
1. *Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1, 2, 3 and 5]*

In November 1996, Illinois adopted the *Illinois Framework for Restructuring the Recruitment, Preparation, Licensure and Continuing Professional Development of Educators*. At that point, Illinois initiated a comprehensive effort to restructure the state's system for preparing, licensing and providing for continuing professional development of teachers. The goal of the *Framework* was "All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning." The *Framework* recommendations were consistent with the work of the National Commission on Teaching and America's Future, i.e., advocating a standards-based system for the preparation, certification and continuing professional development of teachers.

Following the adoption of the *Framework*, advisory groups comprised of representatives from elementary, secondary and higher education, the business community, and parents met to study and issue recommendations on various components of the *Framework*. The report of those advisory groups, *Preparing Educators for the 21st Century*, issued in November 1997, further supported the implementation of a standards-based certification system. In December 1997, Illinois enacted legislation that established a new standards-based system of certification for teachers in Illinois.

Since 1997, Illinois has continued to develop a standards-based system of certification for all educators, with an emphasis on assessment of subject knowledge and teaching skills. Illinois has undertaken much action in the past three years on teacher quality. Even though a key goal of ISBE is "educator quality" and "closing the educator gap," as stated earlier, Illinois is not there yet.

Partnerships

ISBE has worked in collaboration with the Governor's office; the Governor's Advisory Council on Teacher Quality, comprised of representatives of higher education, professional teacher associations and state educational groups; the Joint Education Committee, comprised of representatives of the State Board of Education, the ICCB, IBHE and others; the Continuous Improvement Partnership, comprised of representatives of ROEs, local school boards and associations, administrator groups and the state legislature; professional teacher organizations, higher education; administrator groups; parents and business partners to address the issues of teacher quality for several years. The report, *Improving Illinois' Educator Workforce* (see Appendix F) includes specific recommendations that resulted from the work of the partnerships. The plan for preparing, training, and recruiting high quality teachers and principals reflects and integrates recommendations from this report and other collaborative efforts.

Standards

Standards are the foundation, for students and staff, and provide the structure for the work of all the divisions in the Department of Teaching and Leadership at ISBE: -- Professional Preparation and Recruitment, Professional Certification and Testing, and Certificate Renewal and Leadership. *Content-Area Standards for Educators* were adopted in June 2000. All approved teacher

education programs that prepare educators must be able to demonstrate alignment with these standards by July 2003.

One recommendation in *Preparing Educators for the 21st Century* was that Illinois move from a licensure system based on inputs (i.e., specific courses and/or semester hours) toward a system based on professional standards or outcomes. Specifically, the report called for adoption of professional standards for teachers that clearly indicate what teachers are expected to know and be able to do. A set of eleven professional standards, known as the Illinois Professional Teaching Standards (IPTS) and based upon the national Interstate New Teachers Assessment and Support Consortium (INTASC) standards, was developed and subsequently approved by the ISBE. Those standards were delineated as requirements for all new teachers effective July 2002, were formally adopted as administrative rules and are currently in the process of amendment to incorporate additional standards.

National Council for the Accreditation of Teacher Education

Illinois has been a partner state with NCATE for nearly 20 years, and that relationship continues to be strong. Recently, ISBE adopted the rigorous performance-based standards developed by NCATE for unit accreditation; Illinois has modeled many of its content standards on those designed by the specialized professional associations.

In the past three years, three institutions have become NCATE-accredited, increasing the total of such Illinois institutions to 18. Within the next two years, four institutions will be seeking national accreditation in addition to state approval. Joint NCATE/State teams conduct five-day visits of colleges and universities for initial or continuing NCATE accreditation as well as Illinois recognition.

Professional Certification

In 1997, Illinois enacted legislation that authorized the development of a standards-based teacher certification system. This law created a three-tiered certification structure leading to the issuance of Initial, Standard and Master Teaching Certificates. In 1999, Illinois law set out the requirements for renewal of Standard and Master Teaching Certificates based on completion of continuing professional development. Just recently, a new Illinois law established the requirements for moving from an Initial to a Standard Teaching Certificate based on demonstration of performance of skills contained in the IPTS.

Current Illinois certification testing system requirements ensure that all candidates seeking educator certification must pass the Basic Skills test and the test of content knowledge related to their subject matter concentration. As noted above, Illinois is moving from a course-based to a standards-based system of certification. Beginning in July 2003, in addition to successful completion of the Basic Skills test and the content knowledge tests, teacher candidates will be required to pass the Assessment of Professional Teaching which is based on the Illinois Professional Teaching Standards (which include special education standards and pedagogy), Language Arts Standards for All Teachers and Technology Standards for All Teachers. Strong subject-matter competence is ensured through major area testing; beginning in 2004, tests will not only be required for major fields of study, but also for each area of endorsement on certificates. Teacher candidates entering the profession through alternative routes must complete approved programs that address the same content and skills required in the traditional route program and pass the same rigorous assessments as traditional route candidates.

Traditional candidates for certification include those individuals who (1) complete approved teacher education programs in Illinois; (2) complete approved teacher education programs in another state; (3) are certified, experienced Illinois teachers seeking additional certification; and (4) are certified, experienced out-of-state teachers seeking additional certification. In 1997, Illinois law authorized alternative routes to the same teaching certificates issued to those graduates of approved teacher preparation programs and experienced teachers. Alternative certification allows post-baccalaureate candidates to become certificated through completion of three phases of preparation – an intensive course of study in professional education theory, methods and practices; one year of supported teaching on a provisional certificate after passing the required tests; and, a comprehensive assessment of teaching performance. Currently, Illinois has 11 institutions of higher education that offer alternative certification programs.

The Illinois *Troops to Teachers* program is included in the Transition to Teaching Federal Grant awarded to the state in October 2001. This program assists military veterans and reserve component members who wish to begin a second career in education. *Troops to Teachers* participants who obtain their Transitional Bilingual Certificate and work towards their full regular certification are eligible through this grant to be paid \$150 per credit hour for completed certification-related coursework. ISBE offers advice, guidance, and assistance to individuals in completing the process to become an Illinois certified teacher through this program. ISBE then assists them in securing teaching positions in the state, as well as placing their name on a nationwide database which is used by participants to search for vacancies. The database is also used by school districts across the country that post vacancies and search for potential teaching candidates. Eligible participants in the program may receive stipends of up to \$5,000 to help cover costs associated with obtaining their certification, or a \$10,000 signing bonus. They must then sign a participation agreement: if they accept the stipend, they must teach for 3 years in a high needs school district; if they accept the signing bonus, they must agree to teach for 3 years in a high needs school. Illinois has participated in the program since 1998, and has placed nearly 150 such teachers in Illinois classrooms.

The Joint Education Committee has been directed by executive order of the Governor to develop and submit a detailed plan and implementation strategy to reconfigure the State's current DeBolt Scholarship Program into a new incentive program named the Illinois Teacher Education Assistance Campaign (ITEACH). ITEACH is a teacher shortage scholarship program (once named the David A. DeBolt Teacher Shortage Scholarship Program). This program provides scholarships, up to \$5,000.00 each year, to students studying to become teachers in a subject area that has been designated as a shortage area by ISBE. College freshman, graduate students, and half-time students are eligible for the program. More information is available through the Illinois Student Assistance Commission.

Interstate Agreement

In August 1995, Illinois entered into the NASDTEC Interstate Contract to which some 30 other states belong. As part of this agreement, applicants for Illinois certification who are from out of state receive Illinois teaching certificates through reciprocity if they: (1) possess a valid, comparable teaching certificate from a member state; (2) have completed a state-approved teacher education program or have appropriate teaching experience; and (3) have successfully met the Illinois testing requirements. Out-of-state candidates who do not qualify through the reciprocity

based on the Interstate Contract may qualify through the process of transcript evaluation. They, too, must successfully complete any required assessments.

National Board for Professional Teaching Standards

Illinois supports teachers, through both funding and technical support, in attaining certification from the NBPTS and rewards them with a Master Teaching Certificate valid for ten years. ISBE provides financial support and mentoring to qualified teachers pursuing certification from the National Board through the funding of the \$2,300 application fee for candidates. Those earning National certification receive a \$3,000 stipend as well as compensation of up to \$3,000 for mentoring other teachers, particularly those in low performing and/or high poverty districts. Applicants also enjoy mentoring from Board certified teachers who are reimbursed by ISBE for their time and travel. Workshops on the National Board process are conducted several times each year across the state, and a Web site and electronic chat room lend further support to teachers seeking national recognition.

Re-certification and Professional Development

Beginning in FY00, re-certification laws required teachers to engage in continuing professional development in order to renew Standard teaching certificates every 5 years. Specific percentages of all professional development must be targeted to the areas in which teachers are certified, the state identified educational priorities, local school improvement plans, or work toward a new certificate or endorsement. A professional development provider system requires that individuals, colleges, and organizations align professional development content to the *Illinois Professional Teaching Standards* and meet additional criteria in order to be approved as professional development providers for conferences and workshops in the state of Illinois. Teachers may earn credit for professional development through a variety of activities designed to include job-embedded tasks.

The Joint Education Committee has been directed by executive order (see Appendix N) to develop and submit a detailed plan and implementation strategy by January 1, 2003, that increases accountability for all providers of professional development services for teachers and administrators. All standards in this accountability system shall be based on reliable data concerning program effectiveness and content knowledge needs of teachers.

Induction and Mentoring

A statewide expectation for district-based induction and mentoring programs for novice teachers is under consideration by the Illinois legislature. The purposes of these programs are to reduce new teacher attrition from the profession, to accelerate the development of their instructional skills, retain highly qualified teachers, and to positively impact student achievement. The recent law that sets out requirements for moving from an Initial to a Standard Teaching Certificate includes an induction and mentoring component based on performance of skills contained in the IPTS. Until a statewide program is in place, ISBE will continue to provide technical assistance to any school district that expresses an interest in developing a standards-based induction and mentoring opportunity for its new teachers.

The Joint Education Committee has been directed by executive order (see Appendix N) to develop and submit a detailed plan and implementation strategy by January 1, 2003, for a statewide system of mentoring and induction for all new teachers and administrators that will be initiated in stages

over the next five school years, starting with the schools and school districts in Illinois with the most severe teacher retention problems.

ISBE has provided funding, non-financial resources, and technical assistance to school districts that pilot induction and mentoring programs based on research and best practices. For example, the University of Illinois at Urbana/Champaign, two ROEs in central Illinois, and multiple LEAs have designed and implemented a successful induction program that incorporates mentoring, formative assessments of performance, and professional development opportunities for the novice teachers. Innovative strategies, such as electronic mentoring, have made more support available to first and second year teachers. ISBE has sponsored three annual statewide conferences on induction and mentoring.

ISBE has sponsored several advisory panels composed of new and veteran teachers, school administrators, and higher education faculty to recommend essential components for successful induction programs. More recently, the agency has cooperated with regional superintendents of schools and other stakeholders in developing training programs for school administrators to identify the needs of novice teachers and to design appropriate support mechanisms.

Administrator Quality

Recently proposed legislation will require all education administrators to engage in 100 hours of local professional development and 36 hours of Administrators' Academy courses during the 5-year validity period of their certificates. This is the result of over 18 months of collaboration with many partners. These efforts resulted in a plan to increase and raise standards for professional development as it relates to renewal of administrative certificates. All professional development must be aligned to the Illinois Professional School Leader Standards and each activity must have a communications, dissemination, or application component. Administrators must maintain a portfolio describing the activities in which they have engaged and the knowledge and skills they have acquired and applied as a result of that professional development. The professional organizations representing school and district administrators also recognized the need for administrators to create a climate that supports new teachers; therefore new and veteran administrators will engage in a required course focusing on induction and mentoring for administrators and teachers. Additional required courses will be established by ISBE as needs of the education profession are identified.

The Joint Education Committee has been directed by executive order of the Governor to develop and submit a detailed plan and implementation strategy by January 1, 2003, that brings administrator certificate renewal in Illinois into line with standards as recognized by ISBE, IBHE and ICCB.

Illinois is one of 15 states that have received a DeWitt-Wallace/Readers Digest grant for the purpose of influencing state policy as it applies to educational leaders. This is a three-year collaborative effort and commitment between the Governor's Office and ISBE to focus on:

- School Leadership
- Candidate's Pool
- Educational and Professional Learning
- Licensure, Certification and Program Accreditation
- Conditions of Professional Practice, and

- Authority for Practices and Governance.

The State Action for Educational Leadership Policy (SAELP) grant supports the proposed professional development requirements for administrative certification. Furthermore, it includes research on governance models that support teacher induction and mentoring and the establishment and maintenance of positive school climates that invite and sustain high quality teachers. ISBE has provided more than \$138,000 of in-kind contributions to this collaborative effort and has devoted staff to its continued support.

Additional grants to individual school districts were awarded in only the 15 SAELP states. Springfield School District #186 was the recipient of a \$3 million grant over the next five years. The purpose of this grant is to focus on best practices in developing exceptional school administrators and demonstrating how effective leadership affects the teaching force. Each of the participating school districts will focus efforts on becoming a demonstration site for the nation. Data will be collected by CCSSO and DeWitt-Wallace and research-based practices will be carefully evaluated for a final report.

Effective Professional Development

Research has shown that teacher quality is the single most important school factor affecting student achievement. The Illinois plan for preparing, training, and recruiting high quality teachers and principals will seek to positively impact student achievement through the development of preparation programs and opportunities for educators to be re-trained in content areas of highest need. Through standards-based preparation programs and professional development opportunities targeted to specific content/grade level needs, educators will be given the resources to improve knowledge and skills. ISBE provides a variety of professional development opportunities to educators in a multitude of content and skill areas. State priorities for continuing professional development have been established by the state board members as reading, mathematics, standards and assessment, technology integration, and special education. There is a need to examine the many professional development offerings that ISBE provides to determine effectiveness, alignment to re-certification provider requirements, needs of local school districts, and remaining gaps. *NCLB* will create an opportunity to ensure that the professional development provided by ISBE becomes an aligned system that serves the needs of districts and teachers, thus improving student achievement. ISBE will examine professional development being provided by various divisions in the agency to determine alignment to state priorities and state professional development provider criteria in state law. Plans are in place to develop appropriate strategies to ensure that all professional development being provided to LEAs aligns to state priorities, provider criteria, and the definition of "high quality professional development" as stated in *NCLB*.

Program Goals or Performance Indicators

- Increase the percentage of highly qualified teachers, paraprofessionals, and principals by 5% annually.
- Increase the percentage of teachers receiving high quality professional development by 10% annually.
- Increase the percentage of districts that receive induction and mentoring training and application pilots by 10% annually.

- Increase the percentage of district recruitment programs, particularly those that attract new special education, mathematics, and science teachers in high need schools by 5% annually.

These goals are consistent with local applications for Title II funds as well as state priorities. For the LEAs, and other applicants, the following criteria must be met:

- target high need schools and districts in the areas of math and science
- demonstrate innovative and scientifically based research approach
- demonstrate results in improving student achievement
- include strategies that align to the definition of "high quality professional development" in Title IX, Part A-Section 9101-definitions of NCLB
- rely on and embed evaluation results into process and strategy improvement
- offer a variety of delivery options to ensure accessibility to teachers, paraprofessionals and principals
- address the identified priorities for Illinois:
 - Out-of-field re-training to assist teachers in attaining highly qualified status
 - Development of paraprofessional preparation programs
 - Development of accessible programs for transitional bilingual certificate holders to attain highly qualified status
 - Induction and mentoring capacity building for schools
 - Leadership training for low-performing schools
 - Teacher and administrative recruitment strategies that attract special education, math, and science teachers to low-performing schools.

State Higher Education Agency Competitive Process

IBHE will take overall action on funds in August, 2002. An RFP will be distributed between August and September, 2002 for competitive grants to eligible partnerships. The selection criterion for the grants is outlined in Table 7 in Part II.

Paraprofessionals Activity

ISBE will collaborate with community colleges to develop standards-based preparation programs that focus on reading, writing, and math for paraprofessionals. A two year program on community college campuses will include appropriate assessment(s) and result in an Associate's degree with a paraprofessional teaching credential. Meetings have begun between ISBE and ICCB to develop these programs. The initial plan for the programs includes career ladder opportunities for paraprofessionals to move towards full teacher certification status. These programs will be created to provide program access to current and potential paraprofessionals throughout the state and to ensure highly qualified paraprofessionals prepared for Illinois schools. ISBE will also develop guidelines and standards to ensure that any formal state or local assessment of paraprofessionals adequately measures required knowledge and ability.

Out-of-field Teaching and Effective Professional Development

There are several key activities planned with the use of the federal funds:

- ISBE will design and deliver effective technical assistance, guidance, and training to principals, teachers, and paraprofessionals in locally identified areas of need related to their local plans to improve teacher and principal quality. Technical assistance may be delivered through partnership efforts with ROE, professional organizations, colleges, and

other professional development providers; it may take various forms depending on local educational agency needs and will be based upon the definition of high quality professional development found in section 9101 of *NCLB* and scientifically based research. ISBE will provide direction and assist in the development of program plans, proposals, and resources to assist low performing schools to increase the percentage of highly qualified teachers, principals and paraprofessionals. This targeted assistance will be aligned to performance agreements in the System of Support schools program that serves the lowest performing districts in Illinois with structured assistance and guidance. Scientifically based research will be used to provide guidance in the selection of professional development, and the identification of effective instructional programs and practices.

- To address the out-of-field teaching issue, ISBE will re-examine teacher certification rules to determine if they should be reformed to require sufficient subject matter/content area preparation in any course taught by teachers in order to reduce out-of-field teaching in Illinois. This decision will be based upon data collected on out-of-field teaching when the data can be collected statewide in 2002-2003.
- ISBE will also consider expanding state priorities for re-certification to include areas corresponding to a teacher's current assignment if the teacher is teaching "out of field". This approach will serve as a preliminary step in assisting teachers in attaining highly qualified status, but will not fulfill the complete requirement for endorsement or full certification.

Leadership Activities

At the school district level, ISBE will encourage a systemic approach to solving the out-of-field problem by requiring school districts to include a goal in their school improvement plans and district professional development plans to assist out-of-field teachers in attaining highly qualified status.

At the administrative level, Illinois Administrative Certificate holders will be expected to create individualized professional development plans pending proposed legislative changes or amendments to existing administrative rules. These plans must address district priorities and increase the administrator's knowledge and skills. ISBE will recommend that administrators include goals in their individualized professional development plans related to assisting faculty assigned to teach "out of field" in order to meet the highly qualified status of *NCLB*.

Recruitment and Retention Activities

In the face of a growing imbalance between educator supply and demand, ISBE will develop a comprehensive teacher recruitment and retention plan. With consultation and collaboration from district administrators, ROE, the teacher unions, institutions of higher education, the business community, and other critical stakeholders, the plan will identify and prioritize all means of attracting individuals to the profession, particularly in teaching shortage areas (e.g., math, reading, science, special education, etc.) and in high need schools. The plan will likely target financial incentives, such as scholarships, loans, or stipends, accelerated program delivery models (e.g., alternative routes to certification, high quality professional development, etc.), pension incentives for retired teachers, and retraining existent professionals for service in high-need fields.

The Illinois Education Job Bank is an interactive vacancy list with job openings in Illinois for teachers, administrators, school service personnel and non-certified school personnel. Applicants can search by region, grade level and position. Applications can be made online by submitting a

resume. Districts can subscribe online to the job bank, post job listings, and view existing online resumes. The job bank is a collaborative effort between the Illinois Association of School Administrators and ISBE. To learn more about the Web site, go to www.iasaedu.org/Jobbank.

Legislative and Policy Activities

- Through legislative and policy reforms, ISBE will also address the current and projected teacher shortage. ISBE will continue to support the provision of annual scholarships for teacher preparation in high demand fields through ITEACH. The 2001 Illinois Educator Supply and Demand report highlights a 60% increase in the rate which teachers have been leaving Illinois public schools over the last 4 years. Related studies indicate that Illinois loses about 30% of its teachers in the first 3 years on the job. Increasing student enrollments through 2008 are likely to further exacerbate teacher demand.
- In order to address the need to support and encourage potential teacher candidates as well as existing career professionals that could serve as educators in prioritized areas, ISBE supports legislation that
 - encourages alternative routes to teacher certification, and
 - promotes the full certification of transitional bilingual teachers.

ISBE will also consider the expansion of agreements for certification requirements with other states aligned to NCATE standards, especially in high demand fields such as math, science, and special education.

Studies completed on causes of new teacher attrition reveal that along with dissatisfaction related to teacher salaries and compensation, new teachers express a lack of support as a major reason for leaving the profession. Through the varied activities, reforms, and policies described above, Illinois' current high expectations for educator quality will be strengthened. ISBE will work in partnership with institutions of higher education, ROE, teacher unions, business representatives, parents and community representatives to provide support for out-of-field re-training, development of paraprofessional preparation programs, development of accessible programs for transitional bilingual certificate holders, induction and mentoring training and pilots, leadership training, development of a professional development database, and the design and implementation of teacher and administrative recruitment strategies. These activities will serve to meet the immediate needs of educators in Illinois in response to *NCLB*.

ISBE recognizes the need for high standards of quality from all teachers and educators if student achievement is to improve in Illinois schools. ISBE has developed a strong framework for educator quality through standards-based professional preparation programs, enhanced certification tests, and re-certification requirements. This framework has been developed in partnership with key stakeholders. It is understood that all stakeholders must work together to improve the environment for new and existing teachers as ever higher standards of quality are required. With state level policies and activities that promote high quality teachers in all classrooms, improved environments that promote and nurture student, teacher, and administrator learning, student achievement will improve over time. *NCLB* provides additional opportunities for ISBE and Illinois' educators to continue the journey towards our mission to provide a public education system that is "*Second to None*".

a. If not fully addressed in the state's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the state's annual measurable objectives under section 1119(a) (2).

It is addressed, above and in Part I.

b. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34). Note: This program, and the financial support it provides to States, LEAs, and schools, is vitally important to ensure that all students have teachers who are highly qualified, and who can help students achieve to their maximum capabilities. The two items identified above supplement other information States need to provide in response to items in Part I, Goal 3; Part II, item 5, and Part III, information on Title II, Part D (Enhancing Education Through Technology program) on how they plan to implement key teacher quality activities.

ISBE will hold LEAs accountable for meeting the annual measurable objectives by the following means:

- Require reporting of percentage of classes being taught by highly qualified teachers on the annual school report card form; require reporting of percentage of classes not being taught by highly qualified teachers on same form each spring; and require that LEAs report same information on school report cards to public on annual basis.
- Require ROEs to collect from LEAs annual data on teacher qualifications/credentials and assignments and submit data to SEA.
- Require that LEAs provide assistance to teachers teaching "out of field" to attain highly qualified status and/or assign teachers to only those content areas for which they are highly qualified; report to USDE those LEAs not in compliance.

ISBE will ensure that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101 (34) by the following means:

- Align the process of auditing approved professional development providers with the definition of professional development in section 9101 (34); and remove professional development provider approval status from those providers not in compliance with definition.
- Use professional development definition as part of criteria for awarding of subgrants to those entities receiving leadership funds from SEA; discontinue funding for those entities not in compliance with criteria.
- Align SEA professional development activities to definition.
- Communicate definition to LEAs in guidance for local plans; and require that plans align activities to definition.

c. Describe the state educational agency and the state agency for higher education's agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for 1% of the State's program allocation for administration and planning costs. In the absence of an agreement between the two agencies to apportion the 1% in another way, of

this amount the Department annually will award to the SAHE for administration and planning the greater of-

- 1. The amount of F01 funds it had received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, or*
- 2. 5% of the amount available each year for subgrants to partnerships under ESEA section 2113(a) (2).*

It is agreed by ISBE and IBHE that funds to be made available to the latter for administration and planning under Title II, Part A will be the greater of:

- The amount of federal FY01 funds received by IBHE for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, *or*
 - 5% of the amount available each year for sub grants to partnerships under section 2113(a) (2) of the ESEA, as amended by *NCLB*.
-