

**ILLINOIS STATE BOARD OF EDUCATION  
via Video Conference**

**Chicago Location:** ISBE Video Conference Room, 14<sup>th</sup> Floor,  
100 W. Randolph Street, Chicago, IL

**Springfield Location:** ISBE Video Conference Room, 3<sup>rd</sup> Floor,  
100 N. First Street, Springfield, IL

**This meeting will also be audio cast on the Internet at: [www.isbe.net](http://www.isbe.net)**

**February 22, 2017  
9:00a.m.**

**I. Roll Call/Pledge of Allegiance**

- A. Consideration of and Possible Actions on Any Requests for Participation in Meeting by Other Means

**II. Swearing-In of Board Members**

**III. Public Participation**

**IV. Election of Board Officers**

**V. Superintendent's Report - Consent Agenda**

- A. \*Approval of Minutes

- 1. Plenary Minutes: January 24, 2017 **pp. 3-9**

- B. \*Rules for Initial Review

- 1. Part 25 **pp. 10-108**

- C. \*Rules for Adoption

- 1. Part 1 **pp. 109-148**

- D. \*Contracts & Grants Over \$1 Million

- 1. Illinois Empower **pp. 149**

- 2. KIDStech University of California-Berkeley Evaluation and Assessment Research Center (BEAR Center) **pp. 150-152**

- E. \*2016 Spring Waiver Report **pp. 153-167**

- F. \*Fiscal Year 2016 Appropriation Transfer from Special Education Personnel to Special Education Transportation **pp. 168-170**

- G. \*Settlement Agreement between *Chicago Urban League et al. and the Illinois State Board of Education*

***End of Consent Agenda***

**VI. Discussion Items**

- A. District Oversight Update
- B. Legislative Update **pp. 171-174**
- C. Budget Update
- D. Every Student Succeeds Act Update

E. Other Items for Discussion

**VII. Announcements & Reports**

A. Superintendent's/Senior Staff Announcements

B. Chairman's Report

1. Appoint Chair for Finance and Audit Committee

2. Appoint Chair for Education Policy Planning Committee

C. Member Reports

**VIII. Information Items**

A. Fiscal & Administrative Reports (*available online at  
[http://isbe.net/board/fiscal\\_admin\\_rep.htm](http://isbe.net/board/fiscal_admin_rep.htm)*)

**IX. Closed Session (as needed)**

**X. Adjourn**

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

**NOTE: Chairman Meeks may call for a break in the meeting as necessary in order for the Board to go into closed session.**

**Illinois State Board of Education Meeting  
January 24, 2017**

ISBE Springfield  
100 N. First Street  
Springfield, IL 62777

**ROLL CALL**

Chairman James Meeks called the meeting to order at 10:30 a.m. Dr. Tony Smith was in attendance and a quorum was present.

**Members Present**

James T. Meeks, Chairman  
Curt Bradshaw  
Craig Lindvahl  
Eligio Pimentel  
Lula Ford  
Cesilie Price  
Collin Hitt  
Jason Barclay

**SWEARING IN  
CEREMONY**

There was a brief, ceremonial swearing-in for incoming Board member Jason Barclay.

**PUBLIC  
PARTICIPATION**

Kelly Tracy, a parent from CUSD #7, discussed concerns about the school district's policies and truancy. She asked for assistance from ISBE in dealing with her concerns.

Jessica Handy, government affairs director from Stand for Children, discussed SB 195, which proposes to end the practice of using federal education funds to pay off pension debt. She asked for the Board to consider supporting the legislation.

Chairman Meeks welcomed Jeff Vose, superintendent of ROE #51, to the meeting.

**STUDENT  
ADVISORY  
COUNCIL**

Chairman Meeks welcomed the Student Advisory Council to the meeting. The council provided an update on its research on improving students' academic, social emotional, and behavioral outcomes in relation to ISBE's Every Student Succeeds Act (ESSA) State Plan by raising awareness of mental health issues in schools. The students and members of the Board discussed the issue. The students will present their final presentation at the March Board meeting.

**FY18 BUDGET  
DISCUSSION**

Robert Wolfe, chief financial officer at ISBE, outlined the fiscal year 2018 budget recommendation to the General Assembly. He discussed the needs of local districts serving children in every community across Illinois and the need to support high-quality educational outcomes for each and every child in a public system.

Article X, Section 1 of the Illinois State Constitution states, in part, "The State has the primary responsibility for financing the system of public education." Therefore, the Superintendent recommends an increase of \$266.4 million (3.6 percent) in General Fund's appropriations for FY 2018. The increase will provide a sufficient appropriation to fund General State Aid at the Statutory Foundation Level of \$6,119, with any remaining funds being distributed in accordance with the manner directed in PA 99-0524, the FY 2017 Budget Bill. Further, the Superintendent will be able to make changes to the "Other State Funds" and "Federal Funds" recommendations outlined in Exhibit A of the board memo as appropriate, pending actions during the legislative session.

Curt Bradshaw moved that the State Board of Education approve the FY 2018 Budget Recommendation as presented.

Lula Ford seconded the motion and it passed with a unanimous roll call vote.

**CONSENT  
AGENDA**

Eligio Pimentel moved that the State Board of Education approve the consent agenda as presented. Lula Ford seconded the motion and it passed unanimously with a roll call vote.

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

**Approval of Minutes**

The State Board of Education approves the minutes for the December 15, 2016, Board meeting.

**Rules for Initial Review**

**Part 1 (Public Schools Evaluation, Recognition and Supervisions)**

Part 1 is the agency's general set of rules that govern the State Board's required supervision and evaluation of public school districts' compliance with law, rules and policy. The rules also establish a process for identifying the recognition status awarded to a school district and its schools based on the extent of its compliance; that is, fully recognized, recognized pending further review, on probation, or nonrecognized. The Part informs school districts of the requirements that apply in specific areas of operations and programming, such as school governance, instructional programs, health and safety, staff qualifications, and academic standards.

This rulemaking incorporates a number of changes focusing on educator licensure. In particular, this rulemaking clarifies:

- Regional Offices of Education and Intermediate Service Centers may access the Educator Licensure Information Service in order to ensure educators are properly licensed and endorsed or are qualified for a particular teaching assignment.
- Individuals working as paraprofessionals cannot discipline students.
- Head teachers serving more than 50 percent full-time employment serving in place of a principal must hold a professional educator license endorsed for supervision.
- Effective on and after February 1, 2018, for middle grade teachers first assigned to grades 7 or 8 or departmentalized grade 6 are not applicable to teachers first endorsed in the following on or after February 1, 2018: agricultural education; business, marketing, and computer education; business, marketing, and computer education (computer programming); computer applications, computer science; family and consumer sciences; health science technology; and technology education.
- Any individual who will serve as a substitute driver's education teacher must be endorsed for driver's education.

Additionally, this rulemaking updates the Kindergarten Individual Development Survey (KIDS). Public school districts and charter schools are required to report to ISBE certain data annually on each student enrolled in their kindergarten programs. Public school districts and charter schools will have to fully implement KIDS starting with the 2017-18 school year. School districts are required to report on the following 14 State Readiness Measures:

- Language and Literacy Development
  - Communication and use of language (expressive)
  - Reciprocal communication and conversation
  - Comprehension of age-appropriate text
  - Phonological awareness
  - Letter and word knowledge
- Cognition; Math
  - Classification
  - Number sense of quantity
  - Number sense of math operations

- Shapes
- Approaches Toward Learning and Social and Emotional Development
  - Curiosity and initiative in learning
  - Self-control of feelings and behavior
  - Engagement and persistence
  - Relationships and social interactions with familiar adults
  - Relationships and social interactions with peers

These measures must be reported for kindergartners in self-contained special education classrooms or alternative settings unless the special education team deems it inappropriate. The explanation must be included in the student's Individual Education Program. Similarly, the measures must be reported for kindergartners who are English Learners unless the Language and Literacy Development measures are deemed inappropriate and should be substituted with more appropriate non-required measures.

Reporting must be completed once a school year and done electronically through the KIDSTech rating system. All teachers teaching in kindergarten in a public or charter school must have completed ISBE's KIDS teacher training by the end of the 2016-17 school year.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), including publication of the proposed amendments in the *Illinois Register*.

**Part 20 (Standards for Endorsement in Elementary Education) and  
Part 26 (Standards for Endorsements in Early Childhood  
and in Elementary Education)**

Currently, licensure candidates who are enrolled in an elementary education program after October 1, 2015, must complete that program by September 1, 2018, and obtain their elementary education endorsement by September 1, 2019.

These rulemakings will change the current requirements to state the candidate must be entitled for the endorsement by September 1, 2019. This change will ensure all candidates meet the stated deadline while providing Educator Effectiveness with the flexibility to properly evaluate all applications.

Additionally, these rulemakings clarify that any applicant seeking an elementary or early childhood endorsement undergoing the transcript evaluation process must submit their application by September 1, 2019.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemakings for Part 20 (Standards for Endorsement in Elementary Education) and Part 26 (Standards for Endorsements in Early Childhood and in Elementary Education), including publication of the proposed amendments in the *Illinois Register*.

**Part 50 (Evaluation of Educator Licensed Employees Under Articles 24A  
and 34 of the School Code)**

Currently, individuals who evaluate certified staff must participate in retraining developed or approved by ISBE. Individual school districts that offer their own retraining must ensure each evaluator completes the retraining at least once during each licensure renewal cycle.

The purpose of this rulemaking is to clarify that before an individual can evaluate certified staff in the next licensure renewal cycle, that individual must complete a retraining program provided or approved by ISBE.

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemakings for Part 50 (Evaluation of Educator Licensed Employees Under Articles 24A and 34 of the School Code), including publication of the proposed amendments in the *Illinois Register*.

### **Contracts and Grants**

#### **Abstinence Education Notice of Funding Opportunity and Award**

The Special Education Services Division requests the Board to authorize the State Superintendent to release a Notice of Funding Opportunity (NOFO) that exceeds \$1 million and award the successful applicant(s) an Abstinence Education grant. The total award over a two-year period will not exceed \$5.4 million.

The State Board of Education hereby authorizes the State Superintendent to release the Abstinence Education NOFO and subsequently award to the successful applicant(s).

#### **Preschool Program Monitoring for Quality and Compliance**

The Early Childhood Division requests the Board to authorize the State Superintendent to release a Request for Sealed Proposals (RFSP) for a vendor for the Preschool for All Children program monitoring for quality and compliance. These assessments will assist with determining program improvement needs as well as professional development needs around the state. In addition, the entity will complete compliance checklists as determined by ISBE and based on the 23 Illinois Administrative Code Part 235, Early Childhood Block Grant. The initial amount (FY 2018) term is \$1.5 million with a contract maximum total not to exceed \$8.5 million over the five-year term.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror to procure services for program monitoring for quality and compliance. The initial term of the contract will begin July 1, 2017, and extend through June 30, 2018. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$8.5 million.

#### **IDEA, Part B, Preschool Discretionary Grant Projects**

The Early Childhood Division requests the Board to authorize the State Superintendent to release three FY 2018 Request for Proposals (RFPs) -- STARNET, Early CHOICES, and Child Find -- and award grants to successful applicants and to continue funding for the Parent/Infant Institutes. The discretionary grants assist school districts, special education cooperatives, and families in improving educational outcomes of young children with disabilities and meeting the Individuals with Disabilities Education Act Part B State Performance Plan by providing training, technical assistance, materials, and/or special services. The total award over a five-year period will not exceed \$18,216,225.

The State Board of Education hereby authorizes the State Superintendent to release three RFPs and award the successful applicants to serve the six STARNET regions, Early CHOICES, and Child Find and to continue funding the Parent/Infant Institutes to assist in building a system that enables all children to meet the Illinois Learning Standards by grade 3 through supporting schools in establishing comprehensive Early Learning Systems. The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated contract total costs, including renewals, will not exceed \$18,216,225.

#### **Early Childhood Block Grant: Prevention Initiative 0-3, Preschool for All 3-5, and Preschool for All Expansion 3-5**

The Early Childhood Division requests the Board to authorize the State Superintendent to release three FY 2018 RFPs -- one for Prevention Initiative 0-3, one for Preschool for All 3-5, and one for Preschool for All 3-5 Expansion -- and to

award grant agreements to the successful applicants. Funding for the RFPs is subject to appropriation by the Illinois General Assembly.

The State Board of Education hereby authorizes the State Superintendent to release three RFPs and award the successful applicants. The initial term of the grants will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon a sufficient appropriation and satisfactory performance in each preceding grant year. The estimated total cost, including renewals will not exceed \$\$2,568,690,500.

#### **Preschool Professional Development**

The Early Childhood Division requests the Board to authorize the State Superintendent to release an RFP in FY 2018 for the purpose selecting an applicant to provide professional development, training, and coaching to Preschool for All and Preschool for All Expansion programs. The total grant award over a five-year period will not exceed \$8.5 million.

The State Board of Education hereby authorizes the State Superintendent to release an RFP and award the grant to the successful applicant to provide professional development, training, and coaching. The initial term of the grant will begin July 1, 2017, and extend through June 30, 2018. There will be four possible one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated total cost including renewal will not exceed \$8.5 million.

#### **Early Childhood Illinois Early Learning Project Website**

The Early Childhood Division requests the Board to authorize the State Superintendent to release an RFP for the Illinois Early Learning Project website. The website provides a portal for teachers, parents, and administrators to access early learning tips, guidance, FAQs, and other aids. These provide teachers, parents, and school leaders with assistance in improving their effectiveness as teachers of young students. These aids to teaching and learning also help ensure that young children will be prepared to succeed in their later learning years. The learning aids are available in different languages, ensuring that more teachers, parents, and children can access and benefit from this source of early childhood education resources.

The State Board of Education hereby authorizes the State Superintendent to release an RFP and award the successful applicant. The initial term of the grant will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory performance in each preceding year. The estimated costs, including the renewal, will not exceed \$2.5 million.

#### **Early childhood Block Grant Community Systems Development**

The Early Childhood Division requests the Board to authorize the State Superintendent to release an RFSP whereby one eligible entity will receive a contract to provide Early Childhood Community Systems Development for Illinois communities. The total award of the five year-period will not exceed \$6 million.

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract to the successful offeror/s to procure the service for Early Childhood Community Systems Development. The initial term of the contract will begin July 1, 2017, and extend through June 30, 2018. There will be four one-year renewals contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewal, will not exceed \$6 million.

#### **Healthy Community Investment Grants**

To provide the Board information regarding funding available for Healthy Community Investment Grants and to request authorization to award grants to school districts and community organizations based upon the methodology

presented below.

The State Board of Education hereby authorizes the State Superintendent to execute grant agreements with the school districts identified in Exhibit I and additionally release a Request for Proposals and award to successful community organization applicants based upon the eligibility criteria outlined in the memo.

#### **Financial Audit Report**

The Internal Audit division requests the Board accept the Office of the Auditor General's Illinois State Board of Education Financial Audit for the year ended June 30, 2016.

#### **END OF THE CONSENT AGENDA**

#### **CHARTER SCHOOL COMMISSION APPOINTMENT**

Jason Helfer, deputy superintendent of Teaching and Learning at ISBE, and Claudia Quezada, director of Quality School Options at ISBE, discussed the appointment recommendation from the Governor's Office of Carlos A. Pérez to the Charter School Commission.

Craig Lindvahl moved that pursuant to Article 27A-7.5(c) and 7.5(d), the State Board hereby approves the appointment of Carlos A. Pérez to the State Charter School Commission.

Collin Hitt seconded the motion and it passed with a unanimous voice vote.

#### **LEGISLATIVE UPDATE**

Amanda Elliott, co-director of legislative affairs at ISBE, provided a brief update on the Illinois Education Funding Commission. She discussed legislative updates for the 2017 Spring Session.

#### **ESSA UPDATE**

Jason Helfer gave a brief update on the ESSA State Plan, presenting key objectives and a timeline to the Board.

#### **ANNOUNCEMENTS AND REPORTS**

Chairman Meeks presented a resolution to Curt Bradshaw recognizing his many years of service to the Illinois State Board of Education. The Board expressed its gratitude for his time and service.

Lula Ford moved that the State Board of Education approve the resolution honoring Curt Bradshaw.

Chairman Meeks seconded the motion and it passed with a unanimous voice vote.

#### **CLOSED SESSION**

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

Section c (11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

He also moved that Board members may invite anyone they wish to be included in this closed session.

Cesilie Price seconded the motion and it passed with a unanimous roll call vote.

The Board entered into closed session at 1:04 p.m.

The Board meeting reconvened at 2:09 p.m.



**INFORMATION  
ITEMS**

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

**MOTION FOR  
ADJOURNMENT**

Chairman Meeks moved that the meeting be adjourned. Lula Ford seconded the motion and it passed with a unanimous voice vote. The meeting adjourned at 2:09 p.m.

**Respectfully Submitted,**

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Board Secretary

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**Mr. James T. Meeks**  
Chairman

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 22, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning #  
Stephanie B. Donovan, General Counsel *SB*

**Agenda Topic:** Part 25 (Educator Licensure)

**Materials:** Recommended Rules

**Staff Contact(s):** Emily Fox, Division Administrator, Educator Effectiveness  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

Educator Effectiveness requests the Board to authorize the State Superintendent to adopt a motion authorizing solicitation of public comment on the proposed amendments.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The proposed amendments relate to the Board's goal that every student will be supported by highly prepared and effective teachers and school leaders.

**Background Information**

This rulemaking makes numerous changes to Part 25, including the following changes to align this Part with new Public Acts amending the School Code:

- Section 25.337: PA 99-623 extends the date from June 30, 2019, to June 30, 2021, for which individuals who have worked as school support personnel can apply for a principal endorsement
- Section 25.490: PA 99-667 requires the State Superintendent to suspend a Professional Educator License (PEL) or deny an application for a PEL of an individual convicted of a crime and sent to a correctional facility until seven years from the end of the sentence. This Section clarifies individuals must indicate whether they have any criminal charges pending against them
- Section 25.800: PA 99-591 allows educator license holders to carry over professional development hours earned between April 1 and June 30 of the last year of his or her renewal cycle to be applied in the next renewal cycle.
- Section 25.10: Removes the requirement that not-for-profit entities must be approved by the Board of Higher Education as it no longer approves those entities.
- Section 25.15: Clarifies that holders of an educator license with stipulations endorsed for provisional career and technical educator do not need to pass the test of basic skills for renewal if the license was issued on or prior to January 1, 2015.
- Section 25.25: PEL applicants who were entitled at an institution of higher education must complete a program satisfaction survey in the Educator Licensure Information System (ELIS) before they receive their licenses.

- Section 25.48: Short-term emergency approvals in Special Education may be used for individuals with a PEL or a Learning Behavior Specialist I in order to teach in a different grade range.
- Section 25.97: Candidates who complete an elementary education preparation program before September 1, 2018, must apply for or be entitled to the elementary education endorsement by September 1, 2019.
- Section 25.100: Clarifies that reading specialist endorsement candidates may hold an educator license with stipulations endorsed for provisional educators.
- Section 25.115: Requires all educator preparation programs (EPP) to enter each candidate into ELIS in pre-completion status at the time the candidate enters into the program.
- Section 25.120: The State Educator Preparation and Licensure Board will inform ISBE whether it approves or denies an EPP's initial approval to offer a program leading to licensure.
- Section 25.127: Makes the following changes:
  - State-reauthorized EPPs must report impact and outcome measures as well as annual program reports by April 30. Additionally, each EPP must provide its policy on plagiarism and cheating.
  - Beginning September 1, 2017, all EPPs must participate in a data collection pilot program. The two-year statewide pilot will replace the current state annual program report submission and will be used to inform ISBE's new yearly program reporting process, which is planned for full implementation in spring 2020. The new reporting process will collect data on each preparation program's enrollees and completers, and be tied to employment, testing, and survey data collected by ISBE.
  - ISBE will conduct annual audits of licensure entitlements.
    - EPPs must provide a list of all individuals entitled within the last 12 months by July 30.
    - Audits will be performed at least once every five years and may include a site visit by ISBE staff.

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

**Policy Implications:** None.

**Budget Implications:** None.

**Legislative Action:** None.

**Communication:** Please see "Next Steps" below.

**Pros and Cons of Various Actions**

**Pros:** The proposed changes incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

**Cons:** Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

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

Educator Licensure (23 Illinois Administrative Code 25),

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

**Next Steps**

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

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER b: PERSONNEL

PART 25

EDUCATOR LICENSURE

SUBPART A: DEFINITIONS

Section  
25.10 Accredited Institution

SUBPART B: LICENSES

Section  
25.11 New Certificates (February 15, 2000) (Repealed)  
25.15 Types of Licenses; Exchange  
25.20 Requirements for the Elementary Certificate (Repealed)  
25.22 Requirements for the Elementary Certificate (2004) (Repealed)  
25.25 Requirements for the Professional Educator License  
25.30 Endorsement in Teacher Leadership (Through December 31, 2012) (Repealed)  
25.32 Teacher Leader Endorsement (Beginning September 1, 2012)  
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)  
25.37 Acquisition of Subsequent Teaching Endorsements on a Professional Educator License  
25.40 Grade-Level Endorsements  
25.42 Requirements for the Special Certificate (2004) (Repealed)  
25.43 Standards for Licensure of Special Education Teachers  
25.45 Standards for the Initial Special Preschool-Age 12 Certificate – Speech and Language Impaired (Repealed)  
25.46 Special Provisions for the Learning Behavior Specialist I Endorsement  
25.47 Special Provisions for the Learning Behavior Specialist I Approval  
25.48 Short-Term Emergency Approval in Special Education  
25.50 General Certificate (Repealed)  
25.60 Alternative Educator Licensure Program for Teachers (Beginning January 1, 2013)  
25.65 Alternative Educator Licensure  
25.67 Alternative Route to Teacher Licensure  
25.70 Endorsement for Career and Technical Educator  
25.72 Endorsement for Provisional Career and Technical Educator

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.75 Part-time Provisional Certificates (Repealed)
- 25.80 Endorsement for Part-time Provisional Career and Technical Educator
- 25.82 Requirements for the Early Childhood Certificate (2004) (Repealed)
- 25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified (Repealed)
- 25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified (Repealed)
- 25.90 Endorsement for Transitional Bilingual Educator
- 25.92 Endorsement for Visiting International Educator
- 25.95 Language Endorsement for the Transitional Bilingual Educator
- 25.96 Endorsement for Early Childhood Education (Birth through Grade 2)
- 25.97 Endorsement for Elementary Education (Grades 1 through 6)
- 25.99 Endorsement for the Middle Grades (Grades 5 through 8)
- 25.100 Teaching Endorsements on the Professional Educator License
- 25.105 Temporary Substitute Teaching Permit (Repealed)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS

Section

- 25.110 Definitions
- 25.115 Educator Preparation Providers
- 25.120 Initial Approval of Educator Preparation Programs by the State Board of Education
- 25.125 Accreditation of Educator Preparation Providers and Approval of Educator Preparation Programs through CAEP
- 25.127 Reporting; Review of State Reauthorized Educator Preparation Providers, ~~and~~ Individual Programs and Entitlement Audits
- 25.130 Interventions by the State Board of Education and State Educator Preparation and Licensure Board
- 25.135 Interim Provisions for Continuing Accreditation and Approval – July 1, 2000, through Fall Visits of 2001 (Repealed)
- 25.136 Interim Provisions for Continuing Accreditation – Institutions Visited from Spring of 2002 through Spring of 2003 (Repealed)
- 25.137 Interim Provisions for Continuing Accreditation and Approval – July 1, 1999, through June 30, 2000 (Repealed)
- 25.140 Requirements for the Institution's Educational Unit Assessment Systems (Repealed)
- 25.142 Assessment Requirements for Individual Programs (Repealed)
- 25.145 Approval of New Programs Within Recognized Institutions (Repealed)
- 25.147 Approval of Programs for Foreign Language

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.150 The Periodic Review Process (Repealed)
- 25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit (Repealed)
- 25.160 Notification of Recommendations; Decisions by State Board of Education
- 25.165 Discontinuation of Programs

SUBPART D: SCHOOL SUPPORT PERSONNEL

- Section
- 25.200 Relationship Among Endorsements in Subpart D
- 25.210 Requirements for the Certification of School Social Workers (Repealed)
- 25.215 Endorsement for School Social Workers
- 25.220 Requirements for the Certification of Guidance Personnel (Repealed)
- 25.225 Endorsement for School Counselors
- 25.227 Interim Approval for School Counselor Interns
- 25.230 Nationally Certified School Psychologist
- 25.235 Endorsement for School Psychologists
- 25.240 Standard for School Nurse Endorsement (Repealed)
- 25.245 Endorsement for School Nurses
- 25.250 Standards for Non-Teaching Speech-Language Pathologists
- 25.252 Endorsement for Non-Teaching Speech-Language Pathologists
- 25.255 Interim Approval for Speech-Language Pathologist Interns
- 25.275 Renewal of the Professional Educator License Endorsed for School Support Personnel (Repealed)

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

- Section
- 25.300 Relationship Among Credentials in Subpart E
- 25.310 Definitions (Repealed)
- 25.311 Alternative Route to Superintendent Endorsement (Beginning January 1, 2013)
- 25.313 Alternative Route to Administrative Endorsement (Through August 31, 2013) (Repealed)
- 25.314 Alternative Route to Administrative Certification for Teacher Leaders (Repealed)
- 25.315 Renewal of Administrative Endorsement (Repealed)
- 25.320 Application for Approval of Program (Repealed)
- 25.322 General Supervisory Endorsement (Repealed)
- 25.330 Standards and Guide for Approved Programs (Repealed)
- 25.333 General Administrative Endorsement (Repealed)
- 25.335 General Administrative Endorsement (Through June 30, 2016)

ILLINOIS REGISTER

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STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.337 Principal Endorsement (2013)
- 25.338 Designation as Master Principal (Repealed)
- 25.344 Chief School Business Official Endorsement (Repealed)
- 25.345 Endorsement for Chief School Business Official
- 25.355 Endorsement for Superintendent (Beginning September 1, 2016)
- 25.360 Endorsement for Superintendent (Through August 31, 2019)
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- 25.APPENDIX A Statistical Test Equating – Licensure Testing System
- 25.APPENDIX B Certificates Available Effective February 15, 2000 (Repealed)
- 25.APPENDIX C Exchange of Certificates for Licenses (July 1, 2013)
- 25.APPENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances
- 25.APPENDIX E Endorsement Structure Beginning July 1, 2013

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

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory

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amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; emergency expired January 16, 2005; amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg. 15831, effective October 3, 2005; amended at 30 Ill. Reg. 1835, effective January 26, 2006; amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494, effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32 Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25, 2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34 Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; preemptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012; amended at 36 Ill. Reg. 12455, effective July 23, 2012; emergency amendment at 36 Ill. Reg. 12903, effective July 24, 2012, for a maximum of 150 days; amended at 37 Ill. Reg. 199, effective December 19, 2012; amended at 37 Ill. Reg. 8379, effective June 12, 2013; amended at 37 Ill. Reg. 16729, effective October 2, 2013; amended at 38 Ill. Reg. 11261, effective May 6, 2014; amended at 38 Ill. Reg. 18933, effective September 8, 2014; amended at 38 Ill. Reg. 21788, effective November 3, 2014; amended at 39 Ill. Reg. 6649, effective April 27, 2015; amended at 39 Ill. Reg. 13722, effective October 5, 2015; amended at 40 Ill. Reg. 4940, effective March 2, 2016; amended at 40 Ill. Reg. 12346, effective August 9, 2016, amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_.

SUBPART A: DEFINITIONS

**Section 25.10 Accredited Institution**

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As used in this Part, "institution" means either a regionally accredited institution of higher learning as specified in Section 21B-105 of the School Code [105 ILCS 5/~~21B-105~~] when referring to an institution located within the United States or a not-for-profit entity ~~approved by the Illinois Board of Higher Education [105 ILCS 5/21B-105]~~. Accordingly, any coursework required for, or counted towards fulfilling the requirements for, a credential issued pursuant to this Part shall be completed at or accepted by a regionally accredited institution or an approved not-for-profit entity, and approval of preparation programs under Subpart C of this Part shall be available only to regionally accredited institutions or approved not-for-profit entities. Coursework completed in another country shall be subject to the provisions of Section 25.425 of this Part.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART B: LICENSES

**Section 25.15 Types of Licenses; Exchange**

Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~] establishes a new system of educator licensure to be implemented on or before July 1, 2013 that will replace the system of certification set forth in Article 21 of the School Code ~~[105 ILCS 5/Art. 21]~~. The requirements of this Section apply to the initial exchange of Illinois teaching, special, administrative, school service personnel and other types of educator certificates for the corresponding license and endorsement authorized under Article 21B of the School Code and this Part.

- a) The system of licensure to be established shall consist of the following licenses as set forth in Section 21B-20 of the School Code ~~[105 ILCS 5/21B-20]~~. The license that corresponds to each teaching, special, administrative, school service personnel or other types of educator certificates or approvals previously issued by the State Board of Education is as follows.
  - 1) Professional Educator License  
Any individual holding an initial, standard or master teaching certificate, special certificate, administrative certificate or school service personnel certificate prior to July 1, 2013 shall have that certificate converted to a professional educator license upon implementation of the new system of licensure.
    - A) Certificates subject to exchange are listed in Appendix C.
    - B) The current renewal and registration status of an individual's certificate (i.e., valid and active, valid and exempt, lapsed), as well

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as any sanctions (i.e., suspended or revoked) imposed on the certificate at the time of the exchange, shall be noted in the State Board of Education's electronic Educator Licensure Information System (ELIS) when the applicable endorsement is added to the professional educator license.

- C) Each endorsement on a teaching or special certificate shall be recorded on the professional educator license issued pursuant to this Section.
  - i) Any individual holding an Illinois teaching certificate with approval in bilingual education, English as a Second Language or English as a New Language issued pursuant to 23 Ill. Adm. Code 1.780 (Standards for Teachers in Bilingual Education Programs) shall have that approval recorded on the professional educator license as a comparable endorsement indicating the grade levels to be served and, as applicable, the transitional bilingual language of instruction.
  - ii) Any individual holding an Illinois teaching certificate with approval issued under 23 Ill. Adm. Code 226.810 (Special Education Teaching Approval) for Learning Behavior Specialist I, early childhood special education or bilingual special education shall receive an approval letter that indicates the grade levels and age ranges of the students to be served.
  - iii) Any individual holding an Illinois teaching certificate and short-term emergency certification issued under Section 25.48 shall receive a short-term emergency approval letter.
  - iv) Any individual holding an Illinois teaching certificate and approval under 23 Ill. Code 226.820 for school social worker, school psychologist or school nurse intern shall receive an approval letter indicating the school support personnel area of approval.
- D) Each administrative or school service personnel certificate for which an endorsement will be issued pursuant to Section 21B-25 of the School Code shall be recorded on the professional educator

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license issued pursuant to this Section. As applicable, each endorsement issued on the administrative or school service personnel certificate also shall be recorded as a separate endorsement on the professional educator license.

- E) Any individual holding a master certificate issued under Section 21-2 of the School Code ~~{105 ILCS 5/21-2}~~ shall be issued a professional educator license with a National Board for Professional Teaching Standards (NBPTS) master teacher designation. (See 105 ILCS 5/21B-65.) An NBPTS master teacher designation shall not qualify a licensee to teach in a particular field except as provided in this subsection (a)(1)(E).
- i) *Any individual who, on or after July 1, 2012, has been issued a Master Certificate pursuant to Section 21-2 of the School Code ~~{105 ILCS 5/21-2}~~ or a National Board for Professional Teaching Standards designation on a Professional Educator License pursuant to Section 21B-65 of the School Code may work as a teacher only in an area for which he or she also holds the Illinois endorsement required for that position. (Section 21B-65 of the School Code)~~{105 ILCS 5/21B-65}~~ Therefore, after July 1, 2012, the area of NBPTS certification obtained by an individual shall be noted on the master certificate as a "NBPTS master teacher designation", rather than an Illinois endorsement, and that designation shall automatically transfer to the professional educator license.*
- ii) *Any individual who, prior to June 30, 2012, has been issued an endorsement for a particular area on a Master Certificate may work as a teacher in that area even without having been issued the Illinois endorsement required for that position. (Section 21B-65 of the School Code)~~{105 ILCS 5/21B-65}~~ An Illinois endorsement placed on a master certificate previous to July 1, 2012 will be shown as an endorsement on the professional educator license.*
- 2) Educator License with Stipulations  
Any individual holding a provisional, alternative provisional (i.e., teaching or administrative), resident teacher, provisional vocational, temporary provisional vocational, transitional bilingual or visiting international

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certificate or holding approval to serve as a paraprofessional shall have that certificate or approval converted to an educator license with stipulations upon implementation of the new system of licensure. An educator license with stipulations shall be endorsed with one or more endorsements authorized under Section 21B-20(2) of the School Code ~~[105 ILCS 5/21B-20(2)]~~. Each endorsement shall correspond to the certificate or approval that the individual held prior to July 1, 2013. That is:

- A) An individual holding a provisional certificate issued under Section 21-10(B) of the School Code ~~[105 ILCS 5/21-10(B)]~~ shall be issued an educator license with stipulations endorsed for "provisional educator" and the area of endorsement (i.e., teaching, administrative or school support personnel) and, as applicable, for the grade levels and subject areas that are listed on the provisional certificate.
- i) In accordance with Section 21B-20(2)(A) of the School Code, *a provisional educator endorsement for principals may not be issued, nor may any person with a provisional educator endorsement serve as a principal in a public school in this State.* An individual with a provisional certificate or an educator license with stipulations endorsed for provisional educator (general administrative) who is employed as a principal for the 2012-13 school year may continue to serve in that capacity through the end of that school year.
- ii) After July 1, 2013, an educator license with stipulations endorsed for provisional educator (general administrative) may be issued, but all deficiencies identified for the receipt of a professional educator license endorsed for general administrative shall be satisfied and an application submitted for the endorsement, by the deadlines set forth in Section 21B-20(2)(A) of the School Code. After that time, the requirements of Section 25.337 and 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) shall apply for individuals seeking employment as principals or assistant principals.



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- B) An individual holding an alternative provisional teaching certificate issued under Section 21-5b or 21-5c of the School Code ~~{105 ILCS 5/21-5b and 21-5c}~~ shall be issued an educator license with stipulations endorsed for "alternative provisional educator" and for the content areas and grade levels currently on the alternative provisional teaching certificate.
- C) An individual holding an alternative administrative certificate issued under Section 21-5d of the School Code ~~{105 ILCS 5/21-5d}~~ shall be issued an educator license with stipulations endorsed for "alternative provisional superintendent".
- D) An individual holding a resident teacher certificate issued under Section 21-11.3 of the School Code ~~{105 ILCS 5/21-11.3}~~ shall be issued an educator license with stipulations endorsed for "resident teacher" and for the content areas and grade levels on the resident teacher certificate.
- E) An individual holding a provisional vocational certificate issued under Section 21-10(C)(1) of the School Code ~~{105 ILCS 5/21-10(C)(1)}~~ shall be issued an educator license with stipulations endorsed for "career and technical educator" and for the content areas and grade levels on the provisional vocational certificate.
- F) An individual holding a temporary provisional vocational certificate issued under Section 21-10(C)(2) of the School Code shall be issued an educator license with stipulations endorsed for "provisional career and technical educator" and for the content areas and grade levels on the temporary provisional vocational certificate.
- G) An individual holding a transitional bilingual certificate issued under Section 14C-8 of the School Code ~~{105 ILCS 5/14C-8}~~ shall be issued an educator license with stipulations endorsed for "transitional bilingual educator", as well as for the transitional bilingual language and grade levels indicated on the transitional bilingual certificate.
- H) An individual holding a visiting international teacher certificate issued under Section 25.92 shall be issued an educator license with stipulations endorsed for "visiting international educator", as well

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as for the transitional bilingual language, content area and foreign language on the visiting international teacher certificate.

- I) An individual holding a paraprofessional approval letter issued under Section 25.510 of this Part who either has an associate degree or has a minimum of 60 semester hours of college credit from a regionally accredited institution of higher education, or who has passed a test of basic skills required under Section 21B-30 of the School Code shall be issued an educator license with stipulations endorsed for "paraprofessional educator".
- J) An individual holding paraprofessional approval issued under Section 25.510 who has fewer than 60 semester hours of college credit or has not passed a test of basic skills shall receive a paraprofessional approval letter issued by the State Superintendent of Education.

- 3) ~~Substitute Teaching License:~~  
Any individual holding a substitute teaching certificate issued under Section 21-9 of the School Code shall be issued a substitute teaching license.
- 4) An individual holding an interim certificate endorsed in a school support personnel area pursuant to Subpart D shall not be issued a license but shall receive an approval letter issued by the State Superintendent.
- 5) An individual holding an educational interpreter approval at the standard or master level issued pursuant to Section 25.550 shall receive an educational interpreter approval. An individual holding an educational interpreter approval at the initial level shall be issued an interim approval, which shall be valid for the period of time remaining in the validity period of the initial approval issued and shall not be renewed.

- b) The applicable license, any endorsements on that license and the status of those endorsements (see Section 25.15(a)(1)(B)) shall be recorded in ~~the State Board of Education's electronic Educator Licensure Information System (ELIS)~~ (see <http://www.isbe.net/certification/>). The licensee may view the certificate exchange in the ELIS; no paper copies of his or her license will be issued.
- c) The professional educator license or the educator license with stipulations received under this Section shall be valid for the period of time remaining in the

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validity period of the Illinois certificate that was exchanged for the license. After this initial validity period, provided that any conditions for renewal of the license are met:

1) *all professional educator licenses are valid until June 30 immediately following five years of being issued* (Section 21B-20(1) of the School Code)[~~105 ILCS 5/21B-20(1)~~]; and

2) each educator license with stipulations is valid for the period of time set forth in Section 21B-20(2) of the School Code for the specific endorsement.

d) Applicability

1) The provisions of subsection (c) ~~of this Section~~ do not apply to:

A) A NBPTS' master designation on a professional educator license, which shall remain valid for the length of time that an individual's NBPTS certification is in effect (see Section 25.832 ~~of this Part~~);

B) A substitute teaching license issued under this Section, which shall be valid until June 30, 2018, and may be renewed provided the licensee has passed Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.520 of this Part. *An individual who has passed a test of basic skills for the first licensure renewal is not required to retake the test for further renewals* (Section 21B-20(3) of the School Code);

C) An educator license with stipulations endorsed for provisional career and technical educator issued under this Section, which shall be valid until June 30, 2018, and may be renewed for one, five-year period provided the licensee ~~has passed Illinois' test of basic skills required under Section 21B-30 of the School Code and Section 25.720 of this Part and~~ *has completed a minimum of 20 semester hours of coursework from a regionally accredited institution* and as otherwise provided in Section 21B-20(2)(F) of the School Code and Section 25.72 of this Part;

D) Any educator license with stipulations endorsed for paraprofessional educator shall be valid until June 30 following five years of the license being issued pursuant to this Section.

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- 2) An educator educational interpreter approval shall be valid until June 30 following five years of the approval being issued pursuant to this Section; this subsection (d)(2) does not apply to any interim approval issued.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.25 Requirements for the Professional Educator License**

Beginning July 1, 2013, the requirements of this Section shall apply to the issuance of professional educator licenses. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval submitted under this Part that is received on or after February 1, 2012 must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

- a) Each applicant shall:
  - 1) hold a bachelor's degree;
  - 2) have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative or school support personnel) sought on the professional educator license (see Subpart C), including coursework addressing:
    - A) *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled (Section 21B-20(1) of the School Code [105 ILCS 5/21B-20(1)]*), which shall focus on the characteristics and methods of instruction for cross-categorical special education students so that all teachers:
      - i) understand the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provide opportunities that support the intellectual, social and personal development of all students;
      - ii) understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; and

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- iii) understand instructional planning and design instruction based on knowledge of the discipline, students, community and curriculum goal;

B) *methods of reading and reading in the content area* (Section 21B-20(1) of the School Code)[~~105 ILCS 5/21B-20(1)~~], which for teachers and administrators shall address each of the following standards:

- i) varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy used in the content areas;
- ii) the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
- iii) communication theory, language development, and the role of language in learning;
- iv) the relationships among reading, writing and oral communication and understanding how to integrate these components to increase content learning;
- v) the design, selection, modification and evaluation of a wide range of materials for the content areas and the reading needs of the student;
- vi) variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
- vii) varied instructional approaches that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; ~~and~~

C) *methods of reading and reading in the content area* (Section 21B-20(1) of the School Code)[~~105 ILCS 5/21B-20(1)~~], which for

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school support personnel shall address each of the following standards:

- i) understands how students acquire reading competency;
- ii) understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
- iii) understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and
- iv) uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable; and

D) complete a program satisfaction survey on the State Board of Education's Educator Licensure Information System (ELIS) before receiving his or her professional educator license;

3) pursuant to Section 21B-35 of the School Code, have completed a comparable teaching or administrative preparation program in another state or country (see Section 25.425 of this Part), including:

- A) coursework *in the methods of instruction of the exceptional child* (Section 21B-35(a)(3) of the School Code) in cross-categorical special education that meets the requirements of subsection (a)(1)(A);
- B) coursework *in methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code) that meets the requirements of subsection (a)(1)(B); and
- C) coursework *in instructional strategies for English language learners* (Section 21B-34(a)(5) of the School Code), which shall address bilingual education, English as a Second Language or English as a New Language methods;

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- 4) pursuant to Section 21B-35 of the School Code, have completed a comparable school support personnel preparation program in another state or country (see Section 25.425), including college coursework in:
  - A) *the methods of instruction of the exceptional child* (Section 21B-35(a)(3) of the School Code) in cross-categorical special education, which shall meet the requirements outlined in subsection (a)(1)(A);
  - B) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in subsection (a)(1)(C); and
  - C) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsements).
  
- b) Each applicant for a professional educator license endorsed in a teaching field shall have completed:
  - 1) 32 semester hours, or a major as identified by the accredited institution on the individual's official transcript, in early childhood education, elementary education, or a field of specialization, as applicable to the type of endorsement sought on the professional educator license; and
  - 2) student teaching in conformance with the requirements of Section 25.620, except in the following circumstances:
    - A) Applicants awarded credit in student teaching on a transcript issued by a regionally accredited institution of higher education and presenting evidence of teaching experience, as verified by the employer, need not complete another student teaching experience, except as may be required under Section 25.37.
    - B) One full year's teaching experience on a valid certificate or license in the public schools shall be accepted in lieu of student teaching.

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- c) For the purposes of this Part:
- 1) a "valid certificate or license" means a certificate or license endorsed in the specific teaching field and grade levels for which Illinois licensure is sought that is equivalent to an educator license with stipulations endorsed for provisional educator or an Illinois professional educator license; and
  - 2) "one full year's teaching experience" means the equivalent of two semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching.
- d) Evidence of teaching experience, as may be required under this Part, may be satisfied in one of the following ways:
- 1) For teachers employed in Illinois public schools, verification of the teacher's experience obtained ~~from the State Board of Education's~~ ELIS may be used.
  - 2) The chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of a professional educator license endorsed for early childhood; also see subsection (d)(4)) may submit a letter documenting the nature and duration of the applicant's teaching.
  - 3) A letter signed by an official of the state education agency in another state may be substituted for an employer's letter when the latter cannot be secured.
  - 4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which a professional educator license endorsed for early childhood was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).
  - 5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.
- e) Each applicant for a professional educator license endorsed in an administrative or school support personnel field shall meet the applicable requirements of Subpart D or E, respectively.



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- f) The professional educator license shall be endorsed in accordance with this Part.
- g) Each applicant shall be required to pass the tests required for the professional educator license as specified in Section 21B-30 of the School Code ~~§105 ILCS 5/21B-30~~ and Section 25.720 of this Part.
- h) Nothing in this Section is intended to preclude an applicant from seeking the issuance of an educator license with stipulations endorsed for provisional educator in specific fields (i.e., teaching, administrative or school support personnel) and, as applicable, content areas and grade levels under Section 21B-20 of the School Code in the event that the individual has failed to meet one or more of the requirements for a professional educator license in his or her area of endorsement.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.48 Short-Term Emergency Approval in Special Education**

Beginning September 1, 2018, the short-term emergency approval shall no longer be issued. The provisions of this Section shall apply to school districts, special education cooperatives and joint agreements, regional superintendents of schools, nonpublic special education facilities approved by the State Board of Education pursuant to 23 Ill. Adm. Code 401 (Nonpublic Special Education Facilities) and certain other facilities pursuant to 23 Ill. Adm. Code 405 (Payments to Certain Facilities under Section 14-7.05 of the School Code).

- a) An individual who wishes to receive a short-term emergency approval shall:
  - 1) hold an Illinois professional educator license endorsed for a teaching field or an educator license with stipulations endorsed for transitional bilingual educator (which need not be valid for the grade levels to be taught under the temporary emergency approval as otherwise required by Appendix A to 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision)) valid for teaching a different grade range than the grade range sought;
  - 2) present evidence of having completed college-level coursework encompassing a "survey of exceptional children" as well as any one of the three other areas required pursuant to 23 Ill. Adm. Code 226.810(b); and
  - 3) submit the required fee along with an application to the State Board of Education, on a form supplied by the Board, that:

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- A) includes a plan for the individual's acquisition of an LBS I endorsement valid for the grade range to be taught ~~approval~~ by completing a supervised clinical experience that qualifies for college credit, as well as coursework covering:
- i) diagnosis of, and the characteristics of children with, all the disabilities encompassed by the LBS I credential,
  - ii) methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential, and
  - iii) adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential; and
- B) describes the supervision the individual will receive from an individual who holds a professional educator license endorsed for special education supervision pursuant to Section 25.497.
- b) Each applicant's plan shall be validated by an authorized representative of the college or university that operates the approved teacher preparation program under whose auspices the applicant will complete necessary coursework.
- c) Each applicant's plan shall be validated by an authorized representative of the employing entity. In addition to verifying that the required supervision will be provided, this representative shall verify that the employing entity has been unable to secure the services of an individual who is appropriately licensed for the teaching position in question and shall describe the entity's recruitment efforts in this regard.
- d) Approval of an individual's application shall be specific to the teaching assignment and employer described in the application but shall be transferrable to a new employer, provided that the conditions of subsection (c) are met by the new employer.
- e) Upon approval of an application by the State Superintendent of Education, the individual shall have three years, beginning with the next academic term, in which to complete the coursework described in subsection (a)(3)(A) and receive the LBS I endorsement under Section 25.43 following passage of the content-area test

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required for the endorsement. This three-year period shall not include intervals during which any of the following circumstances apply:

- 1) serious illness or the onset or exacerbation of a disability;
  - 2) care of an immediate family member during serious illness or disability;
  - 3) destruction of the licensee's dwelling; or
  - 4) other circumstances that cause the time the individual could otherwise devote to acquiring additional credentials to be taken up with other responsibilities that cannot be avoided without serious financial hardship or other family disruption (e.g., death of a spouse that results in the need to take a second job or assume operation of a business).
- f) An individual who experiences any of the circumstances discussed in subsection (e) may submit information to the State Superintendent of Education describing the situation. This information shall be accompanied by relevant evidence, such as a physician's statement, insurance claim or other applicable documentation of the facts. The State Superintendent shall issue a response indicating the period of time for which the three-year deadline shall toll, which shall take into account the relationship of the academic term to the individual's circumstances.
- g) The short-term emergency approval shall not be renewed.
- 1) An individual who does not obtain the LBS I endorsement within the time allotted shall not be assigned to a special education teaching position.
  - 2) An individual who does obtain the LBS I endorsement shall become subject to the provisions of Section 25.47.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.97 Endorsement for Elementary Education (Grades 1 through 6)**

The requirements of 23 Ill. Adm. Code 1.710 (Requirements for Elementary Teachers) shall apply to the preparation of any candidate who completes a program approved in accordance with those provisions before September 1, 2018 and **applies for or is entitled for** ~~has~~ the elementary education endorsement ~~issued~~ by September 1, 2019. For candidates prepared in a program approved using the standards set forth at 23 Ill. Adm. Code 20 (Standards for Endorsements in

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Elementary Education), as well as those completing programs on or after September 1, 2018, the requirements of this Section shall apply.

- a) The endorsement for self-contained general elementary education in grades 1 through 6 shall be affixed to the professional educator license.
- b) Each candidate for an endorsement in self-contained general elementary education shall complete a 32 semester hour major in elementary education offered by an Illinois program approved for the preparation of elementary education teachers pursuant to Subpart C. The program shall include:
  - 1) coursework that addresses at least three areas of the sciences (i.e., physical, life, and earth and space);
  - 2) coursework that address at least four areas of the social sciences (i.e., (history, geography, civics and government, and economics of Illinois, the United States and the world); and
  - 3) a student teaching experience that meets the requirements of Section 25.620 for those candidates who will be receiving the professional educator license for the first time.
- c) Each candidate shall be required to pass the applicable tests, as required by Section 21B-30 of the School Code, subject to the provisions of Section 25.720 of this Part.
- d) Additional elementary endorsements (e.g., elementary mathematics, elementary reading) may be added to the professional educator license endorsed for self-contained elementary education in accordance with the provisions of Section 25.37.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.100 Teaching Endorsements on the Professional Educator License**

Beginning July 1, 2013, the structure of teaching endorsements available on the Illinois professional educator license is changed. Appendix E provides a list of the available endorsements and shows for each endorsement the related endorsements that were previously issued. Any semester hours of credit presented toward fulfillment of the requirements of this Section shall be posted on the candidate's official transcript and may be taken in on-line or electronically-mediated courses, provided that college credit is provided for the coursework by a

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regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for licensure, endorsement or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than "C" or equivalent in order to be counted towards fulfillment of the applicable requirements.

- a) Content-specific endorsements (e.g., science – biology, social science – economics) shall be required in conjunction with some endorsements, as shown in Appendix E. Except in the case of foreign language, a licensee shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the content-specific endorsement or endorsements received in conjunction with that endorsement. However, a licensee may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the content-specific endorsement. For example, a secondary science teacher with a content-specific endorsement for science – biology may not teach honors physics or chemistry unless he or she holds a content-specific endorsement in science – physics or science – chemistry.
- b) The provisions of subsection (a) do not apply to endorsements in a particular content area available prior to July 1, 2004 that were not exchanged for the endorsement currently available. Individuals holding these endorsements shall teach only the specific content encompassed by the endorsement issued. For instance, an individual who holds an endorsement in biology (rather than "sciences" with a content-area endorsement in science – biology) shall teach only biology and no other science content. An individual who wishes to teach other subjects in the same field or grade levels shall be required to apply for the relevant new endorsement in keeping with Section 21B-40 of the School Code [\[105 ILCS 5\]](#) and meet the applicable requirements of this Section.
- c) Endorsements at Time of Issuance of the Professional Educator License
  - 1) Pursuant to Section 21B-25 of the School Code ~~[105 ILCS 5/21B-25]~~, each professional educator license *shall be specifically endorsed by the State Board of Education for each content area and grade-level range for which the holder of the license is qualified to teach and for which application has been made.*
  - 2) The professional educator license issued shall be endorsed in keeping with the program completed and the related content-area test passed by the candidate and for any other subject in which the individual:

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- A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k);  
or
  - B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.
- d) Certain endorsements or content-specific endorsements listed in Appendix E have no corresponding content-area test (see Section 25.710). The provisions of this subsection (d) shall apply to the issuance of these endorsements and content-specific endorsements.
- 1) For an applicant who is receiving an Illinois professional educator license endorsed for a teaching field, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular content-specific endorsement, except that the requirements of subsection (k) shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.
  - 2) An applicant prepared out of state, or an applicant who is already licensed in Illinois and is seeking to add a new endorsement or a content-specific endorsement in one of these subjects, other than an endorsement in safety and driver education, shall:
    - A) present verification from an institution with an approved educator preparation program that he or she is prepared in the area covered by the endorsement or content-specific endorsement sought; or
    - B) present evidence of completion of 24 semester hours of coursework (subject to further limitations as set forth in this Section) in the area covered by the endorsement or content-specific endorsement sought.
  - 3) An applicant prepared out of state or an applicant who is already licensed in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth in subsection (k).

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- e) Addition of Endorsements to Currently Held Professional Educator Licenses  
Individuals seeking to endorse currently held professional educator licenses shall apply for the endorsements, using ELIS, and pay the fee required under Section 21B-40 of the School Code ~~[105 ILCS 5/21B-40]~~.
- 1) When an applicant qualifies for an endorsement, its issuance shall be reflected on ELIS.
  - 2) An endorsement will be issued for any subject in which the individual:
    - A) meets the requirements of subsection (d), (f), (g), (h), (i), (j) or (k);  
or
    - B) for other content areas not referenced in subsection (e)(2)(A), has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education (with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, for secondary endorsements) and has passed the applicable content-area test; any coursework to be considered (whether undergraduate or graduate level) shall be posted on the individual's official transcript.
- f) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (f)(1) through (4) relate to endorsements and content-specific endorsements in these fields based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260. (See Appendix E.)
- 1) An individual seeking to add an endorsement and a content-specific endorsement in either of these fields who does not already hold that endorsement with one of its other available content-specific endorsements shall be required to pass the content-area test for the content-specific endorsement sought and either:
    - A) be recommended for the endorsement and the content-specific endorsement by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or

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- B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:
  - i) at least 12 semester hours of credit must have been earned in the subject area of the content-specific endorsement sought; and
  - ii) some portion of the coursework completed must have addressed at least two additional content-specific endorsements within the field; and
  - iii) in the case of the sciences, the coursework completed must have included both biological and physical science.
- 2) The requirement stated in subsection (f)(1) shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.
- 3) An individual may receive a subsequent content-specific endorsement in the same field if he or she has:
  - A) passed the applicable content-area test and completed 12 semester hours of coursework in the subject area of the content-specific endorsement; or
  - B) completed a major in the content area of the content-specific endorsement.
- 4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004 may receive an endorsement and a content-specific endorsement in that field under the new structure by passing the content-area test for the content-specific endorsement sought and, effective with applications received on or after February 1, 2012, completing 12 semester hours of coursework in the subject area of the content-specific endorsement. He or she may then qualify for additional content-specific endorsements in the field pursuant to subsection (f)(3).
- g) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is a teacher whose assignment involves teaching reading to students. A reading specialist is a teacher whose



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assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

- 1) **Reading Teacher**  
This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license and who receives an endorsement for some teaching field other than reading shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:
  - A) having passed the applicable content-area test (i.e., reading teacher or reading specialist) and having been recommended for the endorsement by virtue of completing an approved reading teacher preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum involving clinical experience with two or more students and at two or more grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois; or
  - B) having passed the applicable content-area test and having completed 24 semester hours of graduate or undergraduate coursework in reading (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:
    - i) foundations of reading;
    - ii) content-area reading;
    - iii) assessment and diagnosis of reading problems;
    - iv) developmental and remedial reading instruction and support;
    - v) developmental and remedial materials and resources; and
    - vi) literature appropriate to students across all grade ranges.

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- 2) Reading Specialist
  - A) Each candidate for the reading specialist endorsement shall hold an Illinois professional educator license or an educator license with stipulations endorsed for provisional educator. The candidate also shall present evidence of two years of teaching experience either on an educator ~~the professional educator~~ license in an Illinois school or on a comparable out-of-state certificate or license valid for teaching at any of the grade levels of early childhood, elementary, middle, secondary or special K-12. Each candidate shall be eligible to receive the reading specialist endorsement on the professional educator license when he or she presents evidence of having completed the teaching experience required under this subsection (g)(2)(A).
  - B) Each candidate shall hold a master's degree or higher awarded by a regionally accredited institution of higher education.
  - C) Each candidate shall have completed a K-12 reading specialist preparation program approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that includes clinical experiences with five or more students at both the elementary (i.e., kindergarten through grade 8) and secondary levels and leads to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in elementary grades and at least one student enrolled in secondary grades and may work with students one on one or in a group. Each candidate shall have been recommended for the endorsement by the institution offering the program.
  - D) Each candidate shall be required to pass the content-area test for reading specialist.
- h) Special provisions shall apply to endorsements and content-specific endorsements in foreign languages.
  - 1) For individuals who are seeking a professional educator license for the first time, an endorsement for a specific foreign language may be placed on the license when an individual has completed a major area of

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concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript and passed the applicable content-area test.

- 2) For individuals who currently hold professional educator licenses with at least one endorsement for a foreign language, an endorsement for a different foreign language may be added when an individual has passed the applicable content-area test.
- 3) For individuals who currently hold professional educator licenses endorsed in teaching fields other than foreign language, an endorsement for a foreign language may be added upon completion of 24 semester hours of college credit in the language, either as an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and passage of the applicable content-area test. The endorsement issued shall be for only the grade levels for which the individual's professional educator license currently is endorsed. This subsection (h)(3) also is applicable to candidates seeking a professional educator license for the first time to be endorsed in a teaching field other than foreign language.
- 4) Section 25.95 sets forth additional provisions for licensure in foreign languages under specified circumstances.
  - i) Requirements for Elementary, Middle Grades and Bilingual Education
    - 1) The requirements of Section 25.97, rather than the requirements of this Section, shall apply to credentials and assignments in the elementary grades.
    - 2) The requirements of Section 25.99, rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 25.99 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades.
    - 3) The requirements of 23 Ill. Adm. Code 1.780, 1.781 and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

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- j) An additional endorsement for "technology specialist" shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education that is aligned to 23 Ill. Adm. Code 27.470 (Technology Specialist), and has passed the relevant content-area test.
  
- k) Beginning with applications received on or after February 1, 2012, an endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level (as posted on the individual's official transcript), as defined by the institution offering the coursework, distributed as follows:
  - 1) 3 semester hours in injury prevention or safety;
  - 2) 12 semester hours in driver education that include:
    - A) driving task analysis (introduction to driver education);
    - B) teaching driver education in the classroom;
    - C) teaching the laboratory portion of the driver education course, including:
      - i) on-street teaching under the supervision of a qualified driver education teacher;
      - ii) the equivalent of at least one semester hour of preparation in and use of driving simulation; and
      - iii) the equivalent of at least one semester hour of preparation in and use of multiple-car programs; and
    - D) advanced driver education and emergency evasive driving;
  - 3) 3 semester hours in first aid and cardiopulmonary resuscitation; and
  - 4) 6 semester hours chosen in any combination from:
    - A) the use of technology in instruction;

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- B) safety issues related to alcohol and other drugs;
  - C) driver education for students with disabilities; and
  - D) any other safety-related area.
- 1) Special provisions shall apply to the issuance of endorsements for gifted education teachers and gifted education specialists. A gifted education teacher is a teacher whose assignment involves teaching gifted students. A gifted education specialist is a teacher whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching gifted students.
- 1) Gifted Education Teacher  
This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois professional educator license endorsed at any of the grade levels of early childhood, elementary, middle, or secondary, or for special K-12, or who receives an endorsement for some field other than gifted education, shall be eligible to receive this additional endorsement on that license when he or she presents evidence of:
- A) having passed the applicable content-area test and having been entitled for the endorsement by virtue of completing an approved gifted education teacher preparation program that aligns to the standards set forth at 23 Ill. Adm. Code 27.490 (Gifted Education Teacher) that requires at least 24 semester hours of undergraduate or graduate coursework in gifted education at an institution that is recognized to offer teacher preparation programs in Illinois pursuant to Subpart C; or
  - B) having passed the applicable content-area test and having completed 24 semester hours of undergraduate or graduate coursework in gifted education (as posted on the individual's official transcript), including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

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- i) characteristics of the field of gifted education as it pertains to gifted children, including their cognitive, creative and affective development;
- ii) the wide range of ways in which a child is gifted; issues and practices in identifying and serving gifted children; and the manner in which assessment data shape decisions about identification, learning progress and outcomes; and
- iii) theoretical and research-based data necessary for the development of programs, curriculum and instructional sequences for gifted children, especially those serving gifted students from diverse populations.

2) Gifted Education Specialist

Each candidate for the gifted education specialist endorsement shall hold a professional educator license endorsed at any of the grade levels of early childhood, elementary, middle or secondary, or for special, and have at least two years of teaching experience on that license, or on a comparable out-of-state certificate or license, involving the education of gifted students. Each candidate shall be eligible to receive this endorsement on the professional educator license when he or she presents evidence of having completed the required teaching experience.

- A) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.
- B) Each candidate shall have completed a gifted education specialist preparation program for prekindergarten through grade 12 approved pursuant to Subpart C, or a comparable program, as defined in Section 25.425(a), offered out of state, that aligns to the standards set forth at 23 Ill. Adm. Code 27.495 (Gifted Education Specialist). The program shall include clinical experiences with five or more students in both prekindergarten through grade 8 and grades 9 through 12 and lead to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in prekindergarten through grade 8 and at least one student enrolled in grades 9 through 12 and may work with a student one on one or in a group. The clinical experience shall also

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include coaching or mentoring one or more teachers on the topic of gifted education. Each candidate shall have been entitled for the endorsement by the institution offering the program.

- C) Each candidate shall be required to pass the content-area test for gifted education specialist.
  - D) An individual who qualifies for the gifted education specialist endorsement may receive the endorsement on his or her professional educator license for assignment in any of prekindergarten through grade 12.
- m) Each individual, who is first assigned to teach a particular subject on or after July 1, 2004 based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area, shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL EDUCATORS IN THE STATE OF ILLINOIS

**Section 25.115 Educator Preparation Providers**

In order for an institution to offer one or more programs that prepare professional educators, that institution must be recognized, and the educator preparation provider (EPP) responsible for the programs must be recognized, by the State Board of Education in consultation with the State Educator Preparation and Licensure Board (SEPLB). Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with SEPLB (see Section 25.120). Electronic transmission of written materials pursuant to this Subpart C is required.

- a) In order to be considered for recognition, a degree-granting institution of higher education shall:
  - 1) be regionally accredited;

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- 2) be approved by the Illinois Board of Higher Education to operate as a postsecondary degree-granting institution under the provisions of the Private College Act [110 ILCS 1005] and the Academic Degree Act [110 ILCS 1010] or, if the out-of-state institution is not required to seek authorization to operate from the Illinois Board of Higher Education, be approved to offer educator preparation programs by the state that granted it operating authority; and
  - 3) sponsor a course of study leading to a license issued under Article 21B of the School Code [105 ILCS 5/~~Art. 21B~~] and this Part.
- b) In order to be considered for recognition, an eligible not-for-profit EPP shall conduct or propose to conduct at least one approved program that will prepare professional educators and leads to a license issued pursuant to Article 21B of the School Code and this Part, and the not-for-profit EPP shall meet the definition of "institution" set forth in Section 25.110.
  - c) In the case of a not-for-profit entity, all advertising materials, candidate handbooks, catalogues, and candidate contracts shall display prominently the fact that the entity does not offer higher education credit and that there is no guarantee that the Illinois license or any endorsement affixed to that license earned by the candidate will be honored or accepted for exchange in another state.
  - d) The procedures set forth in this subsection (d) shall apply to initial recognition of an institution and the concurrent recognition of the EPP. The initial approval of the educator preparation programs within that institution shall follow the procedures set forth in Section 25.120.
    - 1) An institution shall notify the State Board of Education of its desire to initiate the initial recognition process by submitting a letter of intent to the State Superintendent of Education. Within 30 days after receipt of the notification, the State Superintendent shall respond to the institution, identifying the staff member who will be responsible for assisting the institution and inviting the institution to submit an institutional report to that individual.
    - 2) The institution shall submit an institutional report to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, that includes:



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- A) evidence indicating that the institution meets the conditions described in subsection (a) or (b);
- B) a written description that addresses each of the components set forth in this subsection (d)(2)(B):
  - i) identification of the EPP; its mission, purposes or goals; its authority and responsibilities for professional education; and its coordination of the institution's various educator preparation programs;
  - ii) identification of the dean, chair or director who is officially designated to represent the EPP and is assigned the authority and responsibility for its overall administration and operation;
  - iii) evidence of the institution's commitment and resources for the proposed program, to include the EPP's operational budget and evidence that the institution's president or provost supports the educator programs being proposed;
  - iv) a chart of the administrative and organizational structure of the EPP;
  - v) the written policies and procedures that guide the operations of the EPP;
  - vi) the EPP's policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates and effectiveness of its graduates; and
  - vii) the EPP's published criteria for admission to and exit from all preparation programs for professional educators, and process for development and submission of summary reports of candidate performance at the time they exit the program.
- 3) State Board of Education staff shall review the institutional report and within 60 days either:

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- A) find the institutional report to be adequate and invite the institution to submit a proposal that meets the requirements of Section 25.120 for each of the programs the institution wishes to implement; or
  - B) find the institutional report not to be adequate, at which time no further review of the institution shall occur unless the institution submits a revised institutional report addressing the deficiencies identified.
- 4) The State Superintendent of Education may authorize the scheduling of an on-site review visit to the institution at the mutual convenience of the affected institution and State Board staff when the program proposal required under Section 25.120 is submitted and found adequate. If the program proposal is found not to be adequate, a site visit may be scheduled to determine if the deficiencies identified are such that it is unlikely the institution will be recognized.
- A) For visits conducted in Illinois, the institution will be required to provide housing (including a work room) for the personnel conducting the review visit; or
  - B) For visits conducted out of state, the institution will be required to provide housing (including a work room), transportation and meals for the personnel conducting the review visit.
- e) From a pool of individuals (i.e., State Board staff or others external to the agency) who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the review visit to verify the information provided by the institution as required by subsection (d)(2). If the team members are not employees of the State Board, a staff member of the State Board of Education or designee (individual who State Board staff requests to serve as a reviewer who is trained to perform duties that could constitute a conflict of interest for State Board staff) shall accompany the team to ensure that applicable standards, procedures, rules and statutes are addressed.
- f) The review team shall prepare a draft report about the onsite visit within 30 business days after the conclusion of the visit, and the institution shall have 30 business days to correct any factual errors. The team shall review the institution's suggested revisions and make appropriate changes. The review team shall provide the final report to the State Superintendent within 30 business days after

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receipt of the institution's suggested corrections. The State Superintendent shall provide the final report to the institution within 10 business days after receiving it.

- g) Within 30 business days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report's findings or a rejoinder to those findings.
  - 1) The rejoinder must indicate the grounds for disagreement with one or more of the review team's findings and include documentation to support the institution's position.
  - 2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the EPP after the visit will not be considered.)
  - 3) All documentation must relate directly to the standards and procedures that applied at the time of the review visit.
- h) Staff of the State Board of Education shall convey to SEPLB a recommendation, accompanied by the review team's final report; the institution's letter of agreement or rejoinder; a response to that rejoinder provided by the review team; and any other relevant documentation that was available to the staff.
- i) SEPLB, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Board of Education:
  - 1) Recognize the institution and EPP, and approve one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure by entitlement; or
  - 2) Recognize the institution and the EPP, and deny approval of one or more proposed educator preparation programs, thereby authorizing the institution to conduct the approved programs and to recommend candidates for licensure by entitlement for the approved programs and prohibit the conduct of the proposed programs denied approval. Programs denied approval may resubmit a request for program approval at a later date; or

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- 3) Deny recognition of the institution and EPP, and deny approval of one or more educator preparation programs, thereby prohibiting the conduct of the proposed programs.
- j) Actions following upon the recommendation of SEPLB to the State Superintendent of Education shall be as described in Section 25.160.
- k) Recognition of the institution and EPP shall be for a period of seven years. The process for State reauthorization beyond the seven-year period shall be as set forth in Sections 25.125 and 25.127.
- l) EPPs shall enter each candidate for licensure into the Educator Licensure Information System (ELIS) upon entry into the preparation program. Candidates shall be placed in a pre-completion status until recommended for license.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.120 Initial Approval of Educator Preparation Programs by the State Board of Education**

The procedures set forth in this Section shall apply to the initial approval or redesign of educator preparation programs established by institutions that are already recognized, including those that have been granted initial recognition under Section 25.115. Additional considerations for approval of programs for foreign language are stated in Section 25.147.

- a) The institution shall submit to the State Superintendent of Education a program proposal meeting the requirements set forth in this subsection (a). As applicable to the program being proposed, requirements in addition to this subsection (a) may be found in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) and 23 Ill. Adm. Code 33 (Programs for the Preparation of Superintendents in Illinois).
  - 1) Evidence that the proposed program meets the applicable professional education and content-area standards established by the State Board of Education; the standards shall include:
    - A) the national content standards accepted by the State Board of Education and listed on the State Board of Education's website at [www.isbe.net](http://www.isbe.net);

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- B) the applicable content standards set forth at 23 Ill. Adm. Code 20, 21, 23, 26, 27, 28 or 29;
  - C) the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at [http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf) (no later additions to or editions of these standards are incorporated), as applicable;
  - D) the State Board of Education's Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555.Appendix A to the extent that educators understand the standards and how they apply to students in kindergarten through grade 12; and
  - E) the CAEP 2013 Accreditation Standards posted at <http://caepnet.org/> (no later amendments to or editions of these standards are incorporated).
- 2) A description of the criteria for admission to, retention in and exit from the program, including the required grade point average and minimum grade requirements for the institution.
  - 3) A description of the program assessments to be used, as relevant to the program being proposed, and how the faculty will collect, analyze and use the data from the assessments used.
  - 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and faculty members' qualifications for their positions.
  - 5) A description of the course of study, field experiences and clinical practice. The descriptions of field experiences and clinical practices shall include:
    - A) the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics;

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- B) the measures taken to ensure that candidates gain experience with technology relevant to the profession; and
  - C) the program's requirements for faculty supervision of field experiences and clinical practice.
- 6) A description and the proportion of coursework offered by distance learning or video-conferencing technology.
- b) After consideration of the proposal, SEPLB shall inform the State Board of Education that SEPLB convey to the State Superintendent its recommendation that the State Board of Education either:
- 1) Approves~~Approve~~ the proposed new educator preparation programs, thereby authorizing the EPP to conduct the programs and to recommend candidates for licensure by entitlement; or
  - 2) Denies~~Deny~~ approval of the proposed programs, thereby prohibiting the conduct of the affected programs (a program denied by the State Board of Education will be allowed to resubmit its program proposal for reconsideration at a later time or, after notification of a denial recommendation, a program may withdraw its proposal from consideration within the timelines set forth in Section 25.160(b), at which time no denial action will be taken).
- c) Actions following upon the decision~~recommendation~~ of SEPLB ~~to the State Superintendent of Education~~ shall be as described in Section 25.160.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.127 Reporting; Review of State Reauthorized Educator Preparation Providers, and Individual Programs and Entitlement Audits**

- a) Annual Reporting for State Reauthorized EPPs  
Each EPP shall submit to the State Board the reports set forth in this subsection (a) annually by the deadlines indicated. The data and information contained in the reports shall be used by the State Board as part of its review of an EPP and its programs for State reauthorization. Upon establishment of a state agreement with CAEP, CAEP-accredited EPPs are subject to the review and reporting requirements enumerated at <http://caepnet.org/> rather than the reporting required under this subsection (a).

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- 1) No later than ~~April~~~~November~~ 30 annually, each State reauthorized EPP shall submit data and other information relative to the measures listed in subsections (a)(1)(A) and (B) for the prior reporting year (i.e., September 1 through August 31).
  - A) Impact Measures
    - i) Student learning and development in the prekindergarten through grade 12 setting;
    - ii) Observations of teaching effectiveness;
    - iii) Employer satisfaction; and
    - iv) Completer satisfaction (i.e., completer survey results).
  - B) Outcome Measures
    - i) Completer rate;
    - ii) Graduation rate;
    - iii) Licensure rate; and
    - iv) Employment rate (in a position for which licensure is sought).
- 2) No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rates on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USC 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors and prospective employers of the institution's program completers.
- 3) Each EPP shall submit a separate annual program report for each State reauthorized program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than ~~February~~~~October~~ 1

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and no later than ~~April~~ ~~November~~ 30. Content-specific endorsements (see Section 25.100(a)) shall be considered separate programs for reporting purposes. The annual program report shall:

- A) update any information previously provided;
- B) summarize data about the program's overall structure, faculty and candidates;
- C) provide the results of the applicable content-area test and the Teacher Performance Assessment (TPA):
  - i) If at least ~~80%-percent~~ of an institution's teacher preparation program completers have passed the content area test in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24;
  - ii) If at least ~~80%-percent~~ of an institution's administrative endorsement program completers have passed the applicable content-area tests for administrative endorsement in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2); and
  - iii) beginning with reports submitted in October 2016, if at least ~~80%-percent~~ of candidates during their student teaching experience have passed the TPA, the institution shall be deemed to be adequately addressing the standards set forth in Section 25.120;
- 4) An indication of completer effectiveness from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] shall be provided for principals beginning in 2014 and for teachers beginning in 2018; and
- 5) As relevant to the institution, a report on all programs provided by the institution that have been approved as an alternative route to licensure under Sections 25.65 and 25.67 (through September 30, 2016) or Section 25.60 (beginning January 1, 2013), and Section 25.311 (beginning January 1, 2013) shall be submitted.



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- b) Annual Reporting for CAEP-Accredited EPPs
- 1) An EPP accredited by CAEP shall undergo CAEP's annual reporting process.
  - 2) No later than April 1 of each year, each institution shall submit to the State Superintendent of Education, using a form supplied by the State Superintendent, its program completers' pass rate on the tests required for receipt of the professional educator license pursuant to this Part and other information required by Title II of the Higher Education Act (20 USCA 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, school counselors and prospective employers of the institution's program completers.
- c) Each EPP shall include in its annual report to ISBE its policy on Teacher Performance Assessment plagiarism and cheating, including the EPP's options for disciplinary action.
- d) Additional Reporting for State Reauthorized EPPs Through April 20, 2019~~November 30, 2018~~
- In addition to the reports required under subsection (a), each EPP shall submit a report to the State Superintendent, in a format specified by the State Superintendent, no sooner than February~~October~~ 1 and no later than April~~November~~ 30 of the academic year (i.e., September 1 through August 31) in which a review pursuant to subsection (c) is scheduled. The report shall include:
- 1) a description of how the EPP has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (a) submitted in each of the last seven years preceding the review;
  - 2) any changes in the institution or in the EPP that affects the operation of the EPP;
  - 3) any new programs approved in the last seven years;
  - 4) the percentage of individuals in the last seven years who completed the program and received a license or endorsement who were hired into a

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related school position in the field for which the license or endorsement was issued; and

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

e) Data Collection Pilot Program  
Beginning September 1, 2017, all EPPs must participate in a two-year Statewide data collection pilot program as part of its annual reporting requirement. The pilot program pilot will replace the current State annual program report submission and will be used to inform the State Board's new yearly program reporting process. The pilot program will collect data on each preparation program's enrollees and completers and be tied to employment, testing and survey data collected by the State Board.

f) Periodic Review of State Reauthorized EPPs Through ~~November~~ April 30, 2019  
The recognition of an EPP shall be subject to review every seven years through State reauthorization or CAEP accreditation. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee. The approval of the EPP's programs shall be subject to review in each year after the EPP receives initial State recognition. Actions taken as a result of these reviews shall be as set forth in Section 25.130.

~~g)~~ ~~Review of State Reauthorized EPPs Starting December 1, 2018~~

- 1) An EPP planning to be accredited by CAEP shall undergo CAEP's initial or continuing accreditation process for Specialty Professional Association Review with National Recognition or Program Review with Feedback developed by CAEP (see <http://caepnet.org/>). The EPP shall notify the State Board in writing of its continuing accreditation status no later than 30 days after receiving CAEP's notification.
- 2) A State reauthorized EPP shall undergo CAEP's Program Review with Feedback process (see <http://caepnet.org/>) and submit data and information required to the State Superintendent of Education for consideration.

h) State Board of Education staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with faculty, candidates or

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administrators. All records shall be made available to State Board of Education staff upon request.

**ig)** Changes to State Reauthorized Programs

- 1) Using a format identified by the State Superintendent of Education, a State reauthorized institution may request changes to one or more currently approved programs by submitting documentation of the proposed changes no later than 60 days prior to the date upon which the changes will take effect.
- 2) State Board staff shall review the proposed changes and make a recommendation to SEPLB, which ~~shall submit its recommendation to the State Superintendent. The State Superintendent~~ may accept, modify or reject any of the recommendations of ~~SEPLB-State Board staff~~ issued in accordance with this subsection (**gf**). In cases in which ~~SEPLB's the State Superintendent's~~ modification or rejection results in an action that has negative consequences for the program, the actions to be taken shall be as described in Section 25.160.

**jh)** An EPP that decides to change from State reauthorization to CAEP accreditation, or vice versa, must notify the State Board of Education.

**k)** Audit of Licensure Entitlements

- 1) Pursuant to Section 21B-5 of the School Code [105 ILCS 5], the State Board of Education shall conduct annual audits of recognized institution licensure entitlements.
  - 2) Each institution recognized under this Subpart C shall submit to the State Board annually a list of all individuals entitled by the institution in the previous 12 months. For each individual, the institution shall submit the name, Illinois Educator Identification Number (IEIN) and areas in which the individual was licensed or endorsed.
- A)** Each institution shall submit to the State Board of Education by June 30 any data and other information that responds to the requirements of Section 21B-25 of the School Code.

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- B) An audit of each institution shall be conducted at least once every five years in accordance with Section 21B-25 of the School Code. Data and information from the audits shall be used to determine if the EPP has met the requirements of Section 21B-100 of the School Code and this Subpart.
- i) Institutions undergoing an entitlement audit must submit requested documentation to the State Board of Education within six weeks after the request is made.
- ii) In the event that a determination is made that the requirements set forth in Section 21B-100 of the School Code or this Part have not been met, the provisions of section 25.130 of this Part shall apply.
- iii) State Board staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with licensure officers, candidates or administrators if they find a deficiency or other problem during the audit that needs to be addressed. All records shall be made available to the State Board of Education staff upon request.
- iv) Institutions identified as in violation of 21B-100 of the School Code must submit a remediation plan within 60 days after a written request has been received by the institution.
- The plan shall include remedies identified by State Board of Education staff and SEPLB, as well as internal procedures for improvement;
  - The plan shall include a timeline for implementation; and
  - The plan and timeline shall be approved by State Board of Education staff prior to implementation.

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- v) When subsection (k)(2)(B)(iv) is applicable, an institution shall not enter any additional entitlements until evidence that remedies identified by State Board of Education staff and SEPLB have been implemented.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART D: SCHOOL SUPPORT PERSONNEL

**Section 25.235 Endorsement for School Psychologists**

- a) Each candidate for the school support personnel endorsement for school psychologist shall hold a master's or higher degree in psychology or educational psychology with a specialization in school psychology.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school psychologists pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country (see Section 25.425).
- c) Each candidate shall have completed both a supervised field experience of at least 250 hours in a school setting and/or child study center and ~~either~~ a one-year, full-time internship under the direction of an intern supervisor or one year of full-time work experience as a school psychologist on a valid out-of-state school psychology certificate or license or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school psychologist.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code. (See also 23 Ill. Adm. Code 23.130.)
- e) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code [105 ILCS 5/21B-20] in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school psychologist.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

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**Section 25.245 Endorsement for School Nurses**

- a) Each candidate for the school support personnel endorsement for school nursing shall hold a bachelor's degree or higher.
- b) Each candidate shall be licensed as a registered professional nurse in Illinois pursuant to the Nursing and Advanced Practice Nursing Act [225 ILCS 65].
- c) Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country.
- d) Each candidate shall have met the requirements of either subsection (d)(1) or subsection (d)(2).
  - 1) Completion of an internship that:
    - A) was determined by the approved program to be sufficient in length for the candidate to meet the standards set forth at 23 Ill. Adm. Code 23.120, but in no case consisted of fewer than 300 hours of experiences; and
    - B) was supervised by a school nurse who holds an endorsement issued under this Section with at least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.
  - 2) Completion of two years of experience as a school nurse prior to July 1, 1972.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, subject to the provisions of Section 25.720 and the timeline for the passage of each test set forth in Section 21B-30 of the School Code. (See also 23 Ill. Adm. Code 23.120.)
- f) Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section 21B-20 of the School Code [105 ILCS 5/~~21B-20~~] in the event that

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the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school nurse.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

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

**Section 25.337 Principal Endorsement (2013)**

- a) This endorsement is required for principals and assistant principals.
- b) A principal endorsement have been accrued while the individual held a valid professional educator license endorsed in a teaching field or, until June 30, ~~2021~~2019, a school support personnel area (i.e., school counselor, school psychologist, speech language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor); or shall be affixed to a professional educator license provided that the candidate holds a master's degree or equivalent (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)) and either successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or meets each of the requirements specified in Section 21B-35(b-5) of the School Code (also see Section 25.425 of this Part).
- c) Each candidate shall have:
  - 1) *four years of teaching experience or, until June 30, ~~2021~~2019, working in the capacity of school support personnel in a public school or nonpublic school recognized by the State Board of Education [105 ILCS 5/21B-25] in accordance with 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools), which must*
    - 2) four years of experience, which must have been accrued while the individual held a valid teaching or, until June 30, 2019, school support personnel certificate or license issued by another state authorizing employment in an out-of-state public school or in an out-of-state nonpublic school meeting out-of-state recognition standards comparable to those set forth by the State Board of Education at 23 Ill. Adm. Code 425.
  - d) For the purposes of Section 21B-25(2)(B) of the School Code [105 ILCS 5/21B-25(2)(B)], a candidate may qualify for the principal endorsement with *fewer than*

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*4 years of experience* upon presentation of certain performance evaluation ratings that incorporate data and indicators of student growth (see Article 24A of the School Code [105 ILCS 5/Art. 24A] and 23 Ill. Adm. Code 50 (Evaluation of Educator Licensed Employees under Articles 24A and 34 of the School Code)).

- 1) A candidate may qualify with three years of experience if he or she has received at least a "proficient" performance evaluation rating in his or her three annual performance evaluations conducted.
- 2) A candidate may qualify with two years of experience if he or she has received an "excellent" performance evaluation rating in his or her two annual performance evaluations conducted.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710), as well as the test of basic skills, pursuant to Section 25.720, except that individuals who received their initial teaching or school support personnel certificate prior to July 1, 1988 are not subject to the requirement to pass the test of basic skills.
- f) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21B-25 of the School Code.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART F: GENERAL PROVISIONS

**Section 25.410 Reporting Requirements for Revoked or Suspended Licenses; License Application Denials**

- a) When a license is suspended or revoked in Illinois or an application for an Illinois educator license is denied, all other states and possessions of the United States shall be informed of this action through a report to the NASDTEC Educator Identification Clearinghouse maintained by the National Association of State Directors of Teacher Education and Certification.
- b) The license of an individual who voluntarily surrenders that license shall be treated as a revoked license. (See Section 21B-45 of the School Code [105 ILCS 5].) An individual who voluntarily surrenders his or her professional educator



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license or educator license with stipulations also surrenders all of the endorsements on that license. (Also see Section 25.411 of this Part.)

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.425 Individuals Prepared in Out-of-State Institutions**

- a) In accordance with Section 21B-35 of the School Code [\[105 ILCS 5\]](#), an applicant who has completed *a comparable state-approved education program* of another state or country may be granted an Illinois professional educator license endorsed in the area (i.e., teaching, administrative or school support personnel) that corresponds to the completed program if he or she meets all the generally applicable requirements of Article 21B of the School Code (e.g., age and good character) and the requirements for the license and the endorsement sought, as specified in the applicable Sections of this Part. As used in each of those Sections, a "comparable program" is one that leads to eligibility for service in the same specific capacity in the public schools of the state where the program was completed and is aligned to the standards set forth in Section 25.115(e). A program completed in the United States shall be considered comparable only if it was offered by a regionally accredited institution of higher education or a not-for-profit entity recognized under Subpart C.
- 1) The individual shall hold a bachelor's *degree* or higher *from a regionally accredited institution of higher education and the degeed major or a constructed major must directly correspond to the license or endorsement sought* ~~and meet the requirements for that endorsement as set forth in Section 25.100.~~ (Section 21B-35(a)(2) of the School Code)
  - 2) Each applicant for an Illinois professional educator license endorsed in a teaching field *who has not been entitled by an Illinois-approved institution of higher education* must have completed a program that met the following requirements.
    - A) For those who have completed traditional preparation programs, these requirements include:
      - i) college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, and student teaching or equivalent experience;

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- ii) coursework *in the methods of instruction of the exceptional child* in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;
  - iii) *coursework in the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(B) of this Part; and
  - iv) *coursework in instructional strategies for English language learners*, which shall address bilingual education, English as a Second Language or English as a New Language methods (Section 21B-35(a)(5) of the School Code).
- B) For those who have completed preparation programs in a school support personnel field listed in Subpart D, these requirements include college coursework in:
- i) professional education, including an internship or equivalent experience;
  - ii) *the methods of instruction of the exceptional child* in cross-categorical special education (Section 21B-35(a)(3) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(A) of this Part;
  - iii) *the methods of reading and reading in the content area* (Section 21B-35(a)(4) of the School Code), which shall meet the requirements outlined in Section 25.25(a)(1)(C); and
  - iv) *instructional strategies for English language learners* (Section 21B-35(a)(5) of the School Code), which shall align to standards for addressing second language acquisition and the diverse learner set forth in the Standards for the Speech-Language Pathologist (23 Ill. Adm. Code 28.230) or, for other school support personnel, the

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applicable standards in 23 Ill. Adm. Code 23 (Standards for School Support Personnel Endorsement).

- C) For those who are seeking an endorsement for principal, the applicant's preparation shall be evaluated in accordance with the criteria specified in Section 25.337.
  - D) For those who have completed alternative certification or licensure programs, these requirements include graduation from a regionally accredited institution with a bachelor's degree and meets the requirements for that endorsement as set forth in Section 25.100, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program, as well as the coursework specified in subsection (a)(2)(A).
- 3) Each out-of-state applicant shall have passed each of the Illinois tests required for the professional educator license and the endorsement sought, as set forth in Section 21B-30 of the School Code ~~[105 ILCS 5/21B-30]~~ and Section 25.720.
- 4) In accordance with Section 21B-30(f) of the School Code, beginning July 1, 2015, each applicant who has not been entitled by an Illinois-approved institution of higher education for a professional educator license endorsed in a teaching field shall pass the TPA (see Section 25.720(e) of this Part). Any applicant who completed student teaching by August 31, 2015 may pass the Assessment of Professional Teaching (APT) instead (see Section 25.720(d)). If the applicant has not met the requirement to pass the TPA and is not eligible to take the APT, he or she may:
- A) apply for an educator license with stipulations endorsed for the grade levels and content area of the endorsement sought, provided he or she holds a valid, comparable certificate or license from another state and has passed the test of basic skills and applicable content-area test required by Section 21B-30 of the School Code and Section 25.720 of this Part, and complete the TPA while employed as a teacher in an Illinois school district; or
  - B) enroll in the student teaching portion of an educator preparation program offered by an Illinois institution of higher education

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approved to offer a program pursuant to Subpart C, during which time the TPA shall be completed; or

- C) for purposes of meeting both the requirements of Section 21B-30(f) of the School Code and this subsection (a)(4), an applicant who provides evidence with his or her application of having at least one year of full-time teaching experience and having achieved a "proficient" or higher rating, or the equivalent, on his or her most recent performance evaluation shall not be required to pass the TPA.
- b) An individual may receive additional endorsements on a professional educator license endorsed for teaching by meeting the applicable requirements of Sections 25.37 and 25.100.
- c) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service whose evaluations are accepted by the State Board pursuant to subsection (d) to determine if the candidate has met the requirements of Section 21B-35(b) of the School Code, including the coursework required under subsection (a)(2)(A).
  - 1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.
  - 2) The transcript provided by the service pursuant to subsection (c)(1) shall be reviewed to determine whether the individual qualifies for a professional educator license and the endorsements for which application was made; if so, he or she shall receive the license and the endorsements indicated by the coursework completed.
  - 3) If the review of the individual's transcript indicates that he or she does not qualify for a professional educator license and the endorsements for which application was made, he or she shall receive a notification of the deficiencies for the license and the endorsement requested.
- d) Evaluation services shall be approved to review foreign credentials for purposes of Illinois licensure if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of

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Collegiate Registrars and Admissions Officers. However, the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

- e) If either a candidate who has not been entitled by an Illinois-approved institution of higher education or an applicant from another country has not met one or more of the criteria to receive a professional educator license and endorsements for which he or she has applied, the candidate may apply and qualify for an educator license with stipulations endorsed for provisional educator if he or she meets the requirements of Section 21B-20(2)(A) of the School Code, including passage of the Illinois test of basic skills and any Illinois content-area test required for each endorsement sought, as required by Section 21B-30 of the School Code and Section 25.720 of this Part, *either prior to or within one year after issuance of the educator license with stipulations endorsed for provisional educator.* (See Section 21B-20(2)(A) of the School Code.)
- 1) *Applicants who have not been entitled by an Illinois-approved educator preparation program at an Illinois institution of higher education shall not receive a provisional educator endorsement on the educator license with stipulations if the person completed an alternative licensure program in another state, unless the program has been determined to be equivalent to Illinois program requirements.* (Section 21B-20(2)(A) of the School Code)
  - 2) Applicants shall be eligible for an educator license with stipulations endorsed for provisional educator, principal or superintendent, provided that they meet the requirements of Section 21B-35(b-5)(1) and (3) of the School Code regarding completion of a program approved by another state or country and issuance of a certificate or license in a teaching field.
  - 3) The educator license with stipulations endorsed for provisional educator shall be issued only once, valid until June 30 immediately following two years after the license being issued, unless the licensee, during the time in which he or she held the provisional endorsement:
    - A) passed the test of basic skills and the applicable content-area test, as required under Section 21B-20(2)(A)(ii) of the School Code; and

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- B) did not work in a public school or nonpublic school recognized by the State Board of Education pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools) at any time during the validity period of the educator license with stipulations endorsed for provisional educator.
  
- 4) An applicant may request one or more endorsements when he or she initially applies for the professional educator license and pays only one fee required under Section 21B-40 of the School Code. Applications shall be evaluated for only those endorsements requested by the applicant. For those individuals not qualifying for the professional educator license, additional endorsements may be requested following issuance of the educator license with stipulations upon application and payment of the fee required under Section 21B-40; however, the date of approval of any additional endorsements shall not extend the validity period of the educator license with stipulations.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.430 Short-Term Authorization for Positions Otherwise Unfilled**

Subject to the provisions of this Section, an entity that is required to employ educator licensed teachers may receive short-term authorization to employ an individual who does not hold the qualifications required for certain vacant teaching positions when the employing entity has been unable to recruit a fully qualified candidate for that position.

- a) Applicability
  - 1) The short-term authorization described in this Section shall be available with respect to:
    - A) individuals who lack full qualifications in a content area; or
    - B) until January 31, 2018, individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)); and
    - C) situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.

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- 2) The short-term authorization described in this Section shall not be available with respect to:
  - A) special education teaching positions;
  - B) ~~driver's education positions~~individuals who lack the required grade level endorsements for the assignment in question; or
  - C) ~~individuals who lack the required grade level endorsements for the assignment in question. situations in which the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.~~
  
- b) The employing entity shall apply for short-term authorization by filing with the regional superintendent:
  - 1) a description of the vacant position, including the subject area and the grade level;
  - 2) evidence of the entity's inability to fill the position with a fully qualified individual, except as limited by subsection (a)(2)(C);
  - 3) a statement that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
  - 4) the name and Illinois Educator Identification Number (IEIN) of the individual the entity wishes to employ for the position, as well as a list of the license numbers and content-area and grade level endorsements held by that individual;
  - 5) a written assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;
  - 6) one of the following:
    - A) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C that leads to educator licensure in the content area to be taught that the

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individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or

- B) a written assurance from the licensure officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or
  - C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed, or
  - D) a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and
- 7) a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100) within three school years after the issuance of authorization under this Section.
- c) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:
- 1) holds a professional educator license that is valid for the grade level of the proposed assignment;
  - 2) has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and
  - 3) has filed the statement of intent required under subsection (b)(7).
- d) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short-term authorization for the named individual to teach in the specific position for which the application was made.
- 1) The letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such, it shall not be transferable to any other individual, employing entity or teaching assignment.



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- 2) Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent's letter on file and make it available for inspection by representatives of the State Board of Education upon request.
  
- e) Short-term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 immediately following the third full year after the authorization was issued.
  
- f) After the end of the validity of authorization received under this Section, the individual shall not be eligible to teach in the content area for which approval was granted unless he or she has received an endorsement for that content area.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_; effective \_\_\_\_\_)

**Section 25.485 Licensure of Persons with Prior Certificate or License Sanctions**

A previous denial of licensure or another action against an individual's license may indicate that issuance, renewal, reinstatement or registration of a license would also currently be inappropriate. Accordingly, each applicant for the issuance, renewal, reinstatement or registration of an Illinois professional educator license, an educator license with stipulations or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G, shall be required to indicate on the relevant form whether he or she has ever had a certificate or license denied, suspended or revoked in Illinois or any other state.

- a) Each individual providing an affirmative response to this question shall be required to submit a copy of the notice issued by the responsible agency in the state where the action occurred that includes:
  - 1) the date of the action;
  - 2) the reasons for the action;
  - 3) any penalties that were imposed; and
  - 4) the ending date of each penalty, if applicable.
  
- b) Subject to subsection (c) or (d), the State Superintendent of Education shall review the information submitted pursuant to subsection (a) and shall determine whether issuance, renewal, reinstatement or registration of a license or issuance of

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one or more additional credentials, as applicable, is appropriate in light of the circumstances surrounding the previous denial or suspension (including the applicant's age and the background of the applicant at the time of the action), any penalty that was imposed, and any evidence the applicant has provided concerning his or her good character that may mitigate the defect in his or her record. (Also see Section 25.480(b).)

- c) The State Superintendent may review any other license held by the applicant to determine if, based on the severity of the misrepresentation, suspension or revocation is warranted.
- d) An application shall not be evaluated from an individual whose previous denial occurred five or fewer years from the date of application.
- e) An application from an individual who has had a license revoked either in Illinois or another state shall not be considered except that the provisions of this subsection shall not apply to any individual who voluntarily surrendered his or her license pursuant to Section 21B-45 of the School Code [105 ILCS 5]/~~21B-45~~, provided that the voluntary surrender was unrelated to ~~a finding of~~ misconduct.
- f) An application from an individual whose license had been suspended shall not be evaluated for a period of time that is equal to the length of the suspension. The start date of this waiting period shall begin on the day following the date on which the suspension was lifted. The provisions of this subsection (f) shall not apply to:
  - 1) any application to register or renew the license that was subject to the suspension, provided that the license was maintained as valid during the term of the suspension; and
  - 2) any application to renew another license that was not subject to the suspension.
- g) Submission of the application following the time period specified in subsection (e) or (f) is not a guarantee that the application will be approved and a license, endorsement, approval or designation issued. An individual may appeal the decision to deny the application in accordance with procedures set forth in the Illinois Administrative Procedure Act [5 ILCS 100/Art. 10].
- h) An individual shall not be entitled to a refund of the application fee in the event that his or her application is subsequently denied.

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(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.490 Licensure of Persons Who Have Been Convicted of a Crime**

Convictions related to certain offenses, other than those listed in Section 21B-80(c) of the School Code [105 ILCS 5/~~21B-80~~] that result in automatic revocation or denial of licensure, may lead to denial of licensure if they demonstrate that the applicant is not of good character as required by Section 21B-15 of the School Code. Accordingly, each applicant for the issuance, registration, reinstatement or renewal of an Illinois professional educator license, educator license with stipulations or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has ever been convicted of or is subject to pending criminal charges for a felony or ~~of~~ any sex, narcotics, or drug offense (whether felony or misdemeanor) in Illinois or any other state.

- a) Each individual providing an affirmative response to this question shall be ineligible to receive, register, reinstate or renew a license or to receive an additional credential if the offense was one of those enumerated in Section 21B-80(c) of the School Code or, if the offense was not one of those enumerated, until he or she provides to the State Superintendent of Education:
  - 1) a certified court record of the conviction, to include sentencing information;
  - 2) evidence that at least one year has elapsed since the end of the sentence for the criminal offense, where "sentence" includes any period of supervision or probation that was imposed either alone or in combination with a period of incarceration or, for criminal offenses enumerated in Section 21B-80(c) of the School Code, evidence that at least seven years have elapsed;
  - 3) a personal statement that meets the requirements outlined in Section 25.480(a); and
  - 4) character references that meet the requirements outlined in Section 25.480(b) of this Part, in which the authors clearly indicate that they have knowledge of the conviction but can also attest to the individual's good character, as defined in Section 21B-15 of the School Code, and rehabilitation.
- b) The State Superintendent shall review the information submitted pursuant to subsection (a) of this Section and determine whether licensure, license

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registration, license renewal, license reinstatement or issuance of one or more additional credentials, as applicable, is appropriate, based on whether the offense was one of those enumerated in Section 21B-80 of the School Code and, if not, whether the evidence of good character, as defined in Section 21B-15 of the School Code, and rehabilitation provided is convincing when taken together with the gravity of the offense, the individual's age and background at the time of the offense, and any criminal penalty that was imposed.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART G: PARAPROFESSIONALS;  
OTHER PERSONNEL

**Section 25.550 Approval of Educational Interpreters**

Each educational interpreter who serves students with hearing loss in the public schools shall be of good character, as defined in Section 21B-15 of the School Code [\[105 ILCS 5\]](#). Each educational interpreter shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). Each educational interpreter shall hold a statement of approval from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or oral transliteration. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, along with the fee required under Section 21B-40 of the School Code for those applicants who hold a professional educator license and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

- 1) Each applicant for approval as an educational interpreter either for sign language interpreter or oral transliteration shall:
  - A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; ~~or~~
  - B) hold an associate's degree issued by a regionally accredited institution of higher education; ~~or~~
  - C) hold a high school diploma or its recognized equivalent and have achieved the score identified as passing by the Illinois State Board

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of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b); or

- D) hold a high school diploma or its recognized equivalent and have passed the written examination administered by the Registry of Interpreters for the Deaf (RID).
- 2) Each applicant for approval as a sign language interpreter also shall have:
- A) attained a rating of Level 3.5 or above on the Educational Interpreter Performance Assessment (EIPA); ~~or~~
  - B) maintained a valid certification from the RID; or
  - C) maintained a valid Illinois Board for Evaluation of Interpreters (IL BEI) Basic Certification or higher issued by the Illinois Deaf and Hard of Hearing Commission.
- 3) Each applicant for approval for oral transliteration also shall have attained Transliteration Skills Certification at Level 3 or above.
- 4) If the applicant is unable to provide evidence of meeting one of the criteria set forth in subsection (a)(2), a one-time, interim approval shall be granted if each of the following conditions are met. The interim approval is valid until June 30 following two years of the approval being issued. The provisions of this subsection (a)(4) shall not apply to individuals who held initial approval issued prior to June 30, 2013.
- A) The applicant shall provide evidence of meeting one of the criteria listed in subsection (a)(1).
  - B) The applicant shall have attained a rating of at least Level 3.0 on the EIPA.
- b) Validity; Renewal

Approval shall be valid for five years, subject to the provisions of Section 21B-20 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has completed 50 clock hours of professional development activities. [Sign language interpreter](#)

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approvals shall be renewed in accordance with the timelines established in Section 21B-45 of the School Code.

- c) Continuing Professional Development
- 1) An individual may accrue clock hours of professional development by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:
    - A) are designed to improve the skills and knowledge of interpreters for the deaf; or
    - B) are organized by an entity that is approved pursuant to Section 25.855 and address educational concerns.
  - 2) An individual may accrue the required clock hours for continuing professional development by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. Clock hours will be credited based on 1 semester hour of college coursework being equivalent to 15 clock hours of professional development activities.
  - 3) Evidence of Completion
    - A) Each individual who will be required to complete professional development as a condition of renewal shall electronically sign a statement of assurance in ELIS attesting to completion of the required activities. For any activity completed under subsection (c)(1), the individual shall retain the evidence of completion form provided by the entity organizing the event.
    - B) As evidence of completion of college coursework, the individual shall retain a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.
    - C) An educational interpreter who earned continued professional development units (CPDUs) on or before June 30, 2014 shall have those CPDUs converted to clock hours in accordance with Section 25.800(d).

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- d) **Revocation or Suspension of Approval or other Permissible Sanction**  
The provisions of Section 25.510(e) shall apply to the revocation or suspension of approval or other permissible sanction for educational interpreters.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.560 Approval of Interveners for Students Who Are Deaf-Blind**

Each intervener who serves students with Deaf-Blindness in the public schools shall be of good character, as defined in Section 21 B-15 of the School Code [105 ILCS 5]. Each intervener shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis as may be required under rules of the Illinois Department of Public Health at 77 Ill. Adm. Code 696 (Control of Tuberculosis Code). Each intervener shall hold a high school diploma or its recognized equivalent and a statement of approval from the State Superintendent of Education, which shall be identified as valid as an intervener. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, accompanied by the fee required under Section 21B-40 of the School Code and evidence that he or she meets the requirements applicable to the type of approval sought.

a) Approval Criteria

1) Each applicant for approval as an intervener shall:

A) Have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education;

B) Hold an associate's degree issued by a regionally accredited institution of higher education; or

C) Have achieved the score identified as passing by the State Board of Education on one of the examinations for paraprofessionals discussed in Section 25.510(b).

2) Each applicant for intervener shall also demonstrate nationally recognized intervener knowledge and skills competencies by holding a National Intervener Credential/Certificate.

b) Validity; Renewal

Approval shall be valid for five years, subject to the provisions of Section 21B-20 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of approval's validity, the individual has completed 50

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professional development (PD) hours. The number of PDs to be awarded for completion of specific activities shall be as set forth in Section 25.875 of this Part, as applicable. The approval shall be renewed according to the timelines specified in Section 21B-45 of the School Code.

c) Continuing Professional Development

1) An individual may accrue units of PD in accordance with the provisions of Section 25.875(k) by participating in conferences, workshops, institutes, seminars, symposia or other similar events that:

A) Are designed to improve the skills and knowledge of interveners;  
or

B) Are organized by an entity that is approved pursuant to Section 25.855 or 25.860 and address educational concerns.

2) An individual may accrue the required credit for professional development in accordance with the provisions of Section 25.875(i) by completing college coursework that is part of an intervener training program offered by a regionally accredited institution of higher education or an Illinois community college.

3) Evidence of Completion

A) Along with his or her statement of approval, each individual who will be required to complete continuing education as a condition of renewal shall record activities completed in ELIS. For any activity completed under subsection (c)(1), the individual shall present the attendance form provided by the entity organizing the event.

B) As evidence of completion for college coursework, the individual shall present a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.

d) Revocation or Suspension of Approval or other Permissible Sanction  
The provisions of Section 25.510(e) shall apply to the revocation or suspension of approval or other permissible sanction for interveners.



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

SUBPART H: CLINICAL EXPERIENCES

**Section 25.620 Student Teaching**

- a) The SEPLB recognizes and accepts student teaching only when it is earned during the candidate's final year of his or her educator preparation program and conducted in a public school, ~~or a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425 (Voluntary Registration and Recognition of Nonpublic Schools),~~ or an out-of-state or international school.
- b) Student teaching shall be structured as part of comprehensive field experiences and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C, and in accordance with the standards referred to in Section 25.115(d).
- c) Student teaching shall be completed within the grade range and in the area of specialization appropriate to the endorsement sought on the professional educator license. Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.
- d) Beginning with student teaching conducted in the 2014-15 school year, student teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience ~~in a public school or nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425,~~ has received a proficient or above performance rating in his or her most recent evaluation and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching. The requirements of this subsection (d) do not apply in cases in which the student teacher:
  - 1) is serving on an educator license with stipulations endorsed for transitional bilingual educator; or
  - 2) is working in a school that is not legally required to employ teachers with licensure and either has two years of teaching experience at that school or presents to the employer the evidence described in Section 25.25(b) documenting that he or she has two years of teaching experience in one or more other schools in which the chief administrator is required to hold a

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professional educator license endorsed for either general administrative or principal and the majority of teachers are required to hold a professional educator license endorsed for the grade levels and in the content area in which they are employed; or

- 3) holds a substitute teaching license and is not subject to the limitations of Section 21B-20(3) of the School Code [~~105 ILCS 5/21B-20(3)~~];
- e) In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met.
- 1) The student teacher must be enrolled in a student teaching course at the institution.
  - 2) The school district or nonpublic school and the institution of higher education shall jointly agree to the student teaching placement and the responsibilities of each person to be involved.
  - 3) The school district or nonpublic school shall ensure the requirements of Section 2-3.25o, 10-21.9 or 34-18.5, as applicable to the school district or nonpublic school, have been met.
- f) An individual may receive credit for student teaching or pre-student teaching clinical experiences that are completed during the time for which the individual is paid as a teacher only when the individual:
- 1) holds no educator license issued pursuant to Article 21B of the School Code [~~105 ILCS 5/Art. 21B~~] and performs the student teaching or pre-student teaching clinical experiences in a charter school established under Article 27A of the School Code or a nonpublic school recognized or seeking recognition pursuant to 23 Ill. Adm. Code 425; or
  - 2) is subject to the authorization for payment stated in Section 25(g) of the Grow Your Own Teacher Education Act [110 ILCS 48/25(g)]; or
  - 3) has at least one year of experience in a school or community-based early childhood setting and the student teaching is conducted with his or her current employer and meets the requirements of his or her preparation program; or

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- 4) holds an educator license with stipulations endorsed for transitional bilingual educator, career and technical educator, or provisional career and technical educator and works in a school district; or
- 5) holds only a substitute teaching license and, as an employee of a school district operating under Article 34 of the School Code ~~105 ILCS 5/Art. 34~~, is not subject to the limitations of Section 21B-20(3) of the School Code regarding the number of days a substitute teacher may be employed.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART I: ILLINOIS LICENSURE TESTING SYSTEM

**Section 25.710 Definitions**

For the purposes of this Subpart, the following definitions apply:

"Passing raw score" is the minimum number of multiple choice items that must be answered correctly on a given test or the combination of required correct responses to multiple choice items and required numerical value of constructed responses.

"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

"Re-scoring" means the process of reviewing an examinee's answers and the scores assigned to them to confirm that a test score reported to an examinee is the score earned by him or her.

"Retake" is the opportunity for a person who has taken a test of the Illinois Licensure Testing System at one test administration to take the test in the same area as given at subsequent administrations.

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score, the maximum score, and the passing score are set. For the content-area tests and tests of language proficiency, the minimum scaled score is 100, the maximum score 300, and the passing score 240. For the assessment of professional teaching, the basic skills test and any new content-area test first administered after December 31, 2002, the minimum scaled score is 100, the maximum score 300, and the passing score 240.

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"Subarea score" is the scaled score for the subset of test items on a content-area test that measures specific content, and, for any test administration for which scores are reported before September 30, 2010, the "subarea score" is the scaled score for each subset of test items on the basic skills test that measures specific content in reading comprehension, writing, language arts and mathematics.

"Test" or "Tests" refers to the test of basic skills, the assessment of professional teaching, the language proficiency tests, the content-area tests and the teacher performance assessment for the Illinois Licensure Testing System (ILTS). The Illinois Licensure Testing System shall consist of the following tests. Beginning with score reports issued after September 30, 2010, "test" or "tests" will also refer to subtests (reading comprehension, writing, language arts and mathematics) of the basic skills test.

Agricultural Education  
Assessment of Professional Teaching (prekindergarten through grade 12)  
(through August 31, 2020)  
Basic Skills (through April 2012)  
    Reading Comprehension  
    Language Arts  
    Mathematics  
    Writing  
Business, Marketing, and Computer Education  
Chief School Business Official  
Computer Science  
Dance  
Director of Special Education (~~required beginning July 1, 2005~~)  
Drama/Theatre Arts  
Early Childhood Education  
Early Childhood Special Education  
Elementary/Middle Grades (K-9) (through August 31, ~~2018-2017~~)  
Elementary Education (1-6) (February 2016)  
    Language and Literacy  
    Mathematics  
    Science and Social Science  
    Fine Arts, Physical Development and Health  
English Language Arts  
English Language Proficiency  
English as a New Language  
Family and Consumer Sciences

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Foreign Languages

Arabic (~~available in September 2008~~)

Chinese (Cantonese or Mandarin)

French

German

Hebrew

Italian

Japanese

Korean

Latin

Russian

Spanish

General Administrative (Principal) (through June 30, 2014)

Gifted Education Teacher (beginning September 2014)

Gifted Education Specialist (beginning September 2014)

Guidance (~~through June 30, 2005~~)

Health Education

Health Careers

Learning Behavior Specialist I

Learning Behavior Specialist II/Behavior Intervention Specialist

Learning Behavior Specialist II/Bilingual Special Education Specialist

Learning Behavior Specialist II/Curriculum Adaptation Specialist

Learning Behavior Specialist II/Deaf/Blind Specialist

Learning Behavior Specialist II/Multiple Disabilities Specialist

Learning Behavior Specialist II/Technology Specialist

Learning Behavior Specialist II/Transition Specialist

Library Information Specialist

Mathematics

Middle Grades (5-8) (February 2017)

Middle Grades (5-8) Language Arts (February 2017)

Middle Grades (5-8) Mathematics (February 2017)

Middle Grades (5-8) Social Science (February 2017)

Middle Grades (5-8) Science (February 2017)

Music

Physical Education

Principal (beginning May 1, 2013)

Reading Teacher

Reading Specialist

School Counselor (~~beginning July 1, 2005~~)

School Nurse

School Psychologist

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School Social Worker

Sciences

Biology

Chemistry

Earth and Space Science

Environmental Science

Physics

Social Sciences

Economics

Geography

History

Political Science

Psychology

Sociology and Anthropology

Special Education General Curriculum (~~available May 1, 2005~~)

Speech-Language Pathologist: Nonteaching

Speech-Language Pathologist: Teaching

Superintendent

Teacher of Students who are Blind or Visually Impaired

Teachers of Students who are Deaf or Hard of Hearing

Technology Education

Technology Specialist

Test of Academic Proficiency (i.e., Illinois' test of basic skills) (February 2012)

Reading Comprehension

Language Arts

Mathematics

Writing

TPA (required beginning September 1, 2015)

Transitional Bilingual Education – Language Proficiency

Arabic

Assyrian

Bosnian

Bulgarian

Burmese

Cantonese

Filipino

Greek

Gujarati

Hindi

Japanese

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Korean  
Lao  
Lithuanian  
Malayalam  
Mandarin  
Nepali  
Polish  
Russian  
Serbian  
Spanish  
Telegu (Telugu)  
Ukrainian  
Urdu  
Vietnamese  
Visual Arts

"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written or oral response.

"Test objective" is a statement of the behavior or performance measured by test items.

"Unauthorized aids" are materials and devices that candidates are prohibited from bringing to a test administration. These include notes, calculators, calculator watches, calculator manuals, cellular phones, electronic communication devices, visual or audio recording or listening devices, and any other items whose use may compromise the security or validity of a test. However, any material or device that is permitted as part of an accommodation arranged pursuant to Section 25.740 shall not be considered an unauthorized aid. Furthermore, a calculator shall not be considered an unauthorized aid when its use is authorized pursuant to the current ILTS registration bulletin and the contractor's web site.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.720 Applicability of Testing Requirement and Scores**

- a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.
- b) Basic Skills Test

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Except as provided in subsections (b)(1) and (2), each candidate seeking an Illinois license (professional educator license or certain educator licenses with stipulations), whether it is his or her first license or a subsequent license, shall be required to pass a test of basic skills authorized under Section 21B-30 of the School Code [105 ILCS 5/~~21B-30~~]. Further, Section 21B-30(c) of the School Code requires candidates in teacher preparation or school support personnel preparation programs to pass this test prior to *starting their student teaching or starting the final semester of their internship*.

- 1) A person who has passed the Illinois test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C or as a condition of participation in student teaching or an internship shall not be required to retake that test when seeking any subsequent endorsements or other educator licenses.
- 2) A person who has passed the Illinois test of basic skills and has been issued an Illinois educator license or any subsequent endorsement on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent endorsements or other educator licenses.
- 3) A person who has passed another state's or country's test of basic skills as a condition of educator certification or licensure in that state or country or admission to a teacher preparation program approved by that state or country shall not be required to take the Illinois basic skills test before receiving a license. (See Section 21B-35 of the School Code.)
- 4) The Illinois test of basic skills will be administered as four separate subtests: reading comprehension, language arts, mathematics and writing.
  - A) Individuals may take all four subtests or any combination of the individual subtests during a single test administration.
  - B) Scores on basic skills subtests can be "banked", and an individual will not be required to take a subtest again once he or she has achieved a passing score on that subtest.
- 5) In lieu of passing the Illinois test of basic skills, a candidate in an Illinois educator preparation program or applicant for an educator license may submit for consideration his or her composite score either from the ACT<sup>®</sup> or the SAT<sup>®</sup>, provided that either test must include a writing component.



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- A) The State Superintendent shall announce and post on the State Board's website the minimum composite score on each test that will be accepted under this subsection (b)(5).
- i) The minimum composite score to be used for the ACT<sup>®</sup> shall be the average of the college-readiness benchmarks established by ACT<sup>®</sup>, rounded up to the next whole number, or at least 22.
  - ii) The minimum writing score for the ACT<sup>®</sup> administered no later than August 31, 2015 shall be the combined English/Writing score of at least 19. For tests administered September 1, 2015 or later, a writing score shall be a minimum of 16.
  - iii) The minimum writing score for the ACT<sup>®</sup> administered on or after September 10, 2016 shall be 6.
  - iii) ~~Before March 5, 2016 the~~The minimum composite score for the SAT<sup>®</sup> shall be 1030 and the minimum writing score shall be 450.
  - iv) On and after March 6, 2016 the minimum composite score (evidence-based reading and writing plus mathematics) for the SAT<sup>®</sup> shall be 1110 and the minimum writing and language test score shall be 26~~The minimum writing score for the SAT<sup>®</sup> shall be 450.~~
- B) The candidate or applicant may apply to the State Board of Education for consideration of his or her ACT<sup>®</sup> or SAT<sup>®</sup> results, using a form provided by the State Superintendent of Education for this purpose. The candidate or applicant shall direct ACT<sup>®</sup> or the College Board to send an official score report of his or her composite score and English/Writing or single writing score, as applicable, to the address provided on the application form.
- C) A minimum composite score for either the ACT<sup>®</sup> or SAT<sup>®</sup> may be achieved by combining multiple subscores from one or multiple test administrations.

- c) Content-Area Tests

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- 1) Each candidate seeking an Illinois professional educator license or endorsement on that license, whether his or her first license or endorsement or a subsequent license or endorsement, shall be required to pass a content-area test for each endorsement area for which there is an applicable test (see Section 21B-30(d) of the School Code; also see Section 25.710). Further, Section 21B-30(d) of the School Code requires passage of this test before a candidate begins student teaching or begins serving as a teacher of record. No waivers or exemptions are available.
  - 2) A person who has passed a test of language proficiency, authorized under Section 21B-30 of the School Code, in order to qualify for an educator license with stipulations endorsed for transitional bilingual educator, and received that license shall not be required to retake that test in order to qualify for a bilingual education credential on another professional educator license received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program also shall not be required to retake that test.
- d) **Assessment of Professional Teaching (APT) (Through August 31, 2020)**  
In order to complete an educator preparation program, each candidate or out-of-state applicant who has completed his or her student teaching by August 31, 2015 and is seeking his or her first Illinois professional educator license endorsed in a teaching field shall be required to pass the APT relevant to the endorsement sought (see Section 25.710) or, in lieu of passing the APT, may provide evidence of meeting the requirements of subsection (e).
- e) **Teacher Performance Assessment (TPA)**  
Beginning September 1, 2015, each candidate or out-of-state applicant completing an educator preparation program in a teaching field shall be required to pass the TPA, except as otherwise provided in subsection (d) (see Section 21B-30(f) of the School Code).
- 1) Each recognized institution offering approved teacher preparation programs shall administer the TPA during a candidate's student teaching experience.
  - 2) A person who has *successfully completed an evidence-based assessment of teacher effectiveness*, as required under this subsection (e), *at the time of initial certification or licensure in another state or country shall not be required to complete the TPA.* (See Section 21B-35 of the School Code.)

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- f) Except as provided in subsection (c)(2), for each person seeking an Illinois license, no passing score on a content area test or the APT may be more than 10 years old at the time application is made. (See Section 21B-30 of the School Code.) The 10-year period shall be calculated from the date the test was taken to the date of receipt of the application by the State Board of Education. Scores more than 10 years old will not be accepted as part of an application. The 10-year period discussed in this subsection (f) shall apply to each score that forms part of an application received on or after July 16, 2015, as well as any applications pending on, or for which an evaluation is valid as of, that date.
- g) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a paper-and-pencil test may retake that test during any subsequent, regularly scheduled administration of that test in paper-and-pencil format and may retake that test by computer during any subsequent computer-based test administration.
- h) Subject to registration in accordance with the provisions of this Subpart I and the provisions of Section 25.755(g)(1), an individual who has taken a computer-based test or subtest of the Illinois test of basic skills may retake that test or specific subtest by computer after no fewer than 30 days but also may retake that test or specific subtest during any subsequent, regularly scheduled administration of the test or subtest in paper-and-pencil format.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**25.755 Cancellation of Scores; Voiding of Scores**

- a) A person shall have the right to cancel his/her test scores. A cancellation request must be submitted in writing and received by the State Superintendent of Education within seven calendar days after the date of the test. However, a person's right to cancel his or her scores shall be superseded by the right of the State Superintendent of Education to void scores when subsection (b) or (c) applies.
- b) A person's scores will be voided by the State Superintendent ~~of Education~~ due to violation by the person of any of the conditions of testing enumerated in Section 25.750(g) and (k).
- c) The State Superintendent ~~of Education~~ will also void any affected test score in situations such as, but not limited to, the following:

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- 1) any person taking the test violates any of the rules of test participation or terms, conditions, or policies stated in the current ILTS registration bulletin and website, having the purpose or effect of:
  - A) giving any person taking the test an unfair advantage over other examinees;
  - B) affecting, either positively or negatively, the performance of any person taking the test; or
  - C) representing the performance of the named registered examinee by the performance of another person;
- 2) there is any testing irregularity that calls into question:
  - A) the accuracy of the test scores as measures of the actual performances of the examinees; or
  - B) the validity of the test scores as measures of the performances of the examinees in light of the conditions and circumstances under which the test was administered.
- d) The State Superintendent ~~of Education~~ shall notify the person of the action taken within six weeks after the test date. If any person's test materials reveal irregularities that warrant further investigation, the State Superintendent shall forward those materials, including the person's thumbprint, fingerprint, or palm print, as applicable, to the appropriate law enforcement authority and shall notify the affected person within ten days after taking that action. The State Superintendent ~~of Education~~ may require the person to provide a thumbprint or alternate print, if applicable, to the appropriate law enforcement authority for comparison with that provided on the personalized answer document and may void the test score earned by a person who refuses to do so.
- e) No refund will be given to any person whose score is cancelled or voided.
- f) If a score is cancelled or voided for any reason, it will not be reported or entered on any records. Cancellation of an individual's score shall not limit his or her right to retake the test. Voiding of an individual's score shall not limit his or her right to retake the test unless subsection (g) applies.

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- g) In some instances, scores are voided for reasons that render individuals ineligible for licensure in Illinois. When an individual is found to have violated a condition of testing with the intent of falsifying his or her identity or unfairly affecting his or her performance in the current or a future test administration, the violation shall be taken as evidence that the individual is not of good character as required by Section 21B-15 of the School Code [105 ILCS 5/~~21B-15~~].
- 1) In addition to voiding of the person's score on the test at which the violation occurred, any other score achieved by the person during the same test administration shall be voided, and the individual shall be ineligible for any future licensure testing in Illinois.
  - 2) A person who is subject to this subsection (g) shall be ineligible to receive any educator license in Illinois.
  - 3) If a person who is the subject to this subsection (g) already holds an Illinois license, the State Superintendent ~~of Education~~ may initiate the suspension or revocation of that license as provided in Section 21B-75 of the School Code [~~105 ILCS 5/21B-75~~].
  - 4) For violations of subsection (g)(1) or (g)(2) occurring on or after March 1, 2017, a person subject to this subsection (g) may appeal those prohibitions to the State Superintendent in writing. The person will be required to submit supplemental documentation for review as set forth in Section 25.480 and shall be subject to the credibility hearing process in that Section. A review conducted for this purpose shall make conclusions whether the person shall be allowed to participate in future licensure testing in Illinois and whether the person shall be eligible to receive an educator license in Illinois.
- h) In the instances described in subsection (g), records of the individuals' test responses may be maintained by the testing contractor and by the State Board of Education~~ISBE~~ for further investigation. In all other cases when scores are cancelled or voided, examinees' answer documents, including electronic media, will be destroyed and will be irretrievable.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

SUBPART J: RENEWAL OF PROFESSIONAL EDUCATOR LICENSES  
ENDORSED IN A TEACHING FIELD

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**Section 25.800 Professional Development Required (Beginning July 1, 2014)**

- a) Pursuant to Section 21B-45 of the School Code [105 ILCS 5/21B-45], renewal of professional educator licenses endorsed in a teaching, administrative or school support personnel field or an educator license with stipulations endorsed for chief school business official (see Section 21B-20 of the School Code) is contingent upon licensees' presentation of proof of professional development activities. For the purposes of this Subpart J, "5-year renewal cycle" for any license shall include ~~July 1 following the license's issuance through the time from the date the license was initially issued to~~ June 30 following five years of the license being issued and every five years thereafter, regardless of whether the total validity period exceeds five years. Any portion of an additional year beyond five years that is included in the 5-year renewal cycle shall not increase the amount of professional development that a licensee is required to complete. If a licensee earns more than the required number of professional development hours during a renewal cycle, the additional hours earned between April 1 and June 30 of the last year of the renewal cycle may be carried over and applied to the next renewal cycle. Illinois Administrators' Academy courses or hours earned in those courses may not be carried over.

**Section 25.840 Appeals to the State Educator Preparation and Licensure Board**

- a) ~~A licensee may appeal the lapse of his or her license for The State Superintendent's decision to not renew a license due to the licensee's failure to complete renewal requirements may be appealed to the SEPLB. 1) The notice of nonrenewal shall be sent to the licensee by certified mail, return receipt requested. 2)——~~ The licensee shall submit his or her request for an appeal by certified mail, return receipt requested, no later than September 30 of the year the license lapses~~days after the date of receipt of the notice of nonrenewal~~. The appeal request shall be sent to the State Educator Preparation and Licensure Board, 100 North First Street, Springfield, Illinois 62777-0001.
- b) Within 90 days after receipt of an appeal submitted pursuant to subsection (a), the SEPLB may hold an appeal hearing or make a recommendation based on a review of the record, as enumerated in Section 21B-45(m) of the School Code. If a hearing is to be held, the Board shall notify the licensee of the date, time and place of the hearing.
- 1) The licensee shall submit to the SEPLB any additional information as the SEPLB determines is necessary to decide the appeal.

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- 2) If a hearing is held, the SEPLB may request that the licensee appear before it. The licensee shall be given at least ten days' notice of the date, time and place of the hearing.
- 3) In verifying whether the licensee has met the renewal criteria set forth in Section 21B-45 of the School Code and this Subpart J, the SEPLB shall consider:
  - A) *the regional superintendent of education's rationale for recommending nonrenewal of the license, if applicable;*
  - B) *any evidence submitted to the State Superintendent along with the individual's electronic statement of assurance for renewal provided in ELIS; and*
  - C) *the State Superintendent's rationale for nonrenewal of the license. (See Section 21B-45(m)(2) of the School Code.)*
- c) The SEPLB shall notify the licensee of its decision regarding license renewal no later than 30 days after reaching a decision as set forth in Section 21B-45(m) of the School Code. Upon receipt of notification of renewal, the licensee, using ELIS, shall pay the applicable registration fee. If the decision is not to renew the individual's license, the notification shall state the reasons for that decision.
- d) An individual whose license is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may reinstate the license once that license has lapsed (i.e., September 1 of the year in which the license expired) if he or she has;
  - 1) paid any accumulated registration fees, including registration fees owed;
  - 2) either paid the penalty or completed the coursework required under Section 21B-45 of the School Code, the latter of which shall not be counted as both satisfying the penalty and meeting the professional development owed; and
  - 3) presented evidence of completing the balance of the professional development activities that were required for renewal of the license previously held.

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- e) The SEPLB shall not renew any license if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through 25.491 of this Part. Any disciplinary action taken against a licensee under any of those Sections shall be in accordance with the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21B-90 of the School Code ~~[105 ILCS 5/21B-90]~~.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.855 Approval of Professional Development Providers**

A licensee may not receive credit for professional development activities completed for the purpose of renewing the professional educator license with respect to activities offered by entities that are not approved under Section 21B-45(g) of the School Code ~~[105 ILCS 5]~~ or this Subpart J. The State Superintendent of Education shall post by July 1 of each year a list of the entities approved for this purpose.

- a) Any provider, other than those listed in subsection (b), that received approval to offer educator preparation programs prior to July 1, 2014 may continue to offer professional development activities until December 31, 2014, provided those activities conform to the requirements of Section 21B-45 of the School Code and this Subpart J. Starting January 1, 2015, a provider meeting the requirements of subsection (c) must be granted approval under this Section in order to continue to serve as an approved provider for license renewal purposes.
- b) In accordance with Section 21B-45(g), the entities listed in this subsection (b) are deemed approved to provide professional development activities for the renewal of the professional educator license. No further approval is necessary.
- 1) The State Board of Education;
  - 2) Regional offices of education and intermediate service centers;
  - 3) Regionally accredited institutions of higher education that have been approved under Subpart C to offer educator preparation programs;
  - 4) Illinois public school districts;



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- 5) Charter schools authorized under Article 27A of the School Code ~~[105 ILCS 5/Art. 27A]~~;
  - 6) Joint education programs established under Article 10 of the School Code ~~[105 ILCS 5/Art. 10]~~ for the purposes of providing special education services or career and technical education; and
  - 7) Any other entity as identified in Section 21B-45(g) of the School Code.
- c) An Illinois professional association that represents one of the groups of educators listed in this subsection (c) may be approved as a provider under this Section. (See Section 21B-45(g)(3) of the School Code.) For purposes of this subsection (c), "represents" means advocating for a group or advocating for or representing a group's interests in local, State or federal legislative processes; acting for, in place of, or on behalf of a group; and/or serving as a spokesman, proxy or attorney for a group. "Represent" also shall refer to Illinois professional associations whose primary purpose is to provide support to or promote the goals of a group of educators or conduct research about issues of interest to a group. An eligible Illinois professional association shall represent one or more of the following:
- 1) School administrators holding Illinois educator licensure;
  - 2) Principals holding Illinois educator licensure;
  - 3) School business officials serving in Illinois public schools;
  - 4) Teachers holding Illinois educator licensure (e.g., special education teachers, bilingual education teachers, early childhood teachers, career and technical educators, teachers in various content areas);
  - 5) Boards of education established under Article 10 or Article 34 of the School Code;
  - 6) Illinois public school districts;
  - 7) Parents of students enrolled in Illinois public schools; or
  - 8) School support personnel holding Illinois educator licensure.

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- d) Each association eligible under subsection (c) wishing to receive approval shall submit an application in a format specified by the State Board of Education that shall include:
- 1) evidence that the professional development activities to be provided will align to the Standards for Professional Learning (2011) promulgated by Learning Forward, 504 South Locust Street, Oxford OH 45056 and posted at <http://learningforward.org/>;
  - 2) a description of the intended offerings in terms of relevant State learning standards to be addressed, including identification of the expected effect on student achievement or school improvement that will result from the skills and knowledge the licensee is expected to acquire from the activity;
  - 3) a description linking the professional development activities to one or more of the purposes listed in Section 21B-45(h) of the School Code, which are to:
    - A) *increase the knowledge and skills of school and district leaders who guide continuous professional development;*
    - B) *improve the learning of students;*
    - C) *organize adults into learning communities, the goals of which are aligned to those of the school and district;*
    - D) *deepen educator's content knowledge;*
    - E) *provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;*
    - F) *prepare educators to appropriately use various types of classroom assessments;*
    - G) *use learning strategies appropriate to the intended goals;*
    - H) *provide educators with the knowledge and skills to collaborate;*  
and
    - I) *prepare educators to apply research to decision-making;*

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- 4) the qualifications and experience the provider will require of presenters to be assigned in each area;
  - 5) the mode of delivery of the professional development; and
  - 6) assurances that the requirements of subsection (e) will be met.
- e) Each provider approved to issue credit for professional development activities under Section 21B-45 of the School Code and this Section shall:
- 1) verify attendance at its professional development activities, provide to participants the standard forms referred to in Section 25.865, and require completion of the evaluation form;
  - 2) maintain participants' evaluation forms for a period of not less than ~~six~~three years and make them available for review upon request by staff of the State Board of Education; and
  - 3) maintain attendance records for each event or activity it conducts for a period of not less than six years.
- f) Applicants may be asked to clarify particular aspects of their materials.
- g) The State Superintendent of Education shall respond to each application for approval no later than 45 days after receiving it.
- h) A provider shall be approved to issue credit for clock hours completed in increments of at least a quarter hour for a given type of activity only if the provider's application provides evidence that:
- 1) the activities it sponsors or conducts will be developed and presented by persons with education and experience in the applicable content areas; and
  - 2) there is an apparent correlation between the proposed content of the professional development activities, the relevant standards set forth in Section 25.115(e), and one or more of the criteria set forth in Section 21B-45(d) of the School Code and Section 25.805(a) of this Part.
- i) A provider not approved under this Section may work with any provider listed under subsection (b) to offer professional development activities.

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- j) Approval of a provider shall be valid until June 30 following the approval's being in effect for ~~five~~<sup>two</sup> years. Continuation of that approval in year ~~51~~<sup>52</sup> shall be contingent upon the State Superintendent receiving no evidence of noncompliance with the requirements of this Subpart J.
- ~~k) To request renewal of approval, a provider shall, by no later than March 1 of the year of expiration, submit an application in a format specified by the State Board of Education containing:~~
- ~~1) a description of any significant changes in the material submitted as part of its approved application, which shall include changes in the courses' sequence, content, materials used, assessments, outcomes or purpose; or~~
  - ~~2) a certification that no significant changes of the type outlined in subsection (k)(1) have occurred.~~

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.865 Awarding of Credit for Activities with Providers**

The State Board of Education shall develop the requirements for standard forms that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the licensee and evidence of completion for the licensee with respect to the activity. The State Board of Education shall make available information about the required format and contents of these forms so that providers may generate them for their own use.

- a) This form shall be provided to each participant who completes the activity, who shall maintain it as evidence of completion of the professional development activity. In the case of a conference, workshop or other event having more than one session, the sessions in whole each session shall be considered an "activity" for purposes of this Section. The providers shall maintain sign-in sheets for each individual session.
- b) The provider shall complete the standard form to indicate the title, time, date, location, nature of the event and clock hours of credit earned (i.e., in increments of a quarter hour). Alternately, a provider may accept an official transcript in place of the standard form as evidence of completion of coursework at a regionally accredited institution of higher education that is not approved under Section 25.855.

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- c) If the licensee's records are audited pursuant to Section 21B-45(j) of the School Code and Section 25.860 of this Part, credit for professional development activities claimed shall be affirmed only when the standard form is presented.

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**Section 25.APPENDIX E Endorsement Structure Beginning July 1, 2013**

Section 25.100 explains the endorsements issued on the professional educator license and the availability of any content-specific endorsements (previously called "designations"). The relevant provisions of Section 25.100(d) shall apply in cases in which no test is available (see Section 25.710). Any individual holding only an endorsement available prior to July 1, 2004 that was not exchanged for an endorsement available after that date, and, as applicable, content-area endorsement, is limited to teaching only the content encompassed by the endorsement issued prior to July 1, 2004.

Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Fundamental Learning Areas			
English Language Arts	None	English Language Arts	English Journalism Language Arts Speech
Reading Teacher	None	Reading Teacher	Reading
Reading Specialist	None	Reading Specialist	Reading
Mathematics	None	Mathematics	Mathematics
Science – Content-specific Endorsement Required	Science – Biology Science – Chemistry Science – Earth and Space Science Science – Environmental Science Sciences – Physics	Science endorsement with designations for:  Biology Chemistry Earth and Space Science Environmental Science Physics	Biological Science/Biology Botany Physiology Zoology Chemistry Aerospace Astronomy Earth Science Geology

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
			Physical Geography/ Physiography Biological Science Physical Science General Science Physics
Social Sciences – Content-specific Endorsement Required	Social Sciences – Economics Social Sciences – Geography Social Sciences – History Social Sciences– Political Science Social Sciences – Psychology Social Sciences – Sociology and Anthropology	Social Sciences endorsement with designations for:  Economics Geography History Political Science Psychology Sociology and Anthropology	Economics Geography U.S. History World History Political Science Psychology Anthropology Sociology
Physical Education	None	Physical Education	Physical Education
Health Education	None	Health Education	Health Education
Dance	None	Dance	Dance
Drama/Theatre Arts	None	Drama/Theatre Arts	Theatre and Drama
Music	None	Music	Music Instrumental Music Vocal Music
Visual Arts	None	Visual Arts	Art
Foreign Languages – Content-specific Endorsement Required	Foreign Languages – Arabic Foreign Languages – Chinese	Foreign Languages endorsement with designations for:	Arabic Cantonese, Mandarin  French

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
	(Cantonese or Mandarin) Foreign Languages – French Foreign Languages – German Foreign Languages – Hebrew Foreign Languages – Italian Foreign Languages – Japanese Foreign Languages – Korean Foreign Languages – Latin Foreign Languages – Russian Foreign Languages – Spanish  Other foreign languages, provided the candidate meets the requirements of Section 25.100(i).	Arabic (2008) Chinese (Cantonese or Mandarin) French German Hebrew Italian Japanese Korean Latin Russian Spanish  Other foreign languages, provided the candidate completed a major in the foreign language designated.	German Hebrew Italian Japanese Korean Latin Russian Spanish  Other foreign languages, as applicable
Additional Teaching Fields			
Agricultural Education	None	Agricultural Education	Agricultural Business and Management Agriculture Agricultural Power and Machinery Horticulture

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
			Agricultural Resources
Business, Marketing, and Computer Education – Content-specific Endorsement Optional	Business Computer Programming	Business, Marketing, and Computer Education endorsement with a designation for:  Business Computer Programming	Accounting Basic Business Business Computer Programming Business/Marketing/Management Information Processing Information Processing/Secretarial Marketing
Computer Applications	None	Computer Applications	Computer Applications
Computer Science	None	Computer Science	Computer Science
Family and Consumer Sciences – Content-specific Endorsement Required	Family and Consumer Sciences – Apparel and Textiles Family and Consumer Sciences – Living Environments Family and Consumer Sciences – Nutrition, Wellness, and Hospitality	Family and Consumer Sciences endorsement with designations for:  Apparel and Textiles Living Environments Nutrition, Wellness, and Hospitality	Child and Day Care Services Consumer Education and Resource Management Fashion and Clothing Services Food and Nutrition Services Home Economics Institutional and Home Management Services Interior Furnishings Services/Living Environments Interpersonal, Family Relationships, Parenting
Health Careers	None	Health Careers	Health Occupations
Gifted Education	None	None	None



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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Teacher			
Gifted Education Specialist	None	None	None
Teacher Leader	None	Teacher Leader	None
Technology Education	None	Technology Education	Industrial Technology Education Construction Electronics Graphic Communications Transportation Manufacturing Industrial Technology Public Service Drafting/Design Autobody Repair Heating, Ventilation, and Air Conditioning
Technology Specialist	None	Technology Specialist	Computer Technology Instructional Technology
Library Information Specialist	None	Library Information Specialist	Media
Safety and Driver Education	None	Safety and Driver Education	Safety and Driver Education
Bilingual Education	Bilingual Education – Target Language	Bilingual Education endorsement with a designation for:  Target Language	Bilingual Education with a Target Language Designation
English as a New Language (ENL) – Content-specific	ENL – Bilingual Education (language-	ENL endorsement with a designation for:	Bilingual Education English as a Second Language

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Endorsement Optional (secondary or K-12)	specific)	Bilingual Education (language-specific)	
English as a Second Language (ESL)	None	ESL	ESL
Middle School (departmentalized)	Subject-specific	Middle School endorsement with subject specific designations	Middle-Grades Junior High School
Middle Grades (grades 5-8) (February 2018)	Subject-specific	Middle School (departmentalized)	Middle Grades Junior High School
Elementary			
Self-Contained General Education (grades K-9)	None	Self-Contained General Education	Self-Contained General Education
Self-Contained General Education (grades 1-6)	None	None	None
Early Childhood			
Early Childhood Special Education	None	Early Childhood Special Education	
Early Childhood Prekindergarten and Self-Contained General Education (kindergarten-grade 3)	None	Early Childhood Self-Contained General Education	Early Childhood

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
Special Education			
Learning Behavior Specialist I (LBS I)	None	LBS I	LBS I
Learning Behavior Specialist II – Content-specific Endorsement Required	LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist	An LBS II endorsement with designations for:  LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist	LBS II/Transition Specialist LBS II/Technology Specialist LBS II/Bilingual Special Education Specialist LBS II/Deaf-Blind Specialist LBS II/Behavior Intervention Specialist LBS II/Curriculum Adaptation Specialist LBS II/Multiple Disabilities Specialist
Speech-Language Pathologist (teaching)	None	Speech-Language Pathologist	Speech-language impaired
Teacher of Blind or Visually Impaired	None	Blind or Visually Impaired	Blind or partially sighted
Teacher of Deaf or Hard of Hearing	None	Deaf or Hard of Hearing	Hearing Impaired
Administrative			
Chief School Business Official	None	Chief School Business Official	Chief School Business Official
Director of Special Education	None	Director of Special Education	Director of Special Education

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Endorsements Currently Available	Content-specific Endorsements Currently Available	Endorsements, with Designations, as applicable, Issued July 1, 2004 until July 1, 2013	Endorsements Issued Prior to July 1, 2004
General Administrative (through June 30, 2014)	None	General Administrative	General Administrative
Principal (2013)	None	General Administrative	General Administrative
Superintendent	None	Superintendent	Superintendent
<u>Supervisory – endorsement area (special education only and school support personnel)</u>	<u>None; see Section 25.497 of this Part.</u>	<u>Supervisory – endorsement area</u>	<u>Supervisory</u>
Teacher Leader	None	Teacher Leader	None
School Support Personnel			
School Counselor	None	School Counselor	Guidance
School Nurse	None	School Nurse	School Nurse
School Psychologist	None	School Psychologist	School Psychologist
School Social Worker	None	School Social Worker	School Social Worker
Speech-Language Pathologist (non-teaching)	None	Non-Teaching Speech-Language Pathologist	Non-Teaching Speech-Language Pathologist
<u>Supervisory— endorsement area (special education only and school support personnel)</u>	<u>None; see Section 25.497 of this Part.</u>	<u>Supervisory— endorsement area</u>	<u>Supervisory</u>

(Source: Amended at 41 Ill. Reg. \_\_\_\_\_, effective \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 22, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Jason Helfer, Ph.D., Deputy Superintendent Teaching and Learning *JH*  
Stephanie B. Donovan, General Counsel *SB*  
Karen Corken, First Deputy Superintendent *KJC*

**Agenda Topic:** Part 1 (Public Schools Evaluation, Recognition, and Supervision)

**Materials:** Recommended Rules

**Staff Contacts:** Dora Welker, Division Administrator, College and Career Readiness  
Mary Reynolds, Director of Community Partnerships  
Lindsay M. Bentivegna, Agency Rules Coordinator

**Purpose of Agenda Item**

The purpose of the agenda item is to present the proposed amendments for adoption.

**Relationship to/Implications for the State Board's Strategic Plan**

This rulemaking will advance the State Board's mission by allowing school administrators, teachers, students, parents, and other stakeholders to formulate and advocate for policies that enhance education, empower districts, and ensure equitable outcomes for all students.

Additionally, this rulemaking aligns with the following State Board goals:

- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.

**Background Information**

PA 99-674, effective July 29, 2016, creates the Postsecondary and Workforce Readiness Act (Act) [110 ILCS 148]. To facilitate the implementation of the Act, the State Board authorized the use of emergency rulemaking at its November 18, 2016, meeting. The emergency rules expire April 17, 2017. Among other initiatives to ensure students are ready for postsecondary education and careers, the Act establishes the Competency-Based, High School Graduation Requirements Pilot Program (Pilot Program). The Pilot Program allows participating school districts to choose the year and course requirements they wish to replace with a competency-based learning system. The Pilot Program is limited to high schools.

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

- 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

- showing how all groups of students within the participating schools will have access to the Pilot Program; and
- a section detailing how the Pilot 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, 15 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 that describe the implementation of the program along with any recommendations for modifications.

Finally, pursuant to the Act, the State Superintendent may remove a participating school district from the Pilot Program. The State Superintendent will consider the school district's failure to abide by the conditions submitted in its application when deciding to remove a school district from the Pilot Program.

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 accomplish the following:

- 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. Other courses may qualify if they meet the listed criteria.

Eligible service learning opportunities must be approved by the Global Scholar Committee, 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 as follows:

- 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 complete the following:

- 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, or presentation) demonstrating his/her research;
- take action to affect change relating to the issue or concern; and
- reflect on his/her entire experience.

The assessment will be evaluated on 11 criteria that range from the following:

- 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 ISBE. 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. Students and educators who participate in the Global Scholar Certificate program will be required to take surveys so that the program as a whole can be evaluated.

The proposed amendments were published in the *Illinois Register* on December 2, 2016, to elicit public comment; one individual submitted comments. The summary and analysis of that public comment, along with any recommendations for changes in the proposal as a result, are attached.

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

**Policy Implications:** Please see “Background” above.

**Budget Implications:** None.

**Legislative Action:** None needed.

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

**Pros and Cons of Various Actions**

The proposed changes align the rules to recently enacted statutory changes and incorporate agency policy and practices, as is required under the Illinois Administrative Procedure Act (IAPA).

Not proceeding with the rulemaking will cause the agency's rules to be in conflict with certain provisions of the IAPA, which requires that the policies of state agencies be set forth in administrative rules.

**Superintendent’s Recommendation**

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

The State Board of Education hereby adopts the rulemaking for:

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

**Next Steps**

Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules (JCAR) to initiate JCAR's review. When that process is complete, the amendments will be filed with the Secretary of State and disseminated as appropriate.



**Summary and Analysis of Public Comment**  
**23 Ill. Adm. Code 1**  
**Public Schools Evaluation, Recognition, and Supervision**

**Comment**

The commenter requested to add school counselors to the employees listed that are required to receive professional development under the Workforce Readiness Act. ISBE will encourage professional development opportunities for all educators to ensure that critical links with students are part of the collaborative and comprehensive implementation of the Act.

**Analysis**

The request made would require a statutory change to the Workforce Readiness Act and thus exceeds the scope of this rulemaking.

**Recommendation**

No changes are proposed in response to this comment.

**Comment**

The commenter requested to add school counseling services to illustrate the efforts to better prepare high school students for college, career, and life.

**Analysis**

The request made would require a statutory change to the Workforce Readiness Act and thus exceeds the scope of this rulemaking. ISBE appreciates the role high school counselors play in supporting students as they work and learn in and transition out of high school.

**Recommendation**

No changes are proposed in response to this comment.

**Comment**

The commenter requested to include school counselors in developing the plan for partnering with a community college and institution of higher education to, among other things, problem-storm any potential vertical alignment issues and potential impacts on applying to scholarships and colleges under the new grading system. Alternatively, the commenter suggested including requiring consultation with school counselors for school counseling services.

**Analysis**

The request made would require a statutory change to the Workforce Readiness Act and thus exceeds the scope of this rulemaking.

**Recommendation**

No changes are proposed in response to this comment.

**Comment**

The commenter requested to include school counselors in the list of individuals who must show their commitment to the competency-based high school graduation requirements Pilot Program.

**Analysis**

The request made would require a statutory change to the Workforce Readiness Act and thus exceeds the scope of this rulemaking.

**Recommendation**

No changes are proposed in response to this comment.

**Comment**

The commenter requested the development of a plan for school counselor engagement to monitor and interpret inequalities in achievement, attendance, and misconduct and to work with key stakeholders to develop and implement action plans to address those inequalities. Alternatively, the commenter requested including language requiring Pilot Program participants to have a plan for individual students identifying and establishing long- and short-term academic, career, and social/emotional goals with their counselors.

**Analysis**

The request made would require a statutory change to the Workforce Readiness Act and thus exceeds the scope of this rulemaking.

**Recommendation**

No changes are proposed in response to this comment.

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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 Standards

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- 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
- 1.520 Home and Hospital Instruction

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- 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
- 1.790 Substitute Teacher

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1.APPENDIX A	Professional Staff Educator Licensure
1.APPENDIX B	<a href="#"><u>Competency-Based High School Graduation Requirements Pilot Program Criteria for Review</u></a> <del>Certification Quick Reference Chart (Repealed)</del>
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)
<a href="#"><u>1.APPENDIX H</u></a>	<a href="#"><u>Guidance and Procedures for School Districts Implementing the Illinois Global Scholar Certificate</u></a>

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 July 28, 2005; amended at 29 Ill. Reg. 15789, effective October 3, 2005; amended at 29 Ill. Reg.

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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 and 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)

b) Eligible Applicants

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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;

D) 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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- E) Describe how students will be assessed using multiple measures to determine mastery, usually requiring application of knowledge; and
  - F) How students will be able to earn credit toward graduation requirements in ways other than traditional coursework, including learning opportunities outside the traditional classroom setting, such as Supervised Career Development Experiences.
- 3) Evaluation and Sustainability  
Describe how the Program will be monitored and evaluated and how the results will be reported. Indicate how the impact on increasing student success and/or other stated goals and objectives will be shared within your district and beyond (parents, community, etc.).
- e) Criteria for Review and Approval of Proposals  
The school districts selected to participate in the Program will be evaluated on the following criteria (also see Appendix B):
- 1) Strength of Local Commitment (20 Points)
    - A) List participating schools including signature of school principal.
    - B) List of teachers participating in the Program.
    - C) List of the Planning and Implementation Committee including their signatures.
    - D) Inclusion of the plan for local community college and an institution of higher education involvement.
  - 2) Prior Professional Development and Stakeholder Engagement (20 Points)
    - A) Description of how teachers have been engaged throughout the application process.
    - B) Description of how the local community college and a higher education institution have been actively engaged throughout the application process.

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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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<b><u>Competency-Based High School Graduation Requirements Pilot Program Scoring Rubric</u></b>			
<b><u>Strength of Local Commitment (20 Points)</u></b>		<b><u>Yes (5)</u></b>	<b><u>No (0)</u></b>
<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>			
<b><u>Demonstration of Prior Professional Development and Stakeholder Engagement (20 Points)</u></b>	<b><u>5 - 4</u></b>	<b><u>3 - 2</u></b>	<b><u>1 - 0</u></b>
<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>
<b><u>Quality of Proposed Plan (50 Points)</u></b>	<u>5 - 4</u>	<u>3 - 2</u>	<u>1 - 0</u>
<b><u>Project Goals (10 points)</u></b>			
<u>The proposal identifies clear, realistic, measureable 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>
<b><u>Project Narrative (25 points)</u></b>			
<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>

<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 21<sup>st</sup> 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.

<b><u>Examples of Courses with Insufficient and Sufficient Depth</u></b>	
<b><u>Insufficient Depth</u></b>	<b><u>Sufficient Depth</u></b>
<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 \_\_\_\_\_)

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February, 22, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *Ans*  
Jason Helfer, Ph.D., Deputy Superintendent for Teaching and Learning *H*

**Agenda Topic:** IL-EMPOWER

**Materials:** None

**Staff Contact(s):** Ryan Robison – Director of IL-EMPOWER

**Purpose of Agenda Item**

The Center for Teaching and Learning requests the Board to authorize the State Superintendent to enter into contracts with IL-EMPOWER Provider Partners. IL-EMPOWER Provider Partners will be pre-approved by ISBE to offer provide comprehensive and targeted supports to Illinois districts and schools requiring those services and at a set cost.<sup>1</sup>

**Relationship to the State Board’s Strategic Plan and Implications for the Agency and School Districts**

IL-EMPOWER, as the statewide system of support, supports all agency goals by being aligned to the Every Student Succeeds Act (ESSA) State Plan.

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

**Background Information**

ESSA, signed into law by President Obama on December 10, 2015, is the most recent reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). ESSA requires that the state collaborate with its stakeholders in the development of a state plan. The state plan must include information on assessments, standards, accountability, and support for schools identified for services through the accountability system, among other things. ESSA is substantively different in regard to accountability and support of schools than the previous reauthorization of ESEA.

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<sup>1</sup> ESSA stipulates that the state is required to provide funding for services to schools identified for comprehensive and targeted support, but IL-EMPOWER services will be available to all schools in Illinois.

These differences are evidenced in a number of ways. First, whereas No Child Left Behind (NCLB) looked only at academic attainment for the purposes of accountability, ESSA has two categories of indicators that must make up a state's accountability system -- academic indicators and school quality/schools indicators. The former, consisting of academic proficiency (K-12), English Learner proficiency (K-12), and either academic growth (K-8) or graduation rate (9-12), are identified in statute and must be more heavily weighted than school quality/school success indicators. School quality/school success indicators must meet a set of criteria,<sup>2</sup> but a state is free to select one or more school quality or school success indicators for the purposes of accountability.<sup>3</sup>

Second, the central use of the accountability system is to meaningfully differentiate schools in such a way that those schools that are either in the lowest-performing 5 percent of schools in the state (comprehensive support schools) or those schools with one or more sub-groups that are at or below that lowest-performing 5 percent of schools (targeted support schools) are identified. NCLB required that schools identified for services had to use one or more of a state-selected set of school improvement strategies. In contrast, ESSA allows the state and/or schools to identify strategies that will best meet their identified needs. The additional nuance in the accountability system, as well as the focus on supporting schools in ESSA, led to the development of IL-EMPOWER as the statewide system of support for Illinois.

IL-EMPOWER is the system through which schools will be able to select an IL-EMPOWER Provider Partner(s). The IL-EMPOWER Provider Partner will be pre-approved by ISBE to offer particular services at a specific cost. In order to best ensure sustainable practices once the services conclude, Provider Partners can offer services in all or some of the following: Governance and Management, Curriculum and Instruction, and Climate and Culture. Further, a school requiring services shall have completed a needs assessment to identify its needs. After the IL-EMPOWER Provider Partner has been approved and subsequent to the completion of the needs assessment, the school shall select the most appropriate vendor for its needs, develop an improvement plan with targets, and have no more than four years to attain the targets in the work plan.<sup>4</sup> ISBE will monitor the school work plans to ensure that they are on track or, if not, what reasonable amendments may need to occur based upon the current context of the school.

### **Financial Background**

A competitive Request for Sealed Proposals (RFSP) process will be used to select the IL-EMPOWER Provider Partners for fiscal year 2018. Provider contracts will be for one year with three possible renewals. ISBE will maintain authority to terminate contract(s) with an IL-EMPOWER Provider Partner when identified benchmarks are not achieved and/or specific outcomes are not accomplished. All contractual terms must align with the funding requirements, and all IL-EMPOWER Provider Partners must implement their services in accordance with the

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<sup>2</sup> ESSA requires that school quality or school success indicators: 1. Allow for meaningful differentiation in school performance; 2. Must be valid and reliable; 3. Must be the same within each grade span; 4. Must be comparable and applicable statewide; and 5. Must be measured and reported annually for all students and disaggregated by sub-group.

<sup>3</sup> The current draft of the ESSA State Plan for Illinois contains the following school quality or school success indicators: chronic absenteeism, 9<sup>th</sup> grade on-track, college and career readiness, and school climate. Other indicators in which there is interest in include 8<sup>th</sup> grade on-track, well-rounded education, and high school growth.

<sup>4</sup> The determination for a four-year timeframe was recommended by stakeholders (one year of planning, three for implementation) as well as is the greatest length of time allowed for this work in ESSA.

districts'/schools' improvement plan. These contracts will be supported through the braiding of the following federal funding streams through grants to districts: 1) Title 1-1003a School Improvement (\$65 million in FY 18 and a projected \$40 million in FY 2019-22); Individuals with Disabilities Education Act (IDEA) Part B-Discretionary \$6.8 million); and IDEA Part D-State Personnel Development Grant \$1.7 million).

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY18	\$	\$		\$	\$73,500,000	\$73,500,000
FY19	\$	\$		\$	\$48,500,000	\$48,500,000
FY20	\$	\$		\$	\$48,500,000	\$48,500,000
FY21	\$	\$		\$	\$48,500,000	\$48,500,000
<b>Total</b>	\$	\$				<b>\$ 219,500,000</b>

**Business Enterprise Program (BEP)**

BEP contracts are required as part of this RFSP. The BEP goal is 20 percent.

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

**Policy Implications:** This project aligns with ESSA and IDEA federal law.

**Budget Implications:** This project will be funded through the braiding of multiple federal awards for more efficiency and effectiveness

**Legislative Action:** References in the School Code that have become obsolete due to the reauthorization of ESEA will need to be removed.

**Communication:** Materials explaining the scope of responsibilities and purpose of IL-EMPOWER will need to be developed for Local Education Agencies.

**Pros and Cons of Various Actions**

**Pros:** This aligns with the ESSA State Plan.

**Cons:** None

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to release an RFSP and award a contract(s) to the successful offeror to procure services for the IL-EMPOWER system of support to offer services at a specific cost to provide comprehensive and targeted supports to Illinois districts requiring those services.

**Next Steps**

Upon Board authorization, agency staff will contract with IL-EMPOWER Provider Partners for the provision of professional learning services for Illinois districts and schools required to receive services.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 22, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Karen Corken, First Deputy Superintendent *KJC*  
Brent Engelman, Division Administrator, Information Technology *BE*

**Agenda Topic:** KIDStech University of California-Berkeley Evaluation and Assessment Research Center (BEAR Center)

**Materials:** none

**Staff Contact(s):** Cindy Zumwalt, Division Administrator, Early Childhood Division  
Lynn Burgett, Division Supervisor, Early Childhood Division

**Purpose of Agenda Item**

The Early Childhood and Information Technology Divisions request the Board to authorize the State Superintendent to enter into a sole source contract with the University of California-Berkeley Evaluation and Assessment Research Center (BEAR Center) to provide KIDSTech software access and support and upgrade Illinois to the kindergarten version of California's current DRDP.net, based on a multidimensional analysis of five essential domains using Illinois data and including 14 measure flat file exports. BEAR Center will implement additional administrative controls and advanced features, including single sign-on, multiple child locking, multiple child deletions, and flexible locking. BEAR Center will also update Illinois to the new accurate and efficient ConQuest-based scoring engine and provide a newly designed Early Assessment Program (EAP)-based report. The total contract award over a five-year period will not exceed \$3,046,000.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The KIDStech sole source contract relates to the following agency goal:

Every child in each public school system in the State of Illinois deserves to attend a system wherein all kindergartners are assessed for readiness.

**Background Information**

KIDStech is the mechanism by which the ratings from the Kindergarten Individual Development Survey (KIDS) instrument are entered and converted to scale scores. Local and state data from KIDS will not be available without KIDStech. The upgrades are needed to align with Illinois data and provide a more efficient and effective tool for data entry and reporting. Statewide implementation of KIDS is scheduled for school year 2017-18.

BEAR Center retains full ownership of pre-existing psychometric software resources that run in the background of DRDPtech©, which was incorporated and/or embedded into KIDStech for reporting the results of the KIDS instrument. KIDStech needs to be updated with the criterion zone boundaries information and the 14 measures so that KIDS data can be reported when statewide implementation begins in school year 2017-18. There is no other entity with the



capability to convert the raw KIDS data into scaled scores. Scaled scores are needed in order to report statewide aggregated kindergarten readiness data.

**Financial Background**

The initial term of the contract will begin upon execution and extend through June 30, 2018. There will be three possible one-year renewals (fiscal year 2019 -- July 1, 2018, through June 30, 2019; FY 2020 -- July 1, 2019, through June 30, 2020; and FY 2021-- July 1, 2020, through June 30, 2021) contingent upon sufficient appropriation and satisfactory contractor performance in each preceding contract year. The estimated contract total costs, including renewals, will not exceed \$3,046,000. The contract will be funded with state funds.

The financial background of this contract/grant is illustrated in the table below:

	Current Contract State Funding	Current Contract Federal Funding		Requested Additional State Funding	Requested Additional Federal Funding	Total Contract per Fiscal Year
FY17	\$	\$		\$560,000	\$	<b>\$560,000</b>
FY18	\$	\$		\$902,000	\$	<b>\$902,000</b>
FY19	\$	\$		\$478,000	\$	<b>\$478,000</b>
FY20	\$	\$		\$526,000	\$	<b>\$526,000</b>
FY21	\$	\$		\$580,000	\$	<b>\$580,000</b>
<b>Total</b>	<b>\$</b>	<b>\$</b>				<b>\$3,046,000</b>

**Business Enterprise Program (BEP)**

This agreement will not have a BEP goal.

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

**Policy Implications:** None

**Budget Implications:** The contract will be fully funded with State Early Childhood Block Grant funds.

**Legislative Action:** None

**Communication:** None

**Pros and Cons of Various Actions**

Approval of this contract will allow for all kindergartners to be assessed for readiness in school year 2017-18.

**Superintendent’s Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to enter into a sole source contract with the University of California -Berkeley Evaluation and Assessment Research Center (BEAR Center) for the provision of KIDStech and continued maintenance. The initial term of the contract will begin upon execution and extend through June 30, 2018. There will be three possible one-year renewals contingent upon sufficient appropriation, satisfactory contractor performance in each preceding contract year, and annual approval of sole source procurement. The estimated contract total costs, including renewals, will not exceed \$3,046,000.

**Next Steps**

Upon Board authorization, agency procurement staff will present the sole source justification to the Chief Procurement Office (CPO) for review and publication. Upon approval from the CPO, agency staff will prepare the contract for execution.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 22, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Stephanie B. Donovan, General Counsel *SPD*

**Agenda Topic:** Waiver Report to the General Assembly

**Materials:** Waiver Report

**Staff Contact:** Winnie Tuthill, Waiver Coordinator

**Purpose of Agenda Item**

The purpose of the agenda item is to inform the Board about requests for waivers and modifications received since the last report in September 2016 and to secure approval of the Spring 2017 Waiver Report for submission to the General Assembly before March 1, as required by law.

**Relationship to the State Board's Strategic Plan and Implications for the Agency and School Districts**

The waiver report is linked to the agency's mission and goals in that applicants may request waivers and modifications of the School Code or of agency rules in order to improve student performance.

**Background Information**

The Spring 2017 Waiver Report is the 44th report to be submitted to the General Assembly pursuant to Section 2-3.25g of the School Code. This report contains 60 requests that seek to waive mandates of School Code provisions upon which the General Assembly must act. These requests address:

- non-resident tuition (27 requests);
- daily physical education (ten requests);
- limitation of administrative costs (eight requests);
- school improvement/in-service training (seven requests);
- fees for driver education programs (three requests);
- use of other practice driving methods in lieu of the required six hours of behind-the-wheel instruction in a dual control car on public roadways (two requests); and
- one request each for the following topics: General State Aid; parent/teacher conferences; and Statement of Affairs.

Since the Fall 2016 Waiver Report, the State Superintendent has approved four requests that waive State Board rules pertaining to driver's education and one request for a waiver of State Board rules pertaining to administrative certification. (Note: Unlike requests for waivers of School Code provisions, which must go to the General Assembly, requests for modifications of the School Code and waivers of State Board rules can be granted by the State Superintendent.)

## **Analysis and Policy Implications**

### ***Discussion of categories of requests for which ISBE staff recommends the State Board forward to the General Assembly without comment.***

The enclosed waiver report details each of the waiver requests submitted by eligible applicants. However, a brief discussion with respect to physical education is warranted as members of the General Assembly have asked for data on this type of waiver request over the past several years. In addition, non-resident tuition waivers have been requested with increasing frequency over the last five years.

***Physical Education.*** The report contains ten waiver requests from school districts seeking relief from the mandate to provide physical education on a daily basis. Of these ten petitions, two affect students in kindergarten through eighth grade and eight affect high school students only. Six of the ten requests are renewals.

The waiver law was amended in 2008 to limit all future physical education waivers to an initial, two-year request with the possibility of no more than two renewals, each for a period of two years, after which time the petitioning district could no longer seek a waiver for daily physical education. Of the ten waiver requests submitted in this report, two districts are requesting the final of the possible two renewals available under the waiver law. If these renewal requests are approved, the waivers will expire in the spring of 2019 and the districts will no longer be eligible to seek such waivers. The affected districts are Dunlap CUSD 323 (Peoria County) and Sullivan CUSD 300 (Moultrie County).

Since 2008, 109 school districts have requested waivers of the mandate for physical education. If the ten waivers included in this report are approved by the General Assembly, there will be 57 districts (52 percent of the 109) that have either used their last possible two-year waiver or are about to initiate the last of their two-year renewals.

***Non-resident tuition.*** Since the Spring 2012 Waiver Report, the General Assembly has approved 226 requests from districts asking to waive Section 10-20.12a of the School Code, *Tuition for non-resident pupils*. The requests have been submitted by 213 school districts. Of the 226 approved requests, 211 (or 93 percent) have used the waiver to allow non-resident students whose parents work in some capacity in the requesting district to be allowed to attend at no tuition charge. Fifteen requests (or 6.6 percent) are written more broadly to allow non-resident students to attend the district at a lowered rate of tuition.

Requests for non-resident tuition waivers have been submitted since the very beginning of the waiver process; however, there were few such requests in each report until the fall of 2008. Since that time (with a few exceptions), the number of requests on this topic has increased.

## **Superintendent's Recommendation**

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

- The State Board of Education hereby forwards the 60 waiver requests summarized in the Spring 2017 Waiver Report to the General Assembly without comment.

## **Next Steps**

Staff will submit the Spring 2017 Waiver Report as presented to the General Assembly before March 1, 2017.

## MEMORANDUM

**TO:** The Honorable John J. Cullerton, Senate President  
The Honorable Christine Radogno, Senate Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable Jim Durkin, House Minority Leader

**FROM:** Tony Smith, Ph.D.  
State Superintendent of Education

**DATE:** February 28, 2017

**RE:** Spring 2017 Waiver Report | Requests to Waive *School Code*  
Mandates

As required by Section 2-3.25g of the *School Code* [105 ILCS 5/2-3.25g], the following report provides summaries of requests for waivers of *School Code* mandates being transmitted to the Illinois General Assembly for its consideration. The report concludes with a database listing all of the requests received, organized by Senate and House Districts, including those requests for waivers and modifications acted on by the State Superintendent of Education in accordance with Section 1A-4 of the *School Code* [105 ILCS 5/1A-4] and applications that have been returned to school districts or other eligible applicants.

If you have any questions or comments, you may contact Stephanie B. Donovan, General Counsel, at (217) 782-8535.

cc: The Honorable Bruce Rauner, Governor  
Tim Mapes, Clerk of the House  
Tim Anderson, Secretary of the Senate  
Legislative Research Unit  
State Government Report Center

## Executive Summary

The following report outlines waivers of *School Code* mandates that school districts, regional offices of education, or special education or area vocational centers have requested since the last report, which was transmitted in September 2016. Pursuant to Section 2-3.25g of the *School Code*, these requests must be sent to the General Assembly for its consideration before March 1, 2017.

The report is organized by subject area and by school district, regional office of education, or special education or area vocational center. The General Assembly may disapprove the report in whole or in part through a joint resolution within 60 calendar days after each chamber next convenes once the report is filed. If either chamber fails to reject a waiver request, then the request is deemed granted.

Section I summarizes the 60 requests received for waivers of *School Code* mandates pursuant to Section 2-3.25g for consideration by the General Assembly, which are presented alphabetically by topic area. The largest number of applications received—27 requests—seeks waivers from the requirements for non-resident tuition. Ten requests are related to daily physical education. Eight requests are related to administrative cost cap limitations. There are seven requests for school improvement/in-service training. There are five requests for driver education; three are for fees and two are for the use of other practice driving methods in lieu of one or more of the required six hours of behind-the-wheel instruction in a dual control car on public roadways. One request has been submitted for each of the following topics: calculation of General State Aid, parent/teacher conferences, and the publication of the school district's annual statement of affairs.

Section 2-3.25g of the *School Code* limits the number of waivers for daily physical education that may be requested by school districts and other eligible applicants to an initial two-year request with the possibility of no more than two additional two-year renewal requests. Of the ten waiver requests for daily physical education contained in this report, two school districts are requesting their second and final renewal.

This document contains an additional section beyond what is required under Section 2-3.25g of the *School Code*. Section II is a database with a list of the modifications or waivers of State Board of Education rules and modifications of *School Code* mandates upon which the State Superintendent of Education has acted in accordance with Section 1A-4 of the *School Code*. The database also includes a list of the requests that have been returned to or withdrawn by the petitioning entities. Finally, the database includes the 60 waiver requests for the General Assembly's consideration and is organized by Senate and House Districts.

Complete copies of the waiver requests for the General Assembly's consideration have been made available to legislative staff.

This report is the 44<sup>th</sup> report submitted pursuant to Section 2-3.25g of the *School Code*, which requires that the State Board of Education through agency staff compile and submit requests for waivers of *School Code* mandates to the General Assembly before March 1 and October 1 of each year.

**Summary of Applications for Waivers and Modifications**  
**Volume 44 – Spring 2017**

<b>Topic</b>	<b>Approved</b>	<b>Denied by SBE</b>	<b>Transmitted to GA</b>	<b>Withdrawn or Returned</b>
Admin. Certification	1	0	0	0
Driver Education	4	0	5	1
General State Aid	0	0	1	0
Instructional Time	0	0	0	1
Legal School Holidays	0	0	0	1
Limitation of Administrative Costs	0	0	8	0
Non-resident Tuition	0	0	27	1
Parent/Teacher Conferences	0	0	1	0
Physical Education	0	0	10	0
School Improvement/ Inservice Training	0	0	7	0
Statement of Affairs	0	0	1	0
<b>Petition Summary</b>	<b>5</b>	<b>0</b>	<b>60</b>	<b>4</b>

**TOTAL NUMBER OF APPLICATIONS: 69**

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## SECTION I

### Applications Transmitted to the General Assembly

#### Driver Education

##### Fee Limits

*Mundelein CHSD 120 – Lake (SD 30/HD 59) / Expiration: 2021-22 school year*  
**WM100-6333 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a fee not to exceed \$500 of students who participate in driver education courses. The district plans to maintain its existing fee of \$350.

*Township HSD 211 – Cook (SD 27/HD 54) / Expiration: 2021-22 school year*  
**WM100-6354 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a fee not to exceed \$400 of students who participate in driver education courses.

*Aurora West SD 129 – Kane (SD 42/HD 83) / Expiration: 2021-22 school year*  
**WM100-6356-1 (renewal) – Waiver of School Code** (Section 27-24.2) request to allow the district to charge a fee not to exceed \$350 of students who participate in driver education courses.

##### Behind-the-Wheel Instruction

*Maine THSD 207 – Cook (SD 28/HD 55) / Expiration: 2021-22 school year*  
**WM100-6348 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computerized simulators for nine hours of practice driving in lieu of two and one-quarter hours of behind-the-wheel instruction required to be conducted in a car with dual operating controls operated on public roadways. The district states that simulators assist students to develop cognitive and perceptual skills that complement behind-the-wheel sessions.

*Aurora West SD 129 – Kane (SD 42/HD 83) / Expiration: 2021-22 school year*  
**WM100-6356-2 (renewal) – Waiver of School Code** (Section 27-24.3) request to allow the district to use computer simulators for 14 hours in lieu of three hours of behind-the-wheel instruction in a car with dual operating controls operated on public roadways. The district states that its simulators are able to create situations (evasive techniques, weather conditions, rural and expressway driving) unlikely to be replicated in practice driving sessions.

#### General State Aid

*Barrington CUSD 220 – Lake (SD 26/HD 51) / Expiration: 2021-22 school year*  
**WM100-6319-1 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)) request to allow the district to count the attendance of students in grades 6 through 12 enrolled in a district-offered and/or district-approved virtual education program by claiming one-fifth of a day for every clock hour of instruction attended in the virtual education program, for up to two hours on each day that pupils are physically present in the school for three hours of in-school instruction. The district intends to create a virtual and blended learning

model, which will cover 40 percent of students' time. In addition to issuing students digital devices and free wireless Internet access to some students, the district is in partnership with Harper Community College and two other school districts to streamline the transition between high school and college, with one focus being increased opportunities for dual-credit courses delivered through a virtual and blended model.

**Limitation of Administrative Costs**

*East Peoria SD 86 – Tazewell (SD 46/HD 91)* / **Expiration: 2016-17 school year**  
**WM100-6298 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. A non-administrative position was transferred to the Assistant Director of Special Services during the 2016-2017 school year in order to assist with increased administrative responsibilities. Before the transfer, the original position would not have been listed on the administrative costs worksheet. In addition, during the same year a portion of the salary of the Director of Operations and Finance was incorrectly included in a function that does not appear on the administrative costs worksheet. The combined effect of these two issues caused the district's budgeted administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

*Thomasboro CCSD 130 – Champaign (SD 52/HD 104)* / **Expiration: 2016-17 school year**  
**WM100-6299 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. In previous years the district employed a single person in a combined superintendent/principal position. A portion of the salary and benefits for this combined position would not have been reported on the administrative costs worksheet. Starting with the 2016-2017 school year, the district employs a superintendent and a principal, with all of the lead administrator's costs being reported on the worksheet. As a result of this change, the district's administrative costs for FY 2017 are exceeding those for FY 2016 by more than the 5 percent limitation.

*Creve Coeur SD 76 – Tazewell (SD 46/HD 91)* / **Expiration: 2015-16 school year**  
**WM100-6300 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. For the 2015-2016 school year, the district employed a Curriculum Director/Grant Coordinator to address low student performance. This one-year position was designed to establish a mathematics curriculum, an academic area where students needed assistance. The new position was included on the administrative costs worksheet, as is required by Illinois accounting rules. The addition of this short-term position caused the district's administrative costs for FY 2016 to exceed those for FY 2015 by more than the 5 percent limitation.

*Hiawatha CUSD 426 – DeKalb (SD 35/HD 70)* / **Expiration: 2016-17 school year**  
**WM100-6314 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During FY 2016 the district employed two part-time retired superintendents. A full-time leader was needed in order to make progress towards implementation of the new state standards. The district now has a full-time superintendent. The move from interim superintendents to a full-time superintendent caused the district's budgeted administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5

percent limitation.

*Deland – Weldon CUSD 57 – Piatt, DeWitt (SD 51/HD 101) / Expiration: 2016-17 school year*

**WM100-6315 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. During the 2015-2016 school year, the district employed an interim superintendent for one to three days a week, with salary adjusted for part-time work and no benefits. Starting with the 2016-2017 school year, the district is employing a full-time superintendent with commensurate salary and benefits. The move from a part-time to a full-time superintendent caused the district's budgeted administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

*Park Ridge CCSD 64 – Cook (SD 28/HD 55) / Expiration: 2016-17 school year*

**WM100-6326 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. For the 2016-2017 school year, the district changed its special education leadership model, transitioning from a peer-to-peer method led by teachers to a model led by two Student Services Coordinators. These new administrators ensure that all staff members are given coaching to improve instruction and to increase compliance with state and federal regulations. The addition of these new positions, which parallels the organization model for special education leadership used in similar districts, caused the district's administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

*Kildeer Countryside CCSD 96 – Lake (SD 30/HD 59) / Expiration: 2016-17 school year*

**WM100-6334 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. In prior years, some administrative cost expenditures were incorrectly coded to non-administrative accounting functions. Beginning with the 2016-2017 school year, the district has accounted for its administrative expenditures correctly on the worksheet. This one-time correction caused the district's budgeted administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

*Jacksonville SD 117 – Morgan, Greene (SD 50/HD 100) / Expiration: 2016-17 school year*

**WM100-6346 – Waiver of School Code** (Section 17-1.5) request to allow the district to waive the limitation of administrative costs due to circumstances beyond its control. Jacksonville's Special Services Department houses 20 specialists and consults with other staff members throughout the district's nine sites; the district is also the local education area representative for students attending the Illinois School for the Deaf and the Illinois School for the Visually Impaired. The district has hired an Assistant Special Education Director who will provide technical support to the special education teams across the Jacksonville community. The district has seen an increase in the number of students eligible for special education services, and the new position will provide added direction and supervision. The addition of this new position caused the district's administrative costs for FY 2017 to exceed those for FY 2016 by more than the 5 percent limitation.

**Non-resident Tuition**

*Virginia CUSD 64 – Cass (SD 47/HD 93) / Expiration: 2021-22 school year*  
**WM100-6295 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Dimmick CCSD 175 – Bureau, LaSalle (SD 38/HD 76) / Expiration: 2021-22 school year*  
**WM100-6296 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time licensed employees of the district to attend its schools at a reduced tuition charge of \$2,900 per student per year.

*St. Anne CHSD 302 – Kankakee (SD 40/HD 79) / Expiration: 2021-22 school year*  
**WM100-6302 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*St. Anne CCSD 256 – Kankakee (SD 40/HD 79) / Expiration: 2021-22 school year*  
**WM100-6303 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Anna – Jonesboro CHSD 81 – Union (SD 59/HD 118) / Expiration: 2021-22 school year*  
**WM100-6305 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Pawnee CUSD 11 – Sangamon (SD 50/HD 99) / Expiration: 2021-22 school year*  
**WM100-6308 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Norris City-Omaha-Enfield CUSD 3 – White (SD 55/HD 109) / Expiration: 2021-22 school year*  
**WM100-6309 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Jacksonville SD 117 – Morgan (SD 50/HD 100) / Expiration: 2021-22 school year*  
**WM100-6310 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*New Athens CUSD 60 – St. Clair (SD 58/HD 116) / Expiration: 2021-22 school year*  
**WM100-6311 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Chester – East Lincoln CCSD 61 – Logan (SD 44/HD 87) / Expiration: 2021-22 school year*

**WM100-6313 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Marshall CUSD 2C – Clark (SD 55/HD 110) / Expiration: 2021-22 school year*

**WM100-6316 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Union Ridge SD 86 – Cook (SD 10/HD 19) / Expiration: 2021-22 school year*

**WM100-6320 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time licensed employees of the district to attend its schools free of charge.

*Bradley SD 61 – Kankakee (SD 40/HD 79) / Expiration: 2021-22 school year*

**WM100-6322 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Hutsonville CUSD 1 – Crawford (SD 55/HD 110) / Expiration: 2022-23 school year*

**WM100-6325 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge. If approved, this waiver would take effect in the 2018-2019 school year.

*Rantoul THSD 193 – Champaign (SD 52/HD 104) / Expiration: 2021-22 school year*

**WM100-6327 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Earlville CUSD 9 – LaSalle (SD 45/HD 90) / Expiration: 2021-22 school year*

**WM100-6328 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Scott County (Winchester) CUSD 1 – Scott (SD 50/HD 110) / Expiration: 2021-22 school year*

**WM100-6329 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Pope County CUD 1 – Pope (SD 59/HD 118) / Expiration: 2021-22 school year*

**WM100-6332 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Triopia CUSD 27 – Morgan (SD 50/HD 100) / Expiration: 2021-22 school year*

**WM100-6335 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the

district to attend its schools free of charge.

*Mendon CUSD 4 – Adams, Hancock* (SD 47/HD 94) / **Expiration: 2021-22 school year WM100-6339 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students and dependents whose parents are full-time employees of the district to attend its schools free of charge.

*Murphysboro CUSD 186 – Jackson* (SD 58/HD 115) / **Expiration: 2021-22 school year WM100-6340 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Nokomis CUSD 22 – Montgomery, Christian, Fayette* (SD 48/HD 95) / **Expiration: 2021-22 school year WM100-6345 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*North Mac CUSD 34 – Macoupin* (SD 48/HD 95) / **Expiration: 2021-22 school year WM100-6349-1 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Cissna Park CUSD 6 – Iroquois* (SD 53/HD 106) / **Expiration: 2021-22 school year WM100-6350 – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time licensed (certified) employees of the district to attend its schools free of charge.

*Orangeville CUSD 203 – Stephenson* (SD 45/HD 89) / **Expiration: 2021-22 school year WM100-6352 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Palestine CUSD 3 – Crawford* (SD 55/HD 110) / **Expiration: 2019-20 school year WM100-6355 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

*Odell CCSD 435 – Livingston* (SD 53/HD 106) / **Expiration: 2021-22 school year WM100-6358 (renewal) – Waiver of School Code** (Section 10-20.12a) request to enable the district to allow non-resident students whose parents are full-time employees of the district to attend its schools free of charge.

### **Parent-Teacher Conferences**

*Rock Falls ESD 13 – Whiteside* (SD 36/HD 71) / **Expiration: 2021-22 school year WM100-6330 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(1)) request to allow the district the option of scheduling three hours of parent-teacher conferences in the evening following a full day of student attendance; three hours of parent-teacher conferences the following afternoon after students have been in attendance for three

hours; and a full day of parent-teacher conferences on the third day, with no student attendance. The evening and morning sessions will be counted as one of the 176 days of pupil attendance required by Section 10-19.

### **Physical Education**

*Aurora West USD 129 – Kane (SD 42/HD 83) / Expiration: 2018-19 school year*  
**WM100-6306 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 5 to participate in physical education two times a week for 25 minutes each session due to inadequate facilities. Providing less than daily physical education will allow the district to schedule physical education classes for fewer students for a longer period of time.

*Joliet THSD 204 – Will (SD 43/HD 85) / Expiration: 2018-19 school year*  
**WM100-6312 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 10 through 12 from the daily physical education requirement for the semester in which they are enrolled in driver education. The waiver would allow eligible students to participate in yearlong elective courses, including world languages, fine arts, and career and technical classes.

*Union SD 81 – Will (SD 43/HD 86) / Expiration: 2018-19 school year*  
**WM100-6318 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to permit students in kindergarten through grade 8 to participate in physical education three times a week due to inadequate facilities. Students in kindergarten through grade 4 will have 30 minutes for each session; students in grades 5 through 8 will have 40 minutes. Additionally, students in kindergarten through grade 8 will have recess daily for 20 minutes. The district has extended the school day and added remediation and enrichment opportunities as well as more Response to Intervention (RTI) time.

*Dunlap CUSD 323 – Peoria (SD 37/HD 73) / Expiration: 2018-19 school year*  
**WM100-6324 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 11 and 12 from the daily physical education requirement for ongoing participation in cheerleading or pom-poms. The daily practice sessions and performance activities exceed the amount of time the participants would be in physical education classes, and the waiver would allow these students to take additional academic courses to improve their college and career-readiness skills. If granted, this is the last physical education waiver the district will be permitted to request under the law.

*Lockport THSD 205 – Will (SD 43/HD 85) / Expiration: 2018-19 school year*  
**WM100-6331 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 10 through 12 from the daily physical education requirement for the semester in which they are enrolled in driver education. The waiver would allow eligible students to participate in elective courses, including world languages, fine arts, and career and technical education classes.

*Kankakee SD 111 – Kankakee (SD 40/HD 79) / Expiration: 2018-19 school year*  
**WM100-6337 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for the following reasons: (1) double-blocking of math and English for

academically at-risk students; (2) placement in Success 101, a foundational intervention course required for all freshmen attending the district's Freshman Academy; (3) for students in grades 9 through 12 who are taking a recovery course in a core subject in order to graduate on time while also receiving academic interventions; and (4) enrollment in Academy Classes, where students explore career choices and develop a plan for post-high school success.

*Gardner South Wilmington THSD 73 – Grundy (SD 40/HD 79) / Expiration: 2018-19 school year*

**WM100-6341 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 11 through 12 from the daily physical education requirement for courses offered through the Grundy Area Vocational Center (AVC). The waiver would allow upper-level high school students the opportunity to take career, technology and vocational classwork. Student use of the waiver would be determined on a semester-by-semester basis pending enrollment in the Grundy AVC.

*Sullivan CUSD 300 – Moultrie (SD 51/HD 102) / Expiration: 2018-19 school year*

**WM100-6343 (renewal) – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 9 through 12 from the daily physical education requirement for participation in show choir. The waiver would allow eligible students to participate in additional academic coursework to prepare them for post-secondary education. If granted, this is the last physical education waiver the district will be permitted to request under the law.

*Homewood – Flossmoor CHSD 233 – Cook (SD 40/HD 80) / Expiration: 2018-19 school year*

**WM100-6344 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 10 through 12 from the daily physical education requirement for the semester in which they are enrolled in driver education. The waiver would allow eligible students to participate in yearlong elective courses, including world languages, fine arts, and career and technical education classes.

*Lake Park CHSD 108 – DuPage (SD 23/HD 45) / Expiration: 2018-19 school year*

**WM100-6359 – Waiver of School Code** (Section 27-6) request to allow the district to excuse students in grades 10 through 12 from the daily physical education requirement for the semester in which they are enrolled in driver education. The waiver would allow eligible students to participate in elective courses, or academic support, and would increase their access to college and career programming.

### **School Improvement/Inservice Training**

*Prairie Hill CCSD 133 – Winnebago (SD 35/HD 69) / Expiration: 2021-22 school year*

**WM100-6301 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Paris-Union SD 95 – Edgar (SD 51/HD 102) / Expiration: 2021-22 school year*

**WM100-6307 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to dismiss students two hours early on each of the first five days of



the school year. Teachers would use the time at the end of each of the five days for school improvement plans and staff development activities. The district would accumulate sufficient time beyond the five-clock-hour requirement during the remainder of the school year to apply towards these days in order to count them among the 176 days of actual pupil attendance required by Section 10-19.

*Decatur SD 61 – Macon (SD 48/HD 96) / Expiration: 2021-22 school year*

**WM100-6323 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Kinnikinnick CCSD 131 – Winnebago (SD 35/HD 69) / Expiration: 2021-22 school year*

**WM100-6336 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Lombard ESD 44 – DuPage (SD 24/HD 48) / Expiration: 2021-22 school year*

**WM100-6338 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold two full-day teacher inservice sessions instead of four half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Belvidere CUSD 100 – Boone (SD 35/HD 69) / Expiration: 2021-22 school year*

**WM100-6342 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold three full-day teacher inservice sessions instead of six half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

*Hazel Crest SD 152.5 – Cook (SD 15/HD 30) / Expiration: 2021-22 school year*

**WM100-6351 (renewal) – Waiver of School Code** (Section 18-8.05(F)(2)(d)(2)) request to allow the district to hold three full-day teacher inservice sessions instead of six half days, and to count the days among the 176 days of actual pupil attendance required by Section 10-19. The district will accumulate sufficient time beyond the five-clock-hour requirement to apply towards these days.

### **Statement of Affairs**

*Huntley CSD 158 – McHenry, Kane (SD 33/HD 66) / Expiration: 2017-18 school year*

**WM100-6347 (renewal) – Waiver of School Code** (Section 10-17) request to allow the district not to prepare and publish in the newspaper a “statement of affairs,” thus saving the district approximately \$6,000. The district will instead publish its annual financial report on the district’s website and have copies available in all district schools. The district states that the money saved through this waiver would be used for instructional purposes leading to improved student performance.

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 22, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith Ph.D., State Superintendent of Education   
Robert Wolfe, Chief Financial Officer 

**Agenda Topic:** Fiscal Year 2017 Appropriation Transfer from Special Education Personnel to Special Education Transportation

**Materials:** None

**Staff Contact(s):** Tim Imler, Division Administrator, Funding and Disbursements

**Purpose of Agenda Item**

The purpose of this agenda item is to approve reclassifications of selected fiscal year 2017 Mandated Categorical Line Items by redistributing a portion of the FY 2017 appropriation allocated to Special Education Personnel to Special Education Transportation. This action would reallocate funding from the Special Education Personnel program to the Special Education Transportation program and improve the current proration for FY 2017.

**Relationship to/Implications for the State Board's Strategic Plan**

The reclassification of unused funds from the Special Education Personnel line item to the shortage in the Special Education Transportation line item supports the following Board goal and maximizes the use of funds for statutorily mandated services.

Every school will offer a safe and healthy learning environment for all students.

**Background Information**

FY 2017 ISBE allocation of selected Mandated Categorical Programs is shown in Table 1.

Claims for six of the Mandated Categorical Programs were finalized in January 2017. These are (1) Funding for Children Requiring Special Education Services, (2) Special Education – Personnel, (3) Special Education – Private Tuition, (4) Special Education – Summer School, (5) Special Education – Transportation, and (6) Regular/Vocational Transportation. Claims for these programs are also shown in Table 1.

Pursuant to 30 ILCS 105/13.2, “the State Board of Education is authorized to make transfers between the following line item appropriations within the same treasury fund: Disabled Student Services/Materials (Section 14-13.01 of the School Code), Disabled Student Transportation Reimbursement (Section 14-13.01 of the School Code), Disabled Student Tuition - Private Tuition (Section 14-7.02 of the School Code), Extraordinary Special Education (Section 14-7.02b of the School Code), Reimbursement for Free Lunch/Breakfast Program, Summer School Payments (Section 18-4.3 of the School Code), and Transportation - Regular/Vocational Reimbursement (Section 29-5 of the School Code). Such transfers shall be made only when the balance remaining in one or more such line item appropriations is insufficient for the purpose for which the appropriation was made and provided that no such transfer may be made unless the amount transferred is no longer required for the purpose for which that appropriation was made.”

**Illinois State Board of Education**  
**Table 1**  
**FY 2017 Mandated Categorical Funding**

<b>Finalized Programs</b>	<b>Final Net Claim at 100% *</b>	<b>Current FY 17 Approp</b>	<b>Proration Current</b>	<b>Lapse/Short</b>	<b>Proposed Transfers</b>	<b>Proposed FY 17 Approp</b>	<b>Proration Revised</b>
Funding for Children							
Requiring Sp Ed Services	\$303,829,700	\$303,829,700	99%	\$0.00	\$0.00	\$303,829,700	99%
Sp. Ed. - Personnel	\$440,560,200	\$442,400,000	100%	\$1,839,800.00	(\$1,839,800.00)	\$440,560,200	100%
Sp. Ed. - Private Tuition	\$238,323,805	\$233,000,000	96%	(\$5,323,805.28)	\$0.00	\$233,000,000	96%
Sp. Ed. - Summer School	\$12,348,242	\$11,700,000	89%	(\$648,241.68)	\$0.00	\$11,700,000	89%
Sp. Ed. - Transportation	\$480,578,424	\$450,500,000	91%	(\$30,078,423.61)	\$1,839,800.00	\$452,339,800	92%
Reg/Voc - Transportation	\$340,634,613	\$205,808,900	71%	(\$134,825,712.60)	\$0.00	\$205,808,900	71%
<b>Totals</b>	<b>\$1,816,274,983</b>	<b>\$1,647,238,600</b>		<b>(\$169,036,383.17)</b>	<b>\$0.00</b>	<b>\$1,647,238,600</b>	

\* Final Net Claim includes the Educational Services Block Grant amounts paid to Chicago District 299

Staff proposes that the Board reallocate funding from Special Education Personnel, where appropriations exceed claims, to Special Education Transportation, where the appropriation is insufficient to pay all claims. Under the plan being proposed by staff, \$1,839,800 would be reallocated to Special Education Transportation. This transfer would improve the current FY 2017 proration from 91 percent to 92 percent.

This proposal to move funds from Special Education Personnel to Special Education Transportation is being made due to the insufficiency of funds to pay eligible claims for the transportation program as well as to align special education funding to other special education Mandated Categorical Programs.

Funding is available for reallocation because Special Education Personnel claims outside Chicago District 299 came in at a lower amount than was projected.

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

**Policy Implications:** None

**Budget Implications:** None

**Legislative Action:** None

**Communication:** Agency staff will communicate with the comptroller to make the appropriate transfer of funds.

**Pros and Cons of Various Actions**

**Pros:** Additional funding for Local Education Agencies that submitted special education transportation claims.

**Cons:** None

**Superintendent's Recommendation**

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes the State Superintendent to reallocate \$1,839,800 from the fiscal year 2017 appropriation for Special Education Personnel reimbursement to the appropriation for Special Education Transportation reimbursement as shown in Table 1.

**Next Steps**

Upon Board authorization, agency staff will file the necessary paperwork with the Office of the Comptroller to make the appropriation transfer and recalculate the final two FY 2017 quarterly payments for the Special Education Transportation program, which will be vouchered on or before March 30 and June 20. The appropriation revisions will be posted on the agency's website and staff will communicate the new proration amount via the Weekly Superintendent's Message and the Pupil Transportation Claim Reimbursement System in IWAS.

IN THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS  
COUNTY DEPARTMENT, CHANCERY DIVISION

CHICAGO URBAN LEAGUE, et al.	)	
	)	
Plaintiffs,	)	
	)	
v.	)	Case No. 08-CH-30490
	)	
ILLINOIS STATE BOARD OF EDUCATION,	)	Hon. David B. Atkins
	)	
Defendant.	)	

**SETTLEMENT AGREEMENT**

This Settlement Agreement (“Agreement”) is entered into by and between Plaintiffs Chicago Urban League, Quad County Urban League, Tri-County Urban League, Adriana Barraza, Ramona Brewster, Kanika Brown, Billy Burgos, Alvin and Nona Greenup, Jeffrey and Denette Mason, Melva Nieves, Jamile Posey, Michelle Quinones, Delilah Rivera, Mariza Santiago and Cathy Williams (“Plaintiffs”) and the Illinois State Board of Education (“Board” or “ISBE” as appropriate).

**RECITALS**

WHEREAS, on October 14, 2008, Plaintiffs filed a Verified First Amended Complaint (“Complaint”) against the State of Illinois (“State”) and the Board;

WHEREAS, Plaintiffs’ Complaint alleged five separate counts against both the State and the Board under the Illinois Constitution and the Illinois Civil Rights Act (“ICRA”);

WHEREAS, on April 15, 2009, the Court dismissed the State as a party and all counts alleging claims under the Illinois Constitution;

WHEREAS, in their Complaint, Plaintiffs allege that the State’s school funding system and the Board’s implementation of this system has an unlawful disparate impact on “African-American and Hispanic students who attend schools in Majority-Minority school districts” (hereinafter referred to as “MMDs”) and that such conduct violates ICRA;

WHEREAS, as a part of the school funding system, state law requires ISBE to compute the amount of General State Aid (“GSA”) and other funds to be distributed to Illinois school districts based upon the claims submitted by such school districts;

WHEREAS, for Fiscal Years 2011 through 2015, the State did not enact an appropriation of funds sufficient to pay for all GSA claims submitted;

WHEREAS, in Fiscal Years 2011 through 2015, when the State failed to enact an appropriation that was sufficient to pay all GSA claims, ISBE prorated the amount of GSA to be paid to each school district;

WHEREAS, in order to prorate, ISBE decreased the amount of GSA payable to school districts by the same across-the-board percentage, which was calculated based on the differential between all GSA claims and the amount of the appropriation enacted by the State;

WHEREAS, as a result of ISBE prorating these claims, ISBE distributed funding to each school district in amounts reduced by the same percentage of the amount owed for GSA;

WHEREAS, the Parties disagree whether ISBE'S GSA funding distributions for Fiscal Years 2013 through 2015 violate ICRA;

WHEREAS, Plaintiffs maintain that expert analysis of the impact generated by ISBE's proration of the shortfalls in Fiscal Years 2013 through 2015 on MMDs compared to non-MMDs demonstrates that a statistically significant disparity existed in the losses to GSA funding ISBE distributed to MMDs compared to non-MMDs and that the disparity amounts to an unlawful, discriminatory disparate impact under ICRA;

WHEREAS, the Board maintains that expert analysis demonstrates that (1) the State's school funding system contains a highly progressive formula that results in school districts with low property wealth and more low income students receiving a significantly greater amount of GSA, (2) such school districts therefore lose a greater amount of GSA due to proration, (3) any negative impact due to proration on school districts is therefore caused by the State's school funding system and its heavy reliance on local property wealth rather than being caused by race and (4) the impact of proration on MMDs is inconsistent in that some are impacted negatively and some are impacted positively;

WHEREAS, current Illinois law does not impose a requirement on the State to appropriate the amount of funding sufficient to cover GSA claims submitted by Illinois school districts in any given fiscal year;

WHEREAS, current Illinois law does not prohibit ISBE from utilizing proration;

WHEREAS, Plaintiffs have filed a Motion for Partial Summary Judgment, in which they contend that the Board's utilization of proration for fiscal years in which the State enacts an appropriation insufficient to pay all GSA claims violates ICRA;

WHEREAS, the Board denies Plaintiffs' allegations and maintains that any disparity in funding does not violate ICRA or constitute an unlawful discriminatory impact;

WHEREAS, Plaintiffs and the Board desire to avoid the burden, costs and distraction of further litigation regarding this dispute;

NOW, THEREFORE, in consideration of the mutual covenants and sufficient consideration herein, Plaintiffs and the Board agree as follows:

## TERMS AND CONDITIONS

1. *Recitals.* The recitals set forth above are incorporated as terms and conditions of this Agreement.

2. *Definitions.*

a. “Insufficient Appropriation” shall mean an appropriation for GSA enacted by the State that covers fewer than 95 percent of the total dollar amount of all GSA claims submitted.

b. “Sufficient Appropriation” shall mean an appropriation for GSA enacted by the State that is sufficient to cover 95 percent or more of the total dollar amount of all GSA claims submitted.

c. “Proration” shall mean a method of distributing GSA by decreasing the amount of funding payable to school districts by the same across-the-board percentage.

d. “GSA” shall mean “general State aid” as currently defined in 105 ILCS 5/18-8.05, or its equivalent, however named, in any Public Act that replaces, amends or otherwise modifies in whole or in material part the State’s school funding system, which is currently codified at 105 ILCS 5/2-3.17b and 105 ILCS 5/18-8.05.

3. *Representations by the Board.*

a. The Board’s Distribution of GSA With Sufficient Appropriation.

In the event of a Sufficient Appropriation in any fiscal year, the Board has the discretion to utilize proration or any other methodology to manage the differential between the total dollar amount of all GSA claims and the enacted appropriation.

b. The Board’s Distribution of GSA With Insufficient Appropriation.

1. In the event of an Insufficient Appropriation in any fiscal year, the Board shall not utilize proration in determining how to distribute GSA.

2. The Board shall consider utilizing a methodology or methodologies to manage the differential, including, but not limited to, the methodology commonly referred to as “capped per pupil cut” or a methodology that distributes GSA based on the needs of each school district and its students.

3. Within 7 days of the enactment of an Insufficient Appropriation, ISBE shall provide written notice to Plaintiffs’ designee, Lisa T. Scruggs, by certified mail, at Duane Morris LLP, 190 South LaSalle Street, Suite 3700 Chicago, IL 60603-3433, and general notice to the public on ISBE’s website. The Board shall decide in its discretion how to manage the differential at one or more regular or special meetings. Prior to a meeting wherein the agenda contains this subject matter, ISBE shall publish funding distributions to school districts that result from the methodology or methodologies that the State Superintendent or ISBE staff intend

to present to the Board. After public comment, the Board shall in open session adopt a methodology that is to be used for that fiscal year by Board motion and vote. The Board shall direct ISBE to use the adopted methodology for managing the differential between all GSA claims and the enacted appropriation for such fiscal year, unless the State directs ISBE how to manage the differential in such fiscal year.

4. *Litigation Costs.* The Board agrees to pay Plaintiffs' costs in the amount of \$12,083.64. ISBE shall submit a voucher for Plaintiffs' costs to the State of Illinois Comptroller within 30 days of the execution of this Agreement by the Parties. Each party is responsible for its own attorneys' fees and all other costs or expenses incurred in connection with this lawsuit.

5. *Dismissal with Prejudice.* The Court shall enter an Order of Dismissal dismissing Plaintiffs' Complaint and any and all claims or causes of action against the Board and the State contained therein with prejudice.

6. *Term of Agreement.* The term of this Agreement shall be effective on the date of execution and shall terminate on January 1, 2027. In the event a Public Act replaces, amends or otherwise modifies in whole or in material part the State's school funding system, which is currently codified at 105 ILCS 5/2-3.17b and 105 ILCS 5/18-8.05, Paragraph 3(b)(1) shall no longer apply.

#### MISCELLANEOUS

7. *Severability of Provisions.* Any provision of this Agreement that is held to be inoperative, unenforceable, void or invalid shall be ineffective, unenforceable, void or invalid without affecting the remaining provisions or the operation, enforceability or validity of that provision and to this end, the provisions of this Agreement are declared to be severable.

8. *Authority to Execute.* Each of the signatories warrants and represents that he or she has the authority to bind the Parties on behalf of whom he or she is executing this Agreement. The Parties also warrant and represent that the signatories executing this Agreement on each of their behalf are authorized to do so and that the execution by the signatory is binding on them.

9. *Counterparts and Effectiveness.* This Agreement may be executed in any number of counterparts and by the Parties to this Agreement on separate counterparts and each such counterpart shall be deemed to be an original, but all such counterparts shall together constitute one and the same agreement.

10. *Non-Disparagement.* The Parties agree that neither Plaintiffs nor the Board will disparage the other party related to the claims that were the subject of this litigation and Agreement.

11. *Press Releases.* If either party issues a press release regarding this litigation or Agreement, then such party shall provide a copy of the press release to the other party at least 24 hours in advance of its publication.



**IN WITNESS WHEREOF**, the Parties hereto undersigned have caused this Settlement Agreement to be executed by their duly authorized representatives.

**DEFENDANT**

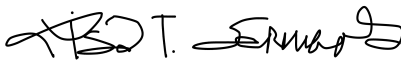
**ILLINOIS STATE BOARD OF EDUCATION**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

On Behalf of Defendant

**PLAINTIFFS**

**CHICAGO URBAN LEAGUE, QUAD COUNTY URBAN LEAGUE, TRI-COUNTY URBAN LEAGUE, AND INDIVIDUALLY, ADRIANA BARRAZA, RAMONA BREWSTER, KANIKA BROWN, AL AND NONA GREENUP, JEFFREY AND DENETTE MASON, JAMILE POSEY, MELVA NIEVES AND BILLY BURGOS, MICHELLE QUINONES, DELILAH RIVERA, MARIZA SANTIAGO AND CATHY WILLIAMS**

By:  \_\_\_\_\_  
Name: Lisa T. Scruggs  
Title: Attorney for Plaintiffs  
Date: February 17, 2017

On Behalf of Plaintiffs

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 22, 2017**

**TO:** Illinois State Board of Education

**FROM:** Tony Smith, Ph.D., State Superintendent of Education *AMS*  
Karen Corken, First Deputy Superintendent *KJC*

**Agenda Topic:** 2017 Legislative Session

**Staff Contacts:** Amanda Elliott, Co-Director of Legislative Affairs  
Sarah Hartwick, Co-Director of Legislative Affairs

**Purpose of Agenda Item**

The purpose of the agenda item is to provide the Board with a summary of items that may be addressed in the Spring Legislative Session and to update the Board on legislative initiatives for the Spring Legislative Session.

**Relationship to/Implications for the State Board's Strategic Plan**

The Legislative Agenda will support changes that align with the goals identified within the Board's Strategic Plan.

**Expected Outcome(s) of Agenda Item**

The Board will be kept informed of tracked legislation and Board initiatives.

**Background Information**

Licensure

- HB 106 (Batnick) adds master's degree in public administration to the list of master's degrees that qualify an individual for a chief school business official endorsement (currently business administration, finance, or accounting).
- HB 256 (Beiser) requires individuals seeking licensure by an interscholastic athletic organization to be a game official to undergo a fingerprint-based criminal history records check.
- HB 655 (Cavaletto) requires ISBE to notify Professional Educator License (PEL) holders to renew their license via email (if one is made available) six months prior to the date in which the license is set to lapse.

School Choice

- HB 213 (Ford) provides grants to qualifying students at participating nonpublic schools.

ISBE

- HB 378 (Reick) allows any individual to request the Joint Committee on Administrative Rules (JCAR) to determine if a proposed rule by ISBE is an unfunded mandate. If JCAR determines the rule is an unfunded mandate, that rule must be approved by the General Assembly.
- SB 863 (Bertino-Tarrent)/HB 734 (Crespo) requires that after the effective date of the bill, three of the ISBE members shall be representatives of the educator community.

## School Districts

- HB 243 (Flowers) requires school districts that operate high schools to establish a partnership with a local police department, county sheriff, or police training academy to establish a jobs training program for high school students.
- HB 261 (Mussman) authorizes school districts to pay for housing for homeless students living out of district in lieu of providing transportation to the student's school of origin.
- HB 265 (Flowers) requires ISBE to include results from lead tests on the School Report Card for Chicago Public Schools (CPS).
- HB 266 (Flowers) allows parents to opt their students out of state assessments. Requires ISBE to produce a form that school districts must distribute to parents.
- HB 268 (Flowers) requires CPS to establish a pilot program to employ a school nurse at the lowest 20 percent performing schools in Chicago.
- HB 269 (Flowers) requires school districts to waive tuition for summer school for the children of parents who cannot afford the tuition.
- HB 332 (Drury) makes changes regarding student data privacy.
- HB 536 (Hoffman) allows school districts to provide free transportation for any pupil residing within 1 1/2 miles from the school attended where conditions are such that the walking route constitutes a serious hazard to the safety of the pupil due to a course or pattern of criminal activity, as defined in the Illinois Streetgang Terrorism Omnibus Prevention Act.
- HB 826 (Lilly) allows districts to hire school social workers. Requires that school social workers hired by districts must hold also have an endorsement in social work on their PEL.
- SB 693 (Connelly) adds to the graduation requirements that each student must complete one semester of study of the free enterprise system before graduating from high school.
- SB 704 (Lightford)/HB 1779 (Welch) prohibits students from being arrested during school hours while on school grounds or at school-sanctioned activities.
- SB 756 (Morrison) allows students in grades 9-12 (instead of 11 and 12) to be excused from physical education for special reasons, approve by a school board.
- SB 757 (Morrison) allows for a student's scores on any state assessment to be removed from the student's transcripts if requested by a parent.
- SB 865 (Manar) requires the School Report Card to include the total and per pupil normal cost paid to TRS.

## Wellness

- HB 331 (Drury) requires ISBE and the Department of Public Health to establish a calorie transparency program. Requires districts to display the nutrition information of all food items offered for sale to students on school property.
- HB 370 (Mayfield) requires school districts to post the current Department of Children and Family Services (DCFS) child abuse hotline number, instructions to call 911, and instructions for accessing the DCFS website for more information on reporting abuse, neglect, and exploitation in all schools.

## Funding

- HB 267 (Flowers) appropriates \$100,000 from the General Revenue Fund to ISBE for autism programs.
- HB 425 (Welch) provides for Intermediate Service Center director salaries.
- HB 484 (Davis, W) makes changes to the reimbursement formula for private special education tuition.

- HB 507 (Sommer) allows the Fire Prevention and Safety Fund to be used by districts for dyslexia screenings.
- HB 509 (Halbrook) makes changes to the Regional Safe Schools funding formula to include the last three years' average daily attendance of pupils in grades 6 through 12 instead of the best three months' average daily attendance in grades prekindergarten through 12 to the statewide totals of these amounts.
- HB 760 (Lang) extends the debt limit for East Prairie School District 73.
- HB 773 (Skillicorn) sunsets a school district's ability to transfer surplus dollars in the life safety fund to the Operations and Maintenance Fund for building repair work.

#### Mandates

- HB 440 (Ives) removes the daily physical education requirement.
- HB 663 (Morrison) allows districts to not comply with any instructional mandate if payments to the district from the state are delayed more than one payment cycle.
- HB 670 (Morrison) removes restrictions on school boards that wish to contract out for driver's education.
- HB 696 (Martwick) provides for the election of the Chicago Board of Education at the general primary election in 2018 only as a nonpartisan election on a separate ballot.
- HB 726 (Jonaes, T) requires the study of Black History in order for a student to graduate from eighth grade. Also requires institutions of higher education to offer a course in Black History.
- HB 793 (Demmer) allows districts to not comply with mandates that are unfunded, with exceptions.
- SB 650 (Connelly) allows districts to notify collective bargaining units of mandate waiver requests via electronic means (instead of in writing as currently required by the School Code).
- SB 791 (Sandoval) allows students to substitute the entirety of grades 11 and 12 with vocational or technical education courses that are approved jointly by ISBE and the Illinois Workforce Investment Board.

#### 2017 Spring Session

Over the past several months, Legislative Affairs staff has been working with ISBE agency divisions to develop legislative proposals for the 2017 Spring Legislative Session.

**Subject:** Educator Licensure

**Executive Summary:** This proposal will include recommendations from agency staff and stakeholders to remove barriers to licensure and clean up provisions in the licensure Section of the Code.

**Subject:** Districts of Innovation

**Executive Summary:** This proposal would allow school districts in Illinois to become Districts of Innovation. These districts would be encouraged to develop new instructional and administrative practices or create alternatives intended to improve student learning and student performance.

**Subject:** Article 7 Rewrite

**Executive Summary:** This proposal includes a complete review and rewrite of Article 7 of the School Code, which deals with the detachment of property and annexation of each property to another district or districts, as well as instances where an entire district is dissolved and annexed to another district or districts. An overhaul was completed of the School Code articles

concerning the formation of a new district or districts, resulting in Public Act 94-1019 and the creation of Article 11E, but a similar overhaul of the law dealing with annexations has not been completed.

**Subject:** At-Risk Student Support

**Executive Summary:** This initiative will address two issues that impact students considered at risk for dropping out of school. Currently, students who fail to meet minimum attendance or academic standards may be dropped from a district's roster for non-attendance reasons. Removing these provisions in the School Code will permit these students to remain in school and have access to opportunities and necessary interventions to ensure that these at-risk students graduate from high school ready for college and career.

**Subject:** High School Assessment Date

**Executive Summary:** This proposal will require that the college entrance exam be given during the school day. This will ensure greater access to a college entrance exam.

**Subject:** Obsolete and Duplicative Legislation

**Executive Summary:** This initiative would be a continuation of ISBE's efforts to streamline the School Code provisions and amend or repeal outdated or otherwise problematic provisions of the School Code. ISBE has introduced similar pieces of legislation over the last several years.

**Subject:** Every Student Succeeds Act

**Executive Summary:** This initiative is a placeholder pending any necessary legislation to enact Illinois' ESSA State Plan.

**Superintendent's Recommendation**

N/A

**Next Steps**

Staff will continue to monitoring legislative activity.