learning system.</u> | <u>The plan indicates how it will somewhat meet all requirements included in the competency-based learning system.</u> | <u>The plan does not indicate how it will meet all requirements included in the competency-based learning system.</u> |
| <u>The proposal provides a description of the district's plan for engaging the high schools with their feeder elementary schools on the establishment and administration of the competency-based learning system.</u> | <u>The plan clearly indicates how the high schools will work with their feeder elementary schools.</u> | <u>The plan indicates somewhat how the high schools will work with their feeder elementary schools.</u> | <u>The plan does not indicate how the high schools will work with their feeder elementary schools.</u> |
| <u>Evaluation (15 points)</u> | | | |
| <u>The proposal includes a description of the process for evaluating the</u> | <u>An evaluation plan is included. It</u> | <u>An evaluation plan is included.</u> | <u>The evaluation plan is either</u> |

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| <u>project, including a preliminary timeline for the collection of data. (Evaluation and Sustainability)</u> | <u>provides a clear process for evaluating the project. A clear timeline for data collection is included.</u> | <u>The process for evaluating the project is indicated, but has some missing pieces. A timeline for data collection is included, but has some missing pieces.</u> | <u>missing or isn't clear. The timeline for data collection is either missing or isn't clear.</u> |
| <u>The data from the proposed evaluation plan will be evaluated to determine if progress toward attaining the project goals is being made.</u> | <u>The evaluation plan clearly indicates how data will be evaluated.</u> | <u>The evaluation plan has some indication as to how data will be evaluated.</u> | <u>The data portion of the evaluation plan is either missing or isn't clear.</u> |
| <u>The proposal provides a plan that provides multiple opportunities to share the results of the project with all stakeholders.</u> | <u>The evaluation plan clearly indicates how results of the project will be shared with all stakeholders. The plan includes more than three avenues to share results.</u> | <u>The evaluation plan provides some indication of how project results will be shared with all stakeholders. The plan provides one or two avenues to share results.</u> | <u>The evaluation plan provides little or no indication that results will be shared with all stakeholders.</u> |

| |
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| <u>Diversity Points (10 Points)</u> |
| <u>School District Type (Up to 2 points)</u> |
| <u>School District Size (Up to 2 points)</u> |
| <u>Geographical Location (Up to 2 points)</u> |
| <u>Plan Approach (e.g., one subject, multiple subjects, and types of subjects) (Up to 4 points)</u> |

(Source: Former Section repealed at 31 Ill. Reg. 5116, effective March 16, 2007; new Section added at 41. Ill. Reg. _____, effective _____)

Section 1.APPENDIX H GUIDANCE AND PROCEDURES FOR SCHOOL DISTRICTS IMPLEMENTING THE ILLINOIS GLOBAL SCHOLAR CERTIFICATE

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DETERMINING GLOBALLY-FOCUSED COURSES

Though many school districts may offer courses listed in the subject areas described in subsection (a)(1)(E), courses and subjects other than those listed above may qualify as globally-focused. Other courses, such as those in family and consumer science, the arts, health, mathematics, and agricultural science, may also qualify, provided that an appropriate depth of knowledge of, and inquiry about, global issues and cultural diversity are incorporated. School districts shall consider the following criteria to determine which courses should be considered globally-focused:

Globally-focused courses require students to: (1) investigate the world, (2) recognize the perspectives of self and others, (3) communicate ideas to diverse audiences, and (4) take action to improve conditions locally and globally. These requirements, developed in consultation with the Council for Chief State School Officers, reflect the four established domains of global competence and closely follow both the Partnership for 21st Century Skills objectives and national learning standards adopted by the State of Illinois. School districts and GSCs working to determine which courses qualify as globally-focused, should consider the following questions:

Question 1: Does the course require students to investigate the world?

Courses selected for inclusion as part of a school district's globally-focused course offerings should promote content and skills that provide students the means to understand the world beyond their immediate environment.

Question 2: Does the course provide opportunities for students to recognize their own perspectives in relationship to the perspectives of others?

Courses selected for inclusion as part of a school district's globally-focused course offerings should provide students with opportunities to demonstrate a clear and accurate understanding of the perspectives of other people, groups, or scholars. Such courses should also incorporate complex analyses of how varying perspectives influence human interactions, and how this affects people's understandings of a situation, event, issue, or phenomenon.

Question 3: Does the course prepare students to communicate ideas to diverse audiences?

Though not all courses selected for the certificate will prepare students to collaborate and communicate with diverse groups, such courses should include assignments, activities and/or projects that prepare students to engage in this type of collaboration and communication in preparation for the capstone project.

Question 4: Does the course provide opportunities to act upon global issues and concerns?

Though not all courses selected for the certificate need to include organized opportunities for students to engage directly in collaborative action resulting in local, regional, or global improvements, such courses should encourage students to consider how such action might be

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executed. Moreover, school districts are encouraged to embed global service learning opportunities within coursework and co-curricular activities as these opportunities are requirements for the certificate (see requirements 3 and 4 below).

Qualifying Courses

Content/subjects taught within high school offerings in the following subjects are likely to meet these requirements as course content cannot be effectively taught without a global perspective.

- International economics, international business or global marketing
- International or foreign affairs
- World history/non-U.S. history
- World geography
- Comparative cultures, comparative religions, comparative government
- Science, technology and engineering courses with global application/perspective
- World languages
- Literature of another country, region or culture
- World art and world music appreciation

Though many high schools offer courses in these subject areas, the subject areas listed above are not the only courses that may qualify as globally-focused. Other courses, such as those in family consumer science, the arts, mathematics, health and agricultural science, may also qualify, provided that an appropriate depth of knowledge of and inquiry about global issues and diversity is incorporated. The examples identified on the chart below, though not exhaustive, are provided to give guidance to school districts and GSCs seeking to determine if a course investigates the world.

| <u>Examples of Courses with Insufficient and Sufficient Depth</u> | |
|--|--|
| <u>Insufficient Depth</u> | <u>Sufficient Depth</u> |
| <u>Students create an artistic piece or performance inspired by another culture.</u> | <u>Students interpret, create and/or evaluate a global issue through an artistic medium.</u> |

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| <u>Students prepare food from another part of the world or another culture.</u> | <u>Students prepare food from another part of the world or another culture and consider the production and preparation of food in relation to local cultures, health, sustainability, etc.</u> |
| <u>Students use datasets from another country or culture to illustrate a concept.</u> | <u>Students evaluate and use appropriate mathematical tools to investigate a global issue or derive additional information using mathematical methodologies.</u> |
| <u>Students use examples of agricultural management, finance, marketing and/or the foundations of crop and livestock production in a unit on the global marketplace.</u> | <u>Students learn about agricultural management, finance, marketing and the foundations of crop and livestock production by comparing a variety of agricultural practices found around the world and examine the complex global interrelationships that exist among the global agricultural industry.</u> |
| <u>Students learn about epidemics/disease, health care practices and/or prevention measures through cases studies in other parts of the world.</u> | <u>Students learn about global epidemics/disease, health care practices and prevention measures through a comparative epidemiological analysis incorporating diverse global contexts.</u> |

Other Considerations Related to Coursework

School districts wishing to require a specific globally-focused course or sequence of courses are encouraged to do so. For example, one school district may opt to require a course (or sequences of courses) in global studies or world languages, while another district may develop defined global pathways in STEM, world language or fine arts. These options, or others, may be added at the discretion of the school district, provided students fully complete all four of the overarching requirements needed to earn the Illinois Global Scholar Certificate including the requirement that each student complete eight globally-focused courses. In addition, school districts having limited course offerings may approve specific summer or online coursework, so long as such coursework has been deemed credit bearing by an ISBE approved institution.

GUIDANCE FOR DETERMINING SERVICE LEARNING

Service learning opportunities selected by students and GSCs to fulfill this requirement should be tied with globally-focused coursework, co-curricular activities oriented toward global service, and/ or the student's capstone research project. In addition, selected service learning opportunities should follow the guidelines for service learning found in the K-12 Service Learning Standards for Quality Practice developed by the National Youth Leadership Council:

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- Actively engage and educate the local community in meaningful globally-focused service activities that promote understanding of diversity and mutual respect among all participants.
- Allow the student to be self-directed in initiating, planning, implementing and evaluating throughout the experience.
- Be designed with sufficient duration and intensity to address community needs within a global context.
- Engage participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and use the results for improvement and sustainability.
- Incorporate multiple reflection activities that challenge students to think deeply about the relationship of self, society, and the world.

PURPOSE OF PRIORITY STANDARDS OF THE GLOBAL SCHOLAR CAPSTONE PERFORMANCE-BASED ASSESSMENT

The purpose of the capstone assessment for the Illinois Global Scholar Certificate is to ensure the high level of knowledge and skills possessed by the students applying for this recognition. Students will engage in a process of inquiry with required components and products, demonstrating mastery of designated national learning standards and standards for global competence. The process in which students are expected to engage and the products students are expected to create must provide the opportunity for students to demonstrate mastery. Transparency of the alignment of assessment to standards provides a more valid picture of students' knowledge and skills.

The Global Scholar Capstone Performance-based Assessment shall align with the following four priority standards:

- i) Students develop compelling questions and plan inquiries.
- ii) Students communicate ideas effectively with diverse audiences.
- iii) Students translate their ideas and findings into an appropriate plan of action to improve conditions based on the global issue or concern.

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- iv) Students engage in appropriate and informed actions to address or potentially improve conditions based on analysis of a global issue/concern.

(Source: Added at 41 Ill. Reg. _____, effective _____)