

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lynne Curry, Director

Agenda Topic: Illinois Charter School Annual Report

Materials: Full Draft Report

Staff Contact(s): Donald Full and Jo Ann Price

Purpose of Agenda Item

The purpose of the agenda item is for the Board to discuss and take action on the State Board of Education's required annual report to the General Assembly and the Governor regarding Illinois charter schools in 2002-2003. The last report submitted was in January 2003 for the school year 2001-2002.

Expected Outcome(s) of Agenda Item

The expected outcome is approval of the report, with necessary technical changes, so that it may be submitted in a timely fashion and serve to inform the Governor and the General Assembly regarding charter schools in Illinois, including recommendations for necessary legislative changes.

Background Information

The report has been an annual requirement since the charter schools law was enacted in April 1996. This will be the seventh report and covers the 2002-2003 school year. The report provides information on the performance of charter school pupils, reviews charter school reactions to being released from many regulations and policies, and includes suggestions for changes in state law to strengthen charter schools. Students at charter schools take the state assessments at the applicable grade levels and schools issue report cards similar to traditional public schools. This report covers the 22 schools that were in operation during the 2002-2003 school year. Two new schools opened in the fall of 2003 (Mirta Ramirez and KIPP) and the two campuses of Global Villages were granted separate charters (Choir Academy and Passages). At the end of the 2002-2003 school year one school closed (KEYS) and one charter was not renewed (Thomas Jefferson).

Charter schools are public schools of choice. Parents choose to enroll students in a charter school. If the school is oversubscribed, a lottery is instituted. This selection process means that a school's demographics may not match that of the host district. Student selection cannot discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services.

There is a cap on the number of charter schools allowed in Illinois: 30 in Chicago Public School District 299, 15 in the remainder of Cook County and the collar counties, and 15 in the remainder of the state.

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

Issues for the State Board to consider regarding possible legislative changes are:

- Amending response timelines to allow adequate time for the agency to review charter school proposals.
- Setting a deadline such as April 1, 2005, for submission of all charter proposals to ISBE for the 2005 – 2006 school year in order to ensure the approval process is finalized prior to the start of the following school year.
- Requiring background checks for all employees and board members of the charter school, not just the instructional staff.
- Removing teacher resignation restrictions stated in the statute and defer to the school's publicized personnel policies.
- Adding the conflict of interest clause.

Policy Implications

It is anticipated that the Charter School Report will direct future charter school policy making.

Legislative Action

Legislative proposals may be submitted as a result of the Charter School Report and ISBE will review each proposal as they are submitted.

Communication

The report will be disseminated to the Office of the Governor and General Assembly.

Pros and Cons of Various Actions

The proposed statutory amendments will improve the review process and strengthen personnel requirements.

Superintendent's Recommendation

Approve the report for transmittal to the General Assembly and the Governor.

Next Steps

Transmit the Illinois Charter School Annual Report to the General Assembly and the Governor upon Board approval. Support necessary legislative changes throughout 2004 or thereafter.

ILLINOIS STATE BOARD OF EDUCATION



**Illinois Charter School
Annual Report**

January 2004

Illinois Charter School Annual Report Requirements

This report is submitted for the 2002-2003 school year in compliance with Section 27A-12 of the Illinois Charter Schools Law (105 ILCS 5/27A-12). This section reads in part:

On or before the second Wednesday of January 1998, and on or before the second Wednesday of January of each subsequent calendar year, the State Board shall issue a report to the General Assembly and the Governor on its findings for the school year ending in the preceding calendar year.

In the annual report required by this Section, the State Board shall (i) compare the performance of charter school pupils with the performance of ethnically and economically comparable groups of pupils in other public schools who are enrolled in academically comparable courses, (ii) shall review information regarding the regulations and policies from which charter schools were released to determine if the exemptions assisted or impeded the charter school in meeting their stated goals and objectives, and (iii) shall include suggested changes in State law necessary to strengthen charter schools.

This report is structured to provide an overview of charter schools in Illinois and to address the required elements.

Illinois Charter School Overview

Charter schools in Illinois are public schools of choice, selected by students and parents for their unique offerings. The Illinois statute governing charter schools was enacted in April 1996 as Article 27A of the School Code to encourage educational excellence and promote new options. In authorizing charter schools, 105 ILCS 5/27A-2 states that it is the intent of the General Assembly:

To create a legitimate avenue for parents, teachers and community members to take responsible risks and create new, innovative and more flexible ways of educating children within the public school system. The General Assembly seeks to create opportunities within the public school system of Illinois for development of innovative and accountable teaching techniques. The provisions of this Article should be interpreted liberally to support the findings and goals of this Section and to advance a renewed commitment by the State of Illinois to the mission, goals and diversity of public education.

To help them meet these goals, charter schools are exempt from The School Code mandates except those specified in the Charter Schools Law (e.g., health/life safety, criminal background checks for employees, student discipline, child abuse reporting act, student records act, and state goals/standards/assessment). However, charter schools are **not** exempt from any civil rights laws or any federal special education requirements. They are accountable for meeting rigorous school content standards as defined in the

Illinois Learning Standards, and students must participate in the state assessments. Thus, schools exchange accountability for flexibility.

The orientation of charter schools varies widely. Some are designed to serve specific student populations such as the primary grades or dual language pupils. Others provide a specific curriculum such as Montessori, back-to-basics, or Direct Instruction. Yet others are designed with governance and parent involvement components that are integral to their mission.

During 2002-2003, there were 22 charter schools in operation in Illinois serving approximately 8,500 students. In school year 1998-1999, charter schools reported serving 209 students with disabilities. This number has increased each year since, and for school year 2002-2003 schools reported serving 761 students with disabilities. A brief description of each charter school that operated in 2002-2003 is provided below. Table 1 follows and chronicles the history of Illinois charter schools from the 1996-1997 school year to the present.

Academy of Communications and Technology Charter School (*The Academy*) – Chicago 299

This school serves grades 6-12 and is located on the far west side of Chicago. Founded by two former Chicago public school teachers, the school has a college preparatory curriculum that incorporates a strong focus on communication arts and technological literacy. The Academy cultivates a small school environment and considers all community members (founders, teachers, parents, students, and neighbors) partners in creating a school that attempts to break the cycle of poverty.

Alain Locke Charter School (*Alain Locke*) – Chicago 299

Developed by 21st Century Urban Schools, a partnership of the Inner City Teaching Corps and the Ryan Foundation, this school is dedicated to bringing excellence in academic and social development to children in an under-resourced urban community and to help them achieve their full potential. There is a strong focus on early literacy and enrichment after-school activities to keep the children engaged in the learning process. The school will serve grades preK-12 at full implementation.

Betty Shabazz International Charter School (*Betty Shabazz*) – Chicago 299

Located in the Grand Crossing community on Chicago's South Side, this K-8 school balances core instruction with African-centered themes, arts and humanities, and technology and links students to local community resources as well as those in South Africa, Brazil, and Ghana. Parental involvement is central to this "maximum expectation" learning institution.

Chicago International Charter School (*Chicago International*) – Chicago 299

The Chicago Charter School Foundation runs this multi-campus school. The Foundation's mission is to operate K-12 charter schools that provide a rigorous, college preparatory education to every student.

Fort Bowman Academy Charter School (*Ft. Bowman*) – Cahokia 187

Located in Cahokia District 187, this school is sponsored by Educating for the Future, a group founded by parents. It will serve grades K-12 at full implementation.

Global Village Charter School (*Global Village*) – Chicago 299

The multiple campuses of this school shared a mission to provide a specialized curriculum based on Chicago's rich multicultural heritage and world-renowned cultural, artistic, and scientific traditions. A unique social studies curriculum for the younger students taught world studies through the eyes of a refugee child, and because it is the root of a large percentage of all English words, Latin was taught. Art, music and science are also emphasized. The two campuses of this school were granted separate charters for the 2003-2004 school year.

Keep Every Youth Successful Charter School (*KEYS*) – Edwardsville 7

This school was the first district initiated charter school. A result of collaborative efforts with the Edwardsville District, this small school served at-risk middle school students in grades 6-8. By mutual agreement with the authorizer, this school closed at the end of the 2002-2003 school year.

Lawndale Educational And Regional Network Charter School (*LEARN*) – Chicago 299

Serving students in grades K-8, this school provides a rigorous academic program utilizing the Core Knowledge curriculum and a low student-teacher ratio to prepare students for success in high school, college and beyond. LEARN also focuses on bringing parents into the school.

Noble Street Charter High School (*Noble Street*) – Chicago 299

Led by two former Chicago public high school teachers in partnership with the Northwestern University Settlement House, this charter school prepares urban youth in grades 9-12 to function successfully in society by emphasizing commitment to educational excellence; civic responsibility; and respect for the community, the environment, and others. A unique feature of the schools is the daily Advisory class, which covers study skills, career exploration and college preparation, conflict resolution and ethical behavior, ecological awareness, and physical fitness and nutrition. The school also requires students to do 20 hours of service learning per year.

North Kenwood/Oakland Charter School (*North Kenwood*) – Chicago 299

Affiliated with the University of Chicago's Center for School Improvement, this school provides an education to students in grades preK-8 while also serving as a school development center for urban teachers. The curriculum is based on the most current research in literacy and mathematics, and its technological infrastructure supports the curriculum.

North Lawndale Charter School (*North Lawndale*) – Chicago 299

This college preparatory high school integrates high academic expectations with community service, work experience, and technology education to encourage and enable students in the North Lawndale community to successfully attend college. The school serves grades 9-12 and offers block scheduling, extended study and intercessions in which students pursue learning goals through long-term projects.

Octavio Paz Charter School (*Octavio Paz*) – Chicago 299

Affiliated with the United Neighborhood Organization, this school serves students in grades K-8 and provides a highly structured curriculum based on the Direct Instruction method. It uses repetition, reinforcement, and mastery to improve student achievement and it provides a disciplined environment, high academic standards, and intensive English instruction. It serves a diverse student population from Pilsen and the Near West Side.

Perspectives Charter School (*Perspectives*) – Chicago 299

This school provides a rigorous education program and a character development plan called A Disciplined Life for students in grades 6-12. This plan focuses on creating positive self-perceptions, building strong communication techniques, and helping students recognize their responsibility to make a valuable contribution to the community. Students experience internships, community service, and one-on-one mentoring travel programs.

Prairie Crossing Charter School (*Prairie Crossing*) – Woodland 50 and Fremont 79

Located in Grayslake, this school serves youngsters from two Lake County districts. The environment is the school theme. Prairie Crossing will serve grades K-8 at full implementation and is the only school for which the Illinois State Board holds the charter directly.

Robertson Charter School (*Robertson*) – Decatur 61

The result of a community member's desire to provide more resources to an underserved population, this school has a focus on at-risk students. The school will serve students in grades K-8 at full implementation.

Southern Illinois University East St. Louis Charter School (*SIU-E. St. Louis*) – East St. Louis 189

This school is a partnership between Southern Illinois University at Edwardsville and the district and serves at-risk students in grades 9-12. Students have access to a wide range of health and social services as a result of the university connection.

Springfield Ball Charter School (*Springfield Ball*) – Springfield 186

This school has a theme of literacy and numeracy, operates an extended school year, and offers Spanish language instruction for all grades as an integral part of the curriculum. It is designed to serve grades preK-8 at full implementation.

Thomas Jefferson Charter School (*Thomas Jefferson*) – Community Consolidated District 59

The school served students in grades K-8 and used the Core Knowledge curriculum. The school's charter was not renewed at the end of the 2002-2003 school year.

Tomorrow's Builders Charter School (*Tomorrow's Builders*) – East St. Louis District 189

In association with YouthBuild USA, this school serves at-risk youth aged 14 through 21 to rebuild their lives through education, counseling, and leadership development while they are rebuilding the community by renovating abandoned buildings and constructing new units for low-income housing.

Triumphant Charter Middle School (*Triumphant*) – Chicago 299

This school serves grades 6-8 and is committed to transforming the average or below average student into a scholar poised for success in high school, college and beyond. Classes are of mixed age and ability. The curriculum includes foreign language, algebra, and integrated thematic, project-based humanities teams that explore identity, community and justice. Students enjoy the opportunity to take college courses at the nearby Olive Harvey City College and to take study trips throughout the state, country and world.

Young Women's Leadership Charter School (*Young Women's*) – Chicago 299

This school follows the small schools model and will serve grades 6-12 at full implementation. The focus is on a rigorous career and college preparatory curriculum emphasizing math, science, and technology; leadership; and personal and social development.

Youth Connection Charter School (*Youth Connection*) – Chicago 299

This is an alternative-type high school program operating at multiple sites throughout Chicago. Youth Connection Charter School students often enroll after months, and sometimes years, of being out of school. The educational environment emphasizes basic skills, life skills, social development, and job readiness.

Table 1. Illinois Charter Schools To Date: Operation and Enrollments

Charter School	1996 - 1997	1997 - 1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Estimated 2003-2004
Choir Academy								250
KIPP								80
Mirta Ramirez								200
Passages								193
Tomorrow's Builders							45	100
Global Village						189	330	*****
LEARN						94	108	112
Robertson						71	97	126
KEYS						23	25	****
Young Women's					150	301	325	325
Governors State					64	67	*	
Alain Locke				132	130	175	289	375
Noble Street				127	256	365	465	475
Prairie Crossing				59	120	159	222	260
Thomas Jefferson				64	62	73	72	****
SIU-E. St. Louis				100	100	112	100	100
Ft. Bowman			136	167	198	234	247	270
North Kenwood			113	165	171	269	313	360
North Lawndale			86	153	236	353	371	382
Octavio Paz			527	700	777	789	783	750
Betty Shabazz			266	246	273	285	295	315
Springfield Ball			175	236	278	259	360	404
Chicago International		1456	155 2	192 0	236 6	240 4	307 9	4300
Perspectives		117	130	148	149	154	154	160
The Academy		132	155	244	238	273	305	300
Nuestra America		100	117	150	179	171	**	
Youth Connection		1013	147 5	145 0	155 0	148 4	255 4	2800
Triumphant		160	170	170	176	185	195	200
Chicago Preparatory		113	***					

Charter School								
Peoria Alternative Charter School	75	100	100	**				

*Governors State – charter revoked at end of 2001-2002 school year

**Nuestra America and Peoria Alternative – schools did not renew charter at end of initial charter period

***Chicago Preparatory – Ceased operations mid-year of 1998-1999 school year

****Ceased operation at the end of the 2002-2003 school year

*****The two campuses of this school were granted separate charters for the 2003-2004 school year (Choir Academy and Passages)

Tables 2A – 4B display additional information regarding the 22 charter schools in operation in Illinois throughout 2002-2003. Much of the charter school information is self-reported. Annual school report card data supplements information when available. Please note that two schools closed before providing information, and one school failed to respond to requests for information.

Part of the flexibility of charter schools is the freedom to select their own school calendar and hours of operation apart from the district they serve. They can also select the grades or ages they wish to serve. Once that determination is made, enrollment is open across the district to all students of that age or grade range. If there is an enrollment larger than the potential number of students allowed, a lottery must be held. In many instances, the charter schools had more applicants than seats available.

Table 2A. Charter School Demographic Data for 2002-2003

<i>Name of Charter School</i>	<i>Grades Served in 2002-2003</i>	<i>Full Planned Grade Range</i>	<i>Number of Sites</i>	<i>Lottery Use for 2002-2003</i>	<i>Number of Instructional Days</i>	<i>School Hours</i>
The Academy	6-12	6-12	1 site	111 applications, 111 new students	180 days	8:00-3:30
Alain Locke	PreK-4	K-12	1 site	211 applications, 58 new students	192 days	8:30-5:00
Betty Shabazz	K-8	K-8	1 site	120 applications, 30 new students	176	8:15-3:30
Chicago International	K-12	K-12	7 sites	1,700 applications, 1,000 new students	195	7:45-4:00
Ft. Bowman	K-10	K-12	1 site	149 applications, 22 new students	176 days	7:30-3:30
Global Village	PreK, K 4-7	PreK-12	2 sites	290 applications, 214 new students	185 days	8:00-5:00
KEYS	6-8	6-8	1 site	*	*	*
LEARN	K-8	K-8	1 site	88 applications, 28 new students	200 days	8:30-3:00
Noble Street	9-12	9-12	1 site	325 applications, 140 new students	190 days	7:55-4:15
North Kenwood	PreK-8	PreK-8	1 site	230 applications, 50 new students	178 days	8:20-3:00
North Lawndale	9-12	9-12	1 site	285 applications, 110 new students	181 days	8:00-3:20
Octavio Paz	K-8	K-12	2 sites	None needed	177 days	8:15-3:00
Perspectives	6-12	6-12	1 site	258 applications, 36 new students	176 days	8:30-3:15
Prairie Crossing	K-5	K-8	1 site	127 applications, 30 new students	185 days	8:00-3:30
Robertson	K-4	K-8	1 site	None needed	180 days	8:30-3:10

SIU-E. St. Louis	9-12	9-12	1 site	43 applications, 12 new students	176	8:15- 3:15
------------------	------	------	--------	-------------------------------------	-----	---------------

Table 2A (continued). Charter School Demographic Data for 2002-2003

<i>Name of Charter School</i>	<i>Grades Served in 2002-2003</i>	<i>Full Planned Grade Range</i>	<i>Number of Sites</i>	<i>Lottery Use for 2002-2003</i>	<i>Number of Instructional Days</i>	<i>School Hours</i>
Springfield Ball	PreK-7	PreK-8	1 site	174 applications, 46 new students	200 days	9:00-3:30
Thomas Jefferson	K-8	K-8	1 site	*	*	*
Tomorrow's Builders	9-12	9-12	1 site	None needed	175 days	8:00-3:00
Triumphant	6-8	6-8	1 site	123 applications, 91 new students	184 days	7:50-4:00
Young Women's	7-11	6-12	1 site	350 applications, 75 new students	169 days	8:30-3:30
Youth Connection	9-12	9-12	24 sites	3,372 applications, 1,616 new students	180 days	8:30-5:00

*Data not provided.

Table 2B. Student Demographic Data for 2002-2003

<i>Name of Charter School</i>	<i>Low Income % School and [District]</i>	<i>Limited English Proficient</i>	<i>% Drop Out</i>	<i>% Suspended</i>	<i>% Expelled</i>	<i>High School# Graduates</i>
The Academy	90.8% - [84.95%]	1.0%	4.0%	8.0%	Less than 1.0%	11
Alain Locke	91.9% - [84.95%]	0.0%	N/A	0.0%	0.0%	N/A
Betty Shabazz	75.8% - [84.95%]	0.0%	N/A	15.7%	0.0%	N/A
Chicago International	33.2% - [84.95%]	16.9%	0.0%	25.0%	1.0%	35
Ft. Bowman	74.8% - [76.0%]	0.0%	0.0%	21.0%	0.0%	N/A
Global Village	29.0% - [84.95%]	8.5%	N/A	10.0%	0.0%	N/A
KEYS	31.6% - [13.8%]	0.0%	N/A	*	*	N/A
LEARN	5.6% - [84.95%]	0.0%	N/A	1.0%	0.0%	N/A
Noble Street	84.6% - [84.95%]	1.7%	1.1%	15.0%	0.0%	80
North Kenwood	74.5% - [84.95%]	0.0%	N/A	5.0%	0.0%	N/A
North	12.7% -	0.3%	2.4%	7.5%	Less than	43

Lawndale	[84.95%]				1.0%	
Octavio Paz	87.5% - [84.95%]	8.2%	N/A	*	0.0%	N/A
Perspectives	83.9% - [84.95%]	1.9%	1.1%	14.0%	0.0%	21
Prairie Crossing	0% - [6.2%/0.9%]	0.0%	N/A	0.0%	0.0%	N/A
Robertson	96.9% - [67%]	0.0%	N/A	*	1%	N/A
SIU-E. St. Louis	95.0% - [91.9%]	0.0%	14.0%	6%	2%	22
Springfield Ball	23.1% - [46.4%]	0.0%	N/A	10.0%	0.0%	N/A
Thomas Jefferson	0.0% - [25.6%]	29.7%	N/A	*	*	*

Table 2B (continued). Student Demographic Data for 2002-2003

Name of Charter School	Low Income % School and [District]	Limited English Proficient	% Drop Out	% Suspended	% Expelled	High School# Graduates
Tomorrow's Builder	100.0% - [91.9%]	0.0%	115.6%	*	*	*
Triumphant	92.9% - [84.95%]	1.0%	N/A	2.0%	0.0%	N/A
Young Women's	63.1% - [84.95%]	0.3%	4.9%	12.0%	0.0%	N/A
Youth Connection	89.1% – [84.95%]	1.2%	42.9%	0.0%	0.0%	659

*Data not provided.

Table 2C. Student Retention Data for 2002-2003

Name of Charter School	# Of Students Leaving for District Public School	# Of Students Leaving for Public School out of the District	# Of Students Who Did Not Return in 2002-2003 (other than graduates)
The Academy	26	25	51
Alain Locke	*	*	21
Betty Shabazz	10	5	25
Chicago International	238	27	265
Ft. Bowman	9	12	21
Global Village	20	26	46
KEYS	*	*	*
LEARN	2	2	4
Noble Street	16	3	45
North Kenwood	12	13	25
North Lawndale	12	16	28
Octavio Paz	*	*	41
Perspectives	6	6	12
Prairie Crossing	3	10	18
Robertson	2	3	*
SIU-E. St. Louis	8	2	10
Springfield Ball	5	5	5
Thomas Jefferson	*	*	*
Tomorrow's Builders	*	*	*
Triumphant	3	3	6
Young Women's	3	19	22
Youth Connection	25	39	301

*Data not provided

With students attending charter schools by parent choice, the student body is determined by parent selection plus a lottery process when the school is oversubscribed. This selection process means that the district population is not

necessarily mirrored in the school's demographics. Table 2D lists racial ethnic data for each school by district, as well as the district data.

Table 2D. Charter School Racial Ethnic Enrollment Data by Percentage for 2002-2003

<i>Name of Charter School</i>	<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>
The Academy	0.0	98.4	1.6	0.0	0.0
Alain Locke	0.0	100	0.0	0.0	0.0
Betty Shabazz	0.0	100	0.0	0.0	0.0
Chicago International	7.4	47.5	43.0	1.2	0.8
Global Village	9.1	53.4	15.9	21.0	0.6
LEARN	0.0	99.1	0.9	0.0	0.0
Noble Street	4.0	11.0	82.7	1.7	0.6
North Kenwood	0.0	99.4	0.3	0.3	0.0
North Lawndale	.3	91.9	7.8	0.0	0.0
Octavio Paz	0.9	48.9	50.3	0.0	0.0
Perspectives	2.6	51.6	45.8	0.0	0.0
Triumphant	0.0	99.0	1.0	0.0	0.0
Young Women's	15.2	65.2	18.0	1.2	0.3
Youth Connection	6.4	66.7	26.3	0.5	0.1
Chicago 299	9.3	50.4	36.8	3.3	0.2
Ft. Bowman	73.6	26.4	0.0	0.0	0.0
Cahokia 187	17.2	81.3	1.4	0.1	0.0
KEYS	84.2	15.8	0.0	0.0	0.0
Edwardsville 7	88.0	9.3	0.8	1.8	0.2
Prairie Crossing	82.8	2.3	5.0	8.6	1.4
Woodland District 50	71.2	6.5	12.7	9.4	0.2
Fremont District 79	88.3	0.8	5.3	5.3	0.3
Robertson	9.4	88.5	0.0	2.1	0.0
Decatur 61	53.4	44.4	1.1	0.9	0.1
SIU – E. St. Louis	0.0	100.0	0.0	0.0	0.0
Tomorrow's Builders	0.0	100.0	0.0	0.0	0.0
East St. Louis 189	0.2	98.7	1.1	0.0	0.0
Springfield Ball	65.7	29.5	1.7	3.1	0.0
Springfield 186	60.6	36.2	1.4	1.7	0.2
Thomas Jefferson	16.2	10.8	12.2	60.8	0.0
District 59	59.1	3.3	25.2	12.3	0.2

*Data not provided

Charter schools must enroll students in the district of the appropriate age and grade range if parents choose that school. Students with disabilities must be accepted on the same basis as other students. If there is an oversubscription of students, then a lottery is held. Charter schools must observe all of the civil rights protections for students in their enrollment processes. Services included on an Individual Education Plan (IEP) for children and youth with disabilities must be provided. Frequently, there is a contract between the charter school and the home school district to provide such services and the per capita tuition rate is reduced to cover the cost (e.g., 90% rather than 100% per capita tuition).

Table 2E. Students With Disabilities by Type in 2002-2003

<i>Name of Charter School</i>	<i>Unduplicated Students With Disabilities</i>	<i>Learning Disabilities</i>	<i>Speech/Language</i>	<i>Emotional/Behavior</i>	<i>Mild to Moderate Mental Impairment</i>	<i>Traumatic Brain Injury</i>	<i>Visual Impairment</i>	<i>Hearing Impairment</i>	<i>Physical Impairment</i>	<i>Other Health Impairment</i>	<i>Autism</i>	<i>Developmental Disabilities</i>
The Academy	31	23	3	2	4	0	1	1	0	1	0	0
Alain Locke	18	9	5	4	0	0	0	0	0	0	0	0
Betty Shabazz	10	7	10	0	0	0	0	0	0	2	0	0
Chicago Int'l	223	200	60	0	0	0	0	0	0	33	2	0
Ft. Bowman	14	6	7	1	0	0	0	0	0	0	0	0
Global Village	23	14	3	3	0	0	0	0	1	3	0	0
KEYS	*	*	*	*	*	*	*	*	*	*	*	*
LEARN	9	6	2	0	1	1	0	0	0	0	0	0
Noble Street	55	50	0	2	1	0	0	0	2	0	0	0
North Kenwood	24	19	8	1	0	1	0	0	0	0	0	0
North Lawnwood	30	26	3	10	4	0	0	0	0	0	0	0
Octavio Paz	37	15	15	1	2	0	1	0	2	0	0	1
Perspectives	21	19	2	2	0	0	0	0	0	0	0	0
Prairie Crossing	29	8	20	1	0	0	0	0	0	5	1	0
Robertson	8	8	0	0	0	0	0	0	0	0	0	0
SUI-East St. Louis	0	0	0	0	0	0	0	0	0	0	0	0
Springfield Ball	36	17	27	0	0	0	1	1	1	0	0	0
Thomas Jefferson	*	*	*	*	*	*	*	*	*	*	*	*
Tomorrow's Builders	0	0	0	0	0	0	0	0	0	0	0	0

Triumphant	32	32	6	2	0	0	0	0	0	0	0	0
Young Women's	31	24	2	1	3	0	0	0	0	1	0	0
Youth Connection	146	103	43	0	0	0	0	0	0	0	0	0

*Data not provided.

According to the Charter Schools Law in effect for 2002-2003, instructional staff can either hold Illinois teacher certification as required in order to teach in traditional public schools or have a bachelor's degree **and** at least five years of relevant experience **and** pass the state tests of basic skills and relevant subject matter. Beginning with the 2006-2007 school year, at least 50% of the instructional staff in Chicago charter schools established after July 2003 shall hold teaching certificates. In the 2006-2007 school year, the minimum number of certified instructional staff increases to 75%.

Administrative personnel are not required to have certification or particular qualifications.

Table 3A. 2002-2003 Instructional Staff Certification Status

<i>Name of Charter School</i>	<i>Certified</i>	<i>Total Instructional Personnel</i>
The Academy	15	23
Alain Locke	11	12
Betty Shabazz	13	13
Chicago International	75	191
Ft. Bowman	17	18
Global Village	9	25
KEYS	*	*
LEARN	4	7
Noble Street	23	32
North Kenwood	15.5	16.5
North Lawndale	13	26
Octavio Paz	36	36
Perspectives	7	14
Prairie Crossing	10	24
Robertson	6	6
SIU-E. St. Louis	6	6
Springfield Ball	20	20
Thomas Jefferson	*	*
Tomorrow's Builders	1	3
Triumphant	12	12
Young Women's	24	25
Youth Connection	140	140

*Data not provided.

Table 3B. 2002-2003 Administrative Staff Certification Status

<i>Name of Charter School</i>	<i>Certified</i>	<i>Total Administrative Personnel</i>
The Academy	1	2
Alain Locke	2	3
Betty Shabazz	1	1
Chicago International	6	22
Ft. Bowman	1	4
Global Village	0	5
KEYS	*	*
LEARN	1	1
Noble Street	0	3
North Kenwood	2	4
North Lawndale	0	3
Octavio Paz	2	2
Perspectives	0	6
Prairie Crossing	0	1

Robertson	0	2
SIU-E. St. Louis	0	1
Springfield Ball	1	1
Thomas Jefferson	*	*
Tomorrow's Builders	0	1
Triumphant	2	2
Young Women's	0	4
Youth Connection	7	78

*Data not provided.

Charter School Student Performance

Schools have accountability agreements with the charter authorizers and are ultimately accountable at renewal time. However, charter schools are not exempt from state testing requirements. Illinois Standards Achievement Test (ISAT) results for four years are presented in Table 4A, along with the districts' composite results; three years of Prairie State Achievement Exam (PSAE) data are available and presented in Table 4B. The notation "Not applicable" indicates that the school did not have any tested grade levels that year or was not open that year. The district total reflects the district's percent of meets and exceeds.

Table 4A. Comparison of ISAT Meets/Exceeds Percentages 2000-2003

<i>Charter School/District Name</i>	<i>Percentage Meets + Exceeds 2000</i>	<i>Percentage Meets + Exceeds 2001</i>	<i>Percentage Meets + Exceeds 2002</i>	<i>Percentage Meets + Exceeds 2003</i>
The Academy	*	15.0	29	21.6
Alain Locke	Not applicable	Not applicable	14	32.4
Betty Shabazz	24	34.1	44	50.9
Chicago International	42	44.6	45	57.2
Global Village	Not applicable	Not applicable	34	43.4
LEARN	Not applicable	Not applicable	46	43.6
North Kenwood	51	53.9	51	54
Octavio Paz	21	28.6	43	45.5
Perspectives	26	41.0	50	38.5
Triumphant	16	19.7	29	28.1
Young Women's	Not applicable	Not applicable	57	45.9
Chicago District 299	36.9	38.3	39.5	41.9
Ft. Bowman	61	42.1	42	54.8
Cahokia District 187	39.5	39.4	41.1	44.9
KEYS	Not applicable	Not applicable	38	55.0
Edwardsville District 7	75	76.9	75.5	78.0
Prairie Crossing	Not applicable	96.0	95	91.1
Woodland District 50	73.6	75.4	75.9	74.8
Fremont District 79	79.3	81.9	82.1	81.7
Robertson	Not applicable	Not applicable	30	52.7

Decatur District 61	53	52.9	50.7	52.8
Springfield Ball	75	64.4	67	74.5
Springfield District 186	51.8	51.8	53.2	54.5
Thomas Jefferson	*	64.6	63	69.7
Community Consolidated District 59	78.3	79.9	77.5	75.4
State	62.7	63.1	62.7	63.9

*Data not available.

Table 4B. Summary of PSAE Meets/Exceeds Percentages 2002-2003

<i>Charter School/District Name</i>	<i>Percentage Meets + Exceeds 2001</i>	<i>Percentage Meets + Exceeds 2002</i>	<i>Percentage Meets + Exceeds 2003</i>
The Academy	12.0	10.7	12.1
Chicago International	18.1	19.6	27.4
Noble Street	Not applicable	45.2	38.5
North Lawndale	14.8	15.0	9.7
Perspectives	17.6	25.5	18.1
Young Women's	N/A	N/A	26.9
Youth Connection	11.1	8.9	19.3
Chicago District 299	29.3	29.9	29.8
SIU-E. St. Louis	3.2	3.1	7.8
Tomorrow's Builders	N/A	N/A	N/A
East St. Louis District 189	13.1	17.7	17.7
State	55.7	56.1	55.2

ISAT results of charter schools in Chicago are mixed, with seven schools above the Chicago Public School District's average and four schools at or below the district average. This is consistent with the results from last year. Of the six charter schools with ISAT test results spanning four years, all revealed performance increases from year one to year four; however, only two showed a marked improvement over last year's scores. Of the remaining five schools, the results of two schools indicate improvement while two schools showed declines and one school remained stable. PSAE results for the charter schools in Chicago indicate an increase in scores for two schools, stable results for one school, and a decline in the scores for three schools. Only one school, Noble Street Charter High School, scored higher than the district average. All Chicago charter school ISAT and PSAE scores remain below the state average.

Performance in the rest of the state indicates three charter schools posted scores above their sending district's average and three charter schools posted scores below the district average on the ISAT. Three of these schools equaled or outperformed the state average, while four underperformed. One downstate charter high school (SIU-E. St. Louis) posted PSAE scores in 2003 that were a slight increase compared to those of 2001 and 2002.

Seven charter schools are on the list of schools in school improvement status as defined under the No Child Left Behind law. These schools are The Academy, Chicago International, North Lawndale, Octavio Paz, Perspectives, Triumphant, and Youth Connection Charter Schools in Chicago.

New Schools for 2002-2003

Tomorrow's Builders in East St. Louis was the sole new charter school opening in the fall of 2002.

School Closures at the end of 2002-2003

At the end of school year 2002-2003, Thomas Jefferson Charter School applied to the State Board of Education for a five-year charter renewal. According to the Charter Schools Law, a school may have its charter revoked or not renewed if the local school board or State Board, as the chartering entity, clearly demonstrates that the charter school did any of the following, or otherwise failed to comply with the requirements of the law:

1. Committed a material violation of any of the conditions, standards or procedures set forth in the charter.
2. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter.
3. Failed to meet generally accepted standards of fiscal management.
4. Violated any provision of law from which the charter school was not exempted.

In order to determine whether or not Thomas Jefferson had met the criteria noted above, ISBE staff reviewed numerous documents and conducted an onsite review visit. As a result of this review, the State Superintendent recommended that the charter not be renewed because Thomas Jefferson was not in compliance with all the terms of the original charter or with the requirements of IDEA and the renewal proposal was not in compliance with Section 27-9(c) of the Illinois Charter Schools Law. However, the State Board voted to renew the charter for one year, conditioned upon the school submitting an approved accountability plan and coming into compliance with all special education requirements under IDEA in a prescribed time period. At the end of this time, the school was unable to document compliance and the charter was not renewed.

At the end of school year 2002-2003, by mutual decision with the authorizing school board, the governing board of KEYS Charter School in Edwardsville decided to close.

Denied Proposals

Chicagoland Science, Art and Language Institute Charter School (Ch-SALI) applied to Elgin District U-46 for a five-year charter. The request was denied at the local level, based on noncompliance with the Charter Schools Law. Upon appeal to and review by ISBE staff, the State Superintendent found the proposal was not in compliance and thus did not overturn the district denial.

Charter Renewals

Charter agreements may be renewed by the authorizer at the end of the charter term unless the school meets one or more of the following criteria for non-renewal or revocation of a charter as noted above.

Several charter schools in Chicago participated in the charter renewal process over the spring and summer of 2003 and Chicago Public Schools authorized charter renewals for four schools. These included **Betty Shabazz, North Kenwood/Oakland, North Lawndale,** and **Octavio Paz** Charter Schools.

Charter School Use of Flexibility

The Charter Schools Law exempts charter schools from most School Code of Illinois requirements except those deemed essential. The rationale for this exemption is consistent with the purpose of the law, which is to ensure that charter schools have maximum flexibility for serving students while being held accountable for results. Major decisions such as curriculum, service delivery, and program options are left to the discretion of the charter school governing board rather than being subject to state school mandates.

As in the last several years, the responses from charter schools operating throughout 2002-2003 specified that having personnel flexibility served their school and students well. Nearly every response noted that the current law allows schools to hire teachers regardless of certificate status (although they must meet qualification requirements as outlined in the Charter Schools Law). Another area of flexibility noted by all the schools was the ability to design curriculum independent from the school district.

Other areas of flexibility reported were:

- Flexibility with administrator certification.
- Autonomy to set educational priorities.
- Autonomy to allow teaching methods that are new or different from the school district.
- Autonomy to set unique school and school year schedules.
- Autonomy to manage fiscal affairs independent of the school district.
- Autonomy to set employee compensation rates and/or provide bonuses.

Statutory Changes Suggested by Charter Schools

Facility and Finance Needs

- Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
- Provide facilities financing.
- Provide state grants to all schools, including those in renewal periods.

- Increase the amount of state start-up grants to up to \$1,000 per enrolled student.
- Provide transportation funding.
- Mandate 100% per capita funding.
- Appropriate monies sufficient to fully fund state start-up grants as well as transition impact aid to districts.

Administrative Needs

- Extend the charter renewal period to up to 10 years.
- Allow ISBE to authorize charter schools without first presenting to local districts.
- Allow multiple campuses for all schools.
- Allow employees children to attend regardless of their home district.
- Allow additional enrollment preferences such as gender, ethnicity and economic status to create a more diverse environment.
- Prohibit districts from charging rent for district buildings used by charter schools.
- Remove the requirement that charter schools give the same standardized tests as the authorizing district.
- Eliminate the teacher certification requirements included in Public Act 093-0003.
- Increase the cap to allow more charter schools to open.
- Allow loan repayment after the initial charter term.
- Allow for-profit management companies for all schools.

Statutory Changes for Future Consideration by the State Board of Education

The State Board of Education should consider amending response timelines to allow the agency to adequately review charter school proposals. Consideration should be given to setting a deadline such as April 1, 2005, for submission of all charter proposals to ISBE for the 2005 – 2006 school year in order to ensure the approval process is finalized prior to the start of the following school year.

In addition, the following issues have been identified:

- Requiring background checks for all employees and board members of the charter school, not just the instructional staff.
- Removing teacher resignation restrictions stated in the statute and defer to the school's publicized personnel policies.
- Adding conflict of interest clause.

In summary, charter schools have fulfilled the intention of the General Assembly to create an avenue for parents, teachers, and community members to create new and more flexible ways of educating children within the public school system.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director, Certification and
Professional Development Department

Agenda Topic: Professional Teaching Standards for Middle Level
Educators

Materials: Middle Grade Panel Report
Proposed Standards for Middle Level Educators

Staff Contact(s): Lee Patton

Purpose of Agenda Item

- To update the State Board on the status of work toward enhanced credentials for middle level educators;
- To secure Board approval of the proposed standards for middle level educators.

Expected Outcome(s) of Agenda Item

- Board approval of the proposed standards for middle level educators.

Background Information

The attached report was prepared by a task force that has been advising the State Board of Education on middle-level certification and endorsement issues for several years. This group, which was led by Dr. Deborah Curtis from Illinois State University, has been diligent, thoughtful and patient in addressing a wide variety of philosophical and pragmatic concerns raised by two earlier reports.

This report was prepared in response to the Board's request for recommendations for an enhanced endorsement. The report includes a number of recommendations for next steps, including:

- Adoption of Professional Teaching Standards for Middle Level Educators
- Creation of an "enhanced credential" based on the standards
- Required clinical experiences at the middle grade level for all certificates that cover those grade levels (e.g., Elementary, Secondary, Special)

- A middle grade test based on the standards
- Development or adoption of middle-level content area tests
- “Grandfathering” current educators and setting an implementation date far enough in the future to allow those in the pipeline to meet any new requirements.

At this meeting, the State Board of Education will focus only on the proposed Professional Teaching Standards. Once these are adopted, they will serve as the foundation for additional actions to enhance the current middle grade endorsement, assure compliance with NCLB and move toward the creation of a voluntary middle level certificate.

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

Many of the policy issues related to requirements for middle level educators are described in the Middle Level Panel report, and a full discussion of the issues will be presented when formal recommendations for enhanced credentials are presented within the next few months.

The pedagogical standards being presented for Board approval at this meeting are “focused” standards that are specific to successful teaching in the middle grades and that are not present in any of the already adopted standards. A more robust set of standards for the middle level were presented by the Panel as part of a previous report, but it was determined that many of these standards already exist in the elementary, secondary and K-12 standards. At staff request, the panel isolated those standards that are essential and not otherwise part of our educational system.

Because the certification structure in Illinois has so much overlap, all of the major certificates (except early childhood) cover the middle grades. Therefore, at the least, the focused standards presented at this meeting will be used to amplify the standards for each of those certificates.

However, an expanded task force will use the standards, as well as this report and other resources, to move toward a full set of recommendations for enhanced middle level credentials.

Pros and Cons of Various Actions

The proposed standards are consistent with the National Middle Schools Association standards. Although similar, more robust standards have been presented with each of the previous reports from the Middle Grades Panel, the Board has never taken any action, leaving the situation in limbo. Approval of the focused standards would provide evidence of the Board’s commitment to resolving this policy issue and provide a foundation for additional actions.

State Teacher Certification Board Action

The State Teacher Certification Board reviewed the proposed Professional Teaching Standards for Middle Level Educators on December 5, 2003 and voted to forward them to the State Board of Education with a recommendation for approval.

Superintendent's Recommendation

The State Board should approve the proposed Professional Teaching Standards for Middle Level Educators.

(NOTE: The report preceding the proposed standards is provided as background and is not being presented for action at this time.

Next Steps

Staff will continue to explore options raised in this report and during a recent brainstorming session with the expanded task force. Additional recommendations are planned for presentation to the Board within the next few months.

ILLINOIS STATE BOARD OF EDUCATION

Recommendations for Professional Teaching Standards for Middle Level Educators

Middle Level Panel Report

Fall 2003

Introduction

For nearly 20 years discussion has taken place about how to prepare effective middle level teachers for the schools of Illinois. In 1997, a middle grades endorsement was introduced to be added to the elementary and secondary certificates. For new graduates, this endorsement had the effect of a certificate because these new graduates who were issued a teaching certificate after July 1, 1997, would be required to earn the endorsement in order to teach in a departmentalized or semi-departmentalized middle grades setting. Teachers already holding a valid elementary or secondary certificate were “grandfathered in” unless they sought a new certificate.

In 1997 the Illinois State Board of Education began reviewing teacher credentials for the purpose of granting this middle grades endorsement. The current requirements include three semester hours of middle grade philosophy, curriculum, instruction and methods, and three semester hours of young adolescent psychology. Although this modification technically placed Illinois among those states that provided some form of middle level certification, it was clear that this minimal requirement was not sufficient to prepare effective teachers for middle grade classrooms. One example of the shortcomings of this endorsement was that there was no requirement for clinical experiences at the middle grades level. Another example can be found in the fact that there were no standards established to guide the development of the 6 hours of course work, and therefore, the content of these 6 credit hours differed greatly across higher education institutions.

In the fall of 1999, the Illinois State Board of Education convened an expert panel to address these concerns. The panel gathered for its first meeting in January of 2000. The panel was comprised of three public school teachers, six school administrators, three superintendents, five representatives from higher education, one parent, and one agent from a Regional Office of Education. The original charge to the initial committee was to define the appropriate grade levels for the middle level; examine national standards in the content areas, the Illinois Learning Standards, and the Illinois Professional Teaching Standards; identify the essential requirements for middle-grade teachers; make a recommendation about a teaching certificate; suggest what content areas are appropriate; and recommend what clinical experiences are appropriate.

A report, a set of standards, and a list of recommendations were submitted to the Teacher Certification Board in late fall 2001. The Teacher Certification Board approved this work and sent it on to the State Board of Education. In January 2002, the Illinois State Board of Education would not approve the recommendations in the initial report.

Second Charge to the Committee

The Illinois State Board of Education asked the panel to revisit the standards, and work on enhancing the current endorsement. The initial committee members were invited to remain on the panel to continue its work. There were new members added to the panel

to broaden the base of this group beyond the three public school teachers, six school administrators, three superintendents, five representatives from higher education, one parent, and one agent from a Regional Office of Education. New members were added from work groups involved in a large teacher quality grant focusing on middle level education, the Illinois Community College Board, the Illinois Board of Higher Education, and several other higher education institutions.

Focused Standards

The committee revisited the set of standards that were developed for the initial submission to the State Board of Education. The committee worked to focus the standards by removing those that were also found in the Illinois Professional Teaching Standards, the Elementary Standards, and reorganized some of the broader standards that resulted in a focused set of Middle Grade Standards. Most of the standards in the focused set are as they were in the initial set of standards. There are a couple of standards that have been rewritten to incorporate two or more of the standards from the initial set.

Rather than tying these standards to a specific number of credit hours, it is the recommendation of the committee that institutions of higher education establish their own structure for how these standards will be met. For example, one institution may choose to embed all of these standards in two 3 credit hour courses. Another may choose to embed them in three 3 credit hour courses. Since the state has encouraged all institutions to move to a standards-based system of assessment, counting credit hours is no longer appropriate. The point remains that each institution will determine how the standards are to be met for their particular programs.

Following the work on revising the set of standards, the committee turned its attention to the work of generating new recommendations for the facilitation of the enhanced endorsement. The subsequent recommendations are presented in order to suggest how these focused standards and the enhanced endorsement might be put into practice.

Recommendations

The Enhanced Credential

It has been a part of the discussion of this committee that the term “endorsement” seems to encompass somewhat disparate concepts. In one instance the term “endorsement” is used to describe a credentialing term relating to content knowledge, such as an endorsement in mathematics or English that is an add-on to the other content areas covered by the original certificate. In another sense, the term “endorsement” refers to a credentialing term relating to pedagogical knowledge and skills such as the Middle Grades Endorsement which serves to limit the breadth of the certificate should the certificate holder not meet the requirements for the middle grades endorsement. These are two quite different affects for the same term, “endorsement.” This committee is recommending the establishment of a an alternative term to address

the pedagogical knowledge and skills type of credentialing term. It is recommended that this middle grades credential be identified as an **enhanced credential**.

The **enhanced credential** should represent categories of certification that are attached to existing certificates but identify the holder of the certificate as one who has demonstrated completion of an expanded curriculum entitling the holder to a broader usage of the original certificate. In this way, an individual who has been issued an elementary certificate (K-9) would need to show that he/she has earned the enhanced credential in order to use the full range of the certificate. This requirement should not be based upon the organizational scheme of the school building, but reflect the very students being taught by the certificate holder. The same would apply to those holding a secondary certificate (6-12). It is also the recommendation of the committee that those teachers earning a K-12 Special certificate should be required to earn the enhanced credential in order to teach in the middle grades (5-8). It does not make sense to exempt these individuals from gaining the knowledge and skills necessary to be an effective middle grades teacher.

Testing

With the advent of state certification pedagogy testing in the form of the Assessment of Professional Teaching (APT) that becomes a requirement on October 1, 2003, the committee addressed the need for a **core test** of pedagogical knowledge for middle grade teachers. In addition, the issue of **content tests** that address the distinct content knowledge needed for middle grades teachers in grade 5-8 classrooms was discussed. It is the recommendation of the committee that new panels be convened to develop a core pedagogical test of middle grade knowledge, and a set of middle grade content tests to be administered for those earning the middle grades enhanced credential.

The **core test** of pedagogical knowledge should be based upon the standards in the focused set presented with this report. This test will assure that the teachers earning the enhanced credential have demonstrated they have acquired the knowledge that is fundamental to the focused set of standards. In the absence of such a test, there would be no assessment of the knowledge and skills described in the focused set of standards. In addition, the absence of a core test would fall short of holding higher education institutions accountable for the assessment of their graduates earning the enhanced credential.

The recommendation of this panel in regards to developing appropriate middle grades **content tests** would respond directly to the “highly qualified” requirements of the *No Child Left Behind Act*. This federal mandate holds each state accountable to the parents of students that each teacher be “highly qualified” to teach at each grade level. There are two definitions or ways to define “highly qualified.” One method is to complete at least a 32 hours major in the content area to be taught. The second method is to pass a rigorous content test in the content area to be taught. Although the State of Illinois has developed content tests for secondary certificate holders, the middle grades content to be addressed in such a test should be different. A content test for the

middle grades should differ in both scope and breadth of knowledge from the secondary test.

New content panels should be convened to prepare content tests that measure appropriate content for middle grades educators. For example, science programs at the middle level cut across the interdisciplinary areas such as physical science, earth science, environmental science, space science, etc. This breadth of preparation is necessary to assure that the competent middle grades teacher can teach a curriculum that provides a general science foundation for middle grade learners. Later at the high school level, teachers focus the curriculum looking with greater depth at the core areas of science such as chemistry, biology, physics, etc. With this in mind, the content tests for middle grades science should be developed differently with the breadth issue being addressed. The other middle grades content areas such as language arts, mathematics, and social science need to be addressed similarly.

The state of Pennsylvania already requires passage of content tests designed specifically for the middle grades for teacher certification. They are Middle School English Language Arts, Middle School Mathematics, Middle School Science, and Middle School Social Studies. Educational Testing Service (ETS) is the vendor that has developed these assessment tools. It is the recommendation of this committee that the new content test panel review these established assessments as potential products to meet the requirements for this recommendation.

Clinical & Field Experiences

The requirements set in place with the implementation of the 1997 middle grades endorsement did not address clinical experiences. It was the intention of the ISBE staff that this issue would be addressed at a later time, but that plan never materialized. In the absence of a clear expectation that certificate holders who earn the middle grades endorsement be required to engage in clinical experiences in a middle school, many of them earned the endorsement without ever having entered a middle grades building since they were students in one themselves. Certainly this is an issue that should be rectified at this time.

In some of the discussion about recruiting teachers into teaching at the middle level, occasionally participants in the conversation recounted how they first became interested in the middle level due to unexpectedly taking a teaching position in the middle grades. Usually the story teller finished with the concern that if a certificate had been required to teach at that level, he/she would probably have never chosen to do so. The speaker then explains that it was this experience that led him/her to the ultimate right career choice. This type of account should remind us why all teachers who earn the enhanced credential should be required to participate in early and continuous clinical experiences in middle grade classrooms. It is not only sound educational practice, but it is truly an outstanding recruitment tool.

The panel recommends that teachers earning the enhanced credential complete a minimum of 60 hours of clinical experience in a middle grades setting. Although attaching a number to this expectation may appear to not be standards-based, the main thrust of the requirement should be to provide a sufficient amount of work in middle grades classrooms for the teacher to demonstrate the performance standards provided in the focused set of standards. The clinical experiences should move beyond observation alone. The teacher should engage in lesson development and implementation, large group and small group instruction, and various other direct and indirect activities designed to expose the teacher candidate to all aspects of the middle school environment.

Implementation and Grandfathering

As with earlier drafts of this committee's report, there is no intention to jeopardize the employment status of any educator already teaching in a middle grades setting. The committee recommends that new graduates after July 1, 2008, be required to have the middle grades enhanced credential to teach in any classroom setting that includes students in grades 5-8. There should be no discrimination based upon the school organization plan. The young adolescent is still developmentally the same regardless of the way the adult professionals have chosen to arrange the building.

Teachers already holding a valid Illinois teaching certificate can earn this enhanced credential by completing the requirements as identified by the institution of higher education the person chooses to attend. It will be through institutional recommendation that current teachers may earn the enhanced credential. Without the enhanced credential, new hires in any school setting that serves students in grades 5-8 will not be qualified to teach at those grade levels.

Summary

The National Middle School Association (NMSA) in its position paper on the preparation of highly qualified middle level teachers reminds us that the discussion about preparing teachers specifically for the middle grades has been here for quite a long time.

"The realization that teachers of young adolescents need specialized professional preparation is not a recent phenomenon. For over seventy-five years, the literature has included calls for these preparation programs (Alexander & McEwin, 1988; Carnegie Council on Adolescent Development, 1989; Cooney, 1998; Douglas, 1920; Elliot, 1949; Floyd, 1932; George & McEwin, 1978; McEwin & Dickinson, 1995; Scales & McEwin, 1994, 1996; Swaim & Stefanich, 1996; Van Til, Vars, & Lounsbury, 1961). Unfortunately however, significant numbers of teacher preparation institutions, state departments of education, licensure agencies, and others have chosen to ignore the need for these teachers and have promoted the widespread idea that when qualifications for teaching young adolescents are considered, the response is often 'no specialized preparation needed.' As a result, many of

today's middle level students are taught by teachers who are not sufficiently prepared to be successful in the challenging and rewarding responsibility of understanding and teaching young adolescents.” (National Middle School Association's Position Statement on Professional Preparation of Middle Level Teachers, www.nmsa.org)

Young adolescents in the schools of Illinois should be taught by the most highly qualified teachers this state can guarantee. The knowledge, skills and dispositions of those highly qualified teachers no longer need to be debated. For three years this middle grades task force has studied the large body of literature and examples of practice that have been gathered about effective middle level teacher preparation from around the country and the world. The accompanying set of focused standards addresses these qualifications based upon the information gleaned from this study of literature and practice.

This committee of experts in the field of middle level education has worked for over three years to provide a model set of standards and recommendations for middle grades teacher qualifications. This recent piece of the process has resulted in a condensation of the original panel's work. The resulting set of standards and recommendations should serve to enhance and clarify the endorsement put in place in 1997. It is this set of standards that should be used as the benchmark for assessing the quality of preparation programs for middle grades teachers in Illinois. The effective teacher of young adolescents in this state must be held accountable for meeting both the knowledge and performance indicators in the areas that are described in the attached set of standards and accompanying recommendations.

The time for debate has passed. The committee has produced clear and thorough standards that define the qualities of all effective middle grades teachers. A separate certificate for the middle grades would certainly clarify the process for administrators, teachers, parents and teacher candidates. The fact that the initial recommendation of this panel for a separate middle grades certificate became so controversial continues to puzzle and disappoint many members of the original panel of experts. Insisting on the appropriate preparation of middle grades teachers to effectively teach young adolescents should be considered a moral endeavor, and yet it became a heated political debate. In the absence of a more noble resolution to this controversy, the attached recommendations should serve to enhance the minimum qualifications for middle grades teachers throughout the state. It is this committee's sincere aspiration that institutions of higher education go beyond the minimum requirements of the recommended enhanced credential to assure that the highest quality middle level educators possible earn this new credential.

Resources

- Alberty, H.B. (1960). Core programs. In W.W. Harris (Ed.), *Encyclopedia of educational research* (3rd ed.), (pp. 337-341). New York: Macmillan.
- Alexander, W. M., & McEwin, E.K. (1988). *Preparing to teach in middle level schools*. Columbus, OH: National Middle School Association.
- Arhar, J.M., Johnston, J.H., & Markle G.E. (1992). The effects of teaming on students. In J.H. Lounsbury (Ed.), *Connecting the curriculum through interdisciplinary instruction* (pp. 23-35). Columbus, OH: National Middle School Association.
- Armstrong, D.G. (1977). Team teaching and academic achievement. *Review of Educational Research*, 47 (1), 65-86.
- Arth, A.A., Lounsbury, J.H., McEwin, C.K., & Swaim, J.H. (1995). *Middle level teachers: Portraits of excellence*. Columbus, OH: National Middle School Association, and National Association of Secondary School Principals.
- Boyer, J. (1983). *A study of middle level teacher education components*. Unpublished doctoral dissertations, State University of New York at Buffalo.
- Brown, C. (2002). *Opportunities and accountability: No child left behind in middle grades*. The Edna McConnell Clark Foundation.
- Carnegie Council on Adolescent Development (1989). *Turning Points: Preparing American youth for the 21st century*. New York: The Carnegie Corporation of New York.
- Carnegie Council on Adolescent Development. (1996). *Great transitions: Preparing adolescents for a new century*. New York: Carnegie Corporation.
- Combs, M. (1997). *Developing competent readers and writers in the middle grades*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Cotton, K. (2000). *The schooling practices that matter most*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cotton, K. (1982). *Effects of interdisciplinary team teaching: Research synthesis*. Portland, OR: Northwest Regional Lab. ED 230 533.
- Davis, G. (2001). Transformation and context in middle grades reform. In T. S. Dickinson (Ed.), *Reinventing the middle school* (pp. 249-268). New York: Routledge Falmer.

- DeMedio, D., & Mazur-Stewart, M. (1990). Attitudes toward middle grade certification: A national survey. *NASSP Bulletin*, 74(525), 64-71.
- Dickinson, T. S., & Butler, D. A. (2001). Reinventing the middle school. *Middle School Journal*, 33(1), 7-13.
- Dickinson, T.S., & Butler, D.A. (1994). The journey to the other side of the desk: The education of middle school teachers. In F.M. Smith & C.O. Hausafus (Eds.), *The education of early adolescents: home economics in middle school*, Yearbook 14 of the American Home Economics Association (pp. 183-191). Peoria, IL: Macmillan/McGraw-Hill.
- Douglass, A. (1920). *The junior high school*. Bloomington, IN: National Study of Education.
- Elliot, L.H. (1949). The junior high school, A school without teachers. *Education*, 70, 186-190.
- Epstein, J., & Mac Iver, D. (1990). *Education in the middle grades: National practices and trends*. Columbus, OH: National Middle Association.
- Floyd, O. (1932). *The preparation of junior high school teachers*. Washington, DC: United States Department of Education.
- Gallagher-Polite, M. (2001). From *Turning Points* to transformation points: A reinvention paradigm for middle schools. *Middle School Journal*, 33(1), 21-27.
- George, P.S., & McEwin, C.K. (1978). Middle school teacher education: A status report. *Journal of Teacher Education*, 29(5), 13-16.
- Hart, L.E., Smith, D.W., Grynkewich, L.C., Primm, S., Mizell, N.B., Jackson, D.F., & Mahaffey, M.L. (1994). *Principles of educating teachers: Middle grades mathematics and science*. Georgia Initiative in Mathematics and Science. Athens, GA: University of Georgia.
- Irvin, J.L., Ed. (1997). *What Current Research Says to the Middle Level Practitioner*. Columbus, OH: National Middle School Association.
- Illinois State Board of Education (1997). *Preparing educators for the 21st century: Draft recommendations of the Professional Development Advisory Groups*. Springfield, IL: Illinois State Board of Education.
- Jackson, A.S., Davis, G.A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press.

- Jenkins, D., & Jenkins, K. (1991). The NMSA Delphi report: Roadmap to the future. *Middle School Journal*, 22(4), 27-36.
- Keefe, J., Clark, D., Nickerson, N., & Valentine, J. (1983). *The middle level principalship: The effective middle level principal*. Reston, VA: National Association of Secondary School Principals.
- Koos, L.V. (1927). *The junior high school*. Boston, MA: Ginn and Company.
- Lawler, E.E., III. (1992). *The Ultimate Advantage: Creating the high involvement organization*. San Francisco: Jossey-Bass.
- Lawton, E. (1993). *The effective middle level teacher*. Reston, VA: National Association of Secondary School Principals.
- Lee, V.E., & Smith, J. (1992). Effects of school restructuring on the achievement and engagement of middle-grades students. *Sociology of Education*. 66(3), 164-187.
- Lenski, S.D., Wham, M.A., & Johns, J.L. (1999). *Reading & learning strategies for middle & high school students*. Dubuque, IA: Kendall/Hunt Publishing Co.
- McEwin, C.K. (1992). Middle level teacher preparation and certification. In J.L. Irvin (Ed.), *Transforming middle level education: Perspectives and possibilities*. (pp. 369-380). Boston: Allyn and Bacon.
- McEwin, C.K., & Dickinson, T.S. (1995). *The professional preparation of middle level teachers: Profiles of successful programs*. Columbus, OH: National Middle School Association.
- McEwin, C.K., & Dickinson, T.S. (1996). *Forgotten youth, forgotten teachers: Transformation of the professional preparation of teachers of young adolescents*. Middle Grades School State Policy Initiative, Carnegie Corporation of New York.
- McEwin, C.K., Dickinson, T.S., & Jenkins, D.M. (1996). *America's middle schools: Practices and progress – a 25 year perspective*. Columbus, OH: National Middle School Association.
- McEwin, C.K., Dickinson, T.S., Erb, T., & Scales, P. (1995). *A vision of excellence. Organizing principles for middle grades teacher preparation*. Carrboro, NC: Center for Early Adolescence . Columbus, OH: National Middle School Association.
- Mertens, S., & Flowers, N., (2003, February). *The Impact of Middle Grades Certification on Student Performance: The Proof is in the Practices*. Paper presented at the Symposium on Middle Level Teacher Preparation sponsored by National Middle School Association, Charlotte, NC.

- Mickelson, J.M. (1957). What does research say about the effectiveness of the core curriculum? *School Review*, 65(2), 144-160.
- National Board for Professional Teaching Standards, (1993). *Early Adolescent Generalist Standards for National Board Certification*, Washington, DC: Author.
- National Middle School Association. (1991). *National Middle School Association/NCATE-Approved Curriculum Guidelines*. Columbus, OH: Author.
- National Middle School Association. (1995). *National Middle School Association/NCATE-Approved Curriculum Guidelines*. Columbus, OH: Author.
- National Middle School Association. (1991). *Professional certification and preparation for the middle level: A position paper*. Columbus, OH: Author.
- National Middle School Association. (1996). *National Middle School Association/NCATE-Approved Curriculum Guidelines*. Columbus, OH: Author.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).
- Page, F., Page, J., Dickinson, T., Warkentin, R., & Tibbles, A. (1992). 4000 voices. *Middle School Journal*, 24(1), Insert.
- Scales, P.C., & McEwin, C.K. (1994). *Growing pains: The making of America's middle school teachers*. Columbus, OH: National Middle School Association and Center for Early Adolescence.
- Scales, P.C., & McEwin, C.K. (1996). The effects of comprehensive middle level teachers preparation programs. *Research in Middle Level Education Quarterly*, 19(2), 1-21.
- Stahler, T. (1995). A comparative analysis of specifically prepared and generally prepared middle preservice teachers. *Action in Teacher Education*, 17(3), 23-32.
- Swaim, J., & Stefanich, G. (1996). *Meeting the standards: Improving middle level teacher education*. Columbus, OH: National Middle School Association.
- Trimble, S. (2002). Common elements of high performing, high poverty middle schools. *Middle School Journal*, 33(4), 7-16.
- Useem, E.L., Barends, R., & Lindermeier, K. (1999). *The preparation of middle grades teachers in an era of high stakes and high standards: Philadelphia's predicament*. Philadelphia: Philadelphia Education Fund.

Van Til, W., Vars, G., & Lounsbury, J. (1961). *Modern education for junior high school years*. New York: Bobbs-Merrill Company.

Wright, G.S. (1956). *The core program: Abstracts of unpublished research, 1946-1955*. Washington, DC: Government Printing Office.

Illinois Middle Level Standards
Standard 1 – Young Adolescent Development
The effective <i>middle level</i> * teacher understands and respects the unique developmental characteristics of young adolescents (grades 5-9) in the physical, intellectual, social and emotional domains and can apply this knowledge in working with young adolescent students.
Knowledge Indicators: The effective middle level teacher . . .
1A. Understands the major theories, theorists, and concepts that apply to the unique developmental characteristics of young adolescent development – physical, intellectual, social and emotional.
1B. Understands the various components of young adolescent development and culture
1C. Understands the impact of stress on young adolescents’ physical, intellectual, social and emotional development.
1D. Understands young adolescent development with an appreciation of minority, gender, immigrant, and diverse cultures.
1E. Understands issues of young adolescent health and sexuality.
1F. Understands the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
Performance Indicators: The effective middle level teacher . . .
1G. Creates adapts, and adjusts curriculum and teaching strategies to promote young adolescent learning, develop better study habits, encourage classroom participation and enhance organizational skills.
1H. Assesses student behavior and academic work based on what is developmentally appropriate for the young adolescent.
1I. Creates a classroom environment where young adolescents feel safe and supported and can develop resiliency and coping skills.
1J. Utilizes learning theory, brain research, and knowledge of young adolescent culture to meet middle level learners’ needs.
IK. Treats young adolescents with dignity and respect.

1L. Demonstrates knowledge of current issues relating to young adolescent development in middle level education.

Standard 2 – Middle School Organization

The effective middle level teacher understands and demonstrates how a middle school is organized and is able to function within an *interdisciplinary team** (*core** and/or *encore**) to fulfill student, curriculum, and whole school needs.

Knowledge Indicators: The effective middle level teacher . . .

2A. Understands organizational structure that includes interdisciplinary teaming, disciplinary teaming (core and/or encore), advisor/advisee programs, flexible block schedule, heterogeneous grouping and *regrouping** within the team.

2B. Understands that middle schools are organized into smaller communities which include a common group of teachers and students in a common area with a common block of time.

2C. Understands the benefits and use of *common planning time** among colleagues.

2D. Understands that middle school teams have a team leader and all members play an active role within the team.

2E. Understands team responsibilities, such as planning *interdisciplinary units**, making curriculum connections, developing team goals, and maintaining team records, e.g., agendas, minutes, and follow-up communication.

2F. Understands that middle level students need to feel a sense of belonging to their team, teachers, classmates and staff in order to enhance communication, discipline and shared goals.

2G. Understands that *shared decision-making** facilitates the development of curriculum, the school improvement process and common rules.

Performance Indicators: The effective middle level teacher

2H. Actively participates on an interdisciplinary team (core and/or encore) demonstrating skills such as team building, team goal setting and assessment, maintaining team records, coordinating and assessing curriculum and interdisciplinary units.

2I. Works within a *flexible block schedule** to enhance curriculum connections among disciplines.

2J. Develops and teaches interdisciplinary units.

2K. Maintains lines of communication with students within the team, school and community.

2L. Demonstrates knowledge of current issues relating to middle school organization.

Standard 3 – Advisor/Advisee/Advocacy

The effective middle level teacher serves as both an advisor and an advocate for students.

Knowledge Indicators: The effective middle level teacher . . .

3A. Understands the teacher’s role as an advisor and as an advocate.

3B. Understands how social groups function.

3C. Understands the components of a successful *advisory program**

Performance Indicators: The effective middle level teacher . . .

3D. Demonstrates support of young adolescents and is sensitive to the challenges they face daily.

3E. Develops advisory program activities to engage students.

3F. Develops and maintains a mentoring relationship with students.

3G. Demonstrates knowledge of current issues relating to advisor/advisee/advocacy in middle level education.

Standard 4 – Middle Level Curriculum

The effective middle level teacher understands and demonstrates the central concepts, tools of inquiry, and structures of subject area content and creates integrated learning experiences that develop all students' competence in subject matter and skills at the appropriate developmental levels.

Knowledge Indicators: The effective middle level teacher . . .

4A. Understands district, state and national standards as they apply to middle level curriculum.

4B. Possesses a depth and breadth of knowledge in at least one *content area** that is broad, multidisciplinary, and encompasses the major areas within that *field** (preparation in at least two content areas is strongly recommended).

4C. Understands vertical articulation of curriculum within individual content areas

4D. Understands the instructional strategies necessary to make interdisciplinary connections within and across content areas.

4E. Understands assessment of student learning is integral to curriculum development.

4F. Understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experiences, the information suggested by written language, and the context of the reading situation.

Performance Indicators: The effective middle level teacher

4G. Uses applicable district, state, and national standards in designing middle level curriculum.

4H. Designs and implements an interdisciplinary curriculum.

4I. Demonstrates knowledge of current issues relating to curriculum in middle level education.

Standard 5 – Middle Level Instruction and Delivery

The effective middle level teacher uses a variety of instructional strategies to support student learning.

Knowledge Indicators: The effective middle level teacher

5A. Understands district, state and national standards as they apply to middle level instruction.

5B. Understands the teacher’s role in the school improvement process.

5C. Understands how to enhance learning through the use of a wide variety of disciplinary and interdisciplinary materials and resources.

Performance Indicators: The effective middle level teacher

5D. Uses district, state, and national standards in the delivery of middle level instruction.

5E. Uses a wide variety of disciplinary and interdisciplinary materials and resources to enhance young adolescent learning.

5F. Demonstrates knowledge of current issues in middle level education relating to instruction and delivery.

Standard 6 – Assessment

The effective middle level teacher understands and uses formal and informal assessment to evaluate and support the continuous physical, intellectual, social, and emotional development of young adolescents.

Knowledge Indicators: The effective middle level teacher . . .

6A. Understands multiple approaches to assessment and evaluation of learning based on research and exemplary practice.

6B. Is knowledgeable about a variety of assessment and evaluation tools that can be used to diagnose student learning and to modify plans and instructions strategies.

6C. Understands the use of a variety of assessment tools to evaluate how young adolescents learn and to determine what they know and are able to do.

Performance Indicators: The effective middle level teacher

6D. Uses multiple approaches to assessment and evaluation of learning based on research and exemplary practice.

6E. Uses student assessment results to diagnose student learning and to modify plans and instructional strategies.

6F. Uses varied assessments that evaluate the application of the full range of thinking skills.

6G. Demonstrates knowledge of current issues in middle level education relating to assessment.

Standard 7 – Collaborative Relationships
The effective middle level teacher understands the community’s role in education and develops and maintains collaborative relationships with colleagues, family, and the community.
Knowledge Indicators: The effective middle level teacher . . .
7A. Realizes the benefits of and techniques for working collaboratively within the school environment.
7B. Understands the value and practice of <i>service learning</i> * as an educational tool.
7C. Understands the relationship between the community served and the teaching and learning environment of the school.
7D. Recognizes the continuum of the education process across all levels of schooling, i.e., elementary, middle, secondary.
Performance Indicators: The effective middle level teacher
7E. Seeks input and shares ideas and resources with school support personnel.
7F. Establishes collaborative relationships with elementary and secondary educators to ensure a smooth transition into and out of the middle grades for learners.
7G. Communicates in a professional manner with other adults.
7H. Demonstrates knowledge of current issues in middle level education relating to collaborative relationships.

Glossary of Terms

Advisory program – a teacher-based guidance effort that provides every student with one adult advisor who serves as an advocate and a small group leader. The group meets frequently on a regular basis and typically focuses on personal/social development, educational advisement, school-wide communication and home-school-community relations.

Broad , multidisciplinary, and encompasses the major areas within that field – content area preparation that meets this criterion would include examples such

as science preparation that addresses physical science, earth science, and life science. An example in mathematics would include preparation that addresses problem solving, mathematical concepts, reasoning, probability, algebra, geometry, etc.

Common planning time – a period in the daily schedule when the teams of teachers who work with the same group of students are given time to plan together.

Content area – fundamental learning areas as defined in the Illinois Learning Standards, e.g., science, math, social studies, language arts, music, art, physical education, industrial technology, etc.

Core team – a group of two or more teachers from different subject areas, such as mathematics, science, social studies, language arts, or reading, who have a common group of students, a similar schedule with common planning, and who share the same part of the building.

Early adolescence – a distinct developmental stage of life usually defined as ages 10 to 15, grades 5 through 9.

Encore team – a group of two or more teachers from different subject areas such as music, art, physical education, family and consumer sciences, industrial technology, foreign languages, computers, who share responsibility for teaching all students in the building at some point during a school year, who have a similar schedule with common planning, and who may share the same part of the building.

Flexible block schedule – a flexible time arrangement, characteristic of middle grade schools that allows teams of teachers to schedule instructional time in flexible time periods to better meet the academic and social needs of the students.

Interdisciplinary team – a group of two or more teachers from different subject areas who have a common group of students, a similar schedule with common planning, and who share the same part of the building.

Interdisciplinary unit – a curricular unit of study developed to reflect multiple subject areas and skills in an integrated manner.

Middle level – grades six through eight.

Regrouping – a strategy for grouping students that remains flexible and changes as the need arises for different arrangements of students such as grouping for the purpose of accommodating different interests, varied abilities physically, intellectually, socially, emotionally, or for the differentiation of instruction for any other purpose.

Service learning – an instructional strategy designed to enhance learning through the integration of community service, reflection, and study.

Shared decision-making – the practice of including not only the principal, but the teachers and other school personnel, in school management.

Transescent (Young adolescent) – a young person in transition from childhood to adolescence usually defined as ages 10 to 15, grades 5 through 9.

*Some of these definitions were adapted from **Middle Grades Task Force Report: Last Best Chance**, North Carolina Department of Public Instruction, 1991.*

Middle Level Standards Panel

Name	Affiliation
Sharon Brinkmeyer	ROE #11
Kathy Bushrow	SIUE
Deborah Curtis	ISU
Marilyn Finesilver	Hadley JHS/Glen Ellyn
John Fritsche	IL College
Ken Grodjesk	Monmouth College
Nancy Grim	Chicago State Univ.
Ron Hayes	Lincoln MS/Peoria
John Hunt	Antioch Dist. #34
Brian Kahn	Elmhurst College
Elliott Lessen	SIUE
Gail Lockart	EIU
Debbie Meisner-Bartauski	IBHE
Cynthia Mee	National-Louis Univ.
Becca Miller	IL Comm. College Board
Gary Niehaus	Salem School Dist. #111
Heather Patay	Northeastern IL Univ.
Sue Sammons	Casey MS/Mt. Vernon
Alice Stanley	Palos Heights, IL
Mary Bess Williams	SIUC
Hortense Woods	Lincoln MS/Peoria

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Director

Agenda Topic: Institutional Accreditation Decisions for Augustana College, Loyola University at Chicago and Western Illinois University

Staff Contact(s): Lee Patton
Marti Woelfle

Purpose of Agenda Item

To review the accreditation recommendations issued by the State Teacher Certification Board for Loyola University at Chicago, Augustana College, and Western Illinois University

Expected Outcome(s) of Agenda Item

To issue final accreditation decisions for Loyola University at Chicago, Augustana College, and Western Illinois University

Background Information

At the December 5, 2003 State Teacher Certification Board meeting, it was recommended that the following institutions be assigned continuing accreditation in accordance with Section 25.125(j)(1) of the State Board of Education's administrative rules on Certification (23 Ill. Adm. Code 25.125):

Loyola University at Chicago
Augustana College
Western Illinois University

The joint NCATE and State visits were conducted on the following dates: Loyola University at Chicago from March 29 to April 2, 2003; Augustana College from April 5 – 9, 2003, and Western Illinois University from April 12 – 16, 2003. The purpose of the

visits was to determine continuing accreditation. Over the four and a half days of each review, team members examined documents and exhibits prepared by the institution and interviewed faculty, administrators, graduates, teacher education candidates, and public school practitioners. Each team carefully studied the Conceptual Framework of the educational unit, reviewed candidate performance data (e.g. state testing scores, assessment results, etc.) and analyzed various systems and procedures introduced by each institution to assure compliance with the six accreditation standards.

The team report for Loyola University at Chicago indicates compliance with all standards. Standards 4 and 5 were met with no weaknesses while Standards 1, 2, 3 and 6 were “Met with Weaknesses.” The Certification Board considered the team report and other pertinent documentation and concurred with weakness statements developed by the team.

The team report for Augustana College indicates compliance with all standards. Standards 3, 5 and 6 were met with no weaknesses while Standards 1, 2 and 4 were “Met with Weaknesses.” The Certification Board considered the team report and other pertinent documentation and concurred with weakness statements developed by the team.

The team report for Western Illinois University indicates compliance with all standards. Standards 1, 3, 5, and 6 were met with no weaknesses while Standards 2 and 4 were “Met with Weaknesses.” The Certification Board considered the team report and other pertinent documentation and concurred with weakness statements developed by the team.

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

Communication

The Superintendent will communicate by letter the accreditation status of the educational units of Loyola University at Chicago, Augustana College, and Western Illinois University and advise the institutions that they are required to notify all current and prospective candidates of their status. The Department of Certification and Professional Development will post the State Board’s accreditation decisions on its website to provide public notice of the status of each educational unit.

Pros and Cons of Various Actions

Acceptance of the Certification Board’s recommendations will continue the accreditation status for Loyola University at Chicago, Augustana College, and Western Illinois University, and allow these institutions to implement appropriate modifications to address identified weaknesses.

Superintendent's Recommendation

The State Board should take the following action:

- Assign Loyola University at Chicago “continuing accreditation” in accordance with Section 25.125(j)(1) of the State Board of Education’s administrative rules on Certification (23 Ill. Adm. Code 25.125);
- Assign Augustana College “continuing accreditation” in accordance with Section 25.125(j)(1) of the State Board of Education’s administrative rules on Certification (23 Ill. Adm. Code 25.125);
- Assign Western Illinois University “continuing accreditation” in accordance with Section 25.125(j)(1) of the State Board of Education’s administrative rules on Certification (23 Ill. Adm. Code 25.125); and
- Authorize the State Superintendent to inform the institutions of the State Board’s decisions.

Next Steps

Staff members will contact representatives of Loyola University at Chicago, Augustana College, and Western Illinois University to explain the State Board’s decision and to provide technical assistance in resolving cited weaknesses. Official correspondence from the State Superintendent will confirm the decision of the State Board and will serve as written documentation of the Board’s formal action.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Director

Agenda Topic: Approval of New Teacher Preparation Programs

Materials:

Program Analyses for Knox College Special (K-12) Music Education Program, McKendree College Special (K-12) Music Education Program, and Northeastern Illinois University Secondary (6-12) Health Education Program

Staff Contact(s): Lee Patton
Marti Woelfle

Purpose of Agenda Item

- To review the recommendations issued by the State Teacher Certification Board for the approval of new preparation programs at three recognized and accredited institutions.

Expected Outcome(s) of Agenda Item

- To issue final decisions allowing the new programs to operate, and
- To authorize the State Superintendent to inform the institutions of the State Board decisions.

Background Information

On December 4 and 5, 2003, the State Teacher Certification Board reviewed program proposals from three institutions that had requested approval to initiate new programs. The proposed programs were:

- Knox College - Special (K-12) Music Education Program
- McKendree College – Special (K-12) Music Education Program
- Northeastern Illinois University – Secondary (6-12) Health Education Program

The Certification Board voted to recommend that the preparation programs presented at the December 5, 2003, meeting be granted “approval” until the time of each respective institution’s next scheduled review.

The Illinois Administrative Code Section 25.145 states that the State Board’s decision to “approve” a new program authorizes the educational unit to conduct the program and to recommend candidates for certification by entitlement. This is consistent with the policies and procedures for unit accreditation established in alignment with those of the National Council for Accreditation of Teacher Education (NCATE).

Certification Board Analysis and Recommendations

Knox College

Knox College, which is located in Galesburg, is an established Illinois approved teacher preparation institution that offers undergraduate preparation programs in elementary education, several secondary education areas, and art. The proposed K-12 Music Education Program has been developed to meet the increased need for highly qualified vocal and instrumental music teachers.

Candidates seeking a special (K-12) certificate in the area of music education will be jointly prepared by Knox College’s Department of Educational Studies and the Department of Music. This initial level teacher preparation program will ensure that program completers meet the standards defined in the Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120) and the Music Education Content-Area Standards (IAC Section 27.320).

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that the Knox College K-12 Music Education Program be approved until the institution’s next review.

McKendree College

McKendree College, which is located in Lebanon, is an established Illinois approved teacher preparation institution that offers undergraduate preparation programs in Elementary Education, several secondary education areas, and K-12 programs in Visual Arts and Physical Education. The proposed K-12 Music Education Program has been developed to meet the increased need for highly qualified music teachers that can teach general music, as well as vocal and instrumental music in elementary and secondary education.

Candidates seeking a K-12 special certificate in music education will be jointly prepared by McKendree College Departments of Music and Education, which are within the

Humanities and the Education Health and Human Performance Divisions. This initial level teacher preparation program will ensure that program completers meet the standards defined in the Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120) and the Music Education Content-Area Standards (IAC Section 27.230).

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that the McKendree College K-12 Music Education Program be approved until the institution's next review.

Northeastern Illinois University

Founded in 1897, Northeastern Illinois University is an established Illinois approved teacher preparation institution that serves the Chicago metropolitan area. The university is also accredited by the National Council for Accreditation of Teacher Education. The Secondary Health Education Program has been developed to meet the increased need for highly qualified secondary education health teachers.

Candidates seeking a secondary (6-12) certificate in the area of health education will be jointly prepared by Northeastern's departments of Health, Physical Education, Recreation, and Athletics (HPERA); Educational Leadership and Development; Clinical Experiences and Student Teaching; and Teacher Education. This undergraduate teacher preparation program will ensure that program completers meet the standards defined in the Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120) and the Health Education Content-Area Standards (IAC Section 27.280).

The State Teacher Certification Board (STCB) determined that the program satisfies the statutory requirements and applicable administrative rules. The STCB recommended that the Northeastern Illinois University Secondary Health Education Program be approved until the institution's next review.

Policy, Budget, and Legislative Implications

The State Board's decisions regarding the program approval status of these requests do not have state-level policy, budget or legislative implications. However, the programs respond to personnel needs in Illinois schools and their creation is consistent with the State Board goal of providing sufficient and high-quality preparation opportunities in areas of shortage.

Communication

Each institution may advertise the new program and actively recruit candidates to enroll in the new program. The Department of Certification and Professional Development will post the new programs on its website and in the Directory of Approved Programs.

Pros and Cons of Various Actions

Acceptance of the Certification Board's recommendations for the new programs described in this report will allow institutions to offer coursework, enroll candidates, and engage in other pertinent activities necessary for the operation of the new program. The preparation of new teachers will positively impact the pool of certified personnel available to serve the children in Illinois public schools.

If the Board rejects any of the Certification Board recommendations, the final decisions will be shared with the appropriate institution. The affected institution would not be authorized to initiate its proposed program.

Superintendent's Recommendation

The State Board should:

- Approve the following programs, thereby authorizing the institutions to conduct the programs and to recommend candidates for certification by entitlement until the time of the institution's next scheduled review
 - Knox College - Special (K-12) Music Education Program
 - McKendree College – Special (K-12) Music Education Program
 - Northeastern Illinois University – Secondary (6-12) Health Education Program
- Authorize the Superintendent to inform the institutions of the State Board's decisions.

Next Steps

Staff members will contact representatives of each institution to explain the State Board's decision and to provide technical assistance requested by the institution. Official correspondence from the State Superintendent will confirm the decision of the State Board and will serve as written documentation of the Board's formal action.

ILLINOIS STATE TEACHER CERTIFICATION BOARD

December 5, 2003

Agenda Topic: Music Education Program Proposal from Knox College

Materials: Program Proposal for Special (K-12) Music Education Program

Staff Contact: Marti A. Woelfle

Purpose of Agenda Item

- To present Knox College's program for a Type 10 Music Education Program

Expected Outcome of Agenda Item

- Discussion on the item, and
- Action on the College's proposal

Analysis

Knox College, which is located in Galesburg, is an established Illinois approved teacher preparation institution that offers undergraduate preparation programs in elementary education, several secondary education areas, and art. The proposed K-12 Music Education Program has been developed to meet the increased need for highly qualified vocal and instrumental music teachers.

Candidates seeking a Type 10 special certificate in the area music education will be jointly prepared by Knox College's Department of Educational Studies and the Department of Music. This initial level teacher preparation program will ensure that program completers meet the standards defined in the Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120)) and the Music Education Content-Area Standards (IAC Section 27.320).

Course of Study

To ensure that candidates develop the knowledge, skills, and dispositions defined by Knox College's conceptual framework and Illinois' professional education standards for K-12 music educators, candidates must complete a major in music and a major in education. The course of study includes completion of the Knox College general education program, including prerequisite field experiences, and completion of coursework and associated field experiences and clinical practice as defined for music and education majors. The detailed description of the proposed course of study can be found on pages 17-25 of the program proposal.

The professional education unit ensures that candidates complete field experiences and clinical practice in diverse settings and work with culturally diverse and exceptional K-12 student populations. A matrix of the placement requirements can be found on pages 26-28 of the proposal.

Candidates in the Music Education program must meet the established policies for admission to Knox College's education programs. This includes completion of beginning 200-level coursework in the third term of the freshman year and meeting the program application requirements. These include a data collection form verifying contact information, Knox College GPA (2.5 overall), program preferences, a rating of satisfactory on a writing sample, completion of a criminal background check, and evidence of successful completion of the Illinois Basic Skills Test. A completed "Knox Teaching Standards Matrix" must also be submitted that demonstrates competencies achieved during the 200-level coursework, including field experience evaluation forms. This matrix is used in every professional education class and is reviewed by the Teacher Education Committee to ensure each candidate meets the institutional and state standards by program completion.

Candidates' performance is measured at established transition points of their program through various performance assessment measures, including passage of the content-area test prior to student teaching and passage of the APT prior to being recommended for a teaching certificate. The assessment transition points are at admission; entrance to student teaching; exit from student teaching; and at program completion. An "Overview of the Candidate Assessment Checkpoints" including the requirements can be found on page 122 of the proposal. Examples and explanations of the performance assessments are provided in the appendix of the proposal.

The Teacher Education Committee monitors candidates as they progress through the preparation programs and provides support as needed to address any concerns or needs of candidates. A follow-up study is also conducted of graduates, as well as an employer survey, to provide feedback for program improvement.

Program Faculty

Department of Music and Educational Studies of Education faculty have terminal degrees and/or extensive professional experience and expertise in their areas of responsibility in the proposed Music Education program. Music Education majors will be also taught by faculty serving in all areas of the liberal studies of the College. These faculty members are also highly qualified for their areas of responsibilities.

ILLINOIS STATE TEACHER CERTIFICATION BOARD

December 5, 2003

Agenda Topic: Music Education Program Proposal from McKendree College

Materials: Program Proposal for Special (K-12) Music Education Program

Staff Contact: Marti A. Woelfle

Purpose of Agenda Item

- To present McKendree College's program for a Type 10 Music Education Program

Expected Outcome of Agenda Item

- Discussion on the item, and
- Action on the College's proposal

Analysis

McKendree College, which is located in Lebanon, is an established Illinois approved teacher preparation institution that offers undergraduate preparation programs in Elementary Education, secondary education programs in Business, Marketing and Computing, English Language Arts, Science (Biology), Mathematics, Social Science (History), and K-12 programs in Visual Arts and Physical Education. The proposed K-12 Music Education Program has been developed to meet the increased need for highly qualified music teachers that can teach general music, as well as vocal and instrumental music in elementary and secondary schools.

Candidates seeking a Type 10 special certificate in music education will be jointly prepared by McKendree College Departments of Music and Education which are within the Humanities and the Education Health and Human Performance Divisions. This initial level teacher preparation program will ensure that program completers meet the standards defined in the Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120) and the Music Education Content-Area Standards (IAC Section 27.320).

Course of Study

To ensure that candidates develop the knowledge, skills, and dispositions defined by McKendree College's conceptual framework and Illinois' professional education standards for K-12 music educators, candidates will complete a comprehensive study of music. This program will prepare a K-12 music teacher who can teach K-12 general

music, vocal music and instrumental music at the elementary and secondary levels, with an area of emphasis in either vocal or instrumental music. The course of study includes completion of the McKendree College general education program, an in-depth study of music theory, history and performance, as well as professional education courses and associated field experiences, and student teaching. Due to the comprehensiveness of this program, candidates must enroll in the music content-area courses as early as their first semester at McKendree College.

The professional education unit ensures that candidates complete field experiences in diverse sites with diverse students. Even though placements are made within a 25 mile radius of Lebanon, the population does include diverse sites and opportunities to work with K-12 student populations with diverse needs, including exceptional children. A table describing the coursework and associated field experiences can be found on pages 8-9.

Candidates in the Music Education program must meet the established policies for admission to McKendree College's education programs. These include completion of two semesters of English composition, two courses in mathematics, and two education courses, including MUED 200 Music Classroom Technology and EDU 210 Foundations in American Public Education with a minimum 2.75 GPA overall; a TB Tine test, completion of a criminal background check, evidence of successful completion of the Illinois Basic Skills Test, and pre-clinical portfolio submission.

EDU 210 Foundations in American Public Education includes a 24-hour field experience that requires completion of at least five reflection papers. These papers are used as part of the pre-candidate's electronic portfolio. The portfolio is imbedded in the LiveText domain for McKendree College which provides further assurance that the candidates are technology literate and the assessment of candidates is on-going and integrated across the curriculum.

Candidates' performance is measured at established transition points of their program through various performance assessment measures, including passage of the content-area test and APT prior to being recommended for a teaching certificate. The assessment transition points are at admission; following EDU 210 Foundations of American Public Education; prior to entrance to student teaching; exit from student teaching; and at program completion. The assessments include standardized tests, grade point averages, coursework completion, teaching evaluations, and portfolio evaluations. The Teacher Education Unit and Council on Teacher Education monitor candidates as they progress through the preparation programs and provide support as needed to address any concerns or needs of candidates. Four years following graduation, a follow-up study is conducted of teacher education graduates to provide feedback for program improvement.

Program Faculty

The Department of Music and Teacher Education faculty have at least a Masters degree and professional experience and expertise in their areas of responsibility in the proposed Music Education program. Music Education majors will be also taught by faculty serving in all areas of the liberal studies of the College. These faculty members are also highly qualified for their areas of responsibilities.

ILLINOIS STATE TEACHER CERTIFICATION BOARD

December 5, 2003

Agenda Topic: Health Education Program Proposal from Northeastern Illinois University

Materials: Program Proposal for Secondary (Type 09) Health Education Program

Staff Contact: Marti A. Woelfle

Purpose of Agenda Item

- To present Northeastern Illinois University's program for a Type 09 Secondary Health Education

Expected Outcome of Agenda Item

- Discussion on the item, and
- Action on the University's proposal

Analysis

Founded in 1897, Northeastern Illinois is an established Illinois approved teacher preparation institution that serves the Chicago metropolitan area. The university is also accredited by the National Council for Accreditation of Teacher Education. The Secondary Health Education Program has been developed to meet the increased need for highly qualified secondary education health teachers.

Candidates seeking a Type 09 secondary certificate in the area of health education will be jointly prepared by Northeastern's departments of Health, Physical Education, Recreation, and Athletics (HPERA); Educational Leadership and Development; Clinical Experiences and Student Teaching; and Teacher Education. This undergraduate teacher preparation program will ensure that program completers meet the standards defined in the Standards for All Illinois Teachers (IAC Sections 24.100, 24.110, 24.120)) and the Health Education Content-Area Standards (IAC Section 27.280).

Course of Study

Candidates in the Bachelor of Arts in Health Education Program must meet the established policies for admission to Northeastern's College of Education. These include completion of established prerequisite coursework with a cumulative grade point average of at least a 2.50 (on a 4.0 scale), declaration of a major in education, passing scores on the reading and writing sections of the University English Competence Exam,

successful completion of the Illinois Test of Basic Skills, completion of a major application essay that states the reason for choosing this field of study, two letters of recommendation, and a completed criminal background check.

To ensure that candidates develop the knowledge, skills, and dispositions defined by Northeastern's conceptual framework, "*Reflective Professionals Building Learning Communities*", and Illinois' professional education standards for health educators, candidates must complete 69 credit hours of coursework which are aligned with the standards. The course of study includes a common core of health and wellness courses, including field experiences in diverse settings. The final year includes 100-hours of field experiences that are blocked together with professional education coursework to prepare the candidates for the 16-week, full time student teaching experience. The College of Education ensures that the field experience and clinical placements for all candidates include diverse settings and experiences with diverse and exceptional students.

Candidates' performance is measured at established transition points through various performance assessment measures, including passage of the content-area test prior to student teaching and passage of the APT prior to being recommended for a teaching certificate. The assessment transition points are at admission; entrance to the field experience; entrance to student teaching; exit from student teaching; and at program completion. Follow-up studies of graduates will include alumni and employer surveys. Examples and explanations of the performance assessments are provided in the Appendix of the proposal.

Program Faculty

Faculty in the Department of Health, Physical Education, Recreation and Athletics serve within the College of Education. The faculty have terminal degrees and extensive professional experience and expertise in their areas of responsibility in the proposed Health Education program. Secondary Health Education majors are part of the entire secondary education program and will be taught by faculty serving in all areas including Art, Music, Biology, English, Mathematics, and Social Studies. These faculty members are also highly qualified for their areas of responsibilities.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director, Certification and Professional Development Department
Respicio Vazquez, Legal Advisor

Agenda Topic: Rules for Initial Review—Part 25 (Certification)

Materials: Overview of Rulemaking
Proposed Rules
Draft Chart of Assignments Aligned to New Endorsement Structure

Staff Contact(s): Lee Patton
Sally Vogl
Lou Ann Reichle
Bob Bigham

Purpose of Agenda Item

- To present proposed rulemaking for State Board consideration.

Expected Outcome(s) of Agenda Item

- Board authorization to distribute proposed rules for public comment.

Background Information

The proposed amendments to the State Board's certification rules represent the culmination of a multi-year process of moving from course-based preparation and certification to systems that are based on state standards. For several months, the State Board of Education has been working with educators throughout Illinois to lay the foundation for new certification rules and a discussion draft of the current proposal was discussed with the State Board in November.

Educator response to the discussion draft was not as extensive as desired; however, those who did offer comments were articulate, thoughtful, and constructive. As a result of these comments, as well as the comments of the State Teacher Certification Board, the State Board of Education, and the staff of the Certification and Professional

Development Department, staff have made a number of changes to the discussion draft. These changes are referenced in the attached listing and highlighted in bold type in the attached rules document.

Please note that this document does not include provisions regarding the credentials for Middle Level Educators. These extremely challenging components of the rules are still “under construction” and will be provided to the State Board, through a new Part 22, as soon as possible. (Presenting middle level credentials as a separate Part of the rules will allow the State Board to move forward without waiting for the completion of work on Part 25.)

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

This proposed rulemaking incorporates a number of very important policy issues.

The heart of the document are the proposed criteria for subsequent certificates and for endorsements on all certificates. The options for obtaining additional endorsements on a certificate were among the major issues raised by educator comment. In response to concern that these options seemed to be disconnected from the standards and that pedagogy was often integrated throughout several courses rather than being presented through an identifiable course, we have modified the rules (see Section 25.100 (b) (2)) to provide three ways through which an individual could obtain a subject area endorsement:

- Completion of a subject area major in an approved standards-based program (entitlement by the institution);
- Passage of the relevant content area test (standards-based) and verification by the institution that the candidate has completed 24 semester hours of standards-based coursework (See related requirement at Section 25.115 (c) – page 37) ; and
- Passage of the relevant content area test and 32 semester hours of coursework determined through transcript review to address the range of the applicable content-area standards.

The last option was included to acknowledge that some individuals will not be able to participate in an approved program (options 1 and 2) and will need to aggregate coursework from two or more institutions. In addition, this option will allow the candidate to access on-line instruction whether relevant coursework is not available.

Other important policy issues addressed in this document include the following:

- Requirements for the self-contained general classroom endorsement for the elementary certificate obtained by splitting a K-12 certificate.
- Exceptions to the general requirements for endorsements – e.g., endorsements for science and social science, and for reading teachers and reading specialists.

- Definition of “advanced courses” in science and social science which will require an additional designation.
- Requirements for school counseling when the candidate is not a certified teacher;
- Requirements for paraprofessionals;
- SBE option to evaluate institutional progress outside the parameters of the formal reports or visits resulting from an accreditation decision;
and
- Effective date and exceptions or accommodations for persons in the pipeline.

All of the proposals are within existing rules, so no legislative action would be required. The final actions will have financial implications on all parts of the educational system, but it difficult at this time to anticipate what those will be.

Communication about this proposal and about the Board’s final decision will be critical.

State Teacher Certification Board Action

The State Teacher Certification Board reviewed the proposed rulemaking on December 5, 2003 and by a majority vote, recommended that the rules be forwarded to the State Board with a recommendation that they be distributed for public comment.

Certification Board members had reservations and questions about some of the proposals, particularly those for the Reading Teacher, but the majority felt that it would be best to circulate the document to get further input before making any changes.

Pros and Cons of Various Actions

Each of the policy issues in this document can be debated at length, but, as suggested by the Certification Board, it is not a good use of time to engage in such discussions until further public comment has been obtained. A full discussion of the issues will be presented as part of the final rulemaking recommendations.

Meanwhile, because of the importance of these policy issues, staff believe it is important to have an extended public comment period (at least 60 days); this will allow additional time for public understanding and response to the provisions in this document and still conclude before July 1, 2004 (the effective date of the new testing system).

Staff also believe it is important to aggressively seek input on these rules. At the suggestion of the Certification Board, staff will prepare a guide to the proposal which will display, in a graphic format, the current and proposed requirements for each of the key topics.

Superintendent's Recommendation

The State Board should approve the proposed rulemaking for distribution and request that the public comment period be extended from 45 to 60 days.

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

Certification (23 Illinois Administrative Code 25),

including publication of the proposed amendments in the Illinois Register.

The Board further authorizes extension of the public comment period to 60 days.

Next Steps

Pursuant to Board authorization, the rules will be distributed for public comment. In addition, staff will launch an aggressive campaign to ensure that the educational community understands the proposals and has an opportunity to respond to them. Staff will also meet with the Certification Committees of IACTE and IARSS, as well specially convened discussion groups.

At the same time, staff will be working on revision of those sections of the Part 1 rules that will be affected by the Part 25 changes. Those will be ready for initial review in January or February. In addition, staff will continue work on defining the credentialing requirements for middle level educators, which will become Part 22.

**AN OVERVIEW AND DESCRIPTION OF
PROPOSED RULEMAKING – PART 25: CERTIFICATION
DECEMBER 8, 2003**

INTRODUCTION

The December 8, 2003 proposed certification rulemaking is the third step in the development and adoption of new certification rules and amendments to current rules. It was preceded by formal discussions with educators about specific issues in these rules and review of a “Discussion Draft” by the State Board of Education, the Certification Board, and the education community. This document was reviewed by the State Teacher Certification Board on December 5 and will be presented to the State Board of Education on December 18. If approved by the State Board, the proposed rulemaking will be disseminated for a 60 day period of public comment.

The new rules and amendments to current rules in this proposed rulemaking were developed within the context of the following factors:

- The continuing transition to the use of standards as the basis for teaching and learning in Illinois;
- The development of a new certification and endorsement system, with certain subject areas (e.g., social science and science) significantly restructured;
- Federal expectations that the state certification system will be aligned with the NCLB requirements for assuring that all teachers of core academic subjects are “highly qualified” for each assignment;
- State laws passed during the spring 2003 legislative session and signed by the Governor;
- A strong desire to clarify and simplify certification requirements.

This “Overview and Description” of the provisions in the proposed rulemaking has been developed as a companion guide to that document to assist in explaining the contents of that document.

CAVEATS

- 1) The proposed rulemaking does not include any provisions regarding middle grade teachers. Those will be presented later as a new Part 22. Meanwhile, all current requirements and provisions regarding middle grade teachers remain in place.
- 2) Many of the provisions in Part 25 (Certification) are closely linked to the provisions in Part 1 (Public Schools Evaluation, Recognition and Supervision). Revisions to Part 1 provisions are being drafted to align with the proposals in this document.
- 3) The summary descriptions in this overview are paraphrased and cannot be considered to supersede the specific language of the proposed rulemaking.

ADDITIONAL BACKGROUND INFORMATION

A significant purpose of the proposed amendments is to clarify the requirements for first certificates and additional or “subsequent” certificates and the requirements for first endorsements on a certificate and additional or subsequent endorsements. When we asked for educator input on whether endorsements should be based solely on the passage of a subject-area test, a substantial number of people agreed with that proposition. Many more, however, had strong reservations about basing an endorsement, and therefore the ability of an individual to teach in a given subject area, on a test alone.

The proposed rules reflect this preponderance of opinion and provide options that completion of an approved program with a major or two options for a test plus coursework. There are two options for the test plus coursework model, designed to take into consideration the needs of teachers who do not have access to an approved program in a given subject area. Some of these people will earn semester hours of coursework that are relevant to the subject area from another institution in Illinois or in an adjacent state. The option for a test plus 32 semester hours of coursework assures that these individuals are able to earn additional endorsements.

The definition of requirements for endorsements in terms of semester hours, as presented in the proposed rules, may appear antithetical to the standards-based approach. However, since all coursework in Illinois professional preparation programs must now be based on standards, there is an implicit assumption that semester hours taken in Illinois will reflect the standards.

WHAT THIS PROPOSED RULEMAKING DOES

Overview of General Requirements for Certification -- what the proposed rulemaking draft does

- Gives school districts three options for placing teachers in the classroom – i.e., a teacher must:
 - Hold the appropriate level of certification and an endorsement specific to the subject area of assignment;
 - Hold the appropriate level of certification, meet minimum coursework requirements as delineated in Part 1, and secure a full endorsement specific to the subject area within 3 years;
 - Hold the appropriate level of certification, have a minimum of 9 semester hours of coursework in the subject area, receive short-term approval for the assignment from the State Board of Education (similar to the current letter of non-jeopardization) and meet all requirements for a full endorsement in the subject area within three years.

- Establishes the following requirements for certification (Types 03, 04, 09, and 10)
 - First certificate – complete an approved program and a major and pass the relevant tests (basic skills, APT for grade level of certificate, and major subject area test) – certificate issued based on institution recommendation (entitlement)
 - Second or “subsequent” certificates – complete a “focused program” and major that meets all standards for the approved certification programs. Institutions may compare a candidate’s previous coursework and experience with full program requirements and design a special program for the candidate. An additional student teaching experience may be waived in lieu of an institution-defined experience with students at the grade level of the certificate. Candidates must also pass the appropriate APT and the subject area test (plus the basic skills if candidate has not already taken it).
 - Out of state candidates – hold a certificate comparable to an Illinois certificate and pass all tests (basic skills, APT, and subject-area test in the area of endorsement on the certificate).

- Eliminates entire section related to majors, minors and separate fields for Type 09 (secondary certificate) – eliminates specific coursework and distribution requirements.

- Establishes the following requirements for endorsements on Type 03, 04, 09, and 10 certificates:
 - First endorsement on a certificate – complete a major in an approved program *and* pass the subject-area test (entitlement)
 - Second or subsequent endorsements – three options –
 - Completion of a subjected area major in an approved standards-based program (entitlement by the institution);
 - Passage of the relevant content area test (standards-based) and verification by the institution that the candidate has completed 24 semester hours of standards-based coursework (See related requirement at Section 25.115 (c)) ; and
 - Passage of the relevant content area test and 32 semester hours of coursework determined through transcript review to address the range of the applicable content-area standards
 - Endorsement for self-contained general classroom – requires completion of an approved program and passage of the elementary/middle grades test
 - Endorsement in science or social science – Endorsement in either of these areas will require completion of an approved social science or science program, a major in one of the designation areas and passage of the science or social science test in the area of designation. This will earn the candidate an endorsement and designation – e.g., Science-Biology or Social Science-History. Additional designations may be obtained via passage of the relevant content area test.
 - Endorsement for Reading Teachers – Endorsement for reading requires two years of experience, completion of an approved program or either 18 semester hours or 24 semester hours similar to general formula for endorsements – moves to 24 and 32 semester hours respectively at end of 2004-2005 school year. All options require completion of a practicum and passage of the reading teacher test prior to the practicum.
 - Endorsement for Reading Specialists – Endorsement for a reading specialist will require two years of experience and completion of an approved program and receipt of master’s degree or higher. Program must include practicum and passage of reading specialist content test before the practicum.
 - Out-of-state candidates – May be endorsed in areas of certification in another state if they hold a major and pass the relevant Illinois subject-area test. Other options also provided.

- Defines requirements for endorsement in subject areas for which there is no state test.
- Authorizes endorsements on Special Certificates (Type 10) based on requirements described above.
- Provides a chart (in the Appendix) showing new and old endorsement areas and a draft chart showing assignments aligned to new endorsement areas.
- Clarifies eligibility for new endorsements vs. old endorsements; in general, a candidate who has completed a new program and/or taken the new test (available after July 1, 2004) will be eligible for the new endorsement.
- Maintains existing timelines for validity of tests and deficiency statements.
- Makes some accommodations for candidates in the pipeline.

Certification of Administrators and School Service Personnel -- what the proposed rulemaking does

- Replaces sections with coursework requirements with requirements based on standards.
- Includes provisions for clinical experiences for school social workers, school psychologists and school nurses.

Certification of School Counselors -- what the proposed rulemaking does

- Responds to new law eliminating requirement for teaching degree if candidate meets requirements established in rule by ISBE:
- Requires that all in-state candidates complete approved master's level program in school counseling, complete an internship, and either hold or be eligible for a teaching certificate or complete coursework related to four topical areas related to working in schools.
- Establishes an Interim Certificate for School Counselor Interns that will allow the candidate who meets requirements to be employed in a school during the supervised internship.
- Allows approved school counseling programs to design a "focused program" for school counseling candidates who hold a master's degree in another area of counseling and to recommend certification by entitlement upon completion of that program.
- Allows certification of out-of-state candidates who have completed a school

counseling program and a school-based internship without additional coursework related to schools.

- Allows certification of out-of-state candidates who hold a school counseling certificate and have two years of full-time experience as a school counselor without requiring an internship in the schools or additional coursework related to schools.

Eligibility for Standard Certificate -- what the proposed rulemaking does

- Clarifies status of Initial Certificate holders who are employed on an administrative or school service personnel certificate before they have completed four years of teaching. Provides that the individual may essentially stop the clock for as long as he or she desires and re-start it without penalty if he or she resumes teaching – at that point, he or she must meet the professional development requirements for the Standard Teaching Certificate.
- Explicitly identifies existing policy that once a teacher has earned a Standard Teaching Certificate, all subsequent certificates will be issued as Standard Certificates.

Standard and Master Teaching Certificate Renewal – what the proposed rulemaking does

- Provides procedures to avoid conflicts of interest for LPDC and RPDC members.

National Board for Professional Teaching Standards (NBPTS)—what the proposed rulemaking does

- Authorizes the State Board to issue Master Certificates endorsed consistent with the most current list of NBPTS certification areas; replaces current specification of areas and need for continuous updating.
- Eliminates requirement that National Board certified teacher serving as a mentor must meet at least once at the school of the teacher being mentored.
- Establishes a priority for payment of state funds to National Board certified teachers in the absence of sufficient appropriations.
- Restates the core propositions consistent with NBPTS.

Accreditation of Professional Preparation Institutions – what the proposed rulemaking does

- Incorporates recently adopted state policy aligning review cycle with that of NCATE (generally seven rather than five years).
- Clarifies that the required reports on standards for all teachers and for administrators, to be submitted at the beginning of the accreditation review process, are to be composite reports.
- Clarifies that new programs will not be included in accreditation reviews if they were approved after the timeline for submission of programs for state or SPA review.
- Simplifies the requirements for an annual report and aligns those requirements with the reports required of institutions that are accredited with conditions.
- Assures completeness of State Board accreditation files by requiring institutions to provide or make available all reports to and from the SPAs and authorizing State Board staff as observers of focused visits required by NCATE.
- Clarifies sequence of consequences in cases of accreditation with conditions or probation and the subsequent cycle for review – no change in policy.

Requirements for Paraprofessionals – what the discussion draft does

- Responds to new law requiring the State Board of Education to define “life experiences” and authorize their use for determining whether a paraprofessional in a program funded by Title I meets the federal requirements. Definition combines current approval for teacher aides (generally 30 semester hours) with experience as a paraprofessional and evidence of relevant professional development.
- Adds passage of ParaPro or WorkKeys tests (as defined for NCLB purposes in Illinois) to the options for receiving teacher aide approval for paraprofessionals not working in Title I programs. Paraprofessionals will now have four options instead of two.
- Requires future issuance by the State Board of an approval for all paraprofessionals who meet the respective requirements. (This will assure portability of eligibility and allow the State of Illinois and local districts to provide data required by NCLB.)
- Establishes conditions and procedures for revocation of an approval for a paraprofessional.

ILLINOIS REGISTER

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

CERTIFICATION

SUBPART A: DEFINITIONS

Section

25.10 Definition of Terms Used in This Part

SUBPART B: CERTIFICATES

Section

25.11 New Certificates (February 15, 2000)
25.15 Standards for Certain Certificates
25.20 Requirements for the Elementary Certificate
25.22 Requirements for the Elementary Certificate (2004)
25.30 Requirements for the Secondary Certificate
25.32 Requirements for the Secondary Certificate (2004)
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies
25.37 Acquisition of Subsequent Teaching Certificates (2004)
25.40 Requirements for the Special Certificate
25.42 Requirements for the Special Certificate (2004)
25.43 Standards for Certification of Special Education Teachers
25.45 Standards for the Standard Special Certificate--Speech and Language Impaired
25.50 General Certificate (Repealed)
25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects (Repealed)
25.65 Alternative Certification
25.67 Alternative Route to Teacher Certification
25.70 State Provisional Vocational Certificate
25.75 Part-time Provisional Certificates
25.80 Requirements for the Early Childhood Certificate
25.82 Requirements for the Early Childhood Certificate (2004)
25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified
25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified
25.90 Transitional Bilingual Certificate and Examination

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.92 Visiting International Teacher Certificate
- 25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate
(Repealed)
- 25.99 Endorsing Teaching Certificates
- 25.100 Endorsing Teaching Certificates (2004)

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

Section

- 25.110 System of Approval: Levels of Approval (Repealed)
- 25.115 Recognition of Institutions, Accreditation of Educational Units, and
Approval of Programs
- 25.120 Standards and Criteria for Institutional Recognition and Program Approval
(Repealed)
- 25.125 Accreditation Review of the Educational Unit
- 25.127 Review of Individual Programs
- 25.130 Special Provisions for Institutions Subject to Conditions for Continuing Accreditation
- 25.135 Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000,
through Fall Visits of 2001
- 25.136 Interim Provisions for Continuing Accreditation -- Institutions Visited from Spring of
2002 through Spring of 2003
- 25.137 Interim Provisions for Continuing Accreditation and
Approval -- July 1, 1999, through June 30, 2000 (Repealed)
- 25.140 Transitional Requirements for Unit Assessment Systems
- 25.145 Approval of New Programs Within Recognized Institutions
- 25.147 Approval of Programs for Foreign Language Beginning July 1, 2003
- 25.150 The Periodic Review Process (Repealed)
- 25.155 Initial Recognition Procedures
- 25.160 Notification of Recommendations; Decisions by State Board of Education
- 25.165 Discontinuation of Programs

SUBPART D: SCHOOL SERVICE PERSONNEL

Section

- 25.200 Relationship Among Credentials in Subpart D
- 25.210 Requirements for the Certification of School Social Workers
- 25.215 Certification of School Social Workers (2004)
- 25.220 Requirements for the Certification of Guidance Personnel
- 25.225 Certification of School Counselors (2004)
- 25.227 Interim Certification of School Counselor Interns (2004)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

25.230	Requirements for the Certification of School Psychologists
<u>25.235</u>	<u>Certification of School Psychologists (2004)</u>
25.240	Standard for School Nurse Endorsement
<u>25.245</u>	<u>Certification of School Nurses (2004)</u>
<u>25.252</u>	<u>Certification of Non-Teaching Speech-Language Pathologists</u>

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

Section	
<u>25.300</u>	<u>Relationship Among Credentials in Subpart E</u>
25.310	Definitions (Repealed)
25.311	Administrative Certificate (<u>Repealed</u>)
25.313	Alternative Route to Administrative Certification
25.315	Renewal of Administrative Certificate
25.320	Application for Approval of Program (Repealed)
25.322	General Supervisory Endorsement
25.330	Standards and Guide for Approved Programs (Repealed)
25.333	General Administrative Endorsement
<u>25.335</u>	<u>General Administrative Endorsement (2004)</u>
25.344	Chief School Business Official Endorsement
<u>25.345</u>	<u>Chief School Business Official (2004)</u>
25.355	Superintendent Endorsement
<u>25.360</u>	<u>Superintendent (2004)</u>
<u>25.365</u>	<u>Director of Special Education</u>

SUBPART F: GENERAL PROVISIONS

Section	
25.400	Registration of Certificates; Fees
25.405	Military Service
25.410	Revoked Certificates
25.415	Credit in Junior College (<u>Repealed</u>)
25.420	Psychology Accepted as Professional Education
25.425	Individuals Prepared in Out-of-State Institutions
25.427	Three-Year Limitation
25.430	Institutional Approval (<u>Repealed</u>)
25.435	School Service Personnel Certificate--Waiver of Evaluations (Repealed)
25.437	Equivalency of General Education Requirements (Repealed)
25.440	Master of Arts NCATE (<u>Repealed</u>)
25.442	Illinois Teacher Corps Programs

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.444 Illinois Teaching Excellence Program
- 25.445 College Credit for High School Mathematics and Language Courses (Repealed)
- 25.450 Lapsed Certificates
- 25.455 Substitute Certificates
- 25.460 Provisional Special and Provisional High School Certificates (Repealed)
- 25.464 Short-Term Authorization for Positions Otherwise Unfilled
- 25.465 Credit (Repealed)
- 25.470 Meaning of Experience on Administrative Certificates (Repealed)
- 25.475 Certificates and Permits No Longer Issued (Repealed)
- 25.480 Credit for Certification Purposes (Repealed)
- 25.485 Provisional Recognition of Institutions (Repealed)
- 25.490 Rules for Certification of Persons Who Have Been Convicted of a Crime
- 25.493 Part-Time Teaching Interns
- 25.495 Approval of Out-of-State Institutions and Programs (Repealed)
- 25.497 Supervisory Endorsements

SUBPART G: THE UTILIZATION OF PARAPROFESSIONALS ~~TEACHER AIDES~~ AND OTHER NONCERTIFIED PERSONNEL

Section

- 25.510 Paraprofessionals; Teacher Aides
- 25.520 Other Noncertificated Personnel
- 25.530 Specialized Instruction by Noncertificated Personnel
- 25.540 Approved Teacher Aide Programs

SUBPART H: CLINICAL EXPERIENCES

Section

- 25.610 Definitions
- 25.620 Student Teaching
- 25.630 Pay for Student Teaching (Repealed)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section

- 25.705 Purpose - Severability
- 25.710 Definitions
- 25.715 Test Validation
- 25.717 Test Equivalence
- 25.720 Applicability of Testing Requirement
- 25.725 Applicability of Scores

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

25.728	Use of Test Results by Institutions of Higher Education
25.730	Registration
25.732	Late Registration
25.733	Emergency Registration
25.735	Frequency and Location of Examination
25.740	Accommodation of Persons with Special Needs
25.745	Special Test Dates
25.750	Conditions of Testing
25.755	Voiding of Scores
25.760	Passing Score
25.765	Individual Test Score Reports
25.770	Re-scoring
25.775	Institution Test Score Reports
25.780	Fees

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section	
25.800	Professional Development Required
25.805	Requirements of the Plan
25.810	State Priorities
25.815	Submission and Review of the Plan
25.820	Review of Approved Plan
25.825	Progress Toward Completion
25.830	Application for Renewal of Certificate(s)
25.832	Validity and Renewal of Master Certificates
25.835	Review of and Recommendation Regarding Application for Renewal
25.840	Action by State Teacher Certification Board; Appeals
25.845	Responsibilities of School Districts
25.848	General Responsibilities of LPDCs
25.850	General Responsibilities of Regional Superintendents
25.855	Approval of Illinois Providers
25.860	Out-of-State Providers
25.865	Awarding of Credit for Activities with Providers
25.870	Continuing Education Units (CEUs)
25.872	Special Provisions for Interactive, Electronically Delivered Continuing Professional Development
25.875	Continuing Professional Development Units (CPDUs)
25.880	“Valid and Exempt” Certificates; Proportionate Reduction; Part-Time Teaching
25.885	Funding; Expenses

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING
CERTIFICATE

Section

- 25.900 Applicability of Requirements in this Subpart
- 25.905 Choices Available to Holders of Initial Certificates
- 25.910 Requirements for Induction and Mentoring
- 25.915 Requirements for Coursework on the Assessment of One's Own Performance
- 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)
- 25.925 Requirements Related to Advanced Degrees
- 25.930 Requirements for Continuing Professional Development Units (CPDUs)
- 25.935 Additional Activities for Which CPDUs May Be Earned
- 25.940 Examination
- 25.945 Procedural Requirements

- APPENDIX A Statistical Test Equating - Certification Testing System
- APPENDIX B Certificates Available Effective February 15, 2000
- APPENDIX C Exchange of Certificates
- APPENDIX D National Board and Master Certificates (Repealed)
- APPENDIX E Endorsement Structure Beginning July 1, 2004

AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, 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 amendment at 24 Ill. Reg. 16109, effective October 12, 2000;

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory 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; amended at 28 Ill. Reg. _____, effective _____.

SUBPART B: CERTIFICATES

Section 25.11 New Certificates (February 15, 2000)

Section 21-2 of the School Code [105 ILCS 5/21-2] establishes a new system of teaching certificates effective February 15, 2000. A complete list of the certificates that will be available as of that date is found in Appendix B to this Part. The transition to the new system will affect certified individuals and candidates for certification as set forth in this Section.

- a) Holders of certain current Illinois teaching certificates shall receive corresponding standard teaching certificates when they next renew any of their current certificates.
 - 1) Certificates subject to exchange are listed in Appendix C to this Part.
 - 2) No certificate-holder shall be penalized in the exchange of certificates. Each endorsement held by a certificate-holder prior to February 15, 2000, shall be recorded on the appropriate certificate received pursuant to this subsection (a). Qualifications accepted for particular teaching assignments prior to February 15, 2000, shall continue to be acceptable for those assignments, unless Section 25.100(k) of this Part applies.
- b) Out-of-state candidates who qualify for Illinois teaching certificates pursuant to Section 25.425 of this Part and who pass the applicable examinations shall receive either initial or standard teaching certificates, and those who receive initial certificates shall be subject to the requirements of subsection (d) of this Section in terms of their subsequent receipt of standard teaching certificates. An out-of-state applicant who does not qualify for an initial or standard certificate may qualify to receive a provisional certificate subject to the provisions of Section 21-10 of the School Code [105 ILCS 5/21-10].

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Standard certificates will be issued to candidates who present evidence of at least four years of teaching experience on a valid certificate issued by a state, territory, or possession of the United States, unless a candidate elects to receive an initial certificate to afford himself or herself time to complete the requirements of Subpart K of this Part.
- 2) Initial certificates will be issued to qualified candidates with fewer than four years of teaching experience. A recipient of an initial certificate pursuant to this subsection (b)(2) shall be eligible to apply for a comparable standard certificate when he or she has accumulated a total of four years' teaching experience on a valid certificate and may either count his or her teaching time outside Illinois or elect to wait until he or she has accumulated four years' teaching on the Illinois initial certificate.
- 3) Certificates will be endorsed in accordance with the provisions of Section 25.425 of this Part ~~according to the coursework presented and the examination(s) passed.~~
- c) A candidate completing an approved Illinois teacher preparation program on or after February 15, 2000, may qualify for an initial teaching certificate by passing the applicable examinations as set forth in Section 25.20, 25.30, 25.40, or 25.80 of this Part, or in Section 25.22, 25.32, 25.42, or 25.82 of this Part, as applicable.
- d) An individual who has completed four years of teaching on an initial certificate (or on another certificate that was issued in conjunction with an initial certificate) may qualify for a comparable standard certificate as set forth in Subpart K of this Part.
 - 1) All endorsements shall be carried forward from an initial to the comparable standard certificate.
 - 2) A candidate who does not complete four years of teaching within twelve years after his or her initial certificate is issued may receive another initial certificate by taking and passing the initial certification examinations required at that time and meeting all other requirements then in force for that certificate. However, if an individual assumes employment on an administrative or school service personnel certificate before completing four years of teaching, the twelve-year period shall toll (i.e., the twelve-year "clock" shall be stopped) during that period of employment.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) A candidate who has taught for four years on an initial certificate but has not met the requirements of Subpart K of this Part may not receive another comparable initial teaching certificate. For example, a holder of an initial elementary certificate will not be eligible to receive another initial elementary certificate. However, such an individual may receive a reinstated certificate, valid for one year, during which he or she may complete the option chosen as a means of qualifying for the standard teaching certificate. No initial certificate-holder may receive a reinstated certificate more than once pursuant to this subsection (d)(3).
- 4) When an individual completes four years of teaching experience on an initial certificate, that certificate shall become invalid on the following June 30.
- e) A holder of an Illinois teaching certificate who has teaching experience on a valid certificate as required by Section 21-11.2 of the School Code [105 ILCS 5/21-11.2] may receive an additional certificate of another type as set forth in Section 25.35 of this Part. Once an individual has received a standard teaching certificate, any other subsequently issued early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate shall also be a standard certificate, with the exception of any master certificate for which the individual also qualifies.
- f) “Four years of teaching experience” means the equivalent of four years’ full-time employment, i.e., eight 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.
- g) “Evidence of teaching experience” means a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the candidate’s teaching. Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.
- h) For purposes of this Section, “valid certificate” means a certificate equivalent to an Illinois master, standard, initial, or provisional early childhood, elementary, secondary, or special certificate.
- i) Upon application, a holder of certification issued by the National Board for Professional Teaching Standards (NBPTS) shall be issued a comparable Illinois master certificate ~~as shown in Appendix D to this Part~~. Endorsements comparable to those held by the individual shall appear on the master certificate. The State Board shall make available the list of NBPTS certifications for which Illinois master

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

credentials are available and shall update that list as the NPBTS expands its areas of certification.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.20 Requirements for the Elementary Certificate

This Section is replaced by Section 25.22 of this Part.

- a) Each applicant shall either:
- 1) have completed an approved Illinois teacher preparation program for the elementary certificate (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold an elementary or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code [105 ILCS 5/21-11.2], and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (d) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.
 - A) Educational psychology 2
 - B) Methods and techniques of teaching on the elementary level 2
 - C) History and/or philosophy of education 2
 - D) Methods of teaching reading 2
 - E) Coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code [105 ILCS 5/21-2a])

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

F)	Pre-student teaching clinical experiences equivalent to 100 clock hours	
G)	Student teaching (grades K-9)	5
H)	Electives to total 16 semester hours	3

- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the K-9 level, as verified by the employer, need not complete pre-student teaching clinical experience.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.
- d) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the elementary certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.22 Requirements for the Elementary Certificate (2004)

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the elementary certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code [105 ILCS 5/21-2a]) (see Subpart C of this Part); or

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) have completed a comparable program in another state or country or hold an elementary or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
- 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code [105 ILCS 5/21-11.2], and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed a major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, in elementary education.
- c) Each applicant shall have completed pre-student teaching field experiences (see Section 25.610 of this Part). However, applicants with teaching experience at the K-9 level, as verified by the employer, need not complete pre-student teaching clinical experience except as may be required under Section 25.37 of this Part.
- d) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the required credit in student teaching and 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 of this Part.
- e) Each applicant shall be required to pass the tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code [105 ILCS 5/21-10].

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.30 Requirements for the Secondary Certificate

This Section is replaced by Section 25.32 of this Part.

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the secondary certificate (see Subpart C of this Part); or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) have completed a comparable program in another state or country or hold a secondary or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
- 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code, and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (e) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.
 - A) Educational psychology, including human growth and development 2
 - B) Methods and techniques of teaching on the secondary level or in a teaching field 2
 - C) History and/or philosophy of education 2
 - D) Coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code [105 ILCS 5/21-2a])
 - E) Pre-student teaching clinical experiences equivalent to 100 clock hours
 - F) Student teaching (grades 6-12) 5
 - G) Electives to total 16 semester hours 5
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the 6-12 level, as verified by the employer, need not complete pre-student teaching clinical experience.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.

- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the test of basic skills and the applicable test of subject-matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the secondary certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.32 Requirements for the Secondary Certificate (2004)

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the secondary certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code) (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold a secondary or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code, and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed pre-student teaching field experiences (see Section 25.610 of this Part). However, applicants with teaching experience at the 6-12 level, as verified by the employer, need not complete pre-student teaching field experience except as may be required under Section 25.37 of this Part.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the required credit in student teaching and 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 of this Part.
- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies

The provisions of this Section shall apply until replaced by Section 25.37 of this Part when an individual who already holds one or more Illinois teaching certificates wishes to receive an additional certificate pursuant to Section 21-11.2 of the School Code.

- a) The applicant shall submit to the State Board of Education, through the office of a regional superintendent of schools:
 - 1) a completed application form;
 - 2) an official transcript of any college credits not already on file with the Certification Board;
 - 3) a letter, signed by the superintendent of the employing district or other authorized official, documenting at least three months' full-time teaching experience on a valid Illinois elementary, secondary, special, or early childhood certificate; and
 - 4) the application fee required by Section 21-12 of the School Code.
- b) A deficiency statement shall be issued when an applicant does not qualify for the requested certificate. An applicant who receives a deficiency statement shall present it to an institution that operates a teacher preparation program approved pursuant to

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Subpart C of this Part. With the assistance of the State Board of Education, the institution shall:

- 1) compare the applicant's deficiency to the coursework it offers that corresponds to the NCATE standards for professional education (see Section 25.115 of this Part) or that addresses the content area, as applicable; and
 - 2) advise the applicant as to the coursework needed to remedy the deficiency.
- c) An applicant may remove deficiencies and qualify for the certificate on the original fee, provided that he or she completes the requirements and passes the applicable tests in keeping with Sections 25.427 and 25.720 of this Part.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.37 Acquisition of Subsequent Teaching Certificates (2004)

The provisions of this Section shall apply when an individual who already holds one or more Illinois early childhood, elementary, secondary, or special teaching certificates wishes to receive an additional teaching certificate of one of those types pursuant to Section 21-11.2 of the School Code.

- a) The candidate shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C of this Part that prepares candidates for the certificate sought.
- b) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the certificate sought and, based on this comparison, may identify for the candidate a "focused program" consisting of coursework and experiences that he or she must complete in order to meet those standards.
 - 1) In formulating such a program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the certificate sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.
 - 2) The institution may revise an individual's focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the unit

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

assessment system (see Section 25.140 of this Part) or other assessments that are directly related to the standards for the certificate sought.

3) An institution that uniformly requires all candidates seeking subsequent teaching certificates or subsequent teaching certificates of a particular type under this Section to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

c) A candidate who completes a focused program shall be considered as having completed the institution's approved program for the certificate sought and shall be eligible to be recommended for certification by entitlement, signifying that the candidate has met all applicable standards.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.40 Requirements for the Special Certificate

This Section is replaced by Section 25.42 of this Part.

- a) Each applicant shall either:
- 1) have completed an approved Illinois teacher preparation program for the special certificate (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold a special or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code, and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (e) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.
 - A) Educational Psychology, including Human Growth and Development

2

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- | | | |
|----|---|---|
| B) | Methods and Techniques of Teaching in the area of specialization | 2 |
| C) | History and/or Philosophy of Education | 2 |
| D) | Pre-student Teaching Clinical Experiences at the Elementary and Secondary Levels Equivalent to 100 Clock Hours in the Area of Specialization | |
| E) | Coursework addressing <i>the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled</i> (Section 21-2a of the School Code [105 ILCS 5/21-2a]) | |
| F) | Student Teaching in Area of Specialization and at the grade level of the certificate | 5 |
| G) | Electives to Total 16 Semester Hours (may include additional coursework in the areas enumerated in this subsection (a)(3) and/or in guidance, tests and measurements, methods of teaching reading, and instructional materials) | 5 |
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience in the field of specialization, as verified by the employer, need not complete pre-student teaching clinical experience.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.
- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.
- e) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the special certificate, which

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the relevant standards set forth in 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.42 Requirements for the Special Certificate (2004)

- a) Each applicant shall either:
- 1) have completed an approved Illinois teacher preparation program for the special certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code) (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold a special or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code, and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed pre-student teaching field experiences (see Section 25.610 of this Part). However, applicants with teaching experience in the field of specialization, as verified by the employer, need not complete pre-student teaching field experience except as may be required under Section 25.37 of this Part.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the required credit in student teaching and 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 of this Part.
- d) One major area of specialization, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, shall be required.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- e) Each applicant shall be required to pass the tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.80 Requirements for the Early Childhood Certificate

This Section is replaced by Section 25.82 of this Part.

- a) Each applicant shall either:
 - 1) have completed an approved Illinois teacher preparation program for the early childhood certificate (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold an early childhood or comparable certificate issued by another state or country (see Sections 25.425 and 25.495 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation as provided in Section 21-11.2 of the School Code, and, if the evaluation demonstrates that the candidate has not met any of the requirements of subsections (b) through (d) of this Section or has not completed the semester hours of study listed in this subsection (a)(3), remove the applicable deficiency or deficiencies as provided in Section 25.35 of this Part.
 - A) Child growth and development with emphasis on the young child 3
 - B) History and philosophy of early childhood education 3
 - C) Types of instructional methods, including types of activity/learning centers, individualization, educational play, and media and their utilization in extending the child's understanding of art, music, literature, reading instruction, mathematics, natural and social science 4
 - D) Methods of teaching reading, with emphasis on the

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- | | | |
|----|--|---|
| | young child | 2 |
| E) | Techniques and methodologies of teaching language arts, mathematics, science and social studies at the primary level | 4 |
| F) | The development and acquisition of language in young children | 2 |
| G) | Child, family and community relationships | 3 |
| H) | Coursework addressing <i>the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled</i> (Section 21-2a of the School Code) | |
| I) | Pre-student teaching clinical experiences equivalent to 100 clock hours, including experience with infants/toddlers, preschool/kindergarten children, and primary school students | |
| J) | Student teaching | 5 |
| K) | Electives in professional education | 3 |
- b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the PreK-3 level, as verified by the employer, need not complete pre-student teaching clinical experience.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.
- d) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Each individual submitting an application on or after October 1, 2003, shall also be required to pass the assessment of professional teaching (APT) relevant to the early childhood certificate, which shall be based upon the standards set forth in 23 Ill. Adm. Code 24 (Standards

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

for All Illinois Teachers). Beginning July 1, 2004, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.82 Requirements for the Early Childhood Certificate (2004)

- a) Each applicant shall either:
- 1) have completed an approved Illinois teacher preparation program for the early childhood certificate, including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code) (see Subpart C of this Part); or
 - 2) have completed a comparable program in another state or country or hold an early childhood or comparable certificate issued by another state or country (see Section 25.425 of this Part); or
 - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code, and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed pre-student teaching field experiences (see Section 25.610 of this Part). However, applicants with teaching experience at the PreK-3 level, as verified by the employer, need not complete pre-student teaching field experience except as may be required under Section 25.37 of this Part.
- c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part. However, applicants presenting the required credit in student teaching and 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 of this Part.
- d) Each applicant shall be required to pass the tests required for the certificate as specified in Sections 25.720 and 25.725 of this Part.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate (Repealed)

a) Principles and Definitions

- 1) ~~No one college course may be counted in full toward more than one teaching area. The credit for a course may be divided between two or more areas.~~
- 2) ~~An area or subject in which teachers are not commonly provided regular employment in public high schools of Illinois will be accepted as a teaching area (either major or minor) if it can be shown by the applicant to be taught as a subject in at least one Illinois public high school. The term "applicant" means either the individual who is seeking a certificate or the institution which may be recommending him.~~
- 3) ~~A major for teacher certification purposes consists of at least 32 semester hours and must prepare the individual to teach at least one of the subjects included in the major. If the current requirements of the State Board of Education do not mention the subject, then the requirements for a similar area will be applied.~~
- 4) ~~A minor for teacher certification purposes must prepare the individual to teach at least one of the subjects included in the field. If the current requirements of the State Board of Education do not mention the subject, then the requirements for a similar area will be applied.~~
- 5) ~~One major and one minor, or three minors, as defined in this statement, are required for an Illinois High School Certificate.~~
- 6) ~~The following teaching areas: language arts, biological sciences, physical sciences, social science, physical education, and foreign language, or their subdivisions, may be used to meet both the major or minor requirements for a certificate. Credit applicable for a major or minor cannot be counted for both.~~

b) Teaching Fields

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~A teaching minor shall be defined as a university-sanctioned major or minor provided that neither shall be less than 24 semester hours. This in no way conflicts with the current major field requirement for certification of 32 semester hours. This definition of subject area is contingent upon resuming the practice of endorsing subject fields on certificates and coordinating Recognition and Supervision requirements for teaching area preparation with certification standards.~~

- 1) ~~A Language Arts major, composed of 26 semester hours and 6 semester hours in Rhetoric and/or Composition, must have 16 semester-hour minors (with one exception)* in:~~

A) ~~Speech~~

B) ~~Journalism~~

C) ~~Dramatics~~

*D) ~~English (20 semester hours)~~

~~Language Arts must serve as a 16-semester-hour minor with one of the above subjects, (b)(1)(A) through (D), as a major of at least 32 semester hours. A Speech major or minor must include courses in Dramatics. A Dramatics major or minor must include courses in Speech. Any Rhetoric and/or Composition course not counted for the major must be counted for the minor.~~

- 2) ~~A Biological Science major, composed of 32 semester hours, must have 16-semester-hour minors in:~~

A) ~~Botany~~

B) ~~Zoology~~

C) ~~Physiology~~

D) ~~Biology~~

~~Biological Science must serve as a 16-semester-hour minor with one of the above subjects, (b)(2)(A) through (D), as a major of at least 32 semester hours.~~

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

3) ~~A Physical Science major, composed of 32 semester hours, must have 16-semester-hour minors in:~~

- A) ~~Astronomy~~
- B) ~~Chemistry~~
- C) ~~Physies~~
- D) ~~Geology~~
- E) ~~Physical Geography~~

~~Physical Science must serve as a 16-semester-hour minor with one of the above subjects, (b)(3)(A) through (E), as a major of at least 32 semester hours.~~

4) ~~A Social Science major, composed of 32 semester hours, must have 16-semester-hour minors in:~~

- A) ~~History~~
- B) ~~Economics~~
- C) ~~Political Science~~
- D) ~~Sociology~~
- E) ~~Political Geography~~

~~Social Science must serve as a 16-semester-hour minor with one of the above subjects, (b)(4)(A) through (E), as a major of at least 32 semester hours.~~

5) ~~A Physical Education major, composed of 32 semester hours, must have 16-semester-hour minors in:~~

- A) ~~Health~~
- B) ~~Safety and Driver Education~~
- C) ~~Recreation~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~D) Dance~~

~~Physical Education must serve as a 16 semester hour minor with one of the above subjects, (b)(5)(A) through (D), as a major of at least 32 semester hours.~~

- 6) ~~A Foreign Language major, must be composed of 32 semester hours in one language, must have a 20 semester hour minor in a different Foreign Language. One semester hour must be allowed for each unit of high school Foreign Language not to exceed four semester hours. If such credit is accepted by an institution of higher learning, and is noted on the official transcript, the amount of credit accepted by the institution will be accepted for teacher certification. Such credit must be in the same Foreign Language as used for a major and/or minor.~~

7) Minors

~~A) 16 Semester Hour Minors~~

- ~~i) Library Science~~
- ~~ii) Safety and Driver Education~~

~~B) 20 Semester Hour Minors~~

- ~~i) Art~~
- ~~ii) Business Education~~
- ~~iii) Foreign Language (subject to subsection (b)(6) of this Section)~~
- ~~iv) Health Education~~
- ~~v) Instructional Materials~~
- ~~vi) Mathematics*~~
- ~~vii) Music~~
- ~~viii) Physical Education~~

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

ix) Psychology

~~*One semester hour may be allowed for each unit of high school Mathematics not to exceed four semester hours. If such credit is accepted by an institution of higher learning, and is noted on the official transcript, the amount of credit accepted by the institution will be accepted for teacher certification.~~

~~C) 24 Semester Hour Minors~~

~~i) Agriculture~~

~~ii) English, Speech, Dramatics, or Journalism (including 6 semester hours in Rhetoric and/or Composition) if used with a major not classified as English Language Arts~~

~~iii) Family and Consumer Sciences~~

~~iv) Industrial Technology Education~~

~~v) Biological Science, Botany, Zoology and Physiology if used with a major not classified as Biological Science~~

~~vi) Physical Science, Astronomy, Chemistry, Geology, Physical Geography, and Physics if used with a major not classified as Physical Science~~

~~vii) Social Science, History, Economics, Geography, Political Science, and Sociology if used with a major not classified as Social Science~~

~~viii) General Science including at least 8 semester hours Physical and 8 semester hours Biological~~

e) Definition of "Professional Courses"

~~The department in which a course is offered in a given institution shall not be the determining factor in deciding whether the course is a professional education course. The question is whether this course is commonly offered by other departments, schools or colleges of education.~~

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.99 Endorsing Teaching Certificates

This Section is replaced by Section 25.100 of this Part. Elementary and secondary teaching certificates will be endorsed with the subject areas a person is qualified to teach upon demonstration that the coursework presented for examination meets the requirements set forth in 23 Ill. Adm. Code 1: Subpart G, Staff Qualifications (Public Schools Evaluation, Recognition and Supervision).

- a) Coursework presented for endorsement shall be counted toward a specific subject qualification if the course content meets the standards established for the subject as listed in Subpart G of 23 Ill. Adm. Code 1.
- b) Coursework presented for endorsement will be counted in each subject area to which it applies.
- c) Applicants for certificates presenting a 32 semester hour major field of specialization, for which qualifications are not specified in Subpart G of 23 Ill. Adm. Code 1, shall have the certificate endorsed with that major field of specialization.
- d) Applicants for certification who have completed approved programs or who qualify for certification by transcript evaluation shall be evaluated for all endorsement areas and issued a certificate with all endorsements for which they qualify in accordance with subsections (a) and (b) of this Section.
- e) Individuals seeking to endorse previously issued certificates or obtain additional endorsements may apply for such endorsements, on forms provided by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].
 - 1) Applications must be submitted through the office of a Regional Superintendent of Schools and accompanied by a \$30 nonrefundable fee made payable to the State Teacher Certification Board.
 - 2) Applicants qualifying for an endorsement shall receive a duplicate of their original certificate with the endorsement and date of the endorsement affixed.
 - 3) Deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Applicants may remove their deficiencies and qualify for endorsements on their original fee, provided that they qualify

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

within one year after the date of the deficiency statement. Subsequent requests for the same endorsement(s) shall be accompanied with another fee.

- f) An individual who chooses to “split” a special or special preschool – age 21 certificate and receive both an elementary and a secondary certificate instead, as provided in Section 21-4 of the School Code [105 ILCS 5/21-4] and Appendix C to this Part, may qualify for endorsement in “self-contained general education” on the elementary certificate by presenting evidence of having completed the coursework described in 23 Ill. Adm. Code 1.710 (Minimum Requirements for Elementary Teachers). Such an individual shall also be required to pass the subject matter knowledge test for elementary education and, if he or she has not already passed the test of basic skills and received a certificate based on it, that test as well.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.100 Endorsing Teaching Certificates (2004)

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates will be changed. Appendix E to this Part provides a list of the endorsements that will become available at that time, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and will be discontinued or replaced.

- a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, a certificate-holder shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the designation or designations received in conjunction with that endorsement. However, a certificate-holder may teach only first-year courses in a subject for which he or she does not hold the specific designation. For example, a secondary science teacher with a biology designation may teach only first-year physics or chemistry. Advanced Placement courses shall be considered advanced. They may not be treated as first-year courses and shall require the relevant designations.

- b) Endorsement(s) at Time of Issuance

Pursuant to Section 21-1b of the School Code [105 ILCS 5/21-1b], all certificates initially issued under this Article...shall be specifically endorsed by the State Board of Education for each subject the holder of the certificate is legally qualified to teach.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) For each application for certification received on or before September 30, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for any additional subject in which the candidate completed the required coursework.

- 2) Except as provided in subsection (g) of this Section, for each application received on or after October 1, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for:
 - A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, and been recommended for the endorsement by an institution that operates an approved program in the content area; and

 - B) any additional area in which the individual has passed the applicable content-area test and presents verification by an institution with an approved program in the content area indicating that the individual has completed at least 24 semester hours of college coursework offered by that institution that addressed the content-area standards applicable to the endorsement and included pedagogy relevant to the content area; and

 - C) any additional area in which the individual has passed the applicable content-area test and presents evidence of having accumulated 32 semester hours of college credit along with course descriptions demonstrating that, taken together, the coursework completed addressed the breadth and depth of the applicable content-area standards; and

 - D) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section; and

 - E) any additional area to in which the applicant has met the requirements of Section 25.425(a) of this Part.

- 3) An individual who passes a test of subject matter knowledge prior to July 1, 2004, and applies for the related certificate no later than five years after the date on which the test was taken shall receive an endorsement valid only for the specific subjects covered under the prior system, unless the institution that

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

offered the program completed by the candidate certifies to the State Board of Education that the candidate completed a program that met the applicable standards set forth at 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields). (An endorsement under the new structure will be issued to an individual who either passes the applicable new content-area test or completes a program based upon the applicable standards for the content area.)

- c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special preschool – age 21 certificate would have been endorsed. An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (f)(3) of this Section.
- d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of this Section.
- e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.
 - 1) For an applicant who is receiving an Illinois teaching certificate, 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 designation.
 - 2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation in one of these subjects, other than an endorsement in safety and driver education, shall:
 - A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or
 - B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- C) present evidence of at least one year's teaching experience on a valid certificate in the area covered by the endorsement or designation sought.
- 3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q).
- f) Addition of Endorsements to Previously Issued Certificates
- Individuals seeking to endorse previously issued certificates shall apply for such endorsements, using a format specified by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].
- 1) An applicant who qualifies for an endorsement shall receive a new copy of the original certificate with the endorsement and date of the endorsement affixed.
- 2) For applications received through September 30, 2004, deficiency statements shall be issued when an applicant does not qualify for the requested endorsements and shall be honored by the State Board of Education for a period of one year from the date of issue. Applicants will receive the endorsements if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same endorsements shall be accompanied by another fee and shall be subject to any new requirements.
- 3) Except as provided in subsections (g), (h), (i), and (j) of this Section, for applications received on or after October 1, 2004, an endorsement will be issued to each applicant who:
- A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by the accredited institution on the individual's official transcript, and has been recommended for the endorsement by an institution that operates an approved program in the content area; or
- B) has passed the applicable content-area test and presents verification by an institution with an approved program in the content area indicating

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

that the individual has completed at least 24 semester hours of college coursework offered by that institution that addressed the content-area standards applicable to the endorsement and included pedagogy relevant to the content area; or

C) has passed the applicable content-area test and presents evidence of having accumulated 32 semester hours of college credit along with course descriptions demonstrating that, taken together, the coursework completed addressed the range of the applicable content-area standards; or

D) has met the applicable requirements of subsection (e) of this Section.

g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool – age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having “split” a special or special preschool – age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Since fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement, an individual with a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate.

h) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences.

1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to complete an approved program incorporating a major in the content area and to pass the applicable content-area test. (For this purpose only, an individual who holds a science or social science endorsement issued under the system in effect prior to July 1, 2004, shall be treated as holding the new endorsement with one of its available designations.)

2) The requirement stated in subsection (h)(1) of this Section shall apply not only when a certificate is originally issued but also when an individual seeks to add his or her first endorsement in one of these fields.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 3) An individual may receive a subsequent designation in the same field if he or she has:
- A) passed the applicable content-area test; or
 - B) completed a major in the content area of the designation.
- 4) An individual who had achieved junior status as of the fall semester of 2003, as verified by a signed letter from the certification officer of the institution of higher education, shall have the option of receiving an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, by meeting the requirements for that endorsement as they were then in effect, provided that he or she applies for the endorsement on or before June 30, 2005. An endorsement received under this subsection h)(4) shall be valid only for the specific subjects covered under the earlier system.
- i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists.
- 1) Reading Teacher
The reading teacher's endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement when he or she presents evidence of having completed the required teaching experience and:
 - A) having completed a major in reading in a program that is approved for reading teacher or reading specialist pursuant to Subpart C of this Part and includes a practicum (see subsection (i)(3) of this Section); and having passed the applicable content-area test; or
 - B) having completed 18 semester hours of college coursework prior to July 1, 2005, or 24 semester hours beginning July 1, 2005, including a practicum, at an institution that offers an approved reading teacher's or reading specialist's program and verifies that the courses completed addressed the content-area standards set forth at 23 Ill. Adm. Code 27.110 and/or 27.120 and included relevant pedagogy; and having passed the applicable content-area test; or

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

C) having completed 24 semester hours of college coursework in reading prior to July 1, 2005, or 32 semester hours beginning July 1, 2005, including a practicum, that, taken together, addressed the range of the applicable content-area standards, as documented by course descriptions; and having passed the applicable content-area test.

2) Reading Specialist

The reading specialist's endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement when he or she presents evidence of having completed the required teaching experience and:

A) having completed a K-12 reading specialist's program approved pursuant to Subpart C of this Part that includes a practicum (see subsection (i)(3) of this Section) and leads to the issuance of a master's or higher degree;

B) having been recommended for the endorsement by the institution offering the program; and

C) having passed the content-area test for reading specialist.

3) Practicum

The practicum required pursuant to this subsection (i) shall conform to the definition in Section 25.610 of this Part and shall be required to occur after the individual's passage of the content-area test for reading teacher or reading specialist, as applicable.

4) An individual who meets the requirements of this subsection (i) shall receive a special K-12 certificate with an endorsement for reading teacher or reading specialist, as applicable.

j) Special provisions shall apply to the addition of endorsements and designations in foreign languages.

1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by the

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

accredited institution on the individual's official transcript, and has been recommended for the endorsement by an institution that operates an approved foreign language program.

- 2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has passed the applicable content-area test and presents verification by an institution with an approved foreign language program indicating that the individual has completed 20 semester hours of college coursework offered by that institution in the language that addressed the content-area standards applicable to foreign language and included pedagogy relevant to the teaching of foreign language. The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual's prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved).
 - 3) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has passed the applicable content-area test and presents evidence of having accumulated 32 semester hours of college credit along with course descriptions demonstrating that, taken together, the coursework completed addressed the range of the content-area standards for foreign language.
 - 4) Sections 25.85 and 25.86 set forth additional provisions for certification in foreign languages under specified circumstances.
- k) 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, Subpart G, 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.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 25.115 Recognition of Institutions, Accreditation of Educational Units, and Approval of Programs

In order for an Illinois institution of higher education to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for such program(s) must be accredited, by the State Board of Education in consultation with the State Teacher Certification Board. "Educational unit" means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals. Specific preparation programs offered by recognized institutions must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. When authorized by the State Superintendent, written materials required pursuant to this Subpart C may be submitted in electronic form.

- a) An institution shall be recognized if it:
 - 1) is approved as a degree-granting institution by the Illinois Board of Higher Education, if the institution is subject to provisions of the Institution of Learning Powers Act [110 ILCS 50];
 - 2) sponsors a course of study leading to an appropriate baccalaureate or higher degree and awards the degree; and
 - 3) conducts or proposes to conduct at least one approved program that will prepare professional educators.
- b) An educational unit shall be accredited if the institution meets the standards enumerated in "Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education" (2002), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section).
- c) A preparation program shall be approved if it meets the applicable content standards established by the State Board of Education and the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or 23 Ill. Adm. Code 29.100 (Illinois Professional School Leader Standards), as applicable, except as provided in Section 25.135 of this Part. Each institution shall make available to its students a list of the courses within each of its approved programs that the institution recommends as the coursework that should be completed for an additional endorsement as provided in Section 25.100(f)(3)(B) of this Part.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- d) The accreditation of an educational unit and the approval of its programs shall be subject to review every five years until completion of its first review in light of the standards incorporated by subsection (b) of this Section. Accreditation Review shall be conducted as provided in Sections 25.125 and 25.127 of this Part and decisions regarding continued accreditation and approval shall be made as provided in those Sections, except as provided in Section 25.130, 25.135, or 25.136 of this Part. Once an institution has completed an Accreditation Review under the standards referenced in subsection (b) of this Section and fulfilled any requirements imposed under Section 25.125(j) of this Part, its Accreditation Reviews shall be scheduled at seven-year intervals.
- e) Each ~~Between October 1 and November 30 of each year, each~~ accredited educational unit shall annually submit to the State Superintendent of Education, in a format defined by the State Superintendent and according to a timeline announced at least six months in advance:
- 1) ~~a an annual~~ report which describes any significant changes in the unit or its program(s), updates any information previously provided as if needed, and provides other information requested by the State Superintendent of Education and/or documents how the unit has addressed any applicable standard(s) identified during the most recent review of the unit and its programs as not met or met with areas of weakness; and
 - 2) as relevant to the institution, a report on all programs provided by the institution that have been approved as an alternate route to certification under Section 25.67 of this Part; and
 - 3) institutional data that describe the results of unit and program assessments and the actions taken or planned to address identified areas of concern ~~an Institutional Data Report, on forms provided by the State Board of Education, that displays information about the candidates, staff, and resources of the institution's programs.~~
- f) If relevant to the institution, the report required under subsection (e) of this Section shall include a description of how the unit has addressed any applicable standard(s) identified during the most recent review of the unit and its programs as "not met" or "met with areas of weakness." However, for institutions that have been assigned "Continuing Accreditation with Conditions" or "Probation," this description shall not be required in those years in which the institution is required to submit a special report or is subject to a focused or full visit as discussed in Section 25.127 of this

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~Part. The State Teacher Certification Board shall be notified at its February meeting of any institution that has failed to submit a report required by subsection (e) of this Section.~~

- g) No later than April 7 of each year, each institution shall report to the State Board of Education, using a form supplied by the Board, on its program completers' pass rates on the examinations required for initial certification 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, guidance counselors, and prospective employers of the institution's program completers.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.125 Accreditation Review of the Educational Unit

The requirements of this Section shall apply to Accreditation Reviews that take place on or after July 1, 2003. The review visits conducted pursuant to this Section shall occur between March 1 and May 31 and between September 1 and November 30 and shall be scheduled for the mutual convenience of the affected institution and the review ~~panel~~ team.

- a) No later than February 1 (for a spring review) or September 1 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit to the State Superintendent of Education five copies of each of the two reports specified in this subsection (a). However, in the case of an institution that is also seeking initial accreditation from NCATE, these reports shall be submitted six months earlier than otherwise required by this subsection (a).
- 1) The institution shall submit a report providing an overview of the unit's conceptual frameworks(s), which shall include a description of each framework, its development, and any changes that have been made since the institution's previous Accreditation Review. The discussion of the framework(s) shall address each of the "structural elements" found in the standards referred to in Section 25.115(b) of this Part.
 - 2) The institution shall submit a composite report describing how the unit's teacher preparation programs address the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and how the unit's preparation programs for school administrators address the Illinois Professional School

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Leader Standards set forth at 23 Ill. Adm. Code 29.100 (see Standards for Administrative Certification).

- b) A panel established by the State Superintendent shall review the overview of the unit's conceptual framework(s) no more than 30 days after the overview is submitted. No later than 30 days after the panel completes its review, the State Board of Education shall notify the institution either that the description of its conceptual framework(s) is adequate or that certain structural elements were not adequately addressed and will undergo additional scrutiny by the review team during the visit described in subsection (e) of this Section.
- c) No later than 60 days before its review visit, the institution shall submit to the State Superintendent the number of copies specified in light of the review team's size, and to NCATE (if applicable) the number of copies required by NCATE, of a report presented in a format prescribed by the State Board of Education and incorporating:
- 1) an overview of the institution;
 - 2) an overview of the unit's conceptual framework(s);
 - 3) evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part; and
 - 4) evidence that it is meeting the standards established by the State Board of Education (see 23 Ill. Adm. Code 24, Standards for All Illinois Teachers, and 23 Ill. Adm. Code 29, Standards for Administrative Certification, as applicable).
- d) A review team shall be empanelled to conduct an on-site review to verify the information provided by the institution as required by subsection (c) of this Section. The review team shall be constituted as provided in subsection (d)(1) or (d)(2) of this Section, depending upon whether the institution is also seeking to achieve or retain accreditation of its educational unit by NCATE.
- 1) Institutions Seeking State Accreditation Only
- From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the on-site review and shall appoint the team's chair. A staff member of the State Board of Education shall serve as a consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

2) Institutions Also Seeking to Achieve or Retain NCATE Accreditation

From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall select members to serve on a joint review team with representatives of NCATE's Board of Examiners to conduct the on-site review. The review team shall be co-chaired by a member appointed by the State Superintendent and a member of NCATE's Board of Examiners. A staff member of the State Board of Education shall serve as a consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.

- e) The review team shall visit the institution and verify the degree to which the educational unit and its programs meet ~~meets~~ the standards referred to in Section 25.115(b) of this Part.
- f) The review team shall prepare a draft report during the on-site visit, incorporating an overview of the unit and its conceptual framework(s), summarizing data on the performance of candidates and graduates, and taking into account the recommendations arising from the review of program reports as outlined in Section 25.127 of this Part. This draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair or co-chairs shall review the institution's suggested revisions and make appropriate corrections in consultation with the State Board staff member who is serving pursuant to subsection (d) of this Section. The final report shall be submitted to the institution within 30 days after the State Board's receipt of the institution's suggested corrections.
- g) Within 30 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 that meets the following requirements:
 - 1) The rejoinder must indicate the grounds for disagreement with one or more of the 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 on-site review. (Changes made by the unit 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 on-site visit.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- h) Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team's report, the institution's letter of agreement or rejoinder, a response to that rejoinder provided by the team's chair or co-chairs, and the results of the review of the program report(s), as well as any other relevant documentation that was available to the review team.
- i) After consideration of the information submitted pursuant to subsection (h) of this Section, the Certification Board shall convey to the State Board of Education a recommendation regarding the accreditation of the educational unit as appropriate to the circumstances, in keeping with the provisions of subsection (j) of this Section. The Certification Board shall also convey recommendations regarding approval of the unit's individual programs (see Section 25.127 of this Part).
- j) The possible outcomes of Accreditation Review shall align with those used in the NCATE system of review, so that Illinois institutions desiring both national accreditation through NCATE and the State recognition, accreditation, and program approval required pursuant to this Subpart C will not be caused to duplicate their efforts or undergo duplicate reviews.
 - 1) If the educational unit has met all the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education continue the accreditation of the educational unit (which may include the identification of areas of weakness), thereby authorizing the institution to conduct its approved program(s) and to recommend candidates for certification by entitlement.
 - 2) If the educational unit has failed to meet one or more of the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with conditions, thereby authorizing the institution to conduct its approved program(s) and to recommend candidates for certification by entitlement. An institution to which accreditation with conditions has been assigned shall, within 30 days after receipt of the State Board's decision, provide written notification to the candidates enrolled in the unit's programs to this effect.
 - A) If the State Teacher Certification Board believes that the unit can make adjustments so as to satisfy the conditions expressed within six months, the Board shall recommend that the State Board of Education request submission of documentation that addresses the unmet standard(s) as well as any other weaknesses within that time.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

However, the affected unit may choose to undergo a focused visit pursuant to subsections (j)(2)(C) and (D) ~~subsection (j)(2)(B)~~ of this Section instead.

- B) ~~If the State Teacher Certification Board believes that the conditions expressed cannot be satisfied within six months, the Board shall recommend that the State Board of Education require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness within two years after the semester when the conditions were issued.~~
- ⊖) If documentation is submitted pursuant to subsection (j)(2)(A) of this Section, the State Board of Education shall either continue the institution's accreditation, if the conditions expressed have been satisfied, or require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness, which shall occur within one year after the semester in which the documentation was submitted.
- i) ~~Each focused visit shall be conducted by a team established by the State Superintendent of Education and trained in the review process.~~
- ii) ~~The team conducting a focused visit shall forward to the State Teacher Certification Board a report indicating whether the conditions expressed have been satisfied.~~
- iii) ~~After reviewing the team's report, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit's accreditation.~~
- C) If the State Teacher Certification Board believes that the conditions expressed cannot be satisfied within six months, the Board shall recommend that the State Board of Education require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness within two years after the semester when the conditions were issued.
- D) Each focused visit shall be conducted by a team established by the State Superintendent of Education and trained in the review process. The team conducting a focused visit shall forward to the State Teacher

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Certification Board a report indicating whether the conditions expressed have been satisfied.

- E) After reviewing the team's report, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit's accreditation.
- F) ~~D)~~ A unit to which continued accreditation is granted as a result of a six-month report or a focused visit shall next be due for Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).
- 3) If the educational unit has failed to meet one or more of the applicable standards and exhibits weaknesses that may limit its candidates' ability to meet the standards for certification, the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with probation. An institution to which accreditation with probation has been assigned shall, within 30 days after receipt of the State Board's decision, provide written notification to the candidates enrolled in the unit's programs to this effect. If accreditation with probation is assigned, the unit must schedule an on-site visit within two years after the semester in which the decision was rendered. As part of this visit, the unit must address all the standards in effect at the time of the review that resulted in probation.
 - A) An on-site review required pursuant to this subsection (j)(3) shall be subject to the requirements of subsections (a) through (g) of this Section.
 - B) Following the on-site review, the State Teacher Certification Board shall review the team's report and, based on its assessment of the degree to which the unit has achieved compliance with the applicable standards, shall recommend to the State Board of Education that it either continue or revoke the institution's recognition and the educational unit's accreditation.
 - C) A unit whose accreditation has been continued pursuant to this subsection (j)(3) shall next be subject to Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).
- k) The provisions of subsection (j) of this Section notwithstanding, an institution not accredited by NCATE may decide to seek NCATE accreditation at any time, thus

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

becoming subject to NCATE's initial review cycle. (If NCATE accreditation is sought other than in conjunction with a scheduled Accreditation Review, an Accreditation Review shall be conducted as described in this Section, and the schedule for subsequent Accreditation Reviews shall be altered accordingly.

- l) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Revocation of recognition and accreditation shall be subject to the provisions of Section 25.165(b) of this Part.
- m) If NCATE requires a focused visit and the State Board of Education does not, a State Board staff member shall serve as a non-voting observer during the on-site review and report to the State Teacher Certification Board and the State Board of Education as appropriate.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.127 Review of Individual Programs

- a) No later than February 1 (for a spring review) or September 15 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit five copies of either a full or an interim report for each of its programs, including any alternative program established pursuant to Section 21-5b, 21-5c, or 21-5d of the School Code. These reports shall be submitted either to the State Superintendent or to NCATE, as provided in subsection (e) of this Section.
 - 1) A full report is due for a program if:
 - A) a report for the program has never been reviewed before as part of the State program approval process;
 - B) the program was not reviewed by a content-area review panel in the course of the institution's immediately preceding Accreditation Review;
 - C) the program's content has been altered or changes have been made in the way in which the program addresses the relevant content-area standards established by the State Board of Education;
 - D) the data reported by the institution on its recent institutional report cards required pursuant to Title II of the Higher Education Act reveal declining levels of performance by the institution's candidates; or

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) the content standards for the program have been changed and the change was effective no fewer than 18 months prior to the date for the Accreditation Review.
- 2) An interim report is due for a program if the program was found to meet the applicable standards as part of the institution's most recent Accreditation Review.
- b) Each full program report shall be submitted in a format prescribed by the State Board of Education and shall contain:
 - 1) an overview of the knowledge base, philosophy of preparation, and goals and objectives of the program and a description of how they relate to the conceptual framework(s) of the educational unit;
 - 2) a description of the course of study, including field experiences, student teaching, and internships for candidates;
 - 3) a description of how the program meets either:
 - A) the applicable content-area standards established by the State Board of Education, or
 - B) the national standards applied by the relevant specialty professional association, if the report is to be reviewed by such an association pursuant to subsection (d) of this Section;
 - 4) a description of the assessment system used to evaluate candidates in relation to applicable standards at the time of entry into the program, prior to beginning field experience, at the conclusion of student teaching, and upon program completion, as well as a summary of assessment results that includes all the following that are available and an explanation of any element not available:
 - A) candidates' results on the certification tests required pursuant to this Part,
 - B) data on the performance of program completers in the first year of teaching practice,

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) results of assessments of candidates' student teaching or internships, and
- D) any other data that support the institution's analysis of its candidates' teaching knowledge, skill, and performance;
- 5) the program's faculty and its organizational location within the professional education unit; and
- 6) the number of program completers over the most recent three years.
- c) Each interim report shall be submitted in a format prescribed by the State Board of Education and shall contain:
 - 1) a description of substantive changes, evaluations, and improvements in the program since the institution's most recent Accreditation Review;
 - 2) a description of how each weakness identified in the most recent program review has been addressed; and
 - 3) data on the performance of candidates and graduates of the program, summarized and cross-referenced to the applicable standards.
- d) The State Board of Education shall recognize "Specialized Professional Associations" ("SPAs") that are affiliated with NCATE for purposes of program review in accordance with the provisions of this subsection (d).
 - 1) Each program conducted by an Illinois institution that is accredited by NCATE will be reviewed by a panel convened under the auspices of the relevant SPA if such a SPA exists and is recognized by the State Board of Education (see subsection (l) of this Section).
 - 2) The State Board of Education shall review the content-area standards of each SPA and determine the degree to which those standards are aligned with the comparable standards established by the State Board. The State Board shall identify any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA and shall require supplementary evidence from the institution regarding these standards (see subsection (f) of this Section).

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) Any other certification program conducted by an institution accredited by NCATE, any addendum to a program report submitted pursuant to subsection (f) of this Section, and each program conducted by an institution not accredited by NCATE will be reviewed by a panel convened by the State Superintendent of Education. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area and shall have been trained in the program review process.
- e) The State Board of Education shall notify each institution no later than two years prior to its scheduled Accreditation Review as to which of its program reports are to be submitted to the State Superintendent and which, if any, are to be directed to NCATE. The State Board of Education will not include in its review of an institution's programs any new program that is approved for operation after the date for submission of the institution's program reports.
- f) Each institution shall submit the reports required pursuant to this Section to NCATE if they are to be reviewed by SPAs and to the State Superintendent of Education if they are to be reviewed by a panel convened by the Superintendent.
- g) ~~f~~ As part of the notification provided under subsection (e) of this Section, the State Board shall identify for each affected institution any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA. For each affected program, the institution shall submit to the State Superintendent a concurrent addendum to the program report, which shall be submitted in a format prescribed by the State Board and shall describe how the program meets the State standards in question.
- h) ~~g~~ No later than 30 days after the State Superintendent or NCATE receives a program report, the responsible staff shall notify the affected institution as to whether the report is complete. An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that it is incomplete.
- i) ~~h~~ No later than June 15 (for a spring visit) or February 1 (for a fall visit), each review panel shall submit a preliminary critique for each program reviewed, either to NCATE or to the State Superintendent of Education, as applicable. Each preliminary critique shall indicate any standards the panel believes are not met by a particular program and shall provide the panel's rationale for that determination. Each preliminary critique shall be forwarded to the affected institution no later than June 30 or February 15, as applicable.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- j) ~~h)~~ No later than September 15 or April 15, as applicable, an institution may submit evidence that its program meets the applicable standards, in the form of a response rejoinder to a panel's preliminary critique. Each response rejoinder shall be submitted either to NCATE or to the State Superintendent, as applicable, and shall be forwarded to the responsible panel no later than September 30 or April 30, as applicable.
- k) ~~j)~~ No later than January 15 or September 1, as applicable, each panel shall complete its reconsideration of each affected program and submit a final critique, either to NCATE or to the State Superintendent, as applicable.
- l) ~~k)~~ NCATE and the State Superintendent shall ensure that each final critique is received by the affected institution no later than 60 days prior to the scheduled date of the institution's review visit.
- m) Each institution whose programs have been reviewed by a SPA shall provide or make available to the State Board of Education all reports sent by the institution to the SPA and by the SPA to the institution. The State Board shall keep this information as part of the institution's permanent file.
- n) ~~h)~~ An institution may notify the State Superintendent if it does not receive required materials from NCATE or a SPA within the timelines set forth in this Section. The State Board of Education shall withdraw its recognition of any SPA that has failed to comply with the timelines set forth in this Section in more than 20 percent of the reviews it has conducted and fails to supply the State Superintendent with evidence that it has sufficient resources available to resume meeting applicable deadlines in time for the next program review cycle.
- o) ~~m)~~ As part of the accreditation process described in Section 25.125 of this Part, the State Teacher Certification Board shall convey to the State Board of Education a recommendation regarding each preparation program offered by the affected educational unit.
- 1) The Certification Board may recommend approval of programs that meet the applicable content standards; or
 - 2) The Certification Board may recommend provisional approval of programs whose program reports are found to exhibit less than full compliance with the applicable content standards. If provisional approval is granted, staff of the State Board of Education may monitor the program's improvement as deemed necessary until submission of the report called for in subsection (p) of this

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section and shall report any significant lack of progress to the State Teacher Certification Board, which may recommend that the State Board of Education require an accelerated submission date for that report.

- p) ⊞) No later than 18 months after provisional approval of a program is granted by the State Board of Education, the institution shall submit to the State Superintendent a revised program report, which shall be reviewed as provided in this Section. Staff of the State Board of Education shall thereupon convey to the State Teacher Certification Board the report of the review panel. After consideration of this report, the Certification Board shall convey its recommendation that the State Board of Education:
- 1) Continue the approval of the affected program, thereby authorizing the institution to continue offering it; or
 - 2) Revoke the program's approval, thereby prohibiting the institution from continuing to offer it.
- q) ⊞) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval shall be subject to the requirements of Section 25.165(b) of this Part.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART D: SCHOOL SERVICE PERSONNEL

Section 25.200 Relationship Among Credentials in Subpart D

Each school service personnel certificate held by an individual shall bear only one of the endorsements discussed in this Subpart D. Each of these endorsements requires separate certification.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.210 Requirements for the Certification of School Social Workers

This Section is replaced by Section 25.215 of this Part.

- a) Effective January 1, 1996, the school social work endorsement will be issued only to persons holding a master's or higher degree in social work, including a minimum of

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

55 graduate-level semester hours of coursework, supervised field experience, and school social work internship, from a graduate school of social work accredited by the Council on Social Work Education.

- b) School social workers must hold a school service personnel certificate based on completion of an approved program that provides consideration across the curriculum to racial, cultural, gender, and ethnic diversity, as well as an examination of the social worker's professional code of ethics.
- c) Required Content Areas and Courses

	Graduate-Level Hours Required
1) Human Behavior and the Social Environment	4
2) Social Welfare Policy	4
3) Social Work Theory, Methods, and Practice, including Individual, Family, Group, Consultation, and Community Intervention Methods	2
4) Research Methodology	2
5) Characteristics of Exceptional Children	2
6) Social Work Practice in the Public Schools, including:	2
A) Interventive Methods with Individuals, Families, and Groups, and consultation with school personnel and the school community	
B) School Laws, Rules, and Regulations, and Public Policy Pertaining to School Social Work Practice	
C) Organizational and Administrative Concepts and Processes Related to Schools	

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

d) Supervised Field Experience

School social workers must complete a supervised field experience comprising a minimum of 400 contact hours that are supervised by a field instructor holding a master's or higher degree in social work.

e) School social workers must complete a school social work internship comprising a minimum of 600 contact hours in a school setting.

1) The internship must be supervised by a field instructor holding a master's or higher degree in social work and a school service personnel certificate endorsed for school social work, or equivalent certification.

2) The internship must provide for the development and demonstration of professional skills, including, but not limited to:

A) Communication, interviewing, and observation skills

B) Social Developmental, Adaptive Behavior, and Cultural Background assessments

C) Effective intervention with culturally diverse populations

D) Home-School-Community liaison

E) Application of theory to specific practice modalities --

Crisis Intervention

Prevention and Early Intervention

Consultation

Collaboration and Participation

Multidisciplinary Team Work

Case Management

Individual, Group, and Family Intervention

Community Resource Development

Advocacy

F) Evaluation of Practice

G) Evaluation of Program

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.215 Certification of School Social Workers (2004)

- a) Each candidate for the school service personnel certificate endorsed for school social work shall hold a master's degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social Work Education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school social workers pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work and a school social work internship of at least 600 contact hours in a school setting.
- 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.140).
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.220 Requirements for the Certification of Guidance Personnel

The requirements contained in subsections (a) and (b) of this Section shall remain in force through August 31, 1993. Thereafter, the requirements set forth in subsections (c), (d), and (e) of this Section shall take effect until this Section is replaced by Section 25.225 of this Part.

- a) Requirements:
 - 1) Guidance specialists must hold or be qualified for a standard teaching certificate.
 - 2) Guidance specialists must hold a master's degree.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 3) Guidance specialists must have completed an approved program in guidance from a recognized college or university consisting of 32 semester hours of coursework. An approved program shall include supervised school-based practicum experience. Coursework should be from the eight areas of competency listed below. Appropriate courses in the areas listed in subsections (A), (B), (C), (D), (E) and (F) below are a minimum requirement. Not more than six semester hours shall be acceptable at the undergraduate level.
 - A) Principles and techniques of guidance.
 - B) Appraisal techniques.
 - C) Human growth and development.
 - D) Principles and practices in counseling.
 - E) Occupational, educational, personal and social information.
 - F) Mental hygiene and/or personality dynamics.
 - G) Organization of guidance services.
 - H) Research.
- b) All Counselors who presently hold a specialist's certificate would be eligible to obtain a School Service Personnel Certificate with a Guidance Specialist endorsement.
- c) Guidance specialists must hold or be qualified for a standard teaching certificate.
- d) Guidance specialists must hold a master's degree from a recognized teacher education institution.
- e) Guidance specialists must hold a school service personnel certificate based on completion of an approved program in guidance from a recognized college or university, consisting of 39 semester hours of coursework at the graduate level. Courses in all of the following content areas are required, and the required credit hours may be earned through completion of titled courses, seminars, or practica covering the areas described.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

1) Human Growth and Development (3 Hours)

Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.

2) Social and Cultural Foundations (3 Hours)

Includes studies of change, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political science are involved.

3) The Helping Relationship (6 Hours)

Includes philosophic bases of helping relationships; counseling theory, supervised practice, and application; consultation theory, supervised practice, and application; and an emphasis on development of counselor and client (or consultee) self-awareness and self-understanding.

4) Groups - (3 Hours)

Includes theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills. This area also includes supervised practice.

5) Life Style and Career Development (3 Hours)

Includes such areas as vocational choice theory, relationship between career choice and life style, sources of occupational and educational information, computerized guidance services, financial aid, college admissions, approaches to career decision-making processes, and career development exploration techniques.

6) Appraisal of the Individual (3 Hours)

Includes the development of a framework for understanding the individual, including methods of data-gathering and interpretation, individual and group

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

testing, case study approaches, and the study of individual differences. Ethnic, cultural, and gender-related factors are also considered.

7) Research and Evaluation (3 Hours)

Includes such areas as statistics, research design, and the development of research and demonstration proposals. It also includes understanding legislation relating to the development of research, programs, and demonstration proposals, as well as the development and evaluation of program objectives.

8) Professional Orientation (3 Hours)

Includes goals and objectives of professional organizations, code of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other school service personnel.

9) Environmental Studies (6 Hours)

Includes the study of the school environment in which the student is planning to work. This area encompasses history, philosophy, trends, purposes, ethics, legal aspects, standards, and roles within the institution. Issues such as chemical dependency, sexuality, and the effects of single-parent homes and blended families must be covered, as well as the needs of special populations, such as bilingual children or children with physical or mental disabilities.

10) Supervised Experiences (6 Hours)

A) Appropriate supervised experiences provide for the integration and application of knowledge and skills gained in didactic study.

i) Supervised experiences must take place in settings that are compatible with the career goal of becoming a school counselor.

ii) Supervised experiences must include observation and direct work with individuals and groups within an appropriate work setting.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iii) Supervised experiences must provide opportunities for professional relationships with staff members in the work settings.
- B) Supervised experiences must include laboratory, practicum, and internship activities with an appropriate, school-aged population.
- C) Laboratory experiences, providing both observation and participation in specific activities, must be offered throughout the preparatory program.
- D) At least 3 semester hours must be earned in a supervised counseling practicum providing interaction with individuals and groups of an appropriate, school-aged population. The practicum must include a minimum of 100 clock hours, 40 hours of which must involve direct service work with school-aged children.
- E) At least 3 semester hours must be earned in a postpracticum internship that provides an actual on-the-job experience in a school setting. The internship must be a sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in the performance of various aspects of the counseling role and is gradually introduced to the full range of responsibilities associated with that role.
 - i) The internship shall be waived for an applicant who holds a comparable out-of-state school service personnel certificate and has had two years' experience as a school counselor.
 - ii) For applicants with less than two years of teaching experience, the internship must include a minimum of 600 clock hours, 240 hours of which must involve direct service with an appropriate clientele.
 - iii) For applicants with two or more years of teaching experience, the internship must include a minimum of 300 clock hours, 200 of which must involve direct service contact with an appropriate clientele.
 - iv) "Appropriate clientele" means school-aged children, parents, teachers, and other parties interested in students' welfare.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.225 Certification of School Counselors (2004)

- a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master's degree in school counseling awarded by a regionally accredited institution of higher education.
- b) Each applicant shall have completed an Illinois program approved for the preparation of school counselors pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Except as provided in subsection (e) of this Section, each applicant shall have completed a structured and supervised internship that is part of an approved program and entails at least 600 hours and lasts no less than one semester, during which the candidate engaged in the performance of various aspects of the counseling role and was gradually introduced to the full range of responsibilities associated with that role.
- d) Except as provided in subsections (e) and (f) of this Section, each applicant shall either:
 - 1) hold or be qualified to hold a teaching certificate; or
 - 2) have completed, as part of an approved program, coursework addressing:
 - A) the structure, organization and operation of the educational system, with emphasis on P-12 schools;
 - B) the growth and development of children and youth, and their implications for counseling in schools;
 - C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
 - D) effective management of the classroom and the learning process.
- e) An applicant who holds another state's certification in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) of this Section if he or

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

she presents evidence of at least two years' full-time experience as a school counselor.

- f) An applicant who has completed an approved program in another state that includes an internship meeting the requirements of subsection (c) of this Section shall not be subject to the requirements of subsection (d) of this Section.
- g) 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.110).
- h) An applicant who holds a master's degree in a field of counseling other than school counseling shall be required to complete the equivalent of all current requirements of an approved school counseling preparation program. The Illinois institution offering the program shall review the individual's educational background and identify any of the standards set forth at 23 Ill. Adm. Code 23.110 or other applicable requirements of this Section that the individual's preparation has not addressed. Upon successful completion of the coursework and experiences offered by the institution that address the identified standards, the applicant shall be eligible to be recommended for certification by entitlement.
- i) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.227 Interim Certification of School Counselor Interns (2004)

- a) An individual who wishes to participate in an internship program described in Section 25.225 of this Part and who does not hold a valid teaching certificate shall obtain interim certification as a school counselor intern. Each applicant for this certification shall either:
 - 1) have completed, as part of an approved program, all the coursework described in Section 25.225(d)(2) of this Part; or
 - 2) hold a master's degree in a field of counseling other than school counseling and be working toward completion of all requirements necessary for certification as a school counselor as described in Section 25.225(h) of this Part.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- b) Each applicant shall be in good health and of sound moral character and shall be a citizen of the United States or be legally present in the United States and possess legal authorization for employment.
- c) Each applicant shall submit the required fee along with an application to the State Board of Education and a transcript indicating compliance with subsection (a) of this Section.
- d) Interim certification as a school counselor intern shall be valid for three years, subject to Section 21-22 of the School Code, and shall not be renewable.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.230 Requirements for the Certification of School Psychologists

This Section is replaced by Section 25.235 of this Part.

Educational Requirements:

- a) Must have graduated with a master's degree or higher degree in psychology or educational psychology with specialization in school psychology, including a minimum of sixty (60) semester hours of coursework, field experiences, and internship at the graduate level. All academic work listed in subsection (b) of this Section is required and may be met through completion of titled courses, seminars, or practica. The requirements designated by asterisks must be met at the graduate level, while completion of the other areas is acceptable at either the graduate or the undergraduate level. Graduate credit may also be earned for academic work in related fields such as special education and educational psychology.
- b) Content Areas and Courses Graduate Semester Hours
 - 1) Educational Foundations 3
 - A) Exceptional individuals
 - B) Regular and/or Special Education Methods
 - C) Foundations/Supervision/Administration of Regular and/or Special Education*

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 2) Psychological Foundations 9
 - A) Learning/Cognitive Processes*
 - B) Child/Developmental Psychology*
 - C) Child Psychopathology/
Behaviorally Disturbed
 - D) Biological Bases of Behavior (e.g., neurological, physiological, and
biochemical)
 - E) Personality
- 3) Professional School Psychology 2
School Psychology*
- 4) Assessment (Ages 0-21) 8
 - A) Individual Nondiscriminatory
Intellectual Assessment*
 - B) Nondiscriminatory Personality
Assessment (Personal/Social/Adaptive
Behaviors)*
 - C) Nondiscriminatory Psychoeducational
Assessment*
- 5) Intervention (from 2 of the following) 6
 - A) Behavior Management/Modification
 - B) Counseling and/or Psychotherapeutic
Methods
 - C) Consultation
- 6) Statistics/Measurement/Research 3

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) Statistical Methods
- B) Research Methods
- C) Psychological Measurement/Tests and Measurement

- 7) Field Experiences (must include a minimum of 250 clock hours in a school setting and/or child study center) 2

Practicum*

- 8) Internship 4

The internship shall be a full school year in duration and include at least 1200 clock hours under the direction of an intern supervisor as defined in Section 25.610 of this Part.

- c) Must have had at least one year of supervised professional psychological experience with children of school age, preferably in a school setting and under the supervision of an individual qualified as a supervising psychologist.

- 1) Interpretation of Terms

- A) "One year" means a school year as defined by Section 10-19 of ~~The~~ the School Code [105 ILCS 5/10-19]. Periods of less than three consecutive months may not be included.
- B) "Full time" means full time as defined by the board of education in the system in which the individual is employed but in no case less than twenty-five (25) hours per week.
- C) "Supervised experience" means full time work, acquired after the satisfactory completion of all academic requirements except thesis and/or internship for the master's degree or higher degree with school children of all ages, including work with exceptional children under the supervision of a school psychologist or other psychologist who would qualify as a school psychologist and who has had a minimum of

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

three years of experience in the psychological assessment of children of school age.

- 2) Additional Qualifications Required
 - A) Proficiency in individual psychological examination of children including educational diagnostic techniques, ability to plan and carry out a diagnosis adequate for each particular case; ability to handle staff conferences, interpret data, and write adequate reports; proficiency in counseling and other functions that may be needed to supplement the psychological assessment of children.
 - B) Ability and willingness to work according to high standards of competence and comply with the code of ethics of recognized professional associations.
 - C) Good character, good health, citizen of the United States and at least nineteen (19) years of age, in accordance with Section 21-1 of ~~The~~ the School Code [105 ILCS 5/21-1].

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.235 Certification of School Psychologists (2004)

- a) Each candidate for the school service personnel certificate endorsed for school psychology shall hold a master's degree in psychology or educational psychology with specialization in school psychology.
- b) Except as provided in subsection (c) of this Section, each candidate shall have completed an Illinois program approved for the preparation of school psychologists pursuant to Subpart C of this Part and accredited by the National Association of School Psychologists or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- 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 an internship of at least 1200 contact hours and lasting a full school year under the direction of an intern supervisor.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- d) An applicant who has completed a program in another state that is not accredited by the National Association of School Psychologists shall be required to enroll in an approved school psychology preparation program. The Illinois institution offering the program shall review the individual's educational background and identify any of the standards set forth at 23 Ill. Adm. Code 23.130 that the individual's preparation has not addressed. Upon successful completion of the coursework offered by the institution that addresses the identified standards, the applicant shall be eligible to be recommended for certification by entitlement.
- e) 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.130).
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.240 Standard for School Nurse Endorsement

This Section is replaced by Section 25.245 of this Part.

- a) Baccalaureate degree.
- b) Licensed as a registered professional nurse in Illinois.
- c) A total minimum of 30 undergraduate or graduate semester hours selected from the following list. Starred areas are mandatory.
 - 1) Introduction to Public Health Nursing Theory and Practice*
 - 2) Human Growth and Development*
 - 3) Introduction to Community Health Problems*
 - 4) Educational Psychology*
 - 5) Introductory Sociology*
 - 6) Educational Foundations*

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 7) The Exceptional Child*
 - 8 Nutrition
 - 9) Communicative Skills
 - 10) Social Case Skills
 - 11) Mental Health
 - 12) School Administration
 - 13) Guidance and Counseling
 - 14) Curriculum Design
 - 15) Health Education
 - 16) Diversified Occupations--Health Careers
 - 17) Child or Adolescent Psychology
- d) One year internship under supervision of a fully qualified school nurse or two years of successful experience as a school nurse prior to effective date of this endorsement.
- e) Nurses presently holding a Standard Teacher Nurse Consultant Certificate shall, upon application, be issued a School Service Personnel Certificate with a School Nurse endorsement if they are certified prior to the effective date of this endorsement.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.245 Certification of School Nurses (2004)

- a) Each candidate for the school service personnel certificate endorsed for school nursing shall hold a bachelor's degree in nursing.
- 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].

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- d) Each candidate shall have completed either a one-year internship under the supervision of a fully qualified school nurse or two years of successful experience as a school nurse.
- e) 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.120).
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.252 Certification of Non-Teaching Speech-Language Pathologists

Certain individuals may qualify for a school service personnel certificate with a non-teaching speech-language pathologist's endorsement, as provided in Section 14-1.09b of the School Code [105 ILCS 5/14-1.09b].

- a) Each applicant shall hold one of the licenses identified in Section 14-1.09b(b)(1) of the School Code [105 ILCS 5/14-1.09b(b)(1)].
- b) Each applicant shall hold a master's or doctoral degree earned through completion of a program that meets the requirements of Section 14-1.09b(b)(2) of the School Code [105 ILCS 5/14-1.09b(b)(2)].
- c) Each applicant shall meet the requirements of Section 14-1.09b(3) of the School Code [105 ILCS 5/14-1.09b(3)] by:
 - 1) having completed an Illinois program approved pursuant to Subpart C of this Part that leads to certification as a speech-language pathologist; or
 - 2) having completed a program in another state or country that is comparable to the Illinois programs described in subsection (c)(1) of this Section or holding

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- a comparable certificate issued by another state or country (see Section 25.425 of this Part); or
- 3) having completed an Illinois program of preparation in speech-language pathology that was not approved pursuant to Subpart C of this Part but was offered by a regionally accredited institution (see also subsection (d) of this Section); or
- 4) having completed a program in another state or country that is comparable to the Illinois programs described in subsection (c)(3) of this Section (see also subsection (d) of this Section).
- d) For purposes of subsection (c) of this Section, a comparable out-of-state program is one that leads to qualification as either a teaching or a non-teaching speech-language pathologist, and a comparable out-of-state certificate is one authorizing employment in the public schools in either capacity.
- e) Prior to submitting an application to the State Board of Education, an applicant who wishes to qualify for the school service personnel certificate based on the requirements of subsection (c)(3) or (c)(4) of this Section and whose professional preparation was completed prior to July 1, 2002, shall submit his or her transcripts and descriptive material for each relevant course completed to an Illinois institution that offers a program of preparation for speech-language pathologists that is approved pursuant to Subpart C of this Part.
- 1) Professional personnel of the institution familiar with its approved program shall review the evidence submitted by the applicant and may request such additional information as may be needed in order to determine whether he or she has completed:
- A) coursework leading to an understanding of the needs of students with various disabilities and an awareness of appropriate procedures for directing learning; and
- B) a supervised field experience involving diagnostic and therapeutic work with school-aged children leading to an understanding of the specific problems, methods, and procedures relevant to serving school-aged children.
- 2) If the individual has completed coursework and field experience fulfilling the requirements of subsection (e)(1) of this Section, the institution shall issue a

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

letter of recommendation for the certificate, which shall be submitted to the State Board of Education along with the individual's application.

- 3) If the individual lacks required coursework and/or field experience, the institution shall identify the courses and/or practica it offers that the individual must complete in order to qualify for the certificate. Upon the individual's successful completion of any such requirements, the institution shall issue a letter of recommendation for the certificate.

- f) Prior to submitting an application to the State Board of Education, an applicant who wishes to qualify for the school service personnel certificate based on the requirements of subsection (c)(3) or (c)(4) of this Section and whose professional preparation was completed on or after July 1, 2002, shall submit his or her transcripts and descriptive material for each relevant course completed to an Illinois institution that offers a program of preparation for speech-language pathologists that is approved pursuant to Subpart C of this Part.
 - 1) Professional personnel of the institution familiar with its approved program shall analyze the applicant's preparation and may request such additional information as may be needed to determine whether the individual has achieved an understanding of the aspects of practice addressed in the content-area standards for speech-language pathologists (see the policies of the State Board of Education related to certification in special education under the federal court order of February 27, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.) with respect to:
 - i) planning and intervention;
 - ii) the learning environment;
 - iii) service delivery;
 - iv) professional conduct and ethics; and
 - v) facilitation and advocacy.
 - 2) If the individual's preparation has covered the aspects enumerated in subsection (f)(1) of this Section, the institution shall issue a letter of recommendation for the certificate, which the individual shall submit to the State Board of Education along with his or her application.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) If the individual's preparation has not covered all the aspects enumerated in subsection (f)(1) of this Section, the institution shall identify the coursework and/or field experience that the applicant must complete in order to do so. Upon the individual's successful completion of any such coursework or field experience, the institution shall issue a letter of recommendation for the certificate.
- g) 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.
- h) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

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

Section 25.300 Relationship Among Credentials in Subpart E

Each of the credentials discussed in this Subpart requires separate certification.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.311 Administrative Certificate (Repealed)

~~Except as provided in Section 21-5d of the School Code [105 ILCS 5/21-5d], the Administrative certificate requires:~~

- ~~a) a master's degree awarded by a regionally accredited institution of higher learning;~~
- ~~b) completion of a program approved for one of the endorsements specified in Sections 25.322 through 25.355 of this Part at a recognized Illinois teacher education institution and recommendation by that institution; or satisfaction of the conditions specified in Section 25.425 of this Part; and~~
- ~~e) passage of the relevant test of subject matter knowledge as specified in Section 25.710 of this Part.~~

(Source: Repealed at 28 Ill. Reg. 16031, effective _____)

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

Section 25.333 General Administrative Endorsement

This Section is replaced by Section 25.335 of this Part.

a) This endorsement is required for the following positions: principal, assistant principal, assistant or associate superintendent, and other similar or related positions as indicated in 23 Ill. Adm. Code 1. Appendix B.

b) Minimum Requirements of Graduate-Level Study

1)	Areas of Study	Semester Hours
----	----------------	----------------

A)	Instructional Leadership	12
----	--------------------------	----

Must include work which provides skills in:

- i) promoting academic achievement;
- ii) implementing school improvement;
- iii) long-range planning;
- iv) program evaluation; and
- v) personnel evaluation.

B)	Management of Public Schools	9
----	------------------------------	---

Must include work which provides skills in:

- i) personnel management;
- ii) school governance;
- iii) school law;
- iv) school finance; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- v) interpersonal communication.
 - C) Schools and Public Policy 4-6
Must include work which provides skills in:
 - i) establishing effective school/ community communication and involvement; and
 - ii) analysis of political and social context of schools.
 - D) Clinical Experience appropriate to the endorsement or prior experience in a role requiring this endorsement while holding a certificate of comparable validity.
- 2) Two years of full-time teaching experience or school service personnel experience.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.335 General Administrative Endorsement (2004)

This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1. Appendix B. (See also 23 Ill. Adm. Code 29.120.)

- a) Each candidate for the general administrative endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education that encompasses the coursework in educational administration and supervision required by Section 21-7.1(e)(2) of the School Code [105 ILCS 5/21-7.1(e)(2)].
- b) Each candidate shall have completed an Illinois program approved for the preparation of administrators pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- c) Each candidate shall have two years' full-time teaching or school service personnel experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards (Section 21-7.1(e)(2) of the School Code).
- 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.344 Chief School Business Official Endorsement

This Section is replaced by Section 25.345 of this Part.

- a) This endorsement is required for chief school business officials.
- b) Minimum Requirements of Graduate-Level Study

1)	Areas of Study	Semester Hours
	A) School Business Management	12
	Must include work in data processing.	
	B) School Organization and Administration	3
	Must include work in school/ community relations, personnel management, and organizational planning and development.	
	C) School Finance and Fiscal Planning	6

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

D) Clinical Experiences
appropriate to the endorsement or
prior experience while holding a
certificate of comparable validity.

2) Two years' school business management experience.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.345 Chief School Business Official (2004)

This endorsement is required for chief school business officials. (See also 23 Ill. Adm. Code 29.110.)

- a) Each candidate for the chief school business official's endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education.
- b) Each candidate, other than a candidate whose master's degree was earned in *business administration, finance, or accounting* (see Section 21-7.1(e)(3) of the School Code [105 ILCS 5/21-7.1(e)(3)]), shall:
 - 1) have completed an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part); and
 - 2) have two years' administrative experience in school business management (Section 21-7.1(e)(3) of the School Code).
- 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.355 Superintendent Endorsement

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

This Section is replaced by Section 25.360 of this Part.

- a) This endorsement is required for superintendents of school districts.
- b) Minimum Requirements of Graduate-Level Study

- | 1) | Areas of Study | Semester Hours |
|----|---|----------------|
| | A) Governance of Public Schools | 6 |
| | Must include work in inter-governmental relationships in education and school/community relationships. | |
| | B) Management of Public Schools | 6 |
| | Must include work in school improvement (i.e., the modification of curriculum and practice based upon research in effective teaching and learning) in addition to that required for the general administrative endorsement. | |
| | C) Educational Planning | 6 |
| | Must include work in organizational development. | |
| | D) Additional graduate credit | 12 |
| | E) Clinical Experiences appropriate to the endorsement or prior experience in a role requiring this endorsement while holding a certificate of comparable validity. | |
| 2) | Two years' school supervisory or administrative experience and possession of the general supervisory or general administrative certificate or comparable out-of-state certificate. | |

(Source: Amended at 28 Ill. Reg. _____, effective _____)

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

Section 25.360 Superintendent (2004)

This endorsement is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.)

- a) Each candidate for the superintendent's endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have *at least two years' administrative or supervisory experience in schools*, on at least a half-time basis, on a general supervisory, general administrative, or all-grade supervisory endorsement on an administrative certificate, or a comparable out-of-state credential. (See Section 21-7.1(e)(4) of the School Code [105 ILCS 5/21-7.1(e)(4)]; the superintendent's endorsement shall not be issued as an individual's first endorsement on the administrative certificate unless issued on the basis of a comparable out-of-state credential.)
- 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

Section 25.365 Director of Special Education

This endorsement shall be required for directors and assistant directors of special education beginning July 1, 2005. This endorsement is available to certain individuals based on qualifications earned on or before June 30, 2005, in accordance with subsection (e) of this Section. All other candidates shall be subject to the requirements of subsections (a) through (d) of this Section. (See also 23 Ill. Adm. Code 29.140.)

- a) Each candidate for the director of special education endorsement shall hold a master's degree awarded by a regionally accredited institution of higher education.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) Each candidate shall have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have two years' full-time teaching experience or school service personnel experience in a field other than school nursing in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards.
- 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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720 of this Part.
- e) Certain individuals may receive the director of special education endorsement as specified in this subsection (e).
 - 1) An individual who has received a letter of approval as an administrator of special education from the State Board of Education at any time may receive an endorsement for director of special education by submitting an application for the endorsement accompanied by the applicable fee and a copy of his or her letter of approval.
 - 2) An individual who holds an administrative certificate and the teaching or school service personnel experience required by subsection (c) of this Section but who has never been approved as an administrator of special education may receive endorsement for director of special education at any time by submitting an application for the endorsement accompanied by the applicable fee and evidence of having completed 30 semester hours of coursework, distributed among all the areas listed in subsections (e)(2)(A) through (e)(2)(E) of this Section. These requirements must have been met on or before June 30, 2005.
 - A) Survey of exceptional children.
 - B) Special methods courses covering at least three areas of disability.
 - C) Educational and psychological diagnosis and remedial techniques.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- D) Guidance and counseling.
- E) Supervision of programs for children with disabilities.
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Added at 28 Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.415 Credit in Junior College (Repealed)

~~The Teacher Certification Board has ruled that no individual may present for purposes of certification more than nine (9) semester hours of professional education from junior colleges.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.425 Individuals Prepared in Out-of-State Institutions

An applicant who holds or is eligible to hold another state's teacher, school service personnel, or administrative certificate may be granted a corresponding Illinois certificate ~~upon the following conditions:~~ if he or she meets all the generally applicable requirements of Article 21 of the School Code (e.g., age, good character, citizenship or legal presence) and the requirements for the certificate sought, as specified in the applicable Sections of this Part.

- a) ~~All statutory requirements and professional education and area of specialization requirements as defined for each certificate in this Part in effect in Illinois at the time application is made are met and verified through a transcript evaluation of credits, if the individual comes from a state with which reciprocity has not been established pursuant to Section 25.495 of this Part.~~
- b) ~~All non-educational requirements (e.g., age, citizenship or declaration of intent, good character, experience for administrative certification) are met.~~
- e) ~~The institution in which the program and degree the applicant completed was recognized by the state agency in the state in which the institution is located and qualified the person for eligibility for certification in that state, in accordance with Section 25.495 of this Part.~~
- a) d) The certificate sought must be comparable to the out-of-state certificate

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

for which the applicant is eligible ~~is comparable to the Illinois certificate for which application is made, and the applicant must have completed a state-approved educator preparation program including a major in a subject area that is relevant to the area of certification.~~ A comparable Illinois certificate is that which is most nearly like that of the other state (e.g., a K-6 certificate from another state most nearly approximates the Illinois elementary (K-9) certificate.) ~~shall be determined on the basis of:~~

- 1) ~~the degree to which the grade level of certification in Illinois is most nearly like that of the other state (e.g., a K-6 certificate in another state most nearly approximates the Illinois K-9 certificate and therefore would be comparable); and/or~~
- 2) ~~the subject area for which a certificate is endorsed or an area of school service or administration in Illinois is most nearly like that of the other state (e.g., a principal's certificate in another state most nearly approximates the Illinois General Administrative endorsement on the Administrative Certificate and therefore would be comparable.)~~

b) The individual may receive additional endorsements comparable to those affixed to the out-of-state certificate, as determined by the State Board of Education and irrespective of nomenclature, by passing the applicable Illinois content-area tests and presenting evidence of:

- 1) having completed an approved program in the subject area of the endorsement sought; or
- 2) having completed at least 24 semester hours of college coursework in the subject area of the endorsement sought; or
- 3) having been recommended for the endorsement by an institution of higher education at which coursework in the subject area was completed.

c) e) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to ~~one of the~~ a ~~evaluation services listed in subsection (f)~~ service whose evaluations are accepted by the State Board pursuant to subsection (c) of this Section.

- 1) After reviewing the documents submitted, the service shall provide to the ~~secretary of the State Teacher Certification Board~~ State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as a teacher. The

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~services~~ 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 ~~(e)(1)~~ (b)(1) of this Section shall be reviewed to determine whether the individual qualifies for a certificate; if so, he or she shall receive such a certificate with all 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 certificate, he or she shall receive a notification of the deficiencies for the certificate.

d) ~~f)~~ ~~The evaluation~~ Evaluation services ~~that are~~ shall be approved to review foreign credentials for purposes of Illinois certification ~~are: if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of 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.~~

- 1) ~~Consultancy on International Education (CIE)
P.O. Box 2792
Champaign, Illinois 61825-2792
Telephone 217/359-9602~~
- 2) ~~Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, Wisconsin 53202
Telephone 414/289-3400~~
- 3) ~~World Education Services, Inc.
P.O. Box 11623
Chicago, Illinois 60611-0623
Telephone 312/222-0882~~
- 4) ~~International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, California 90066
Telephone 310/390-6276~~

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- g) ~~Subject areas of endorsement shall be determined in accordance with the applicable provisions of Sections 25.43, 25.45, 25.99, 25.210, 25.220, 25.230, 25.240, 25.322, 25.333, 25.344, and 25.355 of this Part.~~

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.427 Three-Year Limitation

An evaluation for purposes of issuing a certificate (rather than an additional endorsement on a previously held certificate) will be binding on the State Board of Education for only three (3) years after it is given. At the close of that time, the evaluation and all relevant material will be discarded unless a certificate has been issued. However, should an individual apply for a certificate of a type for which a previously requested evaluation is still pending pursuant to this Section, the earlier application shall be invalidated and the relevant materials discarded immediately.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.430 Institutional Approval (Repealed)

~~The Illinois State Teacher Certification Board accepts as a policy that it will approve only degree-granting institutions with accepted teacher education programs for institutional approval for teacher certification in Illinois. It furthermore will approve as a policy the acceptance of credit hours earned in other institutions recognized by the State Board of Education for fulfilling certification or teaching field requirements provided the total hours are limited in a less than bachelor's degree granting institution to a total of sixty (60) semester hours and that professional education deficiencies earned in these non-approved institutions shall not exceed nine (9) semester hours.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.440 Master of Arts NCATE (Repealed)

~~The Certification Board accepts a Master of Arts in Teaching Program by accredited NCATE institutions as meeting the requirements for the regular certificate, provided the minimum statutory requirements are met.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21-27 of the School Code [105 ILCS 5/21-27] shall be subject to the requirements of this Section and shall be contingent upon the

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

appropriation of sufficient funds (see subsection (f) of this Section). For purposes of this Section, “outside the regular school term” means during hours when school is not in session or on days when school is not in session.

- a) An individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual payment as called for in Section 21-27(1) of the School Code for each year during which:
 - 1) he or she is employed by a school district or other public entity providing elementary or secondary education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students; and
 - 2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a form specified by the State Board of Education.

- b) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual incentive payment under Section 21-27(2) of the School Code for each year during which:
 - 1) he or she is employed by a school district or other public entity providing elementary or secondary education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;
 - 2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a form specified by the State Board of Education; and
 - 3) *he or she agrees in writing, using a form prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers that consists of:*
 - A) *high-quality professional development for new and experienced teachers; and/or*
 - B) *assistance to candidates for certification by the National Board for Professional Teaching Standards in completing that certification process. (Section 21-27(2) of the School Code)*

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- c) Requirements for Professional Development and Assistance to NBPTS Candidates
- 1) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who provides professional development to new or experienced teachers under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient on a form supplied by the State Board of Education demonstrating that he or she addressed one or more of the areas of teaching practice enumerated in this subsection (c)(1), consistent with the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and as relevant to the classroom-based needs of the recipient teacher(s):
 - A) knowledge of content and pedagogy;
 - B) assessment of students' learning and provision of timely and effective feedback to them;
 - C) classroom management strategies;
 - D) development of instructional goals;
 - E) design and delivery of instruction;
 - F) reflection on and analysis of recipient teachers' practice and their success in assisting students to reach instructional goals.
 - 2) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who assists others in preparing for certification by the National Board for Professional Teaching Standards under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient on a form supplied by the State Board of Education. This record shall identify the activities performed from among those listed as allowable by the State Board based upon their relationship to specific requirements candidates must meet for NBPTS certification.
- d) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual incentive payment under Section 21-27(3) of the School Code for each year during which:

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) he or she is employed by a school district or other public entity providing elementary or secondary education in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;
 - 2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a form specified by the State Board of Education; and
 - 3) *he or she agrees in writing, using a form prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers in schools on the Academic Early Warning List or in schools in which 50% or more of the students receive free or reduced-price lunches, or both.* (Section 21-27(3) of the School Code)
- e) Requirements for Mentoring
- 1) Mentoring provided in accordance with subsection (d) of this Section shall be conducted either:
 - A) as part of and in conformance with a mentoring program formally established by a school district; or
 - B) under the terms of a written agreement among the mentor teacher, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipient teachers, and those recipients, that describes the goals of the mentoring, the duration of the mentor teacher's involvement, and the amount of time expected to be devoted to each recipient teacher.
 - 2) Mentoring may be provided to recipients either individually or in groups, provided that:
 - ~~A) the mentor must address one or more of the areas of teaching practice enumerated in subsection (c)(1) of this Section as relevant to the classroom-based needs of each recipient teacher; and~~
 - ~~B) the mentor must meet with each recipient teacher at least once in the recipient teacher's school, unless the recipient receives services as a member of a group, in which case the mentor must meet with each recipient at least twice, provided that these meetings may take place in~~

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

~~any schools that meet the requirements of subsection (d)(4) of this Section where members of the group perform their teaching.~~

- 3) An individual who provides mentoring under subsection (d) of this Section shall notify his or her employing district (if different from that of the recipient teacher or teachers) to this effect and, as verification of his or her eligibility for the applicable incentive payment, shall submit to the State Board of Education a written log that:
 - A) meets the requirements of subsection (c)(1) of this Section; and
 - B) discusses how the mentoring was related to the academic needs of the recipient teachers' students.

f) Insufficient Appropriations

When the funding available in any fiscal year is inadequate to cover all the payments described in this Section, payments will be prioritized.

- 1) All annual stipends described in subsection (a) of this Section shall be paid before any other payments are made.
- 2) The incentive payments described in subsection (d) of this Section shall take precedence over those described in subsection (b) of this Section.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.445 College Credit for High School Mathematics and Language Courses
(Repealed)

~~One semester hour of college credit may be allowed for each unit of high school mathematics and each unit of foreign language not to exceed four (4) semester hours.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.460 Provisional Special and Provisional High School Certificates (Repealed)

~~A Provisional Special and Provisional High School Certificate may be issued to an applicant who presents evidence of having earned at least a bachelor's degree in a recognized institution of higher learning and who has a regular teaching certificate in another state, and who meets the academic~~

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~requirements in the teaching field(s) taught in the public schools as established by the State Board of Education.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled

Subject to the provisions of this Section, a school district, cooperative, or joint agreement may receive short-term approval to employ an individual who does not hold the qualifications required for a vacant position, other than a special education teaching position, when the employing entity has been unable to recruit a fully qualified candidate for that position.

- a) The employing entity shall file with the regional superintendent:
 - 1) a description of the vacant position, including the subject area and the grade level;
 - 2) evidence of inability to fill the position with a fully qualified individual, including a list of the candidates who applied, a list of those who were interviewed, and the reason each was not interviewed or was not selected, as applicable;
 - 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 Social Security number of the individual the entity wishes to employ for the position, as well as a list of the certificate number(s) and type(s) 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) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C of this Part that leads to certification in the subject area to be taught that the individual who will be employed is enrolled in courses that are designed to meet the standards applicable to that subject area; and
 - 7) an statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

endorsement in the subject to be taught (see Section 25.100(b)(2) of this Part) by the time the renewal periods available under subsection (d) of this Section have been exhausted.

- b) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:
- 1) holds an initial, standard, or master certificate 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 called for in subsection (a)(7) of this Section.
- c) 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) Such a 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.
 - 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.
- d) 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 following the date of issuance. The State Superintendent may renew such approval for a maximum of two additional periods of one year each, provided that in each instance:
- 1) the employing entity has filed the information called for in subsections (a)(1) through (a)(6) of this Section with respect to the renewal year; and
 - 2) the individual to be employed presents evidence of having completed at least one course in the subject area since the most recent issuance of the authorization.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- e) After the end of the second renewal period permitted under subsection (d) of this Section, the individual shall not be eligible to teach in the subject area for which approval was granted unless he or she has received an endorsement for that subject.

(Source: Added at 28 Ill. Reg. ____, effective _____)

Section 25.465 Credit (Repealed)

~~Credit may not be counted in both subject matter and professional education.~~

(Source: Repealed at 28 Ill. Reg. ____, effective _____)

Section 25.470 Meaning of Experience on Administrative Certificates (Repealed)

~~The experience for the superintendent endorsement on the Administrative Certificate is interpreted to mean at least half time employment as a supervisor or administrator.~~

(Source: Repealed at 28 Ill. Reg. ____, effective _____)

Section 25.480 Credit for Certification Purposes (Repealed)

~~An institution may grant credit for certification purposes only based on an examination to establish proficiency for placement. When such credit is shown on the student's transcript, it may be accepted for teacher certification purposes.~~

(Source: Repealed at 28 Ill. Reg. ____, effective _____)

Section 25.493 Part-Time Teaching Interns

- a) The entitlement officer of the college or university with a ~~State Teacher Certification Board~~ an approved program leading to a master's degree of which a part-time teaching internship is a component, such as the Master of Arts in Teaching (MAT) program, shall submit a list of the students and the districts in which the part-time teaching internship is to occur to the Secretary of the State Teacher Certification Board State Superintendent of Education. Upon verification of the approved program, the ~~Secretary of the Board~~ Superintendent shall transmit a letter to the district superintendent authorizing the school board to employ such interns.
- b) The colleges shall verify the student's bachelor's degree as one from a recognized institution of higher learning and shall specify the exact nature of the part-time

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

teaching internship assignment in reporting to the ~~Secretary of the Board~~ State Superintendent.

- c) Only those students who are enrolled in programs leading to a master's degree approved by the State ~~Teacher Certification~~ Board of Education shall be eligible for employment as part-time teaching interns, and an individual's part-time teaching must be done in a field for which he or she is being prepared.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.495 Approval of Out-of-State Institutions and Programs (Repealed)

- a) ~~The State Board of Education, in consultation with the State Teacher Certification Board, may from time to time enter into reciprocal agreements with other states that entitle candidates who complete approved programs in those states and meet all other applicable Illinois requirements to receive certification in Illinois.~~
- 1) ~~In order for its candidates to receive reciprocal consideration from Illinois, another state shall have adopted a system for the approval of teacher preparation programs that includes the following elements:~~
- A) ~~adoption of state standards for program approval;~~
 - B) ~~a requirement that each provider of teacher preparation programs submit to the responsible state agency evidence that its programs meet or exceed applicable standards; and~~
 - C) ~~evaluation of each approved program, including periodic on-site visits by a program evaluation team, no less frequently than once every seven years.~~
- 2) ~~A state to whose candidates Illinois extends reciprocal consideration shall make its standards for the approval of teacher preparation programs available upon request by the Illinois State Board of Education or State Teacher Certification Board.~~
- 3) ~~A state to whose candidates Illinois extends reciprocal consideration shall permit representatives of the Illinois State Board of Education or State Teacher Certification Board to observe on-site visits to preparation programs seeking approval.~~

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) ~~When a candidate from a state with which reciprocity has been established pursuant to subsection (a) of this Section applies for an Illinois certificate, he or she shall be required to submit an official transcript from the approved program (and from the program in which a bachelor's degree was earned, if different from the approved program). Each such individual shall also be required to pass the test(s) required under Section 25.11(b) of this Part unless he or she holds certification issued by the National Board for Professional Teaching Standards.~~
- e) ~~For purposes of this Section, the term "state" includes the District of Columbia and the protectorates and territories administered by the United States.~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

SUBPART G: THE UTILIZATION OF **PARAPROFESSIONALS** ~~TEACHER AIDES AND OTHER NONCERTIFIED PERSONNEL~~

Section 25.510 Paraprofessionals; Teacher Aides

- a) ~~Definition of Terms~~
- 1) ~~The terms "paraprofessionals" and term "teacher aides" shall be used to refer to the noncertificated personnel authorized by Section 10-22.34 of the School Code [105 ILCS 5/10-22.34] to be law and employed to assist in instruction. The terms "paraprofessional" and "teacher aide" shall be considered synonymous.~~
- 2) ~~"Immediate or direct supervision and control" shall refer to the teacher's responsibility for continuous management of the teacher aide's activities.~~
- 3) ~~"Instructional judgment" shall refer to the teacher's responsibility for making the determination of a student's scholastic activities.~~
- 4) ~~"Continuously aware" shall denote the requirement that the teacher have full knowledge of the teacher aide's activities and shall be able to control or modify them at any time.~~
- b) ~~Utilization of Teacher Aides~~
- 1) ~~A Teacher Aide shall be under the direct supervision and control of a fully certificated teacher when assisting with the instruction. Areas of instruction requiring such supervised assistance shall include, though are not necessarily~~

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~limited to, classrooms, laboratories, shops, playgrounds, organized physical education period, libraries—if utilized as instructional settings, and such other educational settings where instructional judgment requires the supervision of a fully certificated teacher.~~

- 2) ~~Teacher Aides shall not be utilized as substitutes for or replacement of certificated teachers, and they shall not have equivalent responsibilities. Certificated teachers shall exercise professional judgment when assigning duties, such duties not to infringe upon the "instructional judgment" reserved for teachers.~~

e) Approval of Paraprofessionals ~~Teacher Aides~~

- 1) Service as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, except that no approval is required for paraprofessionals employed in programs for students with disabilities unless the programs are supported with federal Title I, Part A, funds.
- 2) Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent of Education, accompanied by evidence that he or she meets the requirements of subsection (c) of this Section. Each individual who wishes to serve as a paraprofessional in a targeted assistance program and is paid with federal funds provided under Title I, Part A, or in a school-wide program that is supported with such funds shall submit an application for approval accompanied by evidence that he or she meets the requirements of subsection (e) of this Section. Each applicant who qualifies ~~Teacher Aides~~ shall be issued a statement of approval, which shall indicate whether it applies to programs supported with federal Title I, Part A, funds attesting to their satisfactory fulfillment of qualifications, such statement to be issued by the State Teacher Certification Board.
- 2) ~~No one shall act as a Teacher Aide without a statement of approval.~~
- 3) ~~All requirements affecting utilization of noncertificated personnel are waived for candidates participating in clinical experiences as part of a preparation program when the following conditions are met:~~
- A) ~~The candidate is an enrolled student at a recognized Illinois teacher education institution;~~

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) ~~The candidate engages in clinical experience as part of an approved teacher education program; and~~
- C) ~~Agreements involving public schools as clinical sites incorporate the requirements in Section 10-22.34 of The School Code:~~
 - i) ~~When noncertificated candidates assist in instruction, they must be under the immediate supervision of a teacher holding a valid certificate and who is directly engaged in teaching the subject matter or conducting other learning activities; and~~
 - ii) ~~The cooperating teacher must constantly evaluate the candidate's activities and be able to control or modify them.~~

c) ~~d) Qualifications for Teacher Aides~~

Each paraprofessional shall be of good character and shall be a citizen of the United States or legally present and authorized for employment. Each paraprofessional shall be subject to that portion of Section 24-5 of the School Code [105 ILCS 5/24-5] which requires physical fitness and freedom from communicable disease, including annual evidence of freedom from tuberculosis. Each paraprofessional shall hold a high school diploma or its recognized equivalent. To receive approval to serve as a teacher aide, an individual shall either:

- 1) present evidence of having completed 30 semester hours of college credit at a regionally accredited institution of higher education; or
- 2) complete a training program for paraprofessionals that has been approved either by the Illinois Community College Board or by the State Board of Education in consultation with the State Teacher Certification Board; or
- 3) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the State Teacher Certification Board; or
- 4) pass the Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the State Teacher Certification Board and present verification by the employing district or other entity that:

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) the individual's classroom performance was observed as part of a formal evaluation that yielded a satisfactory rating; or
 - B) the individual's classroom performance was observed prior to employment and the district's representative has concluded that the individual was effective in performing the assigned duties.
- d) In addition to meeting the requirements of subsection (c) of this Section, each paraprofessional employed to assist with instruction in a targeted assistance program and paid with federal funds provided under Title I, Part A, or employed in a school-wide program that is supported with such funds is subject to the additional requirements of Section 1119 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110; see also 34 CFR 200.58). No paraprofessional may be assigned to serve in such a capacity after the deadline established in federal law for the group of which he or she is a member unless he or she holds a statement of approval that is specific for this purpose. To qualify for this purpose, an individual shall either have completed two years of study at an institution of higher education, hold an associate's or higher degree, or successfully complete a formal State or local assessment.
- 1) Completion of "two years of study at an institution of higher education" means completion of at least 60 semester hours of college coursework at an accredited institution of higher education.
 - 2) "Formal State assessment" means:
 - A) either of the tests discussed in subsections (c)(3) and (c)(4) of this Section; or
 - B) possession of a statement of approval issued under subsection (c)(1) or (c)(2) of this Section and presentation to the State Superintendent of Education of evidence that the individual has accumulated 300 Professional Training Points (PTPs).
 - i) Work experience as a paraprofessional in a public or nonpublic school shall be credited at the rate of 30 PTPs per year, up to a maximum of 150 PTPs. The required evidence of completion for this experience shall be a letter signed by the chief administrator or other designated official of the employing district, other public entity, or nonpublic school documenting the nature and duration of the individual's employment.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) College coursework shall be credited at the rate of 15 PTPs per semester hour. The required evidence of completion for college coursework shall be official transcripts issued by the institution(s) at which it was completed.
 - iii) Completion of the Paraprofessional Test Preparation Curriculum developed by the Illinois Community College Board in partnership with the Illinois State Board of Education shall be credited as 15 PTPs. The required evidence for completion of this curriculum shall be a certificate of completion issued to the individual.
 - iv) Additional training activities shall be credited at the rate of one PTP per hour of the individual's direct participation, provided that training activities shall be creditable only if they address or enhance the paraprofessional's ability to assist in the academic content areas of reading/language arts, writing, or mathematics or in reading readiness, writing readiness, or mathematics readiness. The required evidence of completion for each training activity that occurred prior to July 1, 2004, shall include a description of the event, including its subject, date, location, and provider if known; and, if available, a program, outline, or completion form supplied by the provider to indicate the individual's attendance at the event. The required evidence of completion for each training activity that occurred on or after July 1, 2004, shall include a description of the event, including its subject, date, location, and provider; a program or outline if available; and a completion form supplied by the provider to indicate the individual's attendance at the event. In all cases the required evidence shall include a signed statement by the individual indicating the length of his or her participation and verifying that the activity addressed one of the areas required by this subsection (d)(2)(B)(iv).
- 3) "Formal local assessment" means a local assessment that conforms to the guidelines established in section C-5 of the Draft Non-Regulatory Guidance of November 15, 2002, published on the subject of Title I Paraprofessionals by the United States Department of Education.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~To secure approval to serve as Teacher Aide either of the following qualifications shall be met:~~

- ~~1) Successful completion of a Teacher Aide training program approved by the State Superintendent of Education, in consultation with the State Teacher Certification Board. Persons may secure approval to serve as Teacher Aides by evidencing successful completion of at least thirty (30) semester hours of college credit in a recognized institution of higher education.~~
- ~~2) A Teacher Aide is subject to that portion of Section 24-5 of the The School Code which requires physical fitness and freedom from communicable disease including annual evidence of freedom from tuberculosis.~~

e) Revocation of Approval Administration of Teacher Aides

- 1) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been designated as a "sex offender" as defined in Section 2 of the Sex Offender Registration Act [730 ILCS 150/2] or as a "child sex offender" as defined in Section 11-9.3 of the Criminal Code of 1961 [720 ILCS 5/11-9.3], or has been named as a perpetrator in an indicated report filed pursuant to the Abused and Neglected Child Reporting Act [325 ILCS 5/Art.1] the State Superintendent may revoke an individual's approval after the individual has had an opportunity for a hearing before the State Teacher Certification Board pursuant to 23 Ill. Adm. Code 480 (Hearings Before the State Teacher Certification Board). The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law [735 ILCS 5/3-101 et seq.].
- 2) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been convicted of any sex offense or narcotics offense as defined in Section 21-23a of the School Code [105 ILCS 5/21-23a] or has been convicted of first degree murder, attempted first degree murder, or a Class X felony, the State Superintendent shall forthwith revoke the individual's approval. The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law.
- 1) ~~Each school district shall submit a list of all Teacher Aides employed by that district to the State Superintendent of Education each year the "School District Annual Report and Application for Recognition."~~

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 2) ~~Improper use of a Teacher Aide by a school may affect the recognition status of that school.~~
- 3) ~~Each school district shall maintain a file for each Teacher Aide, including his/her functions. Included in that file shall be the statement of approval and evidence that an Aide has met the other qualifications established for Teacher Aides.~~

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.520 Other Noncertificated Personnel

~~Other noncertificated personnel may be utilized by school districts in accordance with Section 10-22.34 and Section 10-22.34a of The School Code.~~

- a) In accordance with Sections 10-22.34 and 10-22.34a of the School Code [10 ILCS 5/10-22.34 and 10-22.34a], noncertificated ~~Such~~ personnel may be employed or utilized on a volunteer basis, and may be utilized for school activities not directly connected with the academic program of the schools. Such areas of utilization include:
 - a) 1) Clerical duties, as in an office or library;
 - b) 2) Chaperones or sponsors;
 - e) 3) Playgrounds, during free play and not during part of an organized physical education period.
- b) In accordance with Section 10-22.34(d) of the School Code [105 ILCS 5/10-22.34(d)], school districts may utilize noncertificated persons who are completing their clinical experiences and/or student teaching.
 - 1) All requirements affecting utilization of noncertificated personnel are waived for candidates participating in clinical experiences as part of a preparation program when the following conditions are met:
 - A) The candidate is an enrolled student at a recognized Illinois teacher education institution;

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) The candidate engages in clinical experience as part of an approved teacher education program; and
- C) Agreements involving public schools as clinical sites incorporate the requirements in Section 10-22.34 of the School Code:
 - i) When noncertificated candidates assist in instruction, they must be under the immediate supervision of a teacher holding a valid certificate and who is directly engaged in teaching the subject matter or conducting other learning activities; and
 - ii) The cooperating teacher must constantly evaluate the candidate's activities and be able to control or modify them.
- 2) Noncertificated personnel enrolled in a student teaching course at a college or university are not required to be under the constant supervision of a teacher, provided that such activity has the prior approval of the representative of the higher education institution, that teaching plans have been previously discussed with and approved by the supervising teacher, and such teaching is performed in accordance with Section 25.620 of this Part (see Section 10-22.34 of the School Code [105 ILCS 5/10-22.34]).

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART H: CLINICAL EXPERIENCES

Section 25.610 Definitions

"Clinical Experiences." That part of the professional preparation program enabling candidates preparing for certificated roles to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking certification. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a certificated role. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

“Clinical Practice.” Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

"College Supervisor." That person employed by the institution of higher education to supervise candidates engaged in clinical experiences.

"Cooperating Teacher." That person employed by a school district directly engaged in teaching pupils in a school and who is immediately responsible for a student engaged in clinical experiences.

"Directed Observation." A clinical experience involving observation of practitioners working under the direction of representatives of schools or teacher education institutions. This experience is planned, guided and evaluated by a mentor or supervisor and can occur in a variety of educational settings and situations.

“Field Experiences.” A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

"Intern Supervisor." That person employed by a school district directly engaged in school service personnel work in a school building and who is immediately responsible for a school service personnel intern.

"Internship." A sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in performance of various aspects of the role and is gradually introduced to the full range of responsibilities associated with the role. Internships take place in all types of situations and settings. The use of internship is usually restricted to school service personnel and administrative programs.

"Practicum." A type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area. A term equivalent to internship.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

"Student Teaching." A form of internship established by Illinois statute calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel. (Student teaching is referred to as "clinical practice" by NCATE.)

"Supervised Participation." A wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous supervision by appropriate personnel who can appropriately modify the candidate's behavior.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.848 General Responsibilities of LPDCs

- a) Each LPDC shall post the schedule of its meetings.
- b) Each LPDC shall comply with the applicable timelines set forth in this Subpart J and shall maintain records demonstrating such compliance.
- c) Each LPDC shall acknowledge in writing its receipt of an application for renewal of an individual's certificate(s) if such an acknowledgment is requested by the certificate-holder pursuant to Section 25.830(d) of this Part.
- d) Each LPDC shall request from the exclusive representative the appointment of such alternates for its teacher members as may be necessary to ensure that no certificate-holder reviews his or her own plan for continuing professional development, evidence of completion of activities, or application for certificate renewal or the plan, evidence, or application of another individual who supervises or evaluates, or is supervised or evaluated by, him or her. If another LPDC is operating within the same school district, such alternates shall be chosen from among the teacher members of that LPDC.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.850 General Responsibilities of Regional Superintendents

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- a) Each regional superintendent of schools shall designate an employee who will be responsible for making all forms required pursuant to this Subpart J available to certificate-holders, members of local and regional professional development committees, and others who need to use them. Each regional superintendent of schools shall also designate an employee who will be responsible for tracking the receipt and distribution of the written materials called for in this Subpart J that are submitted to or through the regional office. Nothing shall preclude the same individual from fulfilling both the functions specified in this subsection (a).
- b) Each regional superintendent shall determine the number of regional professional development review committees needed in the region.
 - 1) The number of committees that will operate in a region shall be at the regional superintendent's discretion, so long as the committees established are able to accomplish the functions assigned to them in accordance with the timelines set forth in this Subpart J.
 - 2) Each regional superintendent may distribute responsibility among RPDRCs according to district, building, grade level, type of certificate, subject matter area, or any other factor the regional superintendent deems appropriate.
 - 3) Each regional superintendent shall ensure that sufficient alternate members are available to the region's RPDRC or RPDRCs to ensure that no member reviews any matter raised by an individual for whom he or she is either a supervisor or a subordinate and to avoid other potential conflicts of interest.
- c) Each regional superintendent shall publicize the way in which certificate-holders can contact the RPDRCs. In each case, the address of the regional superintendent's office shall be identified as the address of the RPDRC. If a schedule for RPDRC meetings is set, the regional superintendent shall publicize that schedule.
- d) Each regional superintendent shall provide written information to members of the RPDRCs concerning the method for reimbursement of their expenses, identification of reimbursable items, and rates of reimbursement.
- e) Each regional superintendent shall receive, review, respond to, and keep on file the plans of the teachers for which he or she serves as the LPDC (i.e., nonpublic school teachers, teachers in State-operated schools, and substitute and inactive teachers who elect to maintain their certificates as valid and active).

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) A regional superintendent may identify one or more designees to assist him or her in functioning as an LPDC and may further designate individuals or committees to provide him or her with advice and recommendations on related matters.
 - 2) No designee appointed by the regional superintendent to assist in serving as an LPDC may serve on an RPDC that considers matters related to the same type(s) of certificates.
- f) Each regional superintendent shall review all recommendations for certificate renewal or nonrenewal and, using a form supplied by the State Board of Education, shall forward those recommendations to the State Teacher Certification Board along with an indication of his or her concurrence or non-concurrence. The regional superintendent shall forward the documentation specified in Section 25.835(i) of this Part as applicable in each case.
 - g) If any individual's application indicates that he or she may be or is out of compliance with Section 10-65 of the Illinois Administrative Procedure Act with regard to child support payments, the regional superintendent shall separate any such application or applications from those pertaining to certificates that are recommended for renewal and shall forward them to the Secretary of the State Teacher Certification Board whenever he or she forwards the remainder of the materials called for in subsection (f) of this Section, calling the Secretary's attention to the potential noncompliance.
 - h) Each regional superintendent shall notify all LPDCs and RPDCs in his or her region of the State priorities referred to in Section 25.810 of this Part.
 - i) Based upon information provided by the certificate-holders in his or her region, each regional superintendent shall enter data into the centralized registry indicating the valid and active or valid and exempt status of each certificate for each semester of its validity.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING
CERTIFICATE

Section 25.900 Applicability of Requirements in this Subpart

Pursuant to Section 21-2(c) of the School Code [105 ILCS 5/21-2(c)], the requirements of this Subpart K shall apply beginning on July 1, 2003, to each holder of an Illinois initial or initial

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

alternative teaching certificate, or an equivalent certificate issued by another state, who has completed four years of teaching and is seeking a standard teaching certificate. An individual who has fulfilled the requirements of this Subpart K and received one standard certificate as a result shall be deemed to have satisfied the requirements of this Subpart K with respect to any subsequent early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)

Completion of at least four semester hours of graduate-level coursework related to the requirements for certification by the NPBTS as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

- a) Only coursework offered by *an accredited institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit* shall qualify for this purpose. (Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)])
- b) An eligible entity that offers or plans to offer coursework that will result in candidates' eligibility for the standard teaching certificate shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework addresses the five "core propositions" that guide the National Board's certification initiatives: ~~the need for high and rigorous standards; reliance on performance-based assessments; acknowledgment of the complexity of teaching; the importance of quality assurance and professional accountability; and the potential for influencing change within the educational system.~~
 - 1) Teachers are committed to students and their learning.
 - 2) Teachers know the subjects they teach and how to teach those subjects to students.
 - 3) Teachers are responsible for managing and monitoring students' learning.
 - 4) Teachers think systematically about their practice and learn from experience.
 - 5) Teachers are members of learning communities.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice in light of applicable standards, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice.
 - 1) These required elements may be provided either by means of the activities described in Section 25.915(c)(1) through (c)(4) of this Part or by using another sequence of activities that is designed to provide beginning teachers with direct feedback from experienced teachers and a structure for reviewing their own teaching in light of this feedback and in light of their students' performance.
 - 2) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.
- d) As evidence of completion, the candidate for a standard certificate shall submit to the responsible LPDC a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.
- e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for the standard teaching certificate under this Section.
- f) An eligible Illinois entity that offered coursework relevant to this Section prior to July 1, 2003, may apply to the State Superintendent, based on the submission of material meeting the requirements of subsection (b) of this Section, for verification that the coursework met the requirements of this Section so that individuals who have completed it may fulfill the requirements of this Subpart K on that basis. An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course's content with the requirements of this Section and Section 21-2(c)(2)(C) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 25.945 Procedural Requirements

- a) In order to qualify for a standard teaching certificate, a holder of an initial teaching certificate shall choose one of the methods described in Section 25.905 of this Part. ~~Prior to completing four years of teaching experience, No later than two years after receiving an initial certificate or January 1, 2004, whichever occurs later,~~ he or she shall provide written notification of the method chosen to the local professional development committee (LPDC) established pursuant to Section 25.845 of this Part that is responsible for the type of certificate held or, if applicable, to the regional superintendent who is considered to be the LPDC for holders of standard certificates in similar employment pursuant to Section 25.815(a) of this Part.
- b) The responsible LPDC shall respond within 60 days after receiving written notification from an individual as to whether the method he or she has chosen is acceptable as a means of qualifying for a standard teaching certificate. If the individual has chosen a method not in conformance with Section 21-2(c) of the School Code and this Subpart K, the committee's response shall inform the individual of the nature of the method's nonconformance so that he or she may select a method that, upon successful completion, will contribute towards the acquisition of a standard teaching certificate.
- c) *A person must complete his or her chosen requirement before the expiration of his or her initial teaching certificate and must submit evidence of having done so to the Local Professional Development Committee. [105 ILCS 5/21-2(c)(5)]* The required evidence of completion shall be as specified in Sections 25.910, 25.915, 25.920, 25.925, 25.930, 25.935, and 25.940 of this Part, as applicable to the requirement chosen.
- d) *Within 30 days after receipt of a person's evidence of completion, the LPDC shall forward the evidence of completion to the responsible regional superintendent of schools, along with the LPDC's recommendation, based on that evidence, as to whether the person is eligible to receive a standard teaching certificate. Concurrently, the LPDC shall provide a copy of this recommendation to the affected person. [105 ILCS 5/21-2(c)(5)]*
- e) Upon receipt of notification by the LPDC that a recommendation has been forwarded to the regional superintendent, the certificate-holder shall submit to the regional superintendent his or her application for a standard certificate, along with the fee required pursuant to Section 21-12 of the School Code [105 ILCS 5/21-12].

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- f) *The regional superintendent of schools shall review the evidence of completion submitted by a person and, based upon compliance with all of the requirements for receipt of a standard teaching certificate, including the completion of four years of teaching, shall forward to the State Board of Education a recommendation for issuance or non-issuance. Concurrently, the regional superintendent shall notify the affected person of the recommendation forwarded. [105 ILCS 5/21-2(c)(5)]* Using a format prescribed by the State Board of Education, the regional superintendent shall forward his or her recommendation regarding a particular individual, as well as the LPDC's recommendation, within 30 days after receiving the LPDC's recommendation regarding that person. The regional superintendent shall be responsible for retaining the evidence of completion submitted with respect to applicants for standard certification in accordance with the requirements of the Local Records Act [50 ILCS 205].
- g) If the regional superintendent's recommendation with regard to any person is to deny issuance of the standard teaching certificate:
- 1) the regional superintendent shall state his or her rationale for the recommendation;
 - 2) the individual's copy of the regional superintendent's notification shall be sent by certified mail, return receipt requested; and
 - 3) the regional superintendent shall return the application fee with the notification.
- h) *Upon review of regional superintendents' recommendations, including any rationales provided pursuant to subsection (g)(1) of this Section, and the respective applications for certification, the State Board of Education shall issue standard teaching certificates to those who qualify and shall notify in writing, via certified mail, return receipt requested, persons affected by the denial of standard teaching certificates. [105 ILCS 5/21-2(c)(5)]* Each notification shall include a rationale for the State Board's refusal to issue a standard certificate.
- i) Within 14 days after receipt of notice that the State Board of Education has denied him or her a standard teaching certificate based on failure to meet the requirements of this Subpart K, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 1) Each appeal shall state the reasons why the State Board's decision should be reversed and shall be sent by certified mail, return receipt requested.
 - A) Appeals shall be addressed to:

State Teacher Certification Board
Secretary
100 North First Street
Springfield, Illinois 62777
 - B) No electronic or facsimile transmissions will be accepted.
 - C) Appeals postmarked later than 14 calendar days after receipt of notifications of denial will not be processed.
- 2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:
 - A) evidence that he or she has satisfactorily completed one of the options outlined in this Subpart K as a means of qualifying for the standard teaching certificate; and
 - B) any other relevant documents.
- j) Upon receipt of an appeal, the State Teacher Certification Board shall request the record of review from the State Superintendent of Education for consideration at its next available meeting. In reviewing the appeal, the Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:
 - 1) the individual's application for a standard certificate;
 - 2) the rationale for the State Board's refusal to issue a standard certificate;
 - 3) the available evidence of completion;
 - 4) the appeal form; and
 - 5) any additional information submitted by the individual to support the appeal.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- k) If the Certification Board holds an appeal hearing, it may request the certificate-holder to appear before it, in which case no less than ten days' notice of the date, time, and place of the hearing shall be given to the affected individual.
- l) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
- m) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding the issuance of a standard certificate by certified mail, return receipt requested, no later than 30 days after reaching a decision.
- n) The decision of the State Teacher Certification Board regarding an appeal is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

(Source: Amended at 28 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 25. Appendix C Exchange of Certificates

Existing Certificate	Description	Exchanged for:
Early Childhood Certificates:		
02 Early Childhood	To Age 6 excluding K	Standard Early Childhood (0 to 6, excluding K)
04 Early Childhood	Age 0-Grade 3	Standard Early Childhood (0 to grade 3)
06 Kindergarten-Primary	K-3	Standard Early Childhood (K-3)
45 Life Kindergarten	K-3	Standard Early Childhood (K-3)
Elementary Certificates:		
03 Standard Elementary	K-9	Standard Elementary
42 Life Elementary	1-8	Standard Elementary
High School Certificates:		
09 Standard High School	6-12	Standard Secondary
11 Vocational	7-12 Field Endorsed	Standard Secondary
14 Junior College	9-14 Field Endorsed	Standard Secondary
47 Life High School	6-12	Standard Secondary
49 Life Junior College	9-14 Field Endorsed	Standard Secondary
Special Certificates:		
10 Standard Special	K-12 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
17 Special Exceptional Children	K-14 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
48 Life Special	K-14 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
50 Life School Librarian	K-14 Library	Standard Special or both Standard Elementary and Standard Secondary

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

Individuals who receive Standard Special, Elementary and/or Secondary certificates will receive on those certificates the same endorsements they currently hold.

Holders of Standard Special Certificates may exchange them for either a Standard Special or both a Standard Elementary and Standard Secondary. If they choose the Standard Elementary and Standard Secondary Certificates, they will receive on those certificates only the endorsements they hold. That is, they will not be qualified to teach self-contained general education classrooms (unless they have also completed an approved program for the elementary certificate and have passed the elementary/middle grades content-area test hold the endorsement described in Section 25.99(f) of this Part), but will receive on those certificates only the endorsements they hold. (For example, a holder of a special certificate endorsed for a particular subject area may teach only in that subject area, and a holder of a certificate endorsed for serving students with a specific disability may serve only in a classroom serving such students.) They will have the option of adding onto the elementary and secondary certificates any other endorsements for which they qualify.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 25. Appendix D National Board and Master Certificates (Repealed)

Certificate Issued by National Board for Professional Teaching Standards	Equivalent Illinois Certificate
Early Childhood	Early Childhood Master
Middle Childhood	Elementary Master
Early and Middle Childhood	Early Childhood Master and Elementary Master
Early Adolescence	Elementary Master or Secondary Master
Adolescence and Young Adulthood	Secondary Master
Early Adolescence through Young Adulthood	Elementary Master and Secondary Master
Early Childhood through Young Adulthood	Special K-12 Master or Special Preschool-Age 21 Master

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 25.Appendix E Endorsement Structure Beginning July 1, 2004

Section 25.100 of this Part explains the applicability of “designations” where shown as required in the following table. An asterisk next to the name of an endorsement or designation indicates that there is no content-area test for that credential. The relevant provisions of Section 25.100(e) of this Part shall apply in those cases.

<u>Endorsements Available as of July 1, 2004</u>	<u>Designations</u>	<u>Endorsements Previously Issued</u>
<u>Fundamental Learning Areas</u>		
<u>English Language Arts</u>	<u>None</u>	<u>English</u> <u>Journalism</u> <u>Language Arts</u> <u>Speech</u>
<u>Reading Teacher</u>	<u>None</u>	<u>Reading</u>
<u>Reading Specialist</u>	<u>None</u>	<u>Reading</u>
<u>Mathematics</u>	<u>None</u>	<u>Mathematics</u>
<u>Sciences – Designation Required</u>	<u>Biology</u> <u>Chemistry</u> <u>Earth and Space Science</u> <u>Environmental Science</u> <u>Physics</u>	<u>Biological Science</u> <u>Botany</u> <u>Physiology</u> <u>Zoology</u> <u>Chemistry</u> <u>Aerospace</u> <u>Astronomy</u> <u>Earth Science</u> <u>Geology</u> <u>Physical Geography</u> <u>Biological Science</u> <u>Physical Science</u> <u>General Science</u> <u>Physics</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

<u>Social Sciences – Designation Required</u>	<u>Economics</u> <u>Geography</u> <u>History</u> <u>Political Science</u> <u>Psychology</u> <u>Sociology and Anthropology</u>	<u>Economics</u> <u>Geography</u> <u>History</u> <u>U.S. History</u> <u>World History</u> <u>Political Science</u> <u>Psychology</u> <u>Anthropology</u> <u>Sociology</u>
<u>Physical Education</u>	<u>None</u>	<u>Physical Education</u>
<u>Health Education</u>	<u>None</u>	<u>Health Education</u>
<u>Dance</u>	<u>None</u>	<u>Dance</u>
<u>Drama/Theatre Arts</u>	<u>None</u>	<u>Theatre and Drama</u>
<u>Music</u>	<u>None</u>	<u>Music</u> <u>Instrumental Music</u> <u>Vocal Music</u>
<u>Visual Arts</u>	<u>None</u>	<u>Art</u>
<u>Foreign Languages – Designation Required</u>	<u>Chinese</u> <u>French</u> <u>German</u> <u>Hebrew</u> <u>Italian</u> <u>Japanese</u> <u>Korean</u> <u>Latin</u> <u>Russian</u> <u>Spanish</u>	<u>None</u> <u>French</u> <u>German</u> <u>Hebrew</u> <u>Italian</u> <u>None</u> <u>None</u> <u>Latin</u> <u>Russian</u> <u>Spanish</u>
<u>Additional Teaching Fields</u>		
<u>Agricultural Education</u>	<u>None</u>	<u>Agricultural Business and Management</u> <u>Agriculture</u> <u>Agricultural Power and Machinery</u> <u>Horticulture</u> <u>Agricultural Resources</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

<u>Business, Marketing, and Computer Education – Designation Optional</u>	<u>Business Computer Programming*</u>	<u>Accounting</u> <u>Basic Business</u> <u>Business Computer Programming</u> <u>Business/Marketing/Management</u> <u>Information Processing</u> <u>Information Processing/Secretarial</u> <u>Marketing</u>
<u>Safety and Driver Education*</u>	<u>None</u>	<u>Safety and Driver Education</u>
<u>English as a New Language (ENL) – Designation Optional</u>	<u>Bilingual Education</u>	<u>Bilingual Education</u> <u>English as a Second Language</u>
<u>Family and Consumer Sciences – Designation Required</u>	<u>Apparel and Textiles*</u> <u>Living Environments*</u> <u>Nutrition, Wellness, and Hospitality*</u>	<u>Child and Day Care Services</u> <u>Consumer Education and Resource Management</u> <u>Fashion and Clothing Services</u> <u>Food and Nutrition Services</u> <u>Home Economics</u> <u>Institutional and Home Management Services</u> <u>Interior Furnishings Services/Living Environments</u> <u>Interpersonal, Family Relationships, Parenting</u>
<u>Health Careers</u>	<u>None, but licensure in a specific occupation is required</u>	<u>Health Occupations</u>
<u>Library Information Specialist</u>	<u>None</u>	<u>Media</u>
<u>Technology Education</u>		<u>Industrial Technology Education</u> <u>Construction</u> <u>Electronics</u> <u>Graphic Communications</u> <u>Transportation</u> <u>Manufacturing</u> <u>Industrial Technology</u> <u>Public Service</u> <u>Drafting/Design</u> <u>Autobody Repair</u> <u>Heating, Ventilation and Air</u>

ILLINOIS REGISTER

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

		<u>Conditioning</u>
<u>Technology Specialist</u>	<u>None</u>	<u>Computer Technology</u> <u>Instructional Technology</u>
<u>Elementary</u>		
<u>Self-Contained General Elementary Education</u>	<u>None</u>	<u>Self-Contained General Education</u>
<u>Early Childhood</u>		
<u>Early Childhood</u>	<u>None</u>	<u>Early Childhood</u>
<u>Early Childhood Special Education</u>	<u>None</u>	
<u>Administrative</u>		
<u>Chief School Business Official</u>		<u>Chief School Business Official</u>
<u>Director of Special Education</u>		<u>Director of Special Education</u>
<u>General Administrative</u>		<u>General Administrative</u>
<u>Superintendent</u>		<u>Superintendent</u>
<u>School Service Personnel</u>		
<u>School Counselor</u>		<u>Guidance</u>
<u>School Nurse</u>		<u>School Nurse</u>
<u>School Psychologist</u>		<u>School Psychologist</u>
<u>School Social Worker</u>		<u>School Social Worker</u>
<u>Non-Teaching Speech-Language Pathologist</u>		<u>Non-Teaching Speech-Language Pathologist</u>
<u>Middle-Grades</u>	<u>Subject-specific.</u>	<u>Middle-Grades</u>
<u>Supervisory</u>	<u>None; see Sections 21-4 and 21-25 of the School Code and Section 25.497 of this Part.</u>	<u>Supervisory</u>

(Source: Added at 28 Ill. Reg. _____, effective _____)

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director
Respicio Vazquez, General Counsel

Agenda Topic: Rules for Initial Review – Part 27 (Standards for Certification in Specific Teaching Fields)

Materials: Recommended Amendments

Staff Contact(s): Lee Patton

Purpose of Agenda Item

To present the proposed amendments for initial review and secure the Board's authorization to distribute them for public comment.

Expected Outcomes of Agenda Item

Adoption of a motion authorizing the staff to publish the proposed amendments in the Illinois Register to elicit public comment.

Background Information

This rulemaking will accomplish two technical corrections, one in the common core of standards for science (Section 27.140) and the other in the common core of standards for social science (Section 27.200).

Science

In Section 27.140(j)(2)(A), a performance indicator is being expanded to reflect agreement among the responsible program staff members about the original intent of the drafters of these standards. The underlying standard is as follows:

Science, Technology, and Society - The competent science teacher understands the interaction among science, technology, and society, including historical and contemporary development of major scientific ideas and technological innovations.

The affected performance indicator is being revised as shown below:

The competent science teacher:

- A) evaluates the efficacy of criteria for determining the effects of policies on local, State, national, and global scientific, environmental, and technological issues.

Social Science

Section 27.200(q)(2)(D) requires the competent social science teacher to “describe the effect of globalization of the world economy since 1500 CE.” However, the reference “AD” is used in several places in the history standards set forth in Section 27.230 of these rules. The Joint Committee on Administrative rules requested the agency to revise Section 27.200(q)(2)(D) for the sake of consistency when an opportunity arose to do so.

These amendments were discussed with the State Teacher Certification Board at its November meeting, and the STCB requested that the social science and history standards be changed to use the references “BCE” and “CE” rather than “BC and “AD”. “BCE” and “CE” (which stand for “Before the Common Era” and “Common Era”) are gaining currency, particularly within higher education. We note also that those forms of reference were recommended by the content-area panels involved in original development of the standards.

However, a review of the record on the original rulemaking for Part 27 revealed that there were several reasons for using “BC” and “AD” in the rules. A salient point was and is the need for students to be able to use historical records and other documents that use these forms of reference and will not be changed.

The State assessment does not request students to define or explain either “BC” and “AD” or “BCE” and “CE”. We conclude that the most productive means of ensuring that teachers are aware of both forms of reference is to include them both in the standards for teachers. We therefore suggested to the State Teacher Certification Board at its December meeting that both references be used in two places in the rules.

- Section 27.200(q)(2)(D) should state “describes the effect of globalization of the world economy since 1500 AD (sometimes also referred to as “CE”).”
- The rulemaking should be expanded to include Section 27.230 so that subsection (d)(1)(B) of that Section can be revised to state, “understands the development of classical civilizations from 100 BC to 500 AD (sometimes also referred to as “BCE” and “CE”, respectively).”

The State Teacher Certification Board has voted to recommend this rulemaking for consideration by the State Board of Education.

Superintendent's Recommendation

Adopt the following motion:

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

Standards for Certification in Specific Teaching Fields (23 Illinois Administrative Code 27),

including publication of the proposed amendments in the Illinois Register.

Next Steps

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

ILLINOIS REGISTER

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 27

STANDARDS FOR CERTIFICATION IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section

27.10 Purpose and Effective Dates

SUBPART B: FUNDAMENTAL LEARNING AREAS

27.100 English Language Arts
27.110 Reading
27.120 Reading Specialist
27.130 Mathematics
27.140 Science - A Common Core of Standards
27.150 Biology
27.160 Chemistry
27.170 Earth and Space Science
27.180 Environmental Science
27.190 Physics
27.200 Social Science – A Common Core of Standards
27.210 Economics
27.220 Geography
27.230 History
27.240 Political Science
27.250 Psychology
27.260 Sociology and Anthropology
27.270 Physical Education
27.280 Health Education
27.300 Dance
27.310 Drama/Theatre Arts
27.320 Music
27.330 Visual Arts
27.340 Foreign Language

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

SUBPART C: ADDITIONAL TEACHING FIELDS

Section

27.400	Agricultural Education
27.410	Business, Marketing, and Computer Education
27.420	English as a New Language (ENL)
27.430	Family and Consumer Sciences
27.440	Health Careers
27.450	Library Information Specialist
27.460	Technology Education
27.470	Technology Specialist
27.480	Work-Based Learning Teacher/Coordinator

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

SOURCE: Adopted at 26 Ill. Reg. 6293, effective April 22, 2002; amended at 27 Ill. Reg. _____, effective _____.

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section 27.140 Science – A Common Core of Standards

All science teachers shall be required to demonstrate competence in the common core of science standards set forth in this Section. In addition, each science teacher shall be required to demonstrate competence in at least one of the science designation areas for which standards are described in Sections 27.150 through 27.190 of this Part: biology, chemistry, earth and space science, environmental science, and/or physics.

- a) Science as Inquiry - The competent science teacher understands scientific inquiry and has the ability to conduct scientific inquiry.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands assumptions, processes, purposes, requirements, and tools of scientific inquiry.
 - B) understands mathematical processes and tools for collecting, managing, and communicating information.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands different approaches to conducting scientific investigations.
- 2) Performance Indicators – The competent science teacher:
- A) plans and conducts scientific investigations using appropriate tools and technology.
 - B) applies mathematical and statistical methods to collect, analyze, and communicate results of investigations.
 - C) displays, illustrates, and defends the results of an investigation.
 - D) uses evidence and logic in developing proposed explanations that address scientific questions and hypotheses.
- b) Technological Design - The competent science teacher understands the concepts, principles and processes of technological design.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the processes, capabilities, limitations and implications of technology and technological design and redesign.
 - B) understands technology and technological design as the use of tools throughout human history.
- 2) Performance Indicators – The competent science teacher:
- A) identifies real-world problems or needs to be solved through technological design.
 - B) addresses a problem situation by identifying a design problem, proposing a design solution, implementing the solution, evaluating the solution, revising the design upon evaluation, and communicating the design and the process.
 - C) identifies the inquiry process in the investigation of past, current, and potential technological designs.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Molecular and Cellular Sciences - The competent science teacher understands and can apply concepts that explain the cell, the molecular basis of heredity, and biological evolution.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands viral, sub-cellular and cellular structure and function.
 - B) understands the nature and function of the gene, with emphasis on the molecular basis of inheritance and gene expression.
 - C) understands the processes of change at the microscopic and macroscopic levels.
 - 2) Performance Indicators – The competent science teacher:
 - A) describes the processes of the cell cycle and analyzes the transmission of genetic information.
 - B) demonstrates an understanding of organelles, cells, tissues, organs, and organ systems and their functions.
 - C) identifies scientific evidence from various sources to demonstrate knowledge of theories about processes of biological evolution.
 - D) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the molecular and cellular level.

- d) Organisms and Ecosystems - The competent science teacher understands and can apply concepts that describe how living things interact with each other and with their environment.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands how living and nonliving factors interact with one another and with their environment.
 - B) understands the strategies and adaptations used by organisms to obtain the basic requirements of life.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands that all environments are comprised of interrelated dynamic systems.
 - D) understands the concepts of populations, communities, ecosystems, ecoregions, and the role of biodiversity in living systems.
 - E) understands that humans are living organisms who uniquely interact with the environment.
- 2) Performance Indicators – The competent science teacher:
- A) develops a model or explanation that shows the relationships within the environment.
 - B) demonstrates an understanding of how communities, ecosystems, and ecoregions change.
 - C) demonstrates an understanding of the human as a living organism comparable to other life forms and functions.
 - D) describes physical, ecological, and behavioral factors that influence homeostasis within an organism and interrelationships among organisms.
 - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the organism and ecosystem level.
- e) Matter and Energy - The competent science teacher understands the nature and properties of energy in its various forms, and the processes by which energy is exchanged and/or transformed.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the atomic and nuclear structure of matter and the relationship to chemical and physical properties.
 - B) understands the principle of conservation as it applies to mass, charge, momentum, and energy.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands the cause and effect of chemical reactions in natural and manufactured systems.
 - D) understands the characteristics and relationships among thermal, acoustical, radiant, electrical, chemical, mechanical, and nuclear energies.
- 2) Performance Indicators – The competent science teacher:
- A) analyzes the properties of materials in relation to their chemical or physical structures and evaluates uses of the materials based on their properties.
 - B) explains conservation of mass and energy and explains interactions of energy with matter, including changes in state.
 - C) uses kinetic theory and the laws of thermodynamics to explain energy transformations.
 - D) analyzes atomic and nuclear reactions in natural and man-made energy systems.
 - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study matter and energy.
- f) Force and Motion - The competent science teacher understands and applies the concepts that describe force and motion and the principles that explain them.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the concepts and interrelationships of position, time, velocity, and acceleration.
 - B) understands the concepts and interrelationships of force (including gravity and friction), inertia, work, power, energy, and momentum.
 - C) understands the nature and properties of electricity and magnetism.
 - D) understands the nature and properties of mechanical and electromagnetic waves.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent science teacher:
 - A) describes and predicts motions of bodies in inertial and accelerated frames of reference and in one and two dimensions in a physical system with association to the basic theories of force and motion.
 - B) analyzes and predicts motions and interactions involving forces within the context of conservation of energy and/or momentum.
 - C) describes the effects of gravitational, electromagnetic, and nuclear forces in real-life situations.
 - D) analyzes and predicts the behavior of mechanical and electromagnetic waves under varying physical conditions.
 - E) demonstrates abilities to use instruments or to explain functions of the technologies used to study force and motion.

- g) The Earth - The competent science teacher understands the dynamic nature of the Earth and recognizes that its features and structures result from natural processes.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands the structure and composition of the Earth's land, water, and atmospheric systems.
 - B) understands the transfer of energy within and among Earth's land, water, and atmospheric systems.
 - C) understands the scope of geologic time and the continuing physical changes of the Earth through time.
 - D) understands the interrelationships between living organisms and Earth's resources.

 - 2) Performance Indicators – The competent science teacher:
 - A) analyzes and explains large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) identifies and explains Earth's processes and cycles and cites examples in real-life situations.
 - C) evaluates scientific theories about Earth's origin and history and how those theories explain contemporary living systems.
 - D) identifies and evaluates the uses of Earth's resources.
 - E) demonstrates abilities to use instruments and/or to explain functions of the technologies used to study the earth sciences.
- h) The Universe - The competent science teacher understands and applies concepts that explain the composition, structure of, and changes in the universe and Earth's place in it.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands the properties and dynamic nature of the solar system.
 - B) understands the properties and dynamics of objects external to the solar system.
 - C) understands the scientific theories dealing with the origin of the universe.
 - 2) Performance Indicators – The competent science teacher:
 - A) observes, describes, and explains the relative and apparent motions of objects in the sky.
 - B) compares and analyzes evidence relating to the origin and physical evolution of the universe.
 - C) compares the processes involved in the life cycle of objects within the galaxies, including their physical and chemical characteristics.
 - D) demonstrates the ability to use instruments or to explain functions of the technologies and tools used in the study of the space sciences.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) Practices of Science - The competent science teacher understands and applies accepted practices and implications of science in contemporary and historical contexts.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands that the nature of science is a human endeavor characterized as tentative, public, replicable, probabilistic, historic, unique, holistic, and empirical.
 - B) understands the definitions of hypotheses, predictions, laws, theories, and principles and the historic and contemporary development and testing of them.
 - C) understands research and reports examples of hypotheses, predictions, laws, theories, and principles and valid and biased thinking.
 - D) understands the basis for safety practices and regulations in the study of science.
 - 2) Performance Indicators – The competent science teacher:
 - A) researches and reports examples of creative and critical thinking skills in scientific research and technological innovation.
 - B) researches and reports examples of predictions, hypotheses, and theories in both valid and biased scientific thinking.
 - C) researches and reports examples of the development of science through time and the impact of societal values on the nature of science.
 - D) documents and practices safety rules and shows evidence of their necessity in the investigation of science.
 - E) demonstrates the ability to use instruments and is able to explain functions of appropriate safety equipment used to ensure and implement safe practices.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- j) Science, Technology, and Society - The competent science teacher understands the interaction among science, technology, and society, including historical and contemporary development of major scientific ideas and technological innovations.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands the ways that science and technology affect people’s everyday lives, societal values, and systems; the environment; new knowledge; and technologies throughout history.
 - B) understands the processes and effects of scientific and technological breakthroughs and their effect on other fields of study, careers, and job markets.
 - 2) Performance Indicators – The competent science teacher:
 - A) evaluates the efficacy of criteria for determining the effects of policies on local, State, national, and global scientific, environmental, and technological issues.
 - B) investigates and evaluates the credibility of scientific claims made in the media, during public debates, or in advertising or marketing campaigns.
 - C) investigates issues by defining and clearly articulating the scientific, technological, and societal connections to be investigated, as well as evaluating the consequences, implications, and potential options for resolution.
- k) Unifying Concepts - The competent science teacher understands the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function), and how these concepts relate to other disciplines, particularly mathematics and the social sciences.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands connections within and among the traditional scientific disciplines.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the fundamental comparability of the processes shared within and among the traditional scientific disciplines.
 - C) understands fundamental mathematical language, knowledge, and skills.
 - D) understands fundamental relationships among the sciences and the social sciences.
- 2) Performance Indicators – The competent science teacher:
- A) identifies and describes the application of the unifying concepts in real-life situations.
 - B) utilizes the unifying concepts from science, as well as concepts from mathematics, the social sciences, and other disciplines in his or her teaching.
 - C) expresses phenomenological relationships in the language of mathematics, solving simple algebraic equations, using scientific notation, constructing and interpreting graphs and using probabilities.
- l) Curriculum in Science - The competent science teacher understands how to develop learning outcomes for science instruction that incorporate State and national frameworks for teaching science and how to select appropriate curriculum materials to meet the standards-based outcomes.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands the local, State and national goals and standards for science education.
 - B) understands the relationship of science concepts to the developmental level of students in classrooms.
 - C) understands how to articulate science instruction across units and from year to year.
- 2) Performance Indicators – The competent science teacher:

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) identifies how an instructional design relates to local, State, and national goals and standards for science.
 - B) identifies appropriate curricular materials from a variety of sources and selects those that meet the developmentally appropriate, standards-led instructional outcomes.
 - C) demonstrates the ability to articulate learning across and among units of instruction, courses in science, and other disciplines.
- m) Planning for Instruction in Science - The competent science teacher understands how to plan learning experiences that utilize an appropriate variety of instructional methods and strategies that allow students to develop significant concepts in science and the ability to engage in scientific reasoning.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands how to use materials from the students' environment to help them use inquiry strategies to build concepts.
 - B) understands the appropriate use of various strategies of direct instruction, concept development, inquiry and problem solving that lead to knowledge and skills in scientific reasoning.
 - C) understands how concepts are developed in students' minds and how to address misconceptions that students have developed from prior experiences.
 - 2) Performance Indicators – The competent science teacher:
 - A) plans instruction that allows students to develop understanding of significant concepts and skills in science through hands-on experiences with real materials.
 - B) plans instruction that incorporates a variety of methods and strategies for learning, including demonstrations, the laboratory, and out-of-class resources.
 - C) plans instruction utilizing instructional technology, instructional materials, and scientific equipment.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) plans instructional activities that create opportunities for students to test, modify, and sometimes abandon previous ideas about science.
- n) Environment for Learning - The competent science teacher can design and manage safe and supportive learning environments in which all students can engage in scientific inquiry and concept development.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands liability and negligence, especially as applied to science teaching.
 - B) understands procedures for safe and ethical use and care of animals for science instruction.
 - 2) Performance Indicators – The competent science teacher:
 - A) designs and assesses learning environments to utilize safe practices to prevent potential problems of liability and negligence regarding the inventory, storage, and disposal of chemicals, resources, and equipment.
 - B) develops a set of criteria to measure and assesses the optimum learning environment that promotes scientific inquiry and learning.
 - C) develops procedures to adapt learning environments to meet students' special needs.
- o) Teaching Science - The competent science teacher understands how to guide and facilitate learning using a variety of methods and strategies that encourage students' development of scientific inquiry skills and concepts.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands the appropriate use of strategies for questioning, facilitating, and coaching to help students develop significant concepts, problem-solving skills, and scientific habits of mind.
 - B) understands the teacher's role in different teaching strategies, including concept development, inquiry, and direct instruction.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent science teacher:
 - A) implements activities requiring students to collect data, reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.
 - B) conducts instruction that has appropriate structure with flexibility to allow students to engage in productive inquiry as individuals and groups.
 - C) conducts instruction that encourages the curiosity, openness to new ideas and data, and skepticism that characterize science.

- p) Assessment - The competent science teacher understands standards-based science assessment designs, purposes, and analysis strategies, including technological collection capabilities and performance assessments.
 - 1) Knowledge Indicators – The competent science teacher:
 - A) understands the alignment of student learning standards, instructional strategies, and local curriculum in the development of assessment tools and strategies.
 - B) understands the value of assessment data in guiding and changing instruction in science classrooms.
 - C) understands the importance of communicating criteria for success to students.
 - D) understands the importance and impact of State and local assessment policies.

 - 2) Performance Indicators – The competent science teacher:
 - A) plans and conducts assessment to evaluate scientific inquiry assessment tasks in multiple disciplines.
 - B) plans and conducts assessment to evaluate technological design assessment tasks in multiple disciplines.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) plans and conducts assessment to evaluate scientific case study/issue investigation assessment tasks in multiple disciplines.
 - D) plans and conducts assessment to evaluate student understanding using a variety of tools and strategies.
 - E) designs assessment tasks with clearly articulated criteria for student impact and program evaluation.
 - F) evaluates assessment data to propose responses to program evaluation and potential improvement.
- q) Connections in Teaching Science - The competent science teacher can relate science to the daily lives and interests of students as well as to the larger framework of human endeavor and to learning in other disciplines.
- 1) Knowledge Indicators – The competent science teacher:
 - A) understands how students can identify and utilize science concepts in their daily lives.
 - B) understands the relationship of learning in science to learning in other disciplines.
 - 2) Performance Indicators – The competent science teacher:
 - A) engages students in the examination of science applications in their personal lives and interests and in the examination of local issues.
 - B) assists students in relating knowledge of other disciplines, particularly mathematics and social sciences, to concepts of science in applications to their personal lives.
 - C) orients students to potential careers related to applications of scientific and technological knowledge.
- r) Learning Science and the Community - The competent science teacher can make effective use of human and institutional resources beyond the classroom.
- 1) Knowledge Indicators – The competent science teacher:

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands applications of science concepts and inquiry to the context of a community.
 - B) understands how parents and other community members and institutions support science learning in the classroom.
 - C) understands how to use the resources of the student's community to support inquiry.
- 2) Performance Indicators – The competent science teacher:
- A) uses data about a community in conducting learning activities in science.
 - B) conducts activities that involve parents and other members of the community in the science program.
 - C) utilizes individuals and agencies that provide science education in the community in the science program.
 - D) develops and tests a community resource inventory, including its non-formal learning opportunities, business/industry connections, and parent/community resources.
 - E) uses synchronous and asynchronous telecommunication capabilities to collaborate with community members and other experts as an integral component of projects.
- s) Content Reading - The competent science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of science.
- 1) Knowledge Indicators – The competent science teacher:
- A) understands that the reading process is 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.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators – The competent science teacher:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 27.200 Social Science – A Common Core of Standards

All social science teachers shall be required to demonstrate competence in the common core of social science standards. In addition, each social science teacher shall be required to demonstrate competence in at least one of the social science areas for which standards are described in Sections 27.210 through 27.260 of this Part: economics, geography, history, political science, psychology, and/or sociology and anthropology.

- a) The competent social science teacher understands the connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the structure, purpose, and methodology of the social sciences.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the interdependence of the social science disciplines.
 - C) understands the use of social science concepts to interpret human actions.
 - D) understands the relationship between the social sciences and other learning areas.
- 2) Performance Indicators – The competent social science teacher:
- A) explains the methods social scientists employ to answer questions about the human experience.
 - B) integrates concepts from the social sciences in constructing discipline-specific lessons and units.
 - C) develops interdisciplinary approaches to the teaching of general social science.
- b) The competent social science teacher understands the use of analysis, interpretation, and evaluation.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the value of informed opinion based on systematic analysis of evidence.
 - B) understands the strengths and weaknesses of primary and secondary sources of evidence.
 - C) understands the importance of multiple sources of information.
 - D) understands the complexity of causation.
 - E) understands the tentative nature of interpretations about human actions.
 - F) understands the difference between fact and conjecture and between evidence and assertion.
- 2) Performance Indicators – The competent social science teacher:

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- A) demonstrates the ability to compare and contrast.
 - B) differentiates between facts and interpretations.
 - C) analyzes cause-and-effect relationships.
 - D) compares competing narratives and multiple perspectives.
 - E) identifies the central questions addressed in a narrative.
 - F) analyzes data from a variety of sources before reaching a general conclusion or interpretation.
- c) The competent social science teacher understands how to use the tools of social science inquiry to conduct research and interpret findings.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the tools of social science research.
 - B) understands the use of research in reaching conclusions and developing interpretations.
 - C) understands ethical approaches for conducting research and interpreting findings.
 - 2) Performance Indicators – The competent social science teacher:
 - A) gathers data, using appropriate methods and technology.
 - B) assesses the credibility and authority of sources and research findings.
 - C) formulates appropriate questions by observing and analyzing evidence.
 - D) organizes and presents findings in an appropriate format.
- d) The competent social science teacher understands basic political concepts and systems.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands concepts used in the study of government and politics.
 - B) understands the basic purposes and functions of government (e.g., executive, legislative, and judicial).
 - C) understands the types of political systems (e.g., democracy, oligarchy, monarchy - limited and unlimited).
- 2) Performance Indicators – The competent social science teacher:
 - A) explains the basic concepts used in the study of government and politics (e.g., political socialization, representation, and authority).
 - B) explains why governments exist and the basic functions they perform.
 - C) compares the characteristics of democracy, autocracy, oligarchy, monarchy, and totalitarianism.
- e) The competent social science teacher understands the formation and implementation of public policy in the United States and other nations.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the role played by officials in the legislative, executive, judicial, and administrative branches of government.
 - B) understands the role played by interest groups, political parties and candidates, public opinion, and the mass media.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes public policy issues from the perspectives of different groups, individuals, and government officials.
 - B) explains how public policy is formed and carried out at local, State, and national levels.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) evaluates the role of political parties, interest groups, and the media in public policy debate.
 - D) identifies examples of political leadership influencing public policy.
- f) The competent social science teacher understands the principles of constitutional government in the United States and Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the historical development of United States and Illinois constitutional government.
 - B) understands the principles of representative government that form the foundation of constitutional democracy.
 - 2) Performance Indicators – The competent social science teacher:
 - A) explains how historical events and significant individuals have affected the development of United States constitutional government.
 - B) analyzes the fundamental principles (e.g., separation of powers, checks and balances, individual rights, and federalism) that led to the development of democratic government in the United States and Illinois.
- g) The competent social science teacher understands the organization and functions of government at national, State, and local levels in the United States.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the organizational structure of national, State, and local government.
 - B) understands the operations of the executive, legislative, and judicial branches of government.
 - C) understands the functions of national, State, and local governments.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent social science teacher:
 - A) explains how and why powers of the national government are distributed, shared, and limited in a federal system.
 - B) analyzes the relationships among national, State, and local governments.

- h) The competent social science teacher understands the rule of law and the rights and responsibilities of individual citizens in a democratic society, with an emphasis on the United States and Illinois.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the sources, purposes, and functions of law (e.g., basic legal rights and responsibilities).
 - B) understands the rights extended to citizens through the Bill of Rights and other amendments.
 - C) understands the role of the Supreme Court in defining, expanding, and limiting individual rights.
 - D) understands the role of responsible citizenship.
 - 2) Performance Indicators – The competent social science teacher:
 - A) evaluates the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
 - B) evaluates historical and current issues regarding the judicial protection of individual rights (e.g., landmark court decisions and amendments).
 - C) examines the implications of responsible citizenship (e.g., decision-making, volunteerism, and voting).

- i) The competent social science teacher understands the purposes and functions of international organizations and global connections, with an emphasis on the role of the United States.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the function and global impact of major international and multinational organizations.
 - B) understands the development and implementation of United States foreign policy.
- 2) Performance Indicators – The competent social science teacher:
 - A) analyzes the influence of international organizations on world affairs.
 - B) identifies examples of individuals and interest groups that influence United States foreign policy.
- j) The competent social science teacher understands economic concepts, terms, and theories.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the impact of scarcity and opportunity cost on the allocation of resources.
 - B) understands the effects of supply and demand on economic decisions.
 - C) understands that cost/benefit analysis influences economic decision-making.
 - D) understands the role of money in an economic system.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes how allocation of scarce resources affects a society's standard of living.
 - B) uses supply and demand theory to analyze production, consumption, prices, and the market value of labor.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) uses marginal analysis to analyze the costs and benefits of voluntary exchange and to evaluate historical and contemporary social issues.
 - D) analyzes the characteristics and functions of money and applies an understanding of money to personal finance and consumer decisions.
- k) The competent social science teacher understands various types of economic systems.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the differences among various economic systems.
 - B) understands the role of government in an economic system.
 - C) understands the importance of financial institutions in a market economy.
 - 2) Performance Indicators – The competent social science teacher:
 - A) compares the characteristics of command, traditional, and market economic systems and assesses how values and beliefs influence economic decisions in different societies.
 - B) evaluates the costs and benefits of government policies and how they affect decisions by consumers and producers.
 - C) explains how banks and other financial institutions facilitate saving, borrowing, and investment.
- l) The competent social science teacher understands the components and operation of the United States economy.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the basic principles of free enterprise, including entrepreneurship.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the roles of the federal government and the Federal Reserve System in the U.S. economy.
 - C) understands the impact of government policies on economic decision-making.
 - D) understands the impact of economic problems such as inflation and unemployment.
- 2) Performance Indicators – The competent social science teacher:
- A) explores the impact of competition and monopoly on businesses and households.
 - B) analyzes the relationships among households, firms, and government agencies in a market economy.
 - C) evaluates the effects of taxes, subsidies, income transfers, interest rates, and other policies on the decisions of consumers and producers.
 - D) analyzes economic problems (e.g., inflation and unemployment).
- m) The competent social science teacher understands international economic structures, processes, and relationships.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the interconnectedness of comparative advantage, specialization, and trade.
 - B) understands the effects of economic interdependence and free trade.
 - C) understands the impact of availability of resources on economic growth and stability.
 - D) understands the global effects of resource supply and demand.
- 2) Performance Indicators – The competent social science teacher:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) analyzes how specialization and comparative advantage affect global production, consumption, voluntary trade, and economic interdependence.
 - B) evaluates trade incentives and disincentives such as subsidies and quotas, and examines how the availability of resources affects specialization and trade among nations and regions.
- n) The competent social science teacher understands historical concepts, terms, and theories.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands chronological thinking and periodization.
 - B) understands cause and effect.
 - C) understands change and continuity.
 - D) understands historical context.
 - 2) Performance Indicators – The competent social science teacher:
 - A) places historical events in the proper chronological framework and compares alternative models of periodization.
 - B) analyzes the causes and effects of historical events.
 - C) explains patterns of historical succession and duration, continuity, and change.
 - D) explains events in relationship to historical setting.
- o) The competent social science teacher understands major political developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands 19th and 20th century ideologies and their global influence (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, nazism).

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- B) understands the nature and significance of modern revolutions.
 - C) understands the origins and impact of exploration and imperialism.
 - D) understands the development of representative government.
- 2) Performance Indicators – The competent social science teacher:
- A) explains the effect of European political ideologies on other regions and nations of the world.
 - B) describes the causes and effects of modern political revolutions.
 - C) evaluates the impact of colonization and decolonization on colonizers and colonized.
 - D) describes the origins and development of a representative government.
- p) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the evolution and distinctive characteristics of major Asian, African, and American pre-Columbian societies and cultures.
 - B) understands the philosophical and cultural legacies of ancient Greece and Rome.
 - C) understands the origins, central ideas, and influence of major religious and philosophical traditions such as Buddhism, Islam, Confucianism, Judaism, and Christianity.
 - D) understands the culture and ideas of the Medieval, Renaissance, and Reformation periods.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) understands the culture and ideals of the modern world since the Age of Enlightenment.
- 2) Performance Indicators – The competent social science teacher:
 - A) describes changing relations among social classes, ethnic groups, religious denominations, and genders.
 - B) explains the process of cultural diffusion.
 - C) explains the effect of religious diversity on global society.
 - D) analyzes the effects of ethnic diversity within a society.
- q) The competent social science teacher understands major scientific, geographic, and economic developments and compares patterns of continuity and change in different parts of the world.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the connections among civilizations accelerated by changing means of transportation and communication.
 - B) understands the major landmarks in the use of the environment from the Paleolithic Period through the transformation from agricultural to industrial societies.
 - C) understands the effect of technology on the environment.
 - D) understands the origins and impact of capitalism and other economic systems.
 - 2) Performance Indicators – The competent social science teacher:
 - A) describes the connections between transportation and communication and their effects on civilizations throughout the course of world history.
 - B) describes the progression from hunter-gatherer societies to agricultural and industrial societies.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) evaluates the effect of technology on the environment over time.
 - D) describes the effect of globalization of the world economy since 1500 AD ~~CE~~ (sometimes also referred to as “CE”).
- r) The competent social science teacher understands major political developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the evolution of American democracy, including its ideas, institutions, and practices, from the colonial period to the present.
 - B) understands the evolution of United States foreign policy and its relationship to domestic affairs and policy.
 - C) understands the development of political institutions in Illinois.
 - 2) Performance Indicators – The competent social science teacher:
 - A) describes the origins and development of democracy in the United States.
 - B) explains the emergence of the United States as a world power.
 - C) describes the influence of domestic affairs on foreign policy.
 - D) describes the development of government in Illinois.
- s) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the characteristics of migration and settlement of people who came to America from different regions from prehistory to the present.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands the importance of family and local history and their relation to the larger context of American development.
 - C) understands the changing character of American society, culture, arts and letters, education, religion, and values.
- 2) Performance Indicators – The competent social science teacher:
- A) analyzes migration patterns and movement of people to and within the United States and Illinois.
 - B) identifies examples of continuity and change in American culture, arts and letters, education, religion, and values.
 - C) explains the concept of “e pluribus unum.”
- t) The competent social science teacher understands the major scientific, geographic, and economic developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands the development of the United States and Illinois economies, including the agricultural, industrial, and service sectors.
 - B) understands the relationship between geography and economic developments.
- 2) Performance Indicators – The competent social science teacher:
- A) describes the impact of technological change and urbanization in the United States and Illinois.
 - B) describes the changing role of labor in the United States and Illinois.
 - C) describes the development and impact of capitalism in the United States and Illinois.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) explains the changing role of the United States economy within the global economy.
- u) The competent social science teacher understands geographic representations, tools, and technologies and how to use them to obtain information about people, places, and environments on Earth.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the use of mental and other maps.
 - B) understands the use of aerial photographs and satellite images.
 - C) understands the advantages and disadvantages of various geographic representations, tools, and technologies.
 - 2) Performance Indicators – The competent social science teacher:
 - A) describes ways that mental and other maps influence human decisions about location, settlement, and public policy.
 - B) uses geographic tools and technologies such as aerial photographs and satellite images to pose and answer questions about spatial distributions and patterns on Earth.
 - C) evaluates the application of geographic tools and supporting technologies to solve problems (e.g., urban planning, location of commercial establishments).
- v) The competent social science teacher understands how culture and experience influence human perceptions of people, places, and regions.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands that culture and technology affect perceptions of places and regions.
 - B) understands that places and regions serve as cultural symbols for people.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) understands the relationships between cultural change and changing perceptions of places and regions.
- 2) Performance Indicators – The competent social science teacher:
 - A) identifies ways culture and technology influence perceptions of places and regions.
 - B) explains how cultural processes (e.g., gender roles, resource use, transportation, and communication) shape the features of places and regions.
 - C) assesses the relationship between cultural change and the perception and use of places and regions.
- w) The competent social science teacher understands the physical and human characteristics of places and regions.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the elements and types of places and regions.
 - B) understands changes in places and regions over time.
 - C) understands the connections among places and regions.
 - 2) Performance Indicators – The competent social science teacher:
 - A) analyzes human and physical processes to determine their role in the creation of different types of places and regions.
 - B) identifies human and physical changes in places and regions and explains the factors that contribute to those changes.
 - C) explains the significance of connections among places and regions over space and time.
- x) The competent social science teacher understands how physical processes and human activities influence spatial distributions.
 - 1) Knowledge Indicators – The competent social science teacher:

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) understands the trends and issues in world population patterns.
 - B) understands the impact of human migration on physical and human systems.
 - C) understands that cooperation and conflict influence spatial patterns on Earth.
 - D) understands that physical processes contribute to different spatial distributions.
- 2) Performance Indicators – The competent social science teacher:
- A) analyzes population trends, issues, and patterns.
 - B) explains the causes of, and the spatial patterns that result from, cooperation and conflict among groups and societies.
 - C) explains how human migration affects physical and human systems.
 - D) analyzes different spatial patterns to determine the influence of various physical processes.
- y) The competent social science teacher understands the role of science and technology in the modification of physical and human environments.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands that human actions coupled with technology result in modifications to the physical environment.
 - B) understands the functions, sizes, and spatial arrangement of human environments (e.g., cities).
 - C) understands the changes affecting physical and human environments.
- 2) Performance Indicators – The competent social science teacher:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) explains how technology expands human capability to modify human and physical environments.
 - B) explains the global impact of human action on the physical environment.
 - C) proposes solutions to environmental problems.
- z) The competent social science teacher understands the consequences of global interdependence on spatial patterns.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands the causes and effects of increased global interdependence.
 - B) understands that the spatial distribution of resources affects the location and distribution of economic activities.
 - C) understands the spatial implications of international economic issues and problems.
 - 2) Performance Indicators – The competent social science teacher:
 - A) explains the primary causes for and effects of increased global interdependence.
 - B) analyzes how the distribution of resources affects the location of economic activities.
 - C) explains how international economic issues, opportunities, and problems result from increased global interdependence.
- aa) The competent social science teacher understands concepts, terms, and theories related to human behavior and development.
- 1) Knowledge Indicators – The competent social science teacher:
 - A) understands basic psychological concepts (e.g., cognition, development, personality).

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) understands fundamental theories of learning, motivation, and development.
 - C) understands cognitive, biological, and emotional influences on behavior.
 - D) understands main theories of personality (e.g., psychoanalytic, trait, behaviorism, humanism) and various types of psychological disorders.
- 2) Performance Indicators – The competent social science teacher:
- A) explains how physiology, learning, emotions, and motivation influence behavior.
 - B) applies knowledge of human development to examine physical, cognitive, social, emotional, and moral changes associated with different stages of life.
 - C) applies main concepts of personality theory and psychological disorders to explain behavior.
- bb) The competent social science teacher understands concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
- 1) Knowledge Indicators – The competent social science teacher:
- A) understands basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, institutions).
 - B) understands social organization in various time periods (e.g., ancient, pre-industrial, industrial, postindustrial).
 - C) understands the impact of social customs, cultural values, and norms on behavior.
 - D) understands the influence of social class on life decisions.
 - E) understands sociological approaches to conformity and deviancy.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent social science teacher:
 - A) applies a behavioral science point of view to general social phenomena and specific social situations.
 - B) analyzes interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
 - C) explains the role played by tradition, the arts, and social institutions in the development and transmission of culture.
 - D) analyzes ways in which common values and beliefs develop within societies.
 - E) analyzes conformity and deviancy from a sociological perspective.
- cc) The competent social science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of social science.
 - 1) Knowledge Indicators – The competent social science teacher:
 - A) understands that the reading process is 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.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators – The competent social science teacher:
- A) plans and teaches lessons to help students develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
 - H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 27.230 History

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of history shall be required to meet the standards described in this Section.

- a) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the colonial era through the growth of the American republic.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands the interaction of European and Native American societies through the mid-19th century.
 - B) understands the development of political, religious, and socioeconomic institutions in the American colonies.
 - C) understands the role of the American Revolution in the development of United States society.
 - D) understands the impact of the industrial revolution, the institution of slavery, and westward expansion on regional and national development.
 - 2) Performance Indicators – The competent history teacher:
 - A) identifies political ideas that influenced the development of U.S. constitutional government.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) assesses factors that contributed to the Age of Exploration and evaluates the consequences of the Columbian Exchange.
 - C) explains the social, economic, and political tensions that led to the American Revolution.
 - D) explains the factors that accounted for the differences between societies in New England, the mid-Atlantic, and the lower South.
 - E) explains the effect of the revolution on social, political, and economic relations in the new nation.
 - F) explains the evolution of the two-party system.
- b) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the Civil War through World War I.
- 1) Knowledge Indicators – The competent history teacher:
 - A) understands events that contributed to the U.S. Civil War.
 - B) understands the role of reconstruction in rebuilding the nation.
 - C) understands the role of big business in the transformation of U.S. society in the late 19th century.
 - D) understands the influences of Populism and Progressivism on U.S. society in the late 19th and early 20th centuries.
 - E) understands the composition and significance of late 19th century immigration.
 - F) understands the role of the U.S. in world affairs through World War I.
 - 2) Performance Indicators – The competent history teacher:
 - A) explains the effects of the Civil War on U.S. society.
 - B) evaluates reconstruction policies and their impact on U.S. society.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- C) identifies the effects of industrialization and urbanization on the U.S.
 - D) traces the patterns of immigration settlement in different regions of the country.
 - E) describes the obstacles, opportunities, and contributions of immigrants.
 - F) assesses the relationship between business and labor.
 - G) explains the political, social, cultural, and economic contributions of Populism and Progressivism.
 - H) explains the causes of World War I and the reasons for U.S. involvement in the war.
- c) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history in the twentieth century and beyond.
- 1) Knowledge Indicators – The competent history teacher:
 - A) understands the effects of the Great Depression on the United States.
 - B) understands the relationship between the New Deal and the development of welfare policies after 1932.
 - C) understands the origins of World War II and of U.S. involvement in the war.
 - D) understands the social transformation of the post-war United States.
 - E) understands the origins of the Cold War and its impact on the United States.
 - F) understands the significance of landmark events in foreign and domestic policies since 1945.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) understands United States involvement in the Vietnam War.
- 2) Performance Indicators – The competent history teacher:
 - A) evaluates the causes of the Great Depression and its impact on the United States.
 - B) explains reasons for U.S. participation in World War II.
 - C) evaluates the role of the United States in World War II and the impact of the war on the United States.
 - D) explains the origins of the Cold War and its impact on the United States.
 - E) identifies the origins and the course of post-1945 social movements, particularly the Civil Rights Movement.
 - F) explains the relationship between U.S. domestic and foreign policies in the 20th century.
 - G) assesses the U.S. military engagement in Vietnam and its effect on the United States.
- d) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from prehistory to the Age of Exploration.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands the transition from prehistory to early civilizations, including non-western empires and tropical civilizations.
 - B) understands the development of classical civilizations from 1000 BC to 500 AD (sometimes also referred to as “BCE” and “CE”, respectively).
 - C) understands the fragmentation and interaction of civilizations from 500 to 1000 AD.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) understands the centralization of power in different regions from 1000 to 1500 AD.
- 2) Performance Indicators – The competent history teacher:
 - A) describes the populating of major world regions by human communities.
 - B) identifies and compares centralized and decentralized states.
 - C) explains the major achievements of Greek and Roman civilizations.
 - D) identifies factors contributing to the break-up of the Roman Empire.
 - E) explains the role of feudalism in the growth of European monarchies and city states.
 - F) describes major political, social, and economic developments in non-western states.
- e) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from the Age of Exploration to the present.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands cultural encounters, global change, and revolution from 1450 to 1850.
 - B) understands imperialism and its effects from 1850 to 1914.
 - C) understands the ideas, institutions, and cultural legacies of the twentieth century.
 - D) understands the causes and courses of the world wars.
 - E) understands the motivations and effects of decolonization.
 - 2) Performance Indicators – The competent history teacher:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) describes the origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas.
 - B) identifies the cultural and religious significance of the scientific revolution.
 - C) describes the relationship between political and industrial revolutions on social and cultural change.
 - D) explains the causes and effects of European, American, and Asian imperial expansion.
 - E) describes the causes and consequences of 20th century wars.
 - F) describes the causes and global consequences of economic development.
 - G) describes the causes and consequences of the Holocaust.
 - H) describes the independence movements related to decolonization.
- f) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in the State of Illinois from the colonial era to the present.
- 1) Knowledge Indicators – The competent history teacher:
 - A) understands the evolution of political ideas, institutions, and practices and their role in Illinois.
 - B) understands the influence of geography, technology, agriculture, urbanization, industry, and labor on the development of the Illinois economy.
 - C) understands the effects of migration of people and cultures and several religious traditions that have shaped Illinois.
 - D) understands the roles of family and local history in their relation to the larger context of U.S. and global history.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent history teacher:
 - A) describes the development of political ideas, institutions, and practices in Illinois.
 - B) traces the development of the Illinois economy.
 - C) assesses the impact of cultural migration and religious traditions on Illinois.
 - D) relates Illinois family and local history to U.S. and world history.
- g) The competent history teacher understands comparative history.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands methods of comparative history.
 - B) understands effects of broad historical developments (e.g., industrialization, modernization, imperialism, globalization) on diverse cultures.
 - C) understands different meanings and implications of broad historical developments on diverse cultures.
 - D) understands differences and similarities from one generation to the next within the same culture.
 - 2) Performance Indicators – The competent history teacher:
 - A) identifies similarities and differences within and between cultures.
 - B) evaluates the impact of broad historical developments on diverse cultures.
 - C) assesses the different meanings and implications of historical developments on diverse cultures.
 - D) describes continuities and changes within and among generations.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- h) The competent history teacher understands the major interpretations in the field of history.
 - 1) Knowledge Indicators – The competent history teacher:
 - A) understands the various and changing definitions of history.
 - B) understands the origins and interpretative frameworks of significant theories of history.
 - C) understands the tentative nature of historical interpretation.
 - 2) Performance Indicators – The competent history teacher:
 - A) differentiates among and evaluates various definitions of history.
 - B) employs and assesses interpretive frameworks in analyzing historical events.
 - C) evaluates major debates among historians.

**ILLINOIS STATE BOARD OF EDUCATION
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Lee Patton, Interim Director
Respicio Vazquez, General Counsel

Agenda Topic: Rules for Initial Review—Part 29 (Standards for Administrative Certification)

Materials: Recommended Amendments

Staff Contacts: Lee Patton

Purpose of Agenda Item

To present the proposed amendments for initial review and secure the Board's authorization to distribute them for public comment.

Expected Outcome of Agenda Item

Adoption of a motion authorizing the staff to publish the proposed amendments in the Illinois Register to elicit public comment.

Background Information

These amendments cover three aspects of the rules and are all basically technical in nature.

- The revision in Section 29.100 corresponds to revisions that have been made in other sets of ISBE's rules to identify October 1 as the date when the new examinations are required. In each case the new examinations will be first administered in June or July, and the three-month span after that is needed before they become required to account for the time it takes for scores to become available and for the passing score to be established.
- The reference to the "general administrative endorsement" at the beginning of Section 29.120 acknowledges that Section 21-7.1 of the School Code gives this title to the endorsement that is required for principals and certain other

administrators in similar positions. The remaining revisions throughout Section 29.120 are being made for the same reason.

- Finally, the changes in Section 29.140 (Director of Special Education) and the repeal of Section 29.150 correspond to the insertion of new material into Part 25 (Certification) that is also presented for initial review in this Board packet. We are now at the point where comprehensive new statements need to be made in those rules about the requirements for issuance of all types of teaching, school service personnel, and administrative certificates, so this is an opportune time to transfer the information that has been stated in the introduction to Section 29.140 and in all of Section 29.150 into its logical place within Part 25 (See new Section 25.365). This transfer will leave only the standards for the endorsement stated in Part 29, which is comparable to the way all the other administrative endorsements have been treated. That is, the standards for each credential and corresponding preparation program are set forth in Part 29, while all the other information for receipt of the certificate is contained in Part 25. (The same holds true for teaching and school service personnel credentials.)

These amendments were reviewed by the State Teacher Certification Board at its December meeting, and the STCB recommends them for the State Board's consideration.

Superintendent's Recommendation

Adopt the following motion:

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

Standards for Administrative Certification (23 Illinois Administrative Code 29).

Next Steps

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

ILLINOIS REGISTER

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 29
STANDARDS FOR ADMINISTRATIVE CERTIFICATION

Section

29.10	Purpose and Effective Dates
29.100	Illinois Professional School Leader Standards
29.110	Chief School Business Official
29.120	<u>General Administrative Endorsement</u> Principal
29.130	Superintendent
29.140	Director of Special Education
29.150	New Credential Required – Directors and Assistant Directors of Special Education (<u>Repealed</u>)

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

SOURCE: Adopted at 26 Ill. Reg. 6493, effective April 22, 2002; amended at 27 Ill. Reg. 5800, effective March 21, 2003; amended at 28 Ill. Reg. _____, effective _____.

Section 29.10 Purpose and Effective Dates

This Part establishes the standards that shall apply to the issuance of administrative certificates and the endorsements available on those certificates. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. That is:

- a) beginning July 1, 2003, approval of any preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the relevant standards identified in this Part; and
- b) beginning on ~~July 1,~~ October 1, 2004, the examination(s) required for issuance of a certificate endorsed in any field covered by this Part shall be based on the relevant standards set forth herein.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 29.120 General Administrative Endorsement ~~Principal~~

Each candidate for the general administrative ~~principal~~'s endorsement shall be required to meet the standards set forth in this Section in addition to those set forth in Section 29.100 of this Part.

- a) Facilitating a Vision of Learning - The competent school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
 - 1) Knowledge Indicators – The competent administrator ~~principal~~:
 - A) has knowledge and understanding of learning goals in a pluralistic society.
 - B) comprehends the principles of developing and implementing long-term plans.
 - C) recognizes theories of educational leadership.
 - D) understands information sources, data collection, and data analysis strategies.
 - E) understands effective communication.
 - F) understands effective consensus-building and negotiation skills.
 - G) has knowledge of the philosophy and history of education.
 - 2) Performance Indicators – The competent administrator ~~principal~~:
 - A) designs curricula with consideration for philosophical, sociological, and historical foundations, democratic values, and the community's values, goals, social needs, and changing conditions.
 - B) facilitates the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) analyzes, evaluates, and monitors operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
 - D) solicits and uses financial, human, and material resources to support the implementation of the school's mission and goals.
 - E) identifies and critiques several theories of leadership and their application to various school environments.
 - F) conducts needs assessments and uses qualitative and quantitative data to plan and assess school programs.
 - G) analyzes and interprets educational data, issues and trends.
 - H) uses appropriate interpersonal skills and applies appropriate and effective communications strategies when using written, verbal, and nonverbal communication.
 - I) engages in effective consensus-building and displays effective negotiation skills.
 - J) frames, analyzes, and resolves problems using appropriate problem-solving techniques and decision-making skills.
 - K) analyzes school problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
- b) School Culture and Instructional Program - The competent school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to students' learning and staff's professional growth.
- 1) Knowledge Indicators – The competent ~~administrator~~ principal:
 - A) has knowledge and understanding of school cultures.
 - B) understands the continuum of students' growth and development.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) knows the procedures used in the assessment of the learning environment.
 - D) understands applied learning theories.
 - E) understands curriculum design, implementation, evaluation, and refinement.
 - F) recognizes the components of a special education evaluation.
 - G) understands principles of effective instruction and best practices.
 - H) comprehends measurement, evaluation, and assessment strategies.
 - I) understands diversity and its meaning for educational programs.
 - J) is familiar with adult learning and professional development models.
 - K) understands the change process for systems, organizations, and individuals.
 - L) recognizes the role of technology in promoting students' learning and professionals' growth.
 - M) understands classroom management.
- 2) Performance Indicators – The competent administrator ~~principal~~:
- A) creates with teachers, parents, and students a positive school culture that promotes learning.
 - B) promotes an inclusive educational culture.
 - C) articulates the district's or school's vision, mission, and priorities to the community and media.
 - D) builds community support for a district's or school's priorities and programs.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- E) promotes an environment where all individuals are treated with fairness, dignity, and respect.
- F) develops a culture of high expectations for self, students, and staff's performance where accomplishments are recognized.
- G) applies the principles of students' growth and development to the learning environment and the educational program.
- H) utilizes procedures in the assessment of the learning environment.
- I) develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- J) develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific needs of students, considering gender, ethnicity, culture, social class, and exceptionalities.
- K) analyzes various staffing patterns, student grouping plans, class scheduling forms, and school organizational structures and facilitates design processes to support various teaching strategies and desired outcomes for students.
- L) assesses students' progress using a variety of appropriate techniques.
- M) bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and State and federal policies and mandates.
- N) aligns curricular goals and objectives with the Illinois Learning Standards (see 23 Ill. Adm. Code 1. Appendix D).
- O) facilitates the design, implementation, and evaluation of curricular, co-curricular, and extracurricular programs for continuous improvement.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- P) uses resources to support instructional programs and best practices and incorporates a variety of supervisory models to improve teaching and learning.
- Q) uses qualitative and quantitative data to plan and assess school programs.
- R) promotes an inclusive educational culture.
- S) identifies needs for professional development and incorporates adult learning strategies and assessment in the formulation of self-development plans for staff.
- T) facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.
- U) studies best practices, relevant research, and demographic data to analyze their implications for school improvement.
- V) develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
- W) applies a systems perspective and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.
- X) uses technology, telecommunications, and information systems to enrich curriculum and instruction.
- Y) develops and implements long-range plans for school and district technology information systems.
- Z) uses a variety of supervisory models to improve teaching and learning.
- AA) uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Management - The competent school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 1) Knowledge Indicators – The competent ~~administrator~~ principal:
- A) understands theories and models of organizations and the principles of organizational development.
 - B) is aware of local operational policies and procedures.
 - C) understands principles and issues relating to school safety and security.
 - D) has knowledge of management and development of human resources.
 - E) comprehends principles and issues relating to fiscal considerations in school management.
 - F) understands principles and issues relating to school facilities and use of space.
 - G) recognizes legal issues relating to school operations.
 - H) has knowledge of current technologies that support management's functions.
- 2) Performance Indicators – The competent ~~administrator~~ principal:
- A) applies theories to create conditions that motivate staff, students, and families to achieve the school's vision.
 - B) analyzes a school's problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
 - C) applies effective job-analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) utilizes appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity, diversity, and exceptionalities.
 - E) develops and implements an efficient building-level budget planning process that is driven by school priorities.
 - F) understands federal, State and local statutory and regulatory provisions and judicial decisions governing education.
 - G) applies common legal and contractual requirements and procedures in an educational setting.
 - H) applies and assesses current technologies for school management and business procedures.
- d) Collaboration with Families and Communities - The competent school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
- 1) Knowledge Indicators – The competent ~~principal~~ administrator:
 - A) recognizes emerging issues and trends that potentially affect the school community.
 - B) comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team (see 23 Ill. Adm. Code 226.75).
 - C) understands the conditions and dynamics of the diverse school community.
 - D) has knowledge of community resources.
 - E) understands community relations and marketing strategies and processes.
 - F) is aware of successful models of school, family, business, community, government, and higher education partnerships.

STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent administrator ~~principal~~:
 - A) assesses emerging issues and trends to determine their impact on the school community.
 - B) engages in activities that address parents' rights, including the right to an independent evaluation and the use of that evaluation by the student's IEP team.
 - C) analyzes community and district power structures and identifies major opinion leaders and their relationships to school goals and programs.
 - D) identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.
 - E) develops and implements an effective staff communication plan and public relations program.
 - F) articulates the district's or school's vision, mission, and priorities to the community and media and understands how to build community support for the district's or school's priorities and programs.
- e) Acting with Integrity, Fairness, and in an Ethical Manner - The competent administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
 - 1) Knowledge Indicators – The competent administrator ~~principal~~:
 - A) understands the purpose of education and the role of leadership in modern society.
 - B) recognizes various ethical frameworks and perspectives on ethics.
 - C) understands the values and challenges of the diverse school community.
 - D) is aware of professional codes of ethics.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent administrator ~~principal~~:
 - A) analyzes a school’s problems with an understanding of major historical, philosophical, ethical, social, and economic influences in a democratic society.
 - B) manifests a professional code of ethics and values.
 - C) bases decisions on the moral and ethical implications of policy options and political strategies.
 - D) promotes the values and challenges of the diverse school community.
 - E) communicates effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community.
 - F) treats people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others.
 - G) encourages others in the school community to demonstrate integrity and exercise ethical behavior.
- f) The Political, Social, Economic, Legal and Cultural Context - The competent school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
 - 1) Knowledge Indicators – The competent administrator ~~principal~~:
 - A) comprehends principles of representative governance that undergird the system of American schools.
 - B) recognizes the role of public education in developing and renewing a democratic society and an economically productive nation.
 - C) understands the law as related to education.
 - D) understands State and federal requirements regarding the least restrictive environment (including placement based on the student's

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP); see 23 Ill. Adm. Code 226.75) for students from birth through 21 years of age.

- E) has knowledge of the political, social, cultural, and economic systems and processes.
 - F) understands models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.
 - G) knows about global issues and forces affecting teaching and learning.
 - H) recognizes the dynamics of policy development and advocacy under our democratic political system.
 - I) understands federal, State and local statutory and regulatory provisions as well as judicial decisions governing education.
- 2) Performance Indicators – The competent administrator ~~principal~~:
- A) considers the general characteristics of internal and external political systems as they apply to school settings.
 - B) influences policy development at the federal, State, district, and school-site level.
 - C) applies knowledge of common legal and contractual requirements and procedures in an educational setting.
 - D) analyzes appropriate procedures and relationships for working with local governing boards.
 - E) develops lines of communication with decision makers outside the school community.
 - F) frames, analyzes, and resolves problems using models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- G) bases decisions on the moral and ethical implications of policy options and political strategies.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 29.140 Director of Special Education

The standards set forth in this Section, in addition to those set forth in Section 29.100 of this Part, shall apply to each candidate applying for this endorsement on or after July 1, 2005. ~~Endorsement as a director of special education shall be available on the administrative certificate beginning January 1, 2003, and shall be required beginning July 1, 2005, in order for an individual to serve as either a director or an assistant director of special education. Except as provided in Section 29.150 of this Part, the requirements for this endorsement shall include completion of a program approved pursuant to Subpart C of the State Board's rules for Certification (23 Ill. Adm. Code 25) based on congruence with the standards set forth in this Section; passage of the relevant test of subject matter knowledge based on the standards set forth in this Section; passage of the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to 23 Ill. Adm. Code 25.720 (Applicability of Testing Requirement); either a valid teaching certificate endorsed with a special education credential or a valid school service personnel certificate endorsed for school psychology, school social work, school counseling, or speech language pathology.~~

- a) Facilitating a Vision of Educational Excellence

The competent director of special education is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the needs of different groups in a pluralistic society.
 - B) knows and understands theories and methodologies of teaching and learning, including the adaptation and modification of curriculum to meet the needs of all learners.
 - C) knows and understands the principles of developing, implementing, and evaluating long-term plans.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- D) knows and understands theories of and research on organizational and educational leadership.
 - E) knows and understands information sources, data collection, and data analysis strategies.
 - F) knows and understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.
 - G) knows and understands effective consensus-building and negotiation skills.
 - H) knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice.
 - I) knows and understands systems and theories of educational assessment and evaluation.
 - J) knows and understands human and financial resources needed to implement and support the organizational vision, mission, and goals.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that promote the success of all students in the least restrictive environment by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
 - B) facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff.
 - C) facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
 - D) facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students,

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

administrators, board members, families, and community members.

- E) facilitates and engages in activities that articulate and model central beliefs of the organization and effectively communicates and takes actions to achieve organizational vision, mission, and goals.
- F) facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals.
- G) facilitates and engages in activities aimed at forming and implementing a vision, mission, and goals to provide purpose and direction for individuals and groups.
- H) facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including data on students' performance, to assess progress toward organizational vision, mission, and goals.
- I) facilitates and engages in activities that result in an implementation plan in which objectives and strategies to achieve the organizational vision, mission, and goals are clearly articulated and linked to students' learning.
- J) facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.
- K) facilitates and engages in activities to obtain and organize financial, human, and material resources to realize the organizational vision, mission, and goals.
- L) facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, goals, and implementation plans regularly.

b) Learning Environment and Instructional Program

The competent director of special education is an educational leader who promotes the success of all students by advocating and nurturing a constantly

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program.
 - B) knows and understands the concept of school climate as it applies to students' and staff's performance.
 - C) knows and understands the educational change process.
 - D) knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.
 - E) knows and understands cognition, learning theories, and interventions and their relationship to instruction.
 - F) knows and understands applications of technology for administrators, staff, and students to enhance the learning and instructional program.
 - G) knows and understands a variety of methods for assessing and evaluating students' performance.
 - H) knows and understands professional development models and adult learning theory.
 - I) understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning.
 - J) has knowledge of techniques for modifying instructional methods, curricular materials, technology, and the learning environment to meet students' needs, including techniques that are developmentally appropriate.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent director of special education:
 - A) facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students.
 - B) facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.
 - C) facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.
 - D) facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials.
 - E) facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
 - F) facilitates and engages in activities that promote an environment that encourages creativity and innovation.
 - G) facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
 - H) facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth.
 - I) facilitates and engages in activities that promote high expectations for self, staff, and students.
 - J) facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- K) facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program.
- L) facilitates and engages in activities that connect educational standards to specialized instructional services.
- M) facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families.
- N) facilitates and engages in activities that foster lifelong learning.

c) Knowledge of Laws, Regulations, and Professional Ethics

The competent director of special education has a thorough knowledge of federal and State statutes affecting the education of students with disabilities.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands current legal, regulatory, and ethical issues affecting education.
 - B) knows and understands the legal rights and responsibilities of students, staff, and parents/guardians.
 - C) knows and understands federal and State education laws and regulations.
 - D) knows and understands the legal aspects of school administration.
 - E) knows and understands the system of public school governance in Illinois.
 - F) knows and understands the responsibilities and functions of school committees and boards.
 - G) knows and understands procedures for formulating and implementing board policies and operating procedures.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) knows and understands the moral and ethical responsibilities of schools and members of the school community.
 - I) knows and understands how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.
 - J) knows and understands how the Illinois and U.S. Constitutions, organizational policies, and laws (statutory, common, and case) regulate the behavior of students, staff, and administrators in the schools.
 - K) knows and understands the role of public education in developing and renewing a democratic society and an economically productive nation.
 - L) knows and understands models and strategies of change and conflict resolution as applied to schools.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.
 - B) facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
 - C) facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes organizational vision, missions, and goals.
 - D) facilitates and engages in activities that shape public policy to provide high-quality education for students.
 - E) facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.
- G) facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

d) Identification of Students and Provision of Services

The competent director of special education has a thorough knowledge of identification procedures, service delivery models, and assistive technology for students with disabilities.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities.
 - B) knows and understands effective intervention strategies and processes that are prerequisite to a referral or a case study evaluation.
 - C) knows and understands the case study evaluation process, including the determination of eligibility for special education services.
 - D) knows and understands the continuum of programs and array of services available to students with disabilities.
 - E) knows and understands the process of developing Individualized Education Programs (IEP).
 - F) knows and understands parents’ and students’ rights regarding evaluation, eligibility, services, and discipline.
 - G) knows and understands the array of assistive technology options to facilitate access of students with disabilities to the least restrictive environment.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- H) knows and understands lawful and appropriate strategies for the discipline of students with disabilities.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that promote public awareness, sound screening practices, and early identification of students with disabilities.
 - B) facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff.
 - C) facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services.
 - D) facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment.
 - E) facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences.
 - F) facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students.
 - G) facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D).
 - H) facilitates and engages in activities that evaluate a student's success in participation in the general educational curriculum.
 - I) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood.
 - J) facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- K) facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive devices.
- L) facilitates and engages in activities to ensure the lawful and appropriate strategies for discipline of students with disabilities are applied.

e) Special Education Finance

The competent director of special education has a thorough knowledge of school finance procedures, understands special education funding, and demonstrates the ability to develop and manage a budget.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands general school finance and procedures for the development of budgets.
 - B) knows and understands various federal, State, and local funding sources.
 - C) knows and understands developing and managing special education budgets.
 - D) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and services.
- 2) Performance Indicators – The competent director of special education:
 - A) facilitates and engages in activities that result in the development and management of the organization's special education budgets and that incorporate general school financial principles and procedures.
 - B) facilitates and engages in activities that result in receipt of federal, State, and local grant monies.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- C) facilitates and engages in activities that obtain maximum reimbursement from all sources.
- D) facilitates and engages in activities to effectively manage the organization's facilities, equipment, and services.

f) Management

The competent director of special education is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective and least restrictive learning environment.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands a variety of practices and models for the management of an organizational system.
 - B) knows and understands principles of human resource management and development to maximize the effectiveness of all constituents of the organization.
 - C) knows and understands practices, policies, and procedures for operating and maintaining the organization's facilities, equipment, and auxiliary services.
 - D) knows and understands principles of financial planning and management for efficient fiscal operation in support of the organization's vision, mission, and goals.
 - E) knows and understands organizational and operational policies and procedures that enhance students' learning.
 - F) knows and understands practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.
 - G) knows and understands practices and procedures to ensure that organizational management functions are supported by current technologies.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Performance Indicators – The competent director of special education:
 - A) facilitates and engages in activities that use central organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
 - B) facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents) of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
 - C) facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff.
 - D) facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes.
 - E) facilitates and engages in recruitment, selection, induction, and negotiation, resulting in the employment and retention of qualified personnel to support an effective learning environment.
 - F) facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the organization’s curricular and extracurricular programs.
 - G) facilitates and engages in activities that provide efficient delivery of important auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
 - H) facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to organizational goals and priorities.
 - I) facilitates and engages in activities that maximize fiscal resources through financial management processes (including planning, budgeting, procurement, accounting, and monitoring).

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- J) facilitates and engages in activities that create operational plans and procedures in support of organizational vision, mission, and goals.
- K) facilitates and engages in activities that use organizational monitoring systems to ensure the implementation of policies.
- L) facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
- M) facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.
- N) facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster students' learning.
- O) facilitates and engages in activities that identify managerial functions that can be improved using technology.
- P) facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in organizational management.

g) Collaboration with Families and Communities

The competent director of special education is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 1) Knowledge Indicators – The competent director of special education:
 - A) knows and understands the multiple stakeholders' groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) knows and understands the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.
 - C) knows and understands community resources that provide services that support the vision, mission, and goals of the school organization.
 - D) knows and understands school-community relations and marketing strategies and processes.
 - E) knows and understands emerging issues and trends that potentially affect the school community and the mission of the school.
 - F) knows and understands successful models of partnerships between the organization and families, businesses, community groups, governmental agencies, and higher education.
 - G) knows and understands the political nature of schools and how the political system operates.
- 2) Performance Indicators – The competent director of special education:
- A) facilitates and engages in activities that clearly articulate the organizational vision, mission, and goals to multiple stakeholders.
 - B) facilitates and engages in activities that use political structures and skills to build community support for organizational priorities.
 - C) facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.
 - D) facilitates and engages in activities that inform the organization's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
 - E) facilitates and engages in activities that provide communications from the organization that are written and spoken clearly and forcefully.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- F) facilitates and engages in activities that demonstrate formal and informal listening skills.
- G) facilitates and engages in activities that demonstrate group leadership skills.
- H) facilitates and engages in activities that identify and consider various political interests within the community in organizational decision making.
- I) facilitates and engages in activities that educate the community about school funding and referenda.
- J) facilitates and engages in activities that mediate conflict between the organization and various stakeholders.
- K) facilitates and engages in activities that involve the school organization and community in school improvement efforts.
- L) facilitates and engages in activities that demonstrate the ability to build consensus.
- M) facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 29.150 New Credential Required – Directors and Assistant Directors of Special Education (Repealed)

~~Beginning July 1, 2005, the State Board of Education shall issue no further approvals for individuals to serve as State approved directors or assistant directors of special education pursuant to 23 Ill. Adm. Code 226.800(g) (Personnel Required to be Qualified). As of that date, an administrative certificate endorsed for director of special education shall be required in order for an individual to serve as either a director or an assistant director of special education. Certain individuals may receive that endorsement as provided in this Section rather than as provided in Section 29.140 of this Part.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- a) ~~An individual who has received a letter of approval as an administrator of special education from the State Board of Education at any time may receive an endorsement for director of special education by submitting an application for the endorsement accompanied by the applicable fee and a copy of his or her letter of approval.~~

- b) ~~An individual who holds an administrative certificate and the teaching or school service personnel certification required by Section 29.140 of this Part but who has never been approved as an administrator of special education may receive endorsement for director of special education at any time by submitting an application for the endorsement accompanied by the applicable fee and evidence of having completed 30 semester hours of coursework, distributed among all the areas listed in subsections (b)(1) through (b)(5) of this Section. These requirements must have been met on or before June 30, 2005.~~
 - 1) ~~Survey of exceptional children.~~
 - 2) ~~Special methods courses covering at least three areas of disability.~~
 - 3) ~~Educational and psychological diagnosis and remedial techniques.~~
 - 4) ~~Guidance and counseling.~~
 - 5) ~~Supervision of programs for children with disabilities.~~

- e) ~~An individual who holds an administrative certificate and the teacher or school service personnel certification required by Section 29.140 of this Part but who does not meet all the other requirements of subsection (b) of this Section may receive endorsement for director of special education at any time after the test of subject matter knowledge for that endorsement becomes available by passing that test and submitting an application accompanied by the applicable fee. An individual who wishes to qualify for this endorsement pursuant to this subsection (e) shall also be required to pass the test of basic skills if passage of that test would be required for a standard certificate pursuant to 23 Ill. Adm. 25.720 (Applicability of Testing Requirement).~~

(Source: Repealed at 28 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION
December 18, 2003

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel
David Wood, Director

Agenda Topic: Rules for Initial Review – Part 350 (Secular Textbook Loan)

Materials: Proposed Amendments

Staff Contacts: Joe Klickna
Chuck Hayes

Purpose(s) of Agenda Item

To present the proposed amendments for initial review and secure the Board's authorization to distribute them for public comment.

Expected Outcome of Agenda Item

A motion authorizing staff to publish the proposed amendments in the Illinois Register to elicit public comment.

Background Information

P.A. 93-212, effective July 18, 2003, amended Section 18-17 of the School Code to allow schools to purchase certain science curriculum materials under the Secular Textbook Loan Program. This change in the law necessitates a change in the administrative rules for the program.

At the same time, staff would like to amend the section of the rules dealing with acquisition procedures to require that all requests for textbooks under the loan program be submitted by electronic means only (via a dedicated site on the agency's web page).

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

For the last three years, staff in the Textbook Loan Program has used only an electronic system for school administrators to request textbooks under the program. The electronic system operates outside of the agency's ISBE Web Application Security system, or IWAS. School administrators eligible in a given year to participate in the

program are sent passwords to access the textbook online system and submit requests for textbooks. The passwords and per-pupil allocations to which eligible participants are entitled are mailed to participating school administrators; a paper confirmation system is also used once the ordered textbooks are received by the district. No other changes in current procedures are anticipated due to electronic submission of request forms.

The proposed amendments are necessary since staff no longer accept paper request forms; staff report that in the three years that the electronic system has been operating, no school administrator has asked to use a paper system instead.

Pros and Cons of Various Actions

The proposed amendments will enable the rules to conform in all respects to practice. While the rules currently allow either for a paper or electronic process, they should be updated to remove all references to the paper process since staff are no longer allowing its use. If the proposed amendments do not move forward, then the agency will be vulnerable to a challenge should a school administrator insist that his or her request be submitted and processed in a paper format.

Superintendent's Recommendation

Adopt the following motion:

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

Secular Textbook Loan (23 Illinois Administrative Code 350),

including publication of the proposed amendments in the Illinois Register.

Next Steps

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER j: TEXTBOOKS

PART 350
SECULAR TEXTBOOK LOAN

Section	
350.10	Definition of Terms
350.15	Acquisition Procedures
350.20	Administrative Practices (Repealed)
350.25	Disposal Procedures
350.30	Fiscal Procedures (Repealed)

AUTHORITY: Implementing and authorized by Section 18-17 of the School Code [105 ILCS 5/18-17].

SOURCE: Adopted September 27, 1976; amended at 2 Ill. Reg. 27, p. 163, effective June 27, 1978; amended at 4 Ill. Reg. 37, p. 770, effective September 6, 1980; codified at 7 Ill. Reg. 13870; amended at 8 Ill. Reg. 2462, effective February 15, 1984; amended at 15 Ill. Reg. 17597, effective November 20, 1991; amended at 20 Ill. Reg. 9951, effective July 12, 1996; amended at 24 Ill. Reg. 7256, effective May 1, 2000; amended at 28 Ill. Reg. _____, effective _____.

Section 350.10 Definition of Terms

"Eligible Applicant" for the purposes of this Part is a public school district in the State of Illinois; or a nonpublic school that is in compliance with the compulsory attendance laws of Illinois and Title VI of the Civil Rights Act of 1964 and is registered with the State Board of Education; or any other publicly funded school located in the State.

"Student" means *any student in this State who is enrolled in grades kindergarten through 12 at a public school or at a school other than a public school which is in compliance with the compulsory attendance laws of this State and Title VI of the Civil Rights Act of 1964.* (Section 18-17 of the School Code [105 ILCS 5/18-17])

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

"Parent" means a parent or guardian of a child enrolled in a public or nonpublic school.

"Request Form" means ~~either a paper or an electronic version (i.e., via diskette or the Internet)~~ of the document available via the Internet that the eligible applicant uses to request the secular textbooks to be purchased under the program.

"School Administrator" means the superintendent of a school district or the chief administrative officer of a nonpublic school or other eligible school, or his or her designee.

"Secular Textbook" means *any book or book substitute which a pupil uses as a text or text substitute in a particular class or program. It shall include books, reusable workbooks, manuals, whether bound or in loose-leaf form, and instructional computer software intended as a principal source of study material for a given class or group of students. "Textbook" also includes science curriculum materials in a kit format that includes pre-packaged consumable materials if (i) it is shown that the materials serve as a textbook substitute, (ii) the materials are for use by pupils as a principal learning resource, (iii) each component of the materials is integrally necessary to teach the requirements of the intended course, (iv) the kit includes teacher guidance materials, and (v) the purchase of individual consumable materials is not allowed.* (Section 18-17 of the School Code)

(Source: Amended at 28 Ill. Reg. _____, effective _____)

Section 350.15 Acquisition Procedures

- a) Students shall not be assessed a fee for any textbook or book substitute provided under the Secular Textbook Loan Program.
- b) Eligible applicants shall provide parents with a brief written explanation of the textbook loan program in a student handbook, newsletter, flyer or by similar means. A parent or student may request the loan of a secular textbook(s) by submitting an individual request that shall contain the following language: "I hereby request the loan of secular textbooks in accordance with Section 18-17 of the School Code. I understand that this request will remain valid so long as my son/daughter is enrolled in (name of school) and that I may at any time withdraw this request."
- c) Requested textbooks shall be those that have been adopted for use in the district or school and that are available from those vendors ~~companies~~ that are bonded through

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

the State Board of Education. The State Board of Education each fiscal year shall provide on its textbook loan website ~~eligible applicants with~~ the list of vendors ~~companies~~ from which materials may be purchased and ~~with~~ the list of secular textbooks that the State Board of Education has identified as eligible under the program.

- d) ~~In January of each year, the State Board of Education shall distribute the Request Forms (to be completed by schools), the list of eligible secular textbooks, and the list of bonded companies to the Regional Offices of Education outside of Cook County and to each eligible applicant located in Cook County. This information shall then be distributed by the Regional Superintendents of Schools to each public and nonpublic school in their respective regions.~~
- d) e) In January of each year, the State Board of Education will identify the grade levels to be funded and calculate the per-pupil allocation. Those school ~~School~~ administrators with schools eligible to participate will be notified in writing as to:
- 1) the total amount available to their students to be used for the grade levels identified for funding (~~the~~ ~~—The~~ per-pupil allocation will be based upon the total amount of funds appropriated for the program and the total statewide public and nonpublic school enrollment in the specific grade levels to be funded, as of the last school day in September of the current school year); and-
 - 2) the password to be used to access the textbook loan website for the purposes of completing a Request Form.
- e) f) The Request Forms shall be completed ~~compiled~~ by the school administrator, ~~and the administrator's signature~~ Electronic submission of ~~on~~ the Request Form shall certify compliance with Section 18-17 of the School Code and this Part, as well as with Article X, Section 3, of the Illinois Constitution, which provides in pertinent part that *no funds may be used to help support or sustain any institution controlled by any church or sectarian denomination.*
- f) g) Each eligible applicant shall submit its completed Request Form ~~as prescribed in this subsection (g)~~ on or before April ~~March~~ 15. Eligible applicants will be unable to access the Request Form after this deadline.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) ~~Schools located within the city of Chicago shall submit their Request Forms directly to the State Board of Education, Textbook Loan Program, 100 North First Street, Springfield, Illinois 62777-0001.~~
 - 2) ~~All other applicants shall submit their completed Request Forms to their respective Regional Office of Education. The Regional Superintendents shall review and approve all Request Forms and forward them to the State Board of Education on or before March 25 upon determining that the information and signature required on the Request Form have been provided.~~
 - 3) ~~Eligible applicants that choose to submit the completed Request Forms via the Internet shall do so in accordance with the procedures indicated on the Request Form. Requested information may include, but is not limited to, a contact person's name, e-mail address, telephone number, and textbook order.~~
 - 4) Request Forms received after the deadline shall be returned to the applicant.
- g) h) Each school administrator shall be informed via U.S. mail by the end of May as to the specific textbooks that will be purchased.
- 1) ~~For applicants located outside of Cook County, the State Board of Education shall inform each Regional Office of Education, which shall notify each applicant in its region.~~
 - 2) ~~For applicants located in Cook County, the State Board of Education shall inform each applicant directly.~~
- h) i) On a form provided by the State Board of Education, the ~~The~~ school administrator shall confirm that the quantity and titles of all textbooks received are the same as ordered. Such confirmation shall be mailed or faxed to the State Board of Education, using the address or fax number provided on the form, within seven days after receipt of the textbooks.
- i) j) All textbooks provided through the program shall be listed on an inventory maintained by the State Board of Education. Each school shall identify (stamp) the materials received under the program as "Property of the State of Illinois, School Year ."
- j) k) Each recipient shall have procedures to assure the return of all textbooks from those to whom they have been loaned.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

(Source: Amended at 28 Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION
December 18, 2003

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Respicio Vazquez, General Counsel

Agenda Topic: 2004 Cumulative Waiver Report

Materials: Chart Summarizing Approved Waivers/Modifications

Staff Contacts: Shelley Helton
Winnie Tuthill

Purpose of Agenda Item

To present for initial review proposed legislative changes that respond to certain approved waivers or modifications and are recommended for inclusion in the cumulative waiver report.

Expected Outcome of Agenda Item

Direction to staff as to the legislative recommendations to be included in the report to the General Assembly.

Background Information

The State Board of Education, pursuant to 105 ILCS 5/2-3.25g, must submit to the Illinois General Assembly on or before February 1 of each year a report listing "all types of waiver mandates and modifications of mandates granted by the State Board or the General Assembly ... (identifying) the topic of the waiver along with the number and percentage of school districts for which the waiver has been granted." In addition, the report must include any recommendations for amendments to or repeal of School Code mandates addressed by the approved waivers or modifications. The 2004 report is the seventh report to be submitted under that law.

The report submitted to the General Assembly includes a narrative portion that summarizes the requirements for the report and any recommendations for legislative action, and a chart that lists the approved waivers and modifications by topic area and the number and percentage of districts to date that have received approval for each waiver or modification type.

In general, these reports have focused on two or three topics where a legislative change appeared warranted based on the number of waiver requests approved either by the General Assembly or the State Board of Education. At least three of the six previous

reports have also included discussions of policy issues raised by the approved waiver requests, independent of the frequency of those approvals.

As of the October 2003 waiver report, 837 school districts out of 886 operating as of fall 2003 have received approval to waive or modify requirements contained either in the School Code or the agency's administrative rules. This represents 94.5 percent of districts statewide. The chart summarizing these approvals follows this executive summary.

The purpose of this agenda item is to discuss legislative options for this year's report, which is due on or before February 1, 2004. Based on the Board's direction provided during this meeting, staff will prepare the final report and present it for Board approval in January.

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

The waiver process continues to be widely used by school districts to determine locally the need for implementing certain mandates contained in the School Code or administrative rules. The approved requests that the cumulative report summarizes hold few surprises; the majority of the 301 school districts submitting requests during this reporting cycle received approval to waive or modify mandates in areas generally addressed, such as physical education, driver's education, evaluation process, school calendar issues, and administrative cost limitations.

In placing the requirement on the State Board of Education to annually submit a cumulative report of approved requests, the General Assembly intended to be kept abreast of the difficulties some mandates may pose for school districts. This is accomplished by the Board's recommending changes to the School Code that address those difficulties.

The General Assembly, however, has not acted on any of the recommendations contained in the cumulative waiver reports submitted since this requirement was put in place in July 1997. The legislature has acted independently to amend various sections of the School Code in response to certain waiver requests (see footnote in the accompanying chart), but it has not acted on nor has it voiced any concerns about legislative changes proposed in the cumulative reports.

This lack of response from the General Assembly makes it difficult to gauge how the Board should approach the statutory requirement to submit recommendations for legislative changes. Therefore, staff propose that the report address two areas that have been continually addressed by school districts and approved as modifications by the State Board: legal school holidays and changes in the instructional day necessitated by the administration of the Prairie State Achievement Examination.

It should also be noted that physical education represents the second largest category of approved requests; 433 petitions have been approved to date from 213 school districts, or 24 percent of the total number of districts in the state. Of those, 183 school districts, or 20.7 percent, have waivers or modifications that are still in effect. As such, previous cumulative reports either have proposed changes to the law or discussed policy issues related to these types of waivers. Waiving or modifying requirements pertaining to physical education remains controversial, however, and staff recommend no changes be made in the existing law.

School Holidays

Discussion: Since the inception of the current waiver process in 1995, 807 of Illinois' school districts (91.1 percent) have received relief from observing some of the legally mandated school holidays. Of that number, 776 school districts, or 87.6 percent, have holiday modifications that are currently in effect. The majority of these school districts wish to have school attendance on these holidays; a much smaller number also want flexibility to instead schedule inservice training days, teacher institutes, or parent-teacher conferences.

Since the first cumulative waiver report was submitted in 1998, the State Board has been recommending that the law be changed to accommodate the needs of districts to use legally mandated school holidays for other purposes. During the 2003 spring legislative session, S.B. 1037, sponsored by Senator Donne E. Trotter, incorporated the board's perennial recommendation to amend Section 24-2 of the School Code to allow school districts to locally determine whether to schedule a nonattendance day on the holidays honoring Dr. Martin Luther King, Jr., Abraham Lincoln, Casimir Pulaski, Christopher Columbus, and all veterans of foreign wars. The bill – referred to the Senate Rules Committee on July 1, 2003 – would have allowed districts to schedule school attendance, inservice training, teacher institutes, or parent-teacher conferences, or use these holidays as emergency days, provided that the district recognized the person or persons being honored by the holiday through instructional activities.

Given the high number of holiday petitions the agency continues to process – the State Board approved 258 petitions during the time covered by this cumulative report, with 62 requests from districts seeking relief for the first time – it is reasonable to continue to suggest to the General Assembly that an amendment to Section 24-2 would be appropriate. Legal school holidays are also the mandate most frequently addressed in petitions submitted by Regional Offices of Education on behalf of schools established under Article 13A of the School Code, and by special education cooperatives and area vocational centers on behalf of member districts (15 requests during this reporting cycle).

All school districts seeking relief from the holiday mandate agree to provide appropriate instruction about the individuals to be honored in lieu of observing the school holidays. Of the 12 legal holidays listed in the School Code, only July 4, Thanksgiving, Christmas Day, and New Year's Day have not been the subject of modification requests.

Recommendation: The report should propose a change to Section 24-2 of the School Code to incorporate a new subsection (b), as follows:

Section 24-2(b). A school board is authorized to hold school on the following legal holidays or to use the holiday for teachers' institutes, parent-teacher conferences, staff development, or other purposes, provided the person or persons honored by the holiday are recognized through instructional activities conducted on that day or at another time during the school year: the third Monday in January, the Birthday of Dr. Martin Luther King, Jr.; February 12, the Birthday of President Abraham Lincoln; the first Monday in March (to be known as Casimir Pulaski's birthday); the second Monday in October, Columbus Day; and November 11, Veterans' Day.

Prairie State Achievement Examination and the School Day

Since the last cumulative report, 20 school districts submitted petitions seeking to adjust the length of the school day to accommodate the administration of the Prairie State Achievement Examination (PSAE). Three of these school districts were seeking relief for the first time. Since 2001, 60 school districts have received approval to modify the length of the school day on PSAE administration days.

The approvals allow school districts to shorten the instructional day – or not to hold school at all – for all or some of their students in grades 9 through 12 because of logistical problems in administering the PSAE, which includes the ACT exam. It is anticipated that school districts will continue to seek approval for this modification, and the cumulative report may be the appropriate avenue to address statutory changes necessary to accommodate varied schedules on testing days without penalizing districts for the time lost.

The need for the early dismissal of or nonattendance by students in one or more grade levels is due to implementation of the Standard Testing Requirements for the PSAE administration. These requirements address, in part, acceptable facilities for testing, personnel to be employed, security features to be observed, and the timing of tests – requirements that the districts seeking modifications indicate could not be fully implemented if all of their students were present for a full school day on each of the two testing days.

The State Board approves these requests as modifications of Section 18-8.05(F)(2), provided that the districts had previously accumulated, or “banked,” sufficient time beyond the five-clock-hour instructional day before the test administration days. This “banked” time was then attributed to the shortened test days so that those days could meet the five-clock-hour requirement and be counted towards the 176 days of pupil attendance required by the School Code. Currently, the law allows districts to bank time for use with inservice training and parent-teacher conference days.

Recommendation: The report should include a proposed change to Section 18-8.05(F)(2) of the School Code to incorporate a new subsection (i) as follows:

(i) On the days when the Prairie State Achievement Examination is administered under subsection (c) of Section 2-3.64, the day of attendance for any pupil who is taking the examination or whose school day must be shortened to accommodate required testing procedures may be less than five clock hours, provided that a sufficient number of minutes of school work under the direct supervision of teachers in excess of five clock hours are completed on other school days to compensate for the loss of school work on the examination days. If any such pupils are required to miss one or more entire days of attendance in order to accommodate required testing procedures, those days may be counted toward the pupils' 176 days of attendance required by Section 10-19; however, the district shall not count such pupils in the district's average daily attendance computation for those days.

Legislative Implications

Submission of the report fulfills the statutory mandate contained in the waiver law. While the report is not a legislative proposal, it may provide suggestions for issues that legislators may choose to consider relative to statutory changes that would be appropriate in light of approvals of waiver and modification requests.

Communication

The report will be submitted to the General Assembly by February 1, 2004, as per agency procedures.

Pros and Cons of Various Actions

While the recommendations included in the cumulative waiver report are not legislative proposals *per se*, they would represent the consensus of the State Board as to the advisability of supporting certain changes to the School Code. With this in mind, the State Board would need to consider whether it would support the proposed amendments, should the General Assembly decide to act on the recommendations contained in the report.

In the case of both legal school holidays and the PSAE, the recommendations put forth represent what has been routinely approved by the State Board of Education as modifications of School Code requirements, rather than addressing waivers that can only be considered by the General Assembly. The State Board's support of the recommendations acknowledges the routine nature of these requests and the likelihood that applicants meeting the requirements of the waiver law and requirements for approval will continue to have their modification requests granted.

It would be remiss, however, not to acknowledge that a proposal to amend the legal school holiday statute has the potential to generate some controversy, should it be put forth as legislation. In the past, members of both the Senate and House education committees, as well as members of the public, have expressed concerns about holding school on certain legal holidays, particularly Veterans' Day and the birthday of Dr. Martin Luther King, Jr.

Superintendent's Recommendation

Direct staff to include the following in the 2004 Cumulative Waiver Report, which will be presented for final Board action in January:

- a recommendation to allow the use of legal school holidays as described above, provided that students receive instruction appropriate to the individuals honored by the holiday; and
- a recommendation to allow districts to shorten the instructional day when the Prairie State Achievement Examination is administered, provided that they first accumulate sufficient time beyond the five-clock-hour requirement to be applied to the shortened days.

Next Steps

Staff will prepare the final report for approval at the January Board meeting.

**Summary of Approved Waiver/Modification Requests of Rules and School Code Mandates
(May 1995 through October 2003 Reports)**

Accountability

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Accountability Procedures	5/2-3.64; 23 Ill. Adm. Code 1.30-1.70	10	2	12	10	1.1%
School Report Card	5/10-17a	0	1	1	1	0.1%
Statement of Affairs	5/10-17	0	3	3	3	0.2%
SUBTOTAL		10	6	16		

Calendar/Instructional Time Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Alternative Schools ⁴	5/Art.13A	1	0	1	1	0.1%
Attendance Procedures	23 Ill. Adm. Code 1.290	1	0	1	1	0.1%
Holidays	5/24-2	1,730	6	1,736	807	91.1%
• Lincoln's Birthday					• 791	• 89.3%
• Casimir Pulaski Day					• 535	• 60.4%
• Columbus Day					• 291	• 32.8%
• Dr. M.L. King, Jr.'s, Birthday					• 290	• 32.7%
• Veterans' Day					• 261	• 29.5%
• Memorial Day					• 12	• 1.4%
• Labor Day					• 9	• 1.0%
Inservice Training ⁵	5/18-8.05(F)(2)(d)(2)	20	73	93	50	5.6%
Instructional Time (day/yr.)	5/10-19.1, 18-8.05	100	4	104	60	6.8%
Kindergarten	5/10-20.4, 10-20.12	0	3	3	1	0.1%
Parent-Teacher Conferences	5/18-8.05(F)(2)(d)(1)	19	55	74	46	5.2%
SUBTOTAL		1,871	141	2,012		

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

Course Offerings

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Bilingual Education	5/14C-2, 14C-2.1, 14C-3	3	0	3	1	0.1%
Course Requirements	23 Ill. Adm. Code 1.420 & 1.430	6	0	6	2	0.2%
Driver Education	5/27-23, 27-24 & 23 Ill. Adm. Code 252	24	84	108	65	7.3%
• Amount of Fee					• 52	• 5.9%
• When to Offer Course					• 13	• 1.5%
• Contracting					• 8	• 0.9%
Health Education ⁶	5/27-5	9	5	14	13	1.5%
Physical Education	5/27-6	139	294	433	213	24.0%
• Other Courses					• 80	• 9.0%
• Block Scheduling					• 78	• 8.8%
• Other Activities					• 59	• 6.7%
• Inadequate Facilities					• 49	• 5.5%
• Other (local control, equal time)					• 18	• 2.0%
SUBTOTAL		182	383	564		

Employment Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Administration of Medication ⁷	5/10-22.23	2	5	7	6	0.7%
Certificates	5/21-5, 21-7(e)(4), 10-21.4a	2	2	4	3	0.3%
Contracts (employment)	5/10-23.8a	0	1	1	1	0.1%
Criminal Background Checks	5/10-21.9	3	0	3	2	0.2%
Evaluation Process	5/24A-5	1	29	30	23	2.6%
Interim/Part-time Superintendent	5/10-21.4	0	5	5	2	0.2%
Protection from Suit	5/34-18.1	1	0	1	1	0.1%
Reduction-in-Force Notices ⁶	5/24-12, 10-23.5	0	7	7	6	0.7%

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

Employment Issues (continued)

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Reduction-in-Force Notices (<i>Chicago</i>)	5/34-84	0	1	1	1	0.1%
School Nurse ⁸	5/10-22.23	15	77	92	90	10.2%
Substitute Teachers ⁹	5/21-9	6	30	36	31	3.5%
Superintendent Duties	23 Ill. Adm. Code 1.310(f)(1) & (2)	2	2	4	2	0.2%
Teacher Aides	23 Ill. Adm. Code 1.630 & 25.510(d)(1)	4	1	5	3	0.3%
Treasurer – Appointment	5/5-1	0	4	4	4	0.5%
Treasurer – Qualifications	5/8-1(c) & (e)	0	1	1	1	0.1%
Treasurer – Residency ⁶	5/8-1	0	8	8	8	0.9%
SUBTOTAL		36	173	209		

Fiscal Issues

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
ADA/GSA Calculations	5/18-8.05	0	7	7	3	0.3%
Administrative Expenditure Limits ¹⁰	5/17-1.5	0	90	90	70	7.9%
Administrative Expenditure Limits	5/34-43.1(c)	1	0	1	1	0.1%
Bid Limit	5/34-21	2	0	2	1	0.1%
Bonds	5-22	0	1	1	1	0.1%
Debt Limit	5/19-1	0	6	6	5	0.6%
Fiscal Year Change	5/3-15.1	0	1	1	1	0.1%
Funds (transfers/use of interest)	5/10-22.14, 10-22.22, 10-22.44, Art. 17	0	22	22	16	1.8%
Lease Agreements	5/10-21.4	0	1	1	1	0.1%
School Food Program	23 Ill. Adm. Code 305.15(b) & (f)	1	0	1	1	0.1%
Tax Rates	5/17-6.1	0	1	1	1	0.1%
Transportation Reimbursement	23 Ill. Adm. Code 120.90(e) (appeal)	0	1	1	1	0.1%
Tuition	5/10-20.12a, 10-22.5	0	22	22	16	1.8%
SUBTOTAL		4	152	156		

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

Governance

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Consolidation	Various	0	4	4	4	0.5%
Educational Service Center Administration	5/2-3.62	1	1	2	1	0.1%
Local School Councils	5/34-2.1	1	0	1	1	0.1%
Regional Offices of Education	5/3-14.2	0	2	2	1	0.1%
SUBTOTAL		2	7	9		

Health and Safety

Topic	Code/Rule Citation ¹	Approved - ISBE	Approved - GA	Total Approved	Number of Districts ²	Percentage of Districts ³
Building Requirements	23 Ill. Adm. Code 180.60	1	0	1	1	0.1%
Decennial Building Survey	5/2-3.12	0	1	1	1	0.1%
Immunizations ⁶	5/27-8.1	0	19	19	19	2.1%
Sprinklers ¹¹	5/22-23	1	25	26	23	2.6%
SUBTOTAL		2	45	47		

	Approved - ISBE	Approved - GA	Total Approved
TOTALS	2,106	907	3,013

SCHOOL DISTRICTS RECEIVING APPROVAL

837 94.5%

NOTE: The total number of approved requests includes petitions from Regional Offices of Education (ROEs), which may apply on behalf of any school established pursuant to Article 13A of the School Code, and from special education or vocational education cooperatives filing on behalf of member school districts. The ROE applicants and special/vocational education cooperative applicants, however, are not included in the columns displaying number and percentage of school districts receiving approval. To date, 21 ROEs, 19 special education cooperatives, and five area vocational centers have submitted 40 petitions (38 addressed holidays and one each addressed daily physical education and general state aid), all of which have been approved either by the State Board of Education (holiday requests) or by the General Assembly (physical education and general state aid requests).

¹All citations are to 105 ILCS 5 (the School Code); some requests involve State Board of Education administrative rules and are noted.

²School districts may have submitted more than one petition for the same topic area, making the number of districts less than the number of petitions in many instances.

³As of fall 2003, there were 886 school districts operating in the state.

⁴P.A. 91-318, effective July 29, 1999, amended Article 13A of the School Code in response to certain waiver requests.

⁵P.A. 90-548, effective July 1, 1998, amended this section of the School Code in response to certain waiver requests.

⁶P.A. 89-618, effective August 9, 1996, amended this section of the School Code in response to certain waiver requests.

⁷P.A. 91-719, effective June 2, 2000, amended this section of the School Code in response to certain waiver requests.

⁸P.A. 90-548, effective December 4, 1997, amended this section of the School Code in response to certain waiver requests.

⁹P.A. 92-184, effective July 27, 2001, amended this section of the School Code in response to certain waiver requests.

¹⁰P.A. 90-653, effective July 29, 1998, amended this section of the School Code in response to certain waiver requests.

¹¹P.A. 90-566, effective January 2, 1998, amended this section of the School Code in response to certain waiver requests.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director

Agenda Topic: **Condition of Education, 2003
Fiscal Year 2005 Budget**

Materials: Condition of Education, 2003
Funding Options Sheet
Funding Priorities Sheet

Staff contact(s): David Wood

Purpose of Agenda Item

The Board will continue to develop their FY05 Budget recommendation and will review the *Condition of Education, 2003*.

Expected Outcome(s) of Agenda Item

The Board will continue to review funding options and priorities for major elementary and secondary programs. The Board will approve the *Condition of Education, 2003*.

Background Information

The FY05 schedule proposes to review the calendar and establish the financial and economic context in September; to review program options in October; to review a draft recommendation in November; and to finalize a budget recommendation in December. The Superintendent did not make a specific recommendation in November and the Board continued to review the state fiscal situation and program comments received from the education community in response to the budget options the Board disseminated in October.

The Board has heard testimony from several representative districts as well as the Large Unit District Association regarding budget issues.

Next Steps

Approve the *Condition of Education, 2003* and continue to develop the FY05 budget and annual report pursuant to the proposed schedule.

**ILLINOIS STATE BOARD OF EDUCATION MEETING
December 18, 2003**

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director

Agenda Topic: **ISBE Monthly Reports: Finance, Audit and Agency Operations Status**

Materials: Appropriations and Spending by Program
Federal Fund Status (incorporated below)
Financial Status Report (Contract & Grant Detail)
\$1 M Contract (There are no proposed contracts this month for the Board to review)
Monthly Headcount Graph
Staff Detail
Personnel Transactions

Staff Contact(s): David Wood, Lynne Curry, and Clay Slagle.

Purpose of Agenda Item

To provide the Board standard reports with key information on fiscal and administrative activities of the state agency.

Expected Outcome(s) of Agenda Item

The Board will receive and approve baseline data from a series of reports on fiscal and administrative activities which provide one basis for gauging agency progress over time.

Background Information

In June 2002, the State Board adopted bylaws outlining a new committee structure under which fiscal, audit and operations issues will be handled by the Fiscal and Audit Committee. Superintendent Schiller requested that the agency organize and standardize the financial and headcount data provided to the Board for their future policy work and decision-making.

Currently the following Reports are provided or are being developed.

1. Budget / Annual Report (Annually in January)
2. Condition of Public Education (December)
3. Comptroller SEA Report (Annually in February)

4. Appropriation and Expenditure (Monthly)
5. Financial Status Report - Contract/Grant Detail (Monthly)
6. Business Plans at the Director Level (Quarterly)
7. Headcount Reports (Monthly)
 - Personnel Transactions
 - Staff Detail by Division
 - Monthly Headcount Graph

Beginning in November 2003 the Superintendent will also provide the Board an "Accomplishments and Planning Report" each November, March, and July. The report will detail agency accomplishments that occurred over the previous four months as well as the activities that are planned for the next four months. For example, the November 2003 report identifies accomplishments for the period July 2003 through October 2003 and identifies activities to occur for the period November 2003 through February 2004.

The first and third reports have been provided for several years. These provide an overview of the elementary and secondary education system, the Board Goals, and the programs operated by the agency. This year the Condition of Public Education document was added to review the status of the elementary and secondary education system in Illinois. It is a precursor to the Annual Report/Budget document and much of it is incorporated into that document. It is intended to layout the current situation and challenges in Illinois and outline options for policy and program activities to improve the current situation in the future.

The Monthly or Quarterly Fiscal and Headcount Reports were first provided to the Board in August 2002. These provide information regarding staffing and funding as well as details of contracts over \$50 thousand and grants the agency is processing.

Agency Business Plans were first implemented in FY01 to help the Board and Management provide context to the larger education system and the Board Goals and to walk between these and the detailed funding information at the Division level.

The Board specifically approves all proposed contracts over \$1M prior to the issuance of an RFP. This month there are no such proposed contracts.

Federal Funds Update

Illinois receives *entitlement* funding for ongoing programs based on population and other factors such as low income, *discretionary or competitive* funds based on grant applications from ISBE and/or local entities and *earmarked* funds based on direct requests to our congressional delegation members.

Congress has not yet finished work for the year but are circling ever closer to the end. A continuing resolution is in place through early January. However, the following picture is painted of current activities.

Entitlement

Illinois receives basic funds through USDE, under *NCLB*, IDEA, Perkins and so on; USDA funding; and other specialized funding. Barbour, Griffith and Rogers (BGR) lobbies on behalf of Illinois Prekindergarten--Grade 12 education funding. Illinois' entitlement funds rise as all states rises due to national lobbying efforts by associations like the Committee on Education Funding and others as well. These are funds appropriated annually to all states.

Illinois' entitlement funding from the *NCLB*, IDEA and Perkins Acts is outlined below.

- **Overall**, the bill provides a \$2.9 billion increase for the Department of Education, bringing it to a total of \$56 billion.
- **Special Education Grants** are funded at \$10.1 billion, \$1.2 billion more than last year, and *over three times* the amount provided in 1995. Since FY'96, increasing appropriations have raised the federal contribution from 7.3 percent to 17.5 percent. If funded as stated here, the federal contribution would be 19.2 percent – almost half way to the 40 percent requirement in the law.
- **Improving Teacher Quality** - The bills provides \$2.94 billion, \$96 million above the budget request, for professional development programs; provides \$45.6 million for Transition to Teaching to assist eligible members of the armed forces and mid career professionals to obtain certification as teachers; and the new Math and Science Partnerships are funded (now for a second year) at \$150 million nationally, an increase of nearly \$50 million over last year to increase the number of teachers trained in the fields of math and science.
- **State Assessments** - The bill includes \$392 million, \$7 million over fiscal year 2003, to cover the cost of developing annual state assessments of students' reading and math skills.
- **Education Mentoring** – Provides \$50 million for mentoring for middle school students, an increase of \$33 million over last year (*new; competitive*)

The chart below shows the estimated Federal 2004 National Projection based on USDE Fiscal Year 2004 Congressional Action report dated 12/1/2003. The larger programs are shaded for quick reference.

USDE Formula-Allocated Programs
Federal Fiscal Year 2004 Congressional Action
 December 1, 2004 (in thousands of dollars)

Program Name	Federal 2002 IL Allocation	Federal 2003 IL Allocation	Federal 2003 National Allocation	Federal 2004 National Projection	Percent +/-
<i>NCLB</i>					
Title I, Basic	430,679.2	478,793.2	11,688,664.0	12,412,000.0	6.2%
Title I, Reading First	33,900.7	35,016.8	993,500.0	1,030,000.0	3.7%
Title I, Even Start	9,333.5	9,026.5	248,375.0	248,375.0	0.0%
Title I, Migrant	2,395.0	2,351.6	395,413.0	395,913.0	0.1%
Title I, Neglected/Delinquent	2,019.0	1,736.0	48,682.0	48,682.0	0.0%
Title I, Comp. School Ref.	12,750.9	12,737.0	233,473.0	235,000.0	0.7%

Title II, Teacher Quality	111,904.6	114,308.9	2,930,825.0	2,945,825.0	0.5%
Title II, Math & Science	0.0	3,408.9	100,344.0	150,000.0	49.5%
Title II, Ed Technology	25,456.2	25,908.3	695,947.0	695,947.0	0.0%
Title IV, 21st Century	12,754.5	22,814.1	993,500.0	1,005,000.0	1.2%
Title V, Innovative Prog.	16,363.1	16,256.8	382,498.0	300,000.0	-21.6%
Title VI, State Assmnt	12,240.1	12,675.1	384,484.0	391,600.0	1.9%
Title X, Homeless	2,107.3	2,221.4	54,642.0	60,000.0	9.8%
Title VI, Rural Education	1,326.1	919.4	167,653.0	168,827.0	0.7%
Title IV, Community Serv.	2,080.5	2,056.3	49,675.0	0.0	-100.0%
Title IV, Safe & Drug-Free	15,237.3	15,024.7	468,949.0	445,483.0	-5.0%
Title III, English Language	19,791.2	23,087.7	683,747.0	685,258.0	0.2%

Special Education

IDEA	336,446.3	393,133.9	8,874,398.0	10,129,398.0	14.1%
IDEA Preschool	18,041.3	17,934.2	387,465.0	390,000.0	0.7%

Vocation Education

Vocational Education	44,240.9	45,306.6	1,192,200.0	1,202,100.0	0.8%
Tech Prep	4,150.9	4,153.8	107,298.0	107,298.0	0.0%

Note Federal 2004 National Projection based on USDE Fiscal Year 2004 Congressional Action report dated 12/1/2003
Earmarks

Prior Year Earmarked Funds to Illinois for Elementary/Secondary Education

Year	Awards to LEAs via ISBE	Awards to LEAs or other groups directly	Total
2001 for 2001-2002	\$553,000	\$500,000	\$1,053,000
2002 for 2002-2003	\$4,150,000	\$5,415,000	\$9,565,000
2003 for 2003-2004	\$1,849,898	\$3,129,526	\$4,979,424

Illinois works with Barbour, Griffith and Rogers to seek increased education funding overall (e.g., increases in Title I, *NCLB*) and at this time to secure a number of USDE FIE earmarks for education for 2004-05. The draft appropriations bill before Congress this week includes some Illinois education appropriations. Those are listed below. Bear in mind that it is not yet the end of the process.

**Current Year Earmarks to date for Illinois Elementary/Secondary Education
(Shaded lines represent earmarks not requested by ISBE)**

District	Dollars Requested	In Approp	Representative
Waukegan #60	\$200,000	\$90,000	Kirk
North Chicago #187	\$300,000	\$90,000	Kirk
Aurora West #129	\$250,000	\$250,000	Hastert
Wheeling #21	\$200,000	\$70,000	Kirk
Elgin #U-46	\$250,000	\$250,000	Hastert
Flora #35	\$150,000	\$125,000	Shimkus
IVHS via ISBE	\$1,000,000 (3rd year)	\$500,000	Hastert
District	Subject	In Approp	Representative
Carpentersville #300	High priority high/middle schools	\$300,000	Hastert
Plainfield #202	Early learning	\$150,000	Biggert
Taft #90 [Joliet]	Improve achievement through technology-based, resource-based instruction	\$150,000	Biggert

IMSA	21st Century Information Fluency Project	\$500,000	Hastert
Robinson #2	Computing Program	\$165,000	Johnson
Naperville #203	PE 4 LIFE Institute to train more PE teachers on innovative PE programs	\$200,000	
NCREL	Center to help states implement NCLB	\$200,000	
Chicago #299	Expanding Induction and Mentoring	\$225,000	
Chicago #299	After School Counts	\$250,000	
Chicago #299	Englewood [school health] clinic	\$1,250,000	

At this time there are no identifiable earmarks directly attributable to ICCB, IBHE or DHS.

Substantive

While no changes have occurred to *NCLB*, there are discussions underway of minor changes. The uniform statement to date has been "no changes at this time." Information via CCSSO is as follows:

- S. 956, *The Student Testing Flexibility Act of 2003* by Sen. Feingold (D-WI), would require the Secretary of Education to grant a State's request to waive the required annual testing in each of grades 3-8, if the State demonstrates that it has significantly closed the achievement gap or for two consecutive years exceeded the State's AYP standards.
- S. 1189, *The Federal Education Fair Accountability Act of 2003* (Fed FAIR) by Sen. Durbin (D-IL), would defer the school improvement, corrective action, and restructuring "sanctions" imposed on school districts and schools for failure to meet AYP, for any year in which the Federal government provides less than 95% of the yearly amounts authorized for Title I.
- HR 947, *The School Capacity Relief Act* by Rep. Weiner (D-NY), would allow local school districts to prohibit the transfer of students from schools identified for school improvement to another school if that school is at or above capacity or if such transfer would increase that school's average class size above what the State prescribes. Authorizes funds to increase school capacity.
- HR 2107, *The Keep Our Promise to America's Children and Teachers Act (Keep our PACT Act)* by Rep. Van Hollen (D-MD), would guarantee full funding for both *NCLB* and the Individuals with Disabilities Education Act.
- HR 2394, *The Keeping Our Promises to America's Children Act of 2003* by Rep. Moore (D-KS), would allow States or school districts to suspend, modify or defer any of the sanctions for failing to meet AYP in any year in which Title I is not funded at its authorized level.
- HR 3049, *The Student Testing Fairness Act* by Rep. Strickland (D-OH), would make numerous improvements to the assessment and adequate yearly progress provisions of *NCLB* by requiring accountability provisions to include multiple measures of student achievement; giving credit to schools for improving student

achievement on all parts of the achievement scale, including growth over time; utilizing more accurate and equitable methods to assess academic achievement of students with disabilities and English Language Learners; and targeting school choice and supplemental services to students in the specific subgroups that fail to make AYP.

- HR 3341, *The Adequate Yearly Federal Funding Report Act* by Rep. Allen (D-ME), would require an annual report by the General Accounting Office on whether the amounts appropriated to carry out *NCLB* grant programs are adequate to permit grant recipients to meet the conditions and mandates imposed by receipt of the grant.
- HR 3450 by Rep. Wu (D-OR) would amend ESEA by restoring the *Class Size Reduction program* that was consolidated with professional development programs in *NCLB*. It would authorize a \$2 billion per year program to provide funds to school districts to hire highly qualified teachers to reduce class sizes in order to improve student achievement for both regular education and special education students. Other allowable uses of funds include recruiting and training new teachers, testing new teachers for content knowledge, and providing professional development and mentoring.
- The *Leave No One Behind Civil Rights Act* of 2003 by Rep. Baldwin (D-WI) would ensure that supplemental education service (SES) providers are covered by all applicable federal civil rights laws; that faith-based SES providers may not discriminate on the basis of religion in employment; and that SES providers must serve all eligible children, including those with disabilities and English Language Learners (expected to be introduced shortly).
- HR 2348, *The American ParaProfessional Learning Equity Act of 2003* (APPLE Act) by Rep. Duncan (R-TN), would add a fourth option for paraprofessionals to be considered qualified under *NCLB*. In addition to the current three options, paraprofessionals would also have a new option to meet a rigorous standard of quality through an evaluation of job duties based on state criteria and procedures. One of the cosponsors is Rep. Shimkus (R-IL)
- HR 2366, *The Fully Fund the No Child Left Behind Act* by Rep. Etheridge (D-NC), would suspend for any year in which Title I was not funded at its authorized level, all the Title I provisions of *NCLB* and revert back to the Title I provisions of the 1994 ESEA. The same suspension would also apply under Title II Teacher Quality for any year it was not funded at its authorized level.
- S. 1248, *The Individuals with Disabilities Education Improvement Act of 2003* by Sen. Gregg (R- NH) and Sen. Kennedy (D-MA), contains a provision to modify the “highly qualified” teacher definition of *NCLB* for special education teachers. As reported unanimously from the Senate Health, Education, Labor, and Pensions committee, this bill to reauthorize IDEA recognizes that many special education teachers teach multiple core academic subjects and would provide needed flexibility for such teachers in meeting the *NCLB* requirements.
- Rep. Owens (D-NY) has introduced HR 3315, *The Emergency Moratorium Testing Act of 2003*, which would delay the required annual math and reading assessments for grades 3-8 from the 2005-06 school year until the 2008-09 school year. The current requirement for such tests to be given at least once in each of grades 3-5, 6-

9, and 10-12 would remain in force. It would also delay the required science assessments from 2007-08 to 2008-09, and delay the annual assessment of English proficiency of English Language Learners from 2002-03 to 2008-09.

Superintendent's Recommendation

The Superintendent recommends that the Board accepts and approves these monthly reports.

Next Steps

Continue to provide these reports pursuant to the schedule above.

Illinois State Board of Education

FY 2004 Appropriation & Spending by Program 07/01/2003 thru 11/30/2003

(Dollars in Thousands)

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
STATE						
Distributive Grants	<u>\$4,936,432.9</u>	<u>\$4,936,306.3</u>	<u>\$126.6</u>	<u>\$1,637,848.1</u>	<u>\$1,637,817.4</u>	<u>\$30.7</u>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$1,172,835.5	\$1,172,835.5	\$0.0
General State Aid-Supplemental/Hold Harmless	\$38,600.0	\$38,600.0	\$0.0	\$36,993.1	\$36,993.1	\$0.0
Transition Assistance	\$5,200.0	\$5,200.0	\$0.0	\$0.0	\$0.0	\$0.0
School Safety & Education Block Grant (ADA)	\$42,841.0	\$42,841.0	\$0.0	\$19,862.1	\$19,862.1	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$1,877.5	\$1,846.8	\$30.7
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$880.0	\$880.0	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$26,853.0	\$26,853.0	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$0.0	\$0.0	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$0.0	\$0.0	\$0.0
Mandated Categoricals	<u>\$1,304,405.0</u>	<u>\$1,304,405.0</u>	<u>\$0.0</u>	<u>\$378,546.8</u>	<u>\$378,546.8</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$11,951.5	\$11,951.5	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$2,901.6	\$2,901.6	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$40,648.0	\$40,648.0	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$39,788.1	\$39,788.1	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$100,499.5	\$100,499.5	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$36,217.7	\$36,217.7	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$3,465.3	\$3,465.3	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$75,378.3	\$75,378.3	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$67,696.8	\$67,696.8	\$0.0
Standards - Assessment & Accountability	<u>\$25,295.2</u>	<u>\$303.0</u>	<u>\$24,992.2</u>	<u>\$2,013.7</u>	<u>\$300.0</u>	<u>\$1,713.7</u>
Ensuring Quality Ed Personnel	<u>\$5,190.0</u>	<u>\$4,660.0</u>	<u>\$530.0</u>	<u>\$594.4</u>	<u>\$524.2</u>	<u>\$70.2</u>
Teacher Education/NBPTS	\$4,740.0	\$4,210.0	\$530.0	\$444.4	\$374.2	\$70.2
Teach America	\$450.0	\$450.0	\$0.0	\$150.0	\$150.0	\$0.0
Reading Improvement Block Grant	<u>\$79,314.4</u>	<u>\$79,221.1</u>	<u>\$93.3</u>	<u>\$49,885.2</u>	<u>\$49,832.7</u>	<u>\$52.5</u>
Early Childhood	<u>\$213,572.2</u>	<u>\$213,405.7</u>	<u>\$166.5</u>	<u>\$71,044.8</u>	<u>\$70,961.4</u>	<u>\$83.3</u>
Academic Difficulty	<u>\$120,281.1</u>	<u>\$120,004.1</u>	<u>\$277.0</u>	<u>\$53,365.4</u>	<u>\$53,229.9</u>	<u>\$135.5</u>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,023.9	\$114.7	\$5,884.6	\$5,819.6	\$65.0

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$17,166.3	\$17,166.3	\$0.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$21,938.6	\$21,888.2	\$50.3
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$8,376.0	\$8,355.9	\$20.2
Learning Technologies (Tech for Success)	<u>\$11,500.0</u>	<u>\$9,603.6</u>	<u>\$1,896.4</u>	<u>\$2,040.0</u>	<u>\$1,391.6</u>	<u>\$648.4</u>
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$2,040.0	\$1,391.6	\$648.4
Career Preparation	<u>\$40,339.8</u>	<u>\$39,971.5</u>	<u>\$368.3</u>	<u>\$20,610.9</u>	<u>\$20,423.9</u>	<u>\$186.9</u>
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,415.5	\$1,415.5	\$0.0
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$0.0	\$0.0	\$0.0
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$19,195.4	\$19,008.5	\$186.9
Regional Services	<u>\$11,400.0</u>	<u>\$11,400.0</u>	<u>\$0.0</u>	<u>\$5,554.2</u>	<u>\$5,554.2</u>	<u>\$0.0</u>
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$3,274.4	\$3,274.4	\$0.0
ROE - School Service	\$3,250.0	\$3,250.0	\$0.0	\$2,279.8	\$2,279.8	\$0.0
Administration	<u>\$16,520.0</u>	<u>\$0.0</u>	<u>\$16,520.0</u>	<u>\$6,686.6</u>	<u>\$0.0</u>	<u>\$6,686.6</u>
Targeted Initiatives	<u>\$20,135.9</u>	<u>\$19,634.2</u>	<u>\$501.7</u>	<u>\$2,258.5</u>	<u>\$2,072.1</u>	<u>\$186.4</u>
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$0.0	\$0.0	\$0.0
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$161.9	\$0.0	\$161.9
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$560.5	\$560.5	\$0.0
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$0.0	\$0.0	\$0.0
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$144.7	\$144.7	\$0.0
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$1,136.4	\$1,136.4	\$0.0
Tax Equivalent Grants	\$222.6	\$222.6	\$0.0	\$222.6	\$222.6	\$0.0
Transportation Reimbursement to Parents	\$14,499.4	\$14,470.4	\$29.0	\$32.4	\$7.9	\$24.5
Textbook Loan Reappropriation	<u>\$27,785.3</u>	<u>\$27,785.3</u>	<u>\$0.0</u>	<u>\$23,762.0</u>	<u>\$23,762.0</u>	<u>\$0.0</u>
SubTotal - GENERAL FUNDS	\$5,507,766.8	\$5,462,294.8	\$45,471.9	\$1,875,663.9	\$1,865,869.6	\$9,794.3
OTHER GRF FUNDS						
Retirement Systems	<u>\$1,046,501.0</u>	<u>\$1,046,501.0</u>	<u>\$0.0</u>	<u>\$1,046,501.0</u>	<u>\$1,046,501.0</u>	<u>\$0.0</u>
Downstate	\$1,046,501.0	\$1,046,501.0	\$0.0	\$1,046,501.0	\$1,046,501.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
TOTAL GENERAL FUNDS	\$6,554,267.8	\$6,508,795.8	\$45,471.9	\$2,922,164.9	\$2,912,370.6	\$9,794.3
NON STATE						
School Infrastructure Fund	<u>\$50,200.0</u>	<u>\$50,000.0</u>	<u>\$200.0</u>	<u>\$6,702.0</u>	<u>\$6,578.7</u>	<u>\$123.3</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$123.3	\$0.0	\$123.3
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$6,578.7	\$6,578.7	\$0.0
Driver Education	<u>\$15,900.0</u>	<u>\$15,750.0</u>	<u>\$150.0</u>	<u>\$79.8</u>	<u>\$0.0</u>	<u>\$79.8</u>
State Pension Fund	<u>\$47,360.0</u>	<u>\$47,360.0</u>	<u>\$0.0</u>	<u>\$47,360.0</u>	<u>\$47,360.0</u>	<u>\$0.0</u>
Other Funds	<u>\$10,110.0</u>	<u>\$8,598.0</u>	<u>\$1,512.0</u>	<u>\$845.8</u>	<u>\$325.0</u>	<u>\$520.8</u>
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$12.5	\$12.5	\$0.0
Emergency Financial Assistance Fund	\$5,333.0	\$5,333.0	\$0.0	\$312.5	\$312.5	\$0.0
ISBE GED Testing Fund	\$1,000.0	\$0.0	\$1,000.0	\$350.5	\$0.0	\$350.5
ISBE School Bus Driver Permit Fund	\$12.0	\$0.0	\$12.0	\$2.0	\$0.0	\$2.0
ISBE Teacher Certificate Institute Fund	\$125.0	\$125.0	\$0.0	\$0.0	\$0.0	\$0.0
IL Future Teacher Corps Scholarship Fund	\$10.0	\$10.0	\$0.0	\$0.0	\$0.0	\$0.0
School Technology Revolving Fund	\$125.0	\$0.0	\$125.0	\$0.0	\$0.0	\$0.0
Teacher Certification Fee Revolving Fund	\$375.0	\$0.0	\$375.0	\$168.4	\$0.0	\$168.4
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0	\$0.0	\$0.0

FEDERAL

Federal Funds	<u>\$2,073,805.7</u>	<u>\$1,999,785.1</u>	<u>\$74,020.6</u>	<u>\$430,158.9</u>	<u>\$419,050.6</u>	<u>\$11,108.3</u>
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$88.2	\$44.3	\$44.0
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$21,034.0	\$20,316.1	\$717.8
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$2,127.1	\$2,046.6	\$80.5
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$262.2	\$243.3	\$18.9
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$96,903.9	\$94,776.9	\$2,126.9
Class Size Reduction	\$3,000.0	\$3,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Foreign Language Assistance	\$150.0	\$0.0	\$150.0	\$0.0	\$0.0	\$0.0
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$70.1	\$0.0	\$70.1
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$110,421.2	\$107,142.4	\$3,278.8
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$85.8	\$85.8	\$0.0
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$415.9	\$415.1	\$0.8
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$0.0	\$0.0	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$5,825.3	\$5,466.8	\$358.4
Innovative Programs (old Title VI)	\$2,000.0	\$2,000.0	\$0.0	\$0.0	\$0.0	\$0.0
Learn and Serve America	\$2,061.5	\$2,000.0	\$61.5	\$93.5	\$60.7	\$32.8
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$47.4	\$0.0	\$47.4
Reading Excellence	\$12,000.0	\$12,000.0	\$0.0	\$3,551.2	\$3,551.2	\$0.0
Refugee	\$2,723.5	\$2,500.0	\$223.5	\$30.4	\$0.0	\$30.4

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$529.9	\$440.6	\$89.3
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$45.6	\$0.0	\$45.6
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$225.8	\$200.8	\$25.0
Title I - Basic Programs	\$524,643.2	\$519,074.9	\$5,568.3	\$111,324.4	\$109,874.2	\$1,450.3
Title I - Comprehensive School Reform	\$21,555.0	\$21,017.4	\$537.6	\$4,058.0	\$3,856.4	\$201.6
Title I - Education of Migratory Children	\$3,767.4	\$3,708.7	\$58.7	\$357.8	\$357.8	\$0.0
Title I - Even Start Family Literacy Programs	\$11,270.1	\$11,000.0	\$270.1	\$3,066.7	\$2,977.5	\$89.2
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$797.1	\$797.1	\$0.0
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$6,491.5	\$6,175.9	\$315.5
Title I - School Improvement	\$12,135.5	\$12,000.0	\$135.5	\$852.6	\$848.8	\$3.8
Title II - Eisenhower Professional Development	\$1,250.0	\$1,000.0	\$250.0	\$23.6	\$0.0	\$23.6
Title II - Enhance Ed through Technology	\$55,133.0	\$53,000.0	\$2,133.0	\$10,423.3	\$10,256.1	\$167.2
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$33,577.5	\$33,155.2	\$422.3
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$382.5	\$44.5	\$338.0
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$4,007.3	\$3,859.8	\$147.5
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$1.4	\$0.0	\$1.4
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$4,998.9	\$4,781.1	\$217.7
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$6,207.0	\$5,857.2	\$349.8
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$84.3	\$70.0	\$14.4
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$230.5	\$0.0	\$230.5
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$709.9	\$690.7	\$19.2
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$195.9	\$184.5	\$11.4
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$37.9	\$0.0	\$37.9
Special Congressional Initiatives	\$18,000.0	\$17,195.1	\$804.9	\$573.4	\$473.1	\$100.3
TOTAL - ALL FUNDS:	\$8,751,643.5	\$8,630,288.9	\$121,354.5	\$3,407,311.4	\$3,385,684.8	\$21,626.6

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 11/30/2003**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>November Expenditures</u>	<u>Description</u>
Personal Services and Related	40,206.3	15,802.8	39.3%	3,128.5	Salaries & Benefits
Contractual Services	74,831.4	5,226.1	7.0%	1,136.4	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,404.2	356.9	14.8%	100.3	Staff Travel
Commodities	691.4	54.7	7.9%	6.7	Supplies; Books
Printing	849.9	17.5	2.1%	0.0	Agency Printing
Equipment	566.6	23.2	4.1%	20.0	Computers; Printers; Furniture
Telecommunications	1,237.7	140.5	11.4%	93.5	Telecommunications Expenses
Auto Operations	11.8	4.9	41.8%	0.8	Operation of Agency Autos
Grants	7,536,407.9	2,291,823.8	30.4%	463,089.5	See Detail Below

<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
--------------------------	--------------------------------------	-------------------------------------	---------------------------------	--------------------

Agency Contracts Breakdown:

General Counsel/Legal

47 - Impartial Hearing Officers				Teacher Dismissal Hearing Officers
GRF	24.2	8.9	36.8%	0.6
Pugh, Jones, & Johnson				Investigate allegations of misconduct related to certificate suspensions
GRF	70.0	0.0	0.0%	0.0
Teacher Dismissal Court Reporters				Court reporter services for Teacher Dismissal Hearings
GRF	25.0	16.6	66.4%	0.0

Data Systems

Viva USA, Inc.				Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
GRF	185.4	49.1	26.5%	49.1
Other State	5.0	0.0	0.0%	0.0
Federal	250.1	111.0	44.4%	0.0
Ashbaugh & Associates, Inc.				Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
Other State	125.0	40.1	32.1%	10.9
E-Technology Inc.				Development, maintenance and support of ISBE applications
Federal	109.1	31.7	29.1%	7.5
Data-Core Systems Inc.				Enhancements and support of the CERTS System
Other State	80.4	63.0	78.4%	14.6
The Innovation Group				E-Grants System
GRF	457.0	172.3	37.7%	0.0

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
Federal	456.5	379.5	83.1%	34.9	
SilverTrain					Development and maintenance of web-based Child Nutrition Claim Entry System
Federal	59.3	40.6	68.5%	8.3	
Data-Core Systems Inc.					Enhancements & support for the child nutrition system application
Federal	89.3	0.0	0.0%	0.0	
<u>Data Analysis & Progress Reporting</u>					
Deloitte Consulting					Revamp the School Report Card into a web-based interactive system
Federal	70.9	50.9	71.8%	0.0	
<u>Governmental Relations</u>					
Barbour Griffith & Rogers, Inc.					Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
GRF	240.0	75.0	31.3%	18.8	
<u>Career Development & Preparation</u>					
Metri Tech, Inc.					Development of the Illinois Workplace Skills Assessment
Federal	100.0	50.0	50.0%	0.0	
<u>e-Learning</u>					
Illinois State University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	104.2	33.6	32.2%	33.6	
Southern Illinois University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	114.4	12.5	10.9%	12.5	
Eastern Illinois University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	179.9	27.4	15.2%	27.4	
Western Illinois University					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	63.7	0.0	0.0%	0.0	
University of Illinois					IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Federal	171.5	25.4	14.8%	0.0	
<u>Curriculum & Instruction</u>					
National Louis University					Reanalysis of fall and spring 2001-2002 data to include comprehension as part of passage reading
Federal	153.8	0.0	0.0%	0.0	
University of Illinois					Evaluation of the implementation and outcomes of REA-funded reading improvement efforts
Federal	87.4	0.0	0.0%	0.0	
<u>Early Childhood</u>					
University of Illinois					Illinois Early Learning Website maintenance
Federal	217.8	39.1	18.0%	19.7	
<u>Special Education Compliance</u>					
18 Hearing Officers					Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
Federal	459.7	110.2	24.0%	8.8	
19 - Mediation Agreements					IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000
Federal	95.0	16.6	17.5%	2.0	
Court Reporters					Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Federal	100.0	5.5	0.0%	4.7	
Marucco, Stoddard, Ferenbach					Identify, enhance and align special education student and school data and

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
& Walsh, Inc.					develop a framework for integrating and analyzing critical indicators
Federal	295.3	252.7	85.6%	146.7	
HOEN Consultants					Establishment of a Due Process Training Entity as set forth in 14-08.02(d)
Federal	99.9	43.6	43.6%	8.5	of the School Code of Illinois
Public Priority Systems					Develop and execute a comprehensive evaluation plan of all activities
Federal	71.3	0.0	0.0%	0.0	conducted under the State Improvement Grant
<u>Student & School Progress</u>					
Accountability Works					Assessment Framework (AF) based on the Illinois Learning Standards
Federal	87.6	87.6	100.0%	87.6	
Northern Illinois University					A "live data" website for an Illinois Interactive Report Card
Federal	179.7	0.0	0.0%	0.0	
<u>New Learning Opportunities</u>					
Sangamon County ROE					Fiscal Agent for Cook County GED Testing Program
Other State	400.0	350.5	87.6%	120.5	
<u>Student Assessment</u>					
Metri Tech, Inc.					Test development for ISAT and PSAE
GRF	155.8	0.0	0.0%	0.0	
Federal	210.9	91.7	43.5%	0.0	
NCS Pearson, Inc.					Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
GRF	2,325.0	0.0	0.0%	0.0	
Federal	3,487.5	0.0	0.0%	0.0	
Metri Tech, Inc.					Statistical design and analysis for ISAT - required by legislation
GRF	110.4	65.7	59.5%	65.7	
Federal	152.5	0.0	0.0%	0.0	
Measurement Incorporated					Scoring of open-ended responses in reading, writing and mathematics for all students
GRF	3,914.0	0.0	0.0%	0.0	in Grades 3, 5, & 8
NCS Pearson, Inc.					Printing, testing and scoring of PSAE tests for all students in Grade 11
GRF	503.9	0.0	0.0%	0.0	
Federal	1,383.2	0.0	0.0%	0.0	
Metri Tech, Inc.					Statistical design and analysis for PSAE - required by legislation
GRF	90.6	33.8	37.3%	33.8	
Federal	44.6	0.0	0.0%	0.0	
Measurement Incorporated					Scoring of open-ended responses for PSAE test
GRF	2,331.4	0.0	0.0%	0.0	
NCS Pearson, Inc.					Printing all test materials, monitoring the test administration and scoring the results
GRF	320.1	0.0	0.0%	0.0	of IMAGE
Federal	300.0	0.0	0.0%	0.0	
Metri Tech, Inc.					Technical and statistical services such as equating, item analysis and technical reports
Federal	92.4	0.0	0.0%	0.0	
Measurement Incorporated					Scoring of bilingual students' writing essays
GRF	123.5	0.0	0.0%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
Federal	90.0	0.0	0.0%	0.0	
Metri Tech, Inc.					Development of the IMAGE test
Federal	118.0	0.0	0.0%	0.0	
Metri Tech, Inc.					Develop, administer, retrieve, analyze and score the Consumer Education
GRF	99.5	0.0	0.0%	0.0	Proficiency Test
McGraw Hill, LLC					Develop IL K-2 Achievement Test System
GRF	86.5	0.0	0.0%	0.0	
Measured Progress, Inc.					Assessment data collection/reporting, training, and conducting on-going evaluations
Federal	1,955.0	217.2	11.1%	217.2	and make recommendations for modification - continuation of multi-year

Fiscal & Administrative Services

Alzina Lease-Spfd					
GRF	1310.7	651.4	49.7%	0.0	Rent - Springfield
Federal	1225.0	615.0	50.2%	0.0	
Xerox Corporation					Copier maintenance/repairs
GRF	115.8	29.0	25.0%	2.1	
Federal	48.4	27.4	56.6%	9.6	
Warehouse Lease (Marilyn Mason)					Warehouse Lease
GRF	69.0	14.5	21.0%	0.0	
Federal	40.0	40.0	100.0%	0.0	
Midwest Office Supply					Office Supplies
GRF	57.3	1.9	3.3%	1.9	
Other State	2.1	0.0	0.0%	0.0	
Federal	25.6	6.7	26.2%	0.0	
Parcel Pick-up & Delivery					Parcel pick-up and delivery per agency request at published rate - multiple vendors
GRF	40.0	18.8	0.0%	4.5	
Federal	55.0	12.7	0.0%	2.6	

Nutrition Program & Support Services

University of Illinois					Direct mailing to 305,000 students who qualify for free meals under the National
Federal	94.3	9.8	10.4%	0.0	School Lunch Program
Southern Illinois University					School Meals Initiative - conduct nutritional analysis
Federal	120.0	48.8	40.7%	17.2	
Fidelis Corporation					Maintain and enhance the USDA Commodity Distribution System
Federal	55.3	41.6	75.2%	11.7	

Fiscal Services

Secretary of the State					Process blue slips for Drivers Education
Other State	50.0	50.0	100.0%	0.0	

School Business & Support Services

Enterprise Computing Services					Development of an integrated database management system for
Federal	101.3	89.3	88.2%	0.0	viewing school facilities inventory data

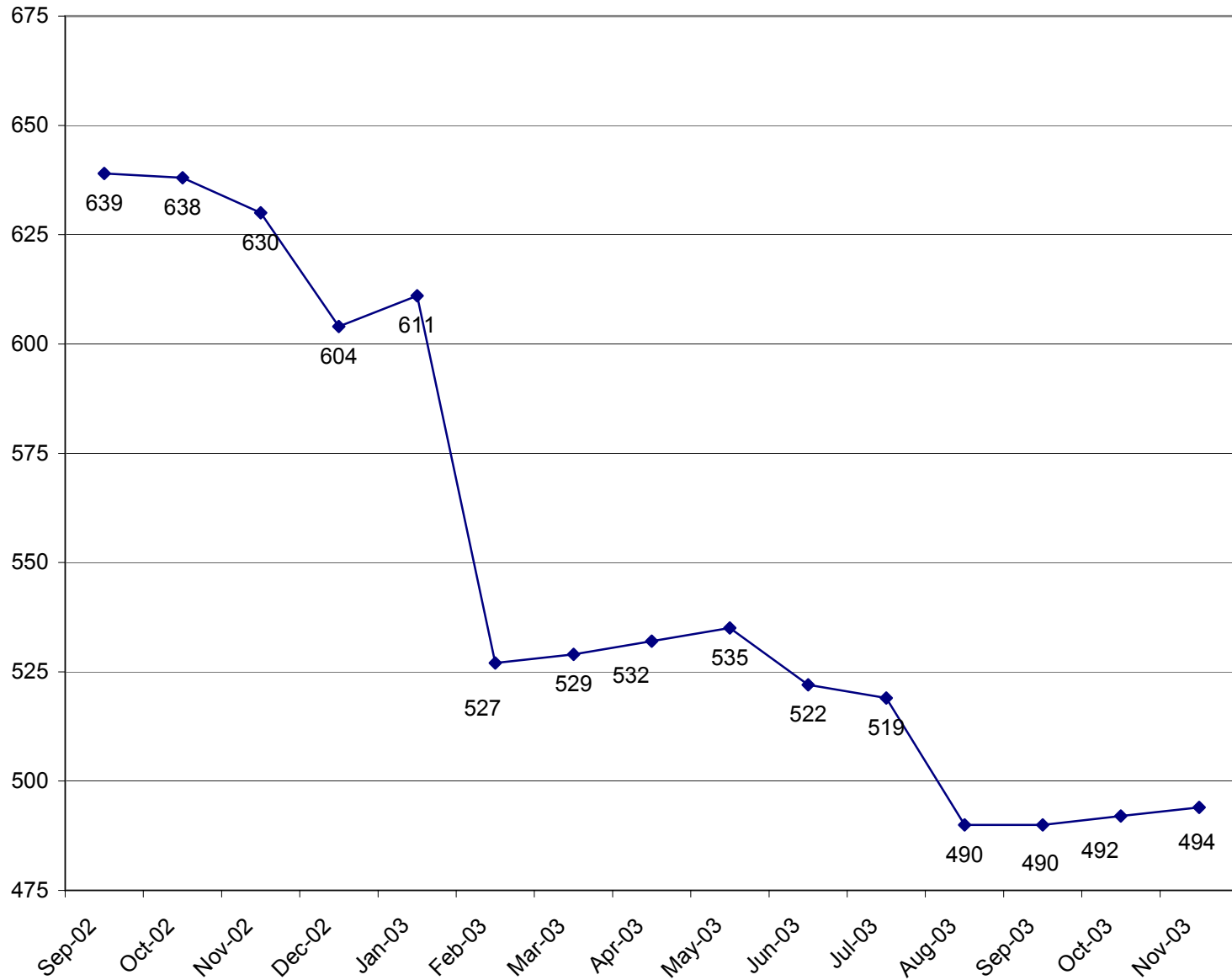
Grants Breakdown:

General State Aid	3,484,200.0	1,209,828.6	34.7%	286,456.3	Formula
-------------------	-------------	-------------	-------	-----------	---------

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
Title I - Low Income	570,200.0	118,711.7	20.8%	31,922.7	Formula
IDEA	450,000.0	107,142.4	23.8%	653.0	Formula
Child Nutrition	425,000.0	94,777.0	22.3%	42,576.1	Formula--Reimbursement
Spec Ed Personnel	314,860.0	69,359.5	22.0%	0.0	Formula
Transportation Spec Ed	263,081.0	49,359.3	18.8%	0.0	Formula
Transportation Reg/Voc	242,424.0	67,696.8	27.9%	0.0	Formula
Spec Ed Extraordinary	229,502.0	40,648.0	17.7%	0.0	Mandated Categorical
Early Childhood Block	213,405.7	70,961.4	33.3%	25,019.0	Block grant for Pre-K, parent training and prevention initiative
Title II Quality Teachers	150,000.0	33,155.2	22.1%	9,902.9	Formula
Spec Ed Orphanage	97,370.0	39,788.1	40.9%	0.0	Formula
Reading Imp. Block Grant	79,221.1	49,832.7	62.9%	37.0	Formula
Title I Reading First	66,000.0	6,175.9	9.4%	3,158.5	Competitive and formula grants
Early Intervention	64,447.3	26,853.0	41.7%	5,370.6	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	36,217.7	60.9%	15,202.5	Formula
Technology Literacy	53,000.0	10,256.1	19.4%	2,745.2	Competitive and Non-competitive grants to school districts
Voc Ed - Federal	50,000.0	20,316.1	40.6%	4,406.3	Formula and Competitive - to improve student academic and career skills
School Tech. Rev. Loan	50,000.0	6,578.7	13.2%	578.7	Loans to schools to implement technology
Title IV-21st Century	45,000.0	3,859.8	8.6%	2,251.3	Competitive
ADA Sch. Safety & Ed. Bl.	42,841.0	19,862.1	46.4%	0.0	Formula
Title III - English Language Acq	39,980.0	44.6	0.1%	2.8	Grant
Vocational Education - State	37,960.4	19,008.5	50.1%	3,745.5	Formula
Bilingual Education-Chicago	34,896.6	13,436.8	38.5%	13,436.8	Chicago Block Grant
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100.0%	0.0	Formula
Textbook Loan - Reapprop.	27,785.3	23,762.0	85.5%	2,658.4	Payment for textbooks purchased during previous year
Bilingual Ed.-Downstate	27,655.4	3,729.5	13.5%	3,486.6	Mandated Categorical
Transportation Sp. Ed-Downstate	26,019.0	26,019.0	100.0%	0.0	Formula
Title IV - Safe and Drug Free	25,000.0	4,781.1	19.1%	1,567.7	Formula
Preschool - Sp. Ed.	25,000.0	5,466.8	21.9%	15.0	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	21,888.2	88.4%	0.0	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	5,857.2	27.9%	1,693.4	Formula
State Free Lunch & Breakfast	19,565.0	11,951.5	61.1%	1,130.2	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe School	17,023.9	5,819.6	34.2%	0.0	Formula
Driver Education	15,750.0	0.0	0.0%	0.0	Reimbursement
Truant/Dropout/Optional Ed.	15,671.6	8,355.9	53.3%	1,227.2	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	440.6	2.9%	156.5	Competitive grants to school districts
Orphanage Tuition	14,651.0	2,901.6	19.8%	0.0	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Trans.	14,470.4	7.9	0.1%	0.0	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,551.2	29.6%	0.0	Competitive grants to school districts
Technology for Success	9,603.6	1,391.6	14.5%	555.2	Northwestern Univ. (Collaboratory Project); IL Math & Science Academy (IVHS)
ROE Salaries	8,150.0	3,274.4	40.2%	677.2	Salaries for ROE's
School to Work - Federal	8,000.0	200.8	2.5%	89.2	Formula
Spec Ed Summer School	6,370.0	3,465.3	54.4%	0.0	Formula - Special education students enrolled in summer sessions
Emergency Financial Assistance	5,333.0	312.5	5.9%	0.0	Formula and loans to school districts
Transition Assistance	5,200.0	0.0	0.0%	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	2,046.6	40.9%	133.2	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,210.0	374.2	8.9%	340.5	Reimb. for Nat'l Board Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	1,846.8	50.0%	923.4	Grants - Start-up funds
ROE School Services	3,250.0	2,279.8	70.1%	163.3	Formula - ROE Operations

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>October Expenditures</u>	<u>Description</u>
McKinney Homeless Education	3,000.0	690.7	23.0%	207.0	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0.0%	0.0	Formula
Philip Rock Center	2,855.5	1,136.4	39.8%	232.4	Targeted Initiative
Refugee Children	2,500.0	0.0	0.0%	0.0	Grants
Charter Schools-Federal	2,500.0	243.3	9.7%	96.4	Competitive
IDEA Part D	2,500.0	415.1	16.6%	0.0	Reimbursement
Learn & Serve America	2,000.0	60.7	3.0%	12.0	Competitive grants
Title VI	2,000.0	0.0	0.0%	0.0	Formula
Charter Schools-Rev Loan Fund	2,000.0	12.5	0.6%	0.0	Other/Repayment of loans
Agriculture Education	1,881.2	1,415.5	75.2%	14.4	Grants to school districts
Reorganization Incentive	1,669.4	880.0	52.7%	0.0	Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct Rural Ed.	1,300.0	70.0	5.4%	60.1	Grants to school districts
Temporary Relocation	1,130.0	0.0	0.0%	0.0	Formula grants for school emergency relocation
Mat'ls for the Visually Impaired	1,121.0	560.5	50.0%	93.4	Targeted Initiative--Springfield 186
Title II Eisenhower	1,000.0	0.0	0.0%	0.0	Formula
Advanced Placement Fee	900.0	44.3	4.9%	32.3	Fee reimbursement for Advanced Placement Exam & Int'l Baccalaureate exam
Illinois Breakfast Incentive	723.5	0.0	0.0%	0.0	Reimbursement & grant to public and private schools and child-care institutes
Deaf/Blind	600.0	85.8	14.3%	0.0	Grant to Philip J. Rock Center
Minority Transition	578.8	144.7	25.0%	0.0	Grants - serves disadvantage students from selected Chicago HS & elem. schools
Transition to Teaching	500.0	184.5	36.9%	0.0	Grant to Illinois Resource Center
Teach America	450.0	150.0	33.3%	0.0	Grant for Teach for America
IDEA Model Outreach	400.0	0.0	0.0%	0.0	Competitive
Standards, Assessment and Acct	303.0	300.0	99.0%	0.0	Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Tax Equivalent Grants	222.6	222.6	100.0%	0.0	Grant to Chaney-Monge School District
Metro East Consortium	217.1	0.0	0.0%	0.0	Grant to provide staff development to increase student achievement in MECCA
Training Sch Health Pers. (AIDS)	190.0	0.0	0.0%	0.0	Contract
Recording - Blind & Dyslexic	168.8	0.0	0.0%	0.0	Grant to increase achievement of students with visual impairments
IL Gov't Internship	129.9	0.0	0.0%	0.0	Grants to formula reimbursement, work-based learning, jobs for IL graduates
ISBE Teacher Cert Fund	125.0	0.0	0.0%	0.0	Other
IL Future Teachers Corps	10.0	0.0	0.0%	0.0	Grant to Golden Apple Foundation

**ILLINOIS STATE BOARD OF EDUCATION
HEADCOUNT AS OF NOVEMBER 2003**



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF NOVEMBER 2003**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SUPERINTENDENT'S OFFICE						
State Superintendent	1	1	2	4	0	4
Governmental Relations	1	1	1	1	2	3
Internal Audit	<u>1</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>0</u>	<u>7</u>
Sub-Total	3	7	4	12	2	14
GENERAL COUNSEL						
General Counsel & Legal	<u>1</u>	<u>14</u>	<u>4</u>	<u>15</u>	<u>4</u>	<u>19</u>
Sub-Total	1	14	4	15	4	19
PUBLIC INFORMATION						
Public Information Admin	1	0	1	2	0	2
Public Service & Communications	1	2	3	6	0	6
Multi-Media	<u>1</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>6</u>
Sub-Total	3	6	5	13	1	14
HUMAN RESOURCES						
Human Resources Admin.	1	1	1	3	0	3
Personnel	<u>1</u>	<u>4</u>	<u>8</u>	<u>13</u>	<u>0</u>	<u>13</u>
Sub-Total	2	5	9	16	0	16
STANDARDS ALIGNED LEARNING						
Early Childhood Education	<u>1</u>	<u>8</u>	<u>2</u>	<u>2</u>	<u>9</u>	<u>11</u>
Sub-Total	1	8	2	2	9	11
CERTIFICATION & PROFESSIONAL DEV.						
Cert. & Professional Dev. Admin.	1	0	1	2	0	2
Teacher Certification Services	<u>1</u>	<u>15</u>	<u>9</u>	<u>23</u>	<u>2</u>	<u>25</u>
Sub-Total	2	15	10	25	2	27
SPECIAL EDUCATION						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	24	4	0	30	30
Special Education Services - Chgo.	<u>2</u>	<u>13</u>	<u>1</u>	<u>0</u>	<u>16</u>	<u>16</u>
Sub-Total	5	37	6	0	48	48
PLANNING & PERFORMANCE						
Planning & Performance Admin.	1	0	1	1	1	2
Data Analysis & Progress Reporting	1	11	4	11	5	16
Career Development & Preparation	1	7	3	3	8	11
Curriculum & Instruction	1	14	3	4	14	18
English Language Learning	1	10	1	0	12	12

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
Accountability	1	8	2	10	1	11
Student Assessment	1	8	2	10	1	11
System of Support	<u>1</u>	<u>19</u>	<u>4</u>	<u>1</u>	<u>23</u>	<u>24</u>
Sub-Total	8	77	20	40	65	105
INFORMATION TECHNOLOGY						
Information Technology Admin.	1	0	1	2	0	2
Data Systems	4	29	2	28	7	35
Technology Support	2	15	3	18	2	20
E-Learning	<u>1</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>5</u>
Sub-Total	8	46	8	52	10	62
OPERATIONS						
Operations Administration	1	0	1	2	0	2
Agency Finance & Administration	1	0	1	2	0	2
Budget & Financial Management	2	7	0	6	3	9
Fiscal and & Administrative Services	3	15	24	35	7	42
Funding and Disbursements	3	19	14	15	21	36
School Funding & Finance Admin.	1	0	1	2	0	2
Nutrition Programs & Support	2	24	6	0	32	32
School Business & Support Services	2	11	2	14	1	15
External Assurance	<u>3</u>	<u>32</u>	<u>3</u>	<u>7</u>	<u>31</u>	<u>38</u>
Sub-Total	18	108	52	83	95	178
GRAND TOTAL, ALL CENTERS	51	323	120	258	236	494
	10%	65%	24%	52%	48%	100%

Includes one Leave of Absence
 General Counsel & Legal (Vilatte)

Personnel Transactions

Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04 *</u>
Begin Year	787	739	650	522
Hire Externally	27	5	29	10
Recall	0	0	11	3
Retire	-35	-37	-128	-3
Resign	-35	-21	-13	-7
Discharge	-2	-9	-2	-2
Layoff	0	-25	-22	-29
Death	-3	-2	-3	0
End Year	739	650	522	494

* Through November

Changes to Key Personnel:

Karen Craven was appointed as the Director of Communications.

Status of Personal Services:

All personal services lines are balanced or near balanced but very tight and with little flexibility to add additional staff. The General Assembly added back \$1.1 M to the Standards Assessment Accountability line which the Governor had vetoed. This will fund up to 11 staff for PBVS (5) and Non-Public School Recognition (5) as well as for GED (1) along with the GED contract for Cook County and the \$210 thousand statewide GED subsidy.

Management & Organizational Issues:

November 19-20, 2003
 State Board Meeting

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
 4th Floor Board Room
 Springfield, Illinois 62777

Wednesday, November 19, 2003

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>Dr. Steiner called the November 19-20, 2003 Illinois State Board of Education meeting to order at 1:03 p.m. She then proceeded to request that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Janet Steiner Dean Clark Gregory Kazarian Joyce Karon Beverly Turkal Ronald Gidwitz</p> <p>MEMBERS ABSENT: Richard Sandsmark (joined the meeting at 3:51 p.m.) Judith Gold (joined the meeting at 1:45 p.m.)</p> <p>Dr. Steiner stated that the meeting would be a two day meeting in which the Board would have on the first day a series of presentations and discussions and on the second day concurrent Board action would follow.</p>
<p><u>Presentations</u></p>	<p>Dr. Steiner announced that the Board would begin their meeting with a series of presentations. She informed the Board that the first presentation would be given by Robin Miller of the Large Unit District Association (LUDA) discussing the financial needs of districts represented by LUDA. Dr. Steiner also stated that Ms. Miller would be joined by Dr. Steve Swanson, Superintendent of Huntley School District 158 and Mr. Tom Leahy, Superintendent of Quincy District 172. The Chair said that the purpose of the presentations would be for the Board to better understand the financial status of LUDA districts and the other financial issues facing all school districts.</p>
<p><u>Presentation of financial needs of District represented by</u></p>	<p>Ms. Robin Miller thanked the Board of Education for allowing the Large Unit District Association to present the financial status of the districts represented by LUDA. She then proceeded to give an introduction of LUDA by giving</p>

LUDA

a detailed description of the districts that LUDA represents. Some facts from the presentation included:

- LUDA's membership includes the largest unit (K-12) public school systems in Illinois.
- LUDA's membership is open to all IL unit districts that serve 3,500+ students. The total enrollment of LUDA is 900,000 as compared to the 2,044,539 of the state.
- LUDA provides a support network to superintendents through colleague mentorship and critical analysis of issues and responsibilities.
- 434 schools from 21 LUDA districts are on the School Improvement Status List.
- A survey of education revenue sources (for LUDA members) indicated that 59.48% are local, 34% are state and 18.84% are federal.
- Per pupil expenditures show an average of \$4,266 per student for LUDA members compared to the state average of \$4,842.
- 58% of LUDA districts are increasing in enrollment.
- 86% of LUDA districts are in deficit spending with a combined total deficit of \$115 million.

After giving an overview of the LUDA districts, Ms. Miller requested that Dr. Steve Swanson, Superintendent of Huntley School District 158, a district with an enrollment increase of 20% per year and Dr. Tom Leahy, Superintendent of Quincy School District 172, a district with decreasing enrollment to share their districts' financial challenges.

Dr. Swanson then began to discuss their district's challenges with regard to their increasing enrollment and attempts to get out of the deficit that the district is currently. He stated that in the last six years, the district has built a high school and middle school complex, two elementary schools, and additions to the middle school/high school complex. It is projected that by the time these schools are built, District 158 will have 2,600 more students than they currently have, and thus will need classrooms for students to learn in.

Due to these enrollment increases, the school district is planning to build two middle schools, two elementary schools, and a transportation and administrative center, with approval of the referendum. This \$80 million project

will increase the property-tax rate 25.5 cents, or \$160 a year for someone with a \$200,000 house. (The two previous programs to build schools did not increase property taxes.) According to Superintendent Swanson, if the referendum fails, District 158 will not be able to keep pace with the increasing number of students. The next district referendum will not be for school construction, but to pay for salaries for teachers, administrators, and support staff. The district speculates that this referendum is likely to be in March of 2004.

Superintendent Swanson then proceeded to discuss the challenges surrounding the district's attempts to provide an education program within fiscal constraints by discussing further enrollment projections, residential developments, state funding decreases and delays, property tax "lag", general state aid formula conflicts, and their debit limit as well as impact fees. As District 158 continues to strive to become financially sound, Dr. Swanson proclaimed that the district is working hard in the following areas:

- Monitoring the growth of student enrollment,
- Reacting to state changes and reductions in funding,
- Maintaining educational programs to community expectations,
- Monitoring student performance toward greater student achievement,
- Seeking a tax rate referendum,
- Adopting a referendum question establishing amount at the December 2003 meeting, and
- Reducing additional staff and/or conducting a program review.

Dr. Schiller thanked Superintendent Swanson for sharing with the Board the challenges faced in his district and then welcomed Mr. Tom Leahy, Superintendent of Quincy School District 172 to present their financial status to the Board. Mr. Leahy thanked the Superintendent and Board for the opportunity to address the Board and then introduced Herb Jackson, one of his school board members and Ed-Hoc Revenue Chair. Before beginning, Mr. Leahy stated that he wanted to make the point that the district was spending in excess of the foundation level. In addition, the district may also consider putting their

reserves in a separate fund.

Superintendent Leahy stated that the district is working hard and doing a lot of good things to educate the students in grades Pre K-12 in their district. He stated that this could be evidenced by the Spotlight School Awards that Quincy received. He also stated that the district will be taking advantage of a small community learning grant that will enable them to use a program entitled "First things First" to restructure their high school into smaller learning communities to improve the environment. In addition, for the coming year, the district has a balanced budget. In December, the district will start a Students First Illinois Chapter, which they hope to take to a global approach with businesses in collaboration with the community through proposals of working cash bonds or through a referendum.

Superintendent Leahy then requested that Herb Jackson, Ed-Hoc Revenue Chair discuss the initiatives of the Ed-Hoc committee. He stated that the revenue committee consists of the city comptroller, the director of the Chamber of Commerce, the newspaper media, two doctors of education, and another Board member. The committee is meeting with the mayor on their budget proposal for a local option tax, which is a part of the district's Revenue Focus Plan. If this attempted measure does not pass, the district will then attempt a referendum.

Mr. Jackson stated that some other options that the district may explore include:

- conducting an alumni contribution drive
- moving to a four-day school schedule
- serving on the Educational Funding Advisory Board (EFAB)
- doing paperless Board meetings
- creating a tax referendum
- exploring the institution of charter schools
- conducting celebrity fundraisers and other fundraiser
- consolidating City Services (i.e. purchases of gas for buses)
- revisiting of various financial options with local banks
- having a one year salary freeze
- exploring school bus utilization

	<p>Mr. Leahy stated that he requested that Mr. Jackson come to present to the Board so that the Superintendent and Board members can see the work that the district is doing toward balancing their budget and maintaining their financial status. Among these attempts, Mr. Leahy stated that the district has not been able to pass a referendum. He stated that he would like the Board to take the recommendations of EFAB in totality. In addition, he stated that he would be willing to testify to the legislators regarding the financial needs of his districts and the state.</p> <p>Ron Gidwitz and Greg Kazarian stated that there is particular credibility with these districts, who have demonstrated their attempts to use their resources effectively that produce great results in student achievement, presenting to the legislature regarding budgetary needs around our state. Joyce Karon stated that she believes it is also necessary to have districts as they are talking about being in deficit and having to cut programs to go back and see how much they have cut and see what the cumulative effect has been over the course of 5-10 years.</p> <p>Dr. Schiller then thanked Ms. Miller, Superintendents Swanson and Leahy, and Board member Herb Jackson for agreeing to come and discuss the development of constructing the recommended state budget for education. He stated that the needs of these different districts are various in nature but to the meet the needs of these districts, the state is clearly going in the wrong way in terms of funding.</p>
<p><u>Presentation of Property Tax/School Funding Reform Initiative</u></p>	<p>Dr. Steiner then stated that the second presentation would be given by Ralph Martire of the Center for Tax and Budget Accountability on his center's Property Tax/School Funding Reform Initiative.</p> <p>Dr. Schiller then stated that the purpose of this presentation would be to inform the Board of some proposed school funding options developed by the Center for Tax and Budget Accountability that could assist the school districts in our state in finding additional revenue sources for schools to reduce the property tax burden and correct some budget structural deficits.</p>

Ralph Martire then commenced his presentation by describing the Fiscal System Basics of the Center for Tax and Budget Accountability. He proclaimed that an effective state tax system is predicated on the following five cornerstones:

- Fairness
- Responsiveness
- Stableness
- Simplicity and Transparency
- Efficiency

According to Mr. Martire, Illinois has one of the most regressive (unfair) tax systems in the country. He stated that according to the Institute on Taxation and Economic Policy, after federal offsets, the bottom 20% of income earners currently pay 13.1% of their total income to the state in taxes, while the wealthiest 1% pay only 4.6%. Mr. Martire explained that the unfair nature of the state's tax system is due to a number of flaws in its basic structure. While Illinois income and sales tax burdens are less than the national averages, its property tax burden is significantly greater.

He then proceeded to explain that the state's over reliance on property taxes is due in large part to constitutional constraints imposed on the income tax system. Due to these constraints, Illinois generates more from the property tax than it does from the personal income and sales taxes combined. The disproportionate amount of revenue raised from property taxes has resulted in a number of negative consequences for Illinois, most notably in education funding.

Most states, 45 of 50, impose a general sales tax. The main problem with the Illinois sales tax is it does not apply to most services. According to Mr. Martire, as services increasingly become a significant part of our economy, they have to be included in the sales tax base for it to remain a "stable" source of state revenue. Crafting sales taxes that apply to services primarily purchased by the wealthy, and adding or increasing existing refundable credits available to low-income families on their income taxes, should address the aggressive concerns.

However, due in large part to the inadequacies of its income tax system, Illinois has become over reliant on

local property tax revenues, particularly to fund education. As a result, Illinois property tax burden are heavy and disproportionate compared to national averages. In FY2000, Illinois collected \$15.3 billion in property taxes. That is more than Illinois collected in personal income taxes (\$8.3 billion) and sales taxes (\$6.6 billion) combined.

Mr. Martire then discussed his center's ideas of how to reform the Illinois Tax System. He stated that two primary goals of tax reform in Illinois should be:

1. eliminating the structural deficit to ensure the state can continue to provide essential services into the foreseeable future; and
2. reforming the way the state funds education, to break the tie between affluence of a community and the quality of public education it delivers.

Some basic elements of systemic tax reform Mr. Martire discussed include consideration of the following:

- requiring accountability from all government spending,
- enhancing income tax revenue by both increasing the rate and ensuring all meaningful types of income are subject to taxation,
- expanding the sales tax base to include, at least, personal services and entertainment, and
- designing all tax revenue increases in a manner that does not have a negative impact on low and moderate-income families, and/or use refundable tax credits to eliminate all such negative impacts.

Mr. Martire then went on to discuss the implementation of a property tax relief through structuring a 25% Property Tax Relief as an abatement, with a guaranteed minimum per school district. For example, each school district will receive at least 20% property tax relief, but some in poorer areas would receive a greater percentage. Differential will be allocated taking into account poverty and tax effort. The purposes of an abatement would be to ensure that no school district loses any funding and that they would have a guaranteed minimum amount of relief while maintaining flexibility to provide poor school districts

	<p>with greater relief.</p> <p>At that point, several Board members thanked Mr. Martire for presenting the ideas from his center to aid them in their endeavors to look at school funding reform in the State of Illinois in a different way toward improving schools and districts for the children they serve.</p>
	<p>At 3:45 p.m. Dr. Steiner announced that the Board would take a break before the FY05 Budget Option discussion.</p>
<p><u>Fiscal Year 2005 Budget Options</u></p>	<p>At 3:52 p.m. Dr. Steiner then called the meeting back to order by stating that the Board would now hear from David Wood concerning the Discussion of the FY05 ISBE Budget Options.</p> <p>Dr. Schiller stated that the purpose of bringing the presentation forward was to assist the Board in continuing to develop their FY05 Budget recommendations by comparing the FY2004 General Revenue Funds of the Illinois Economic and Fiscal Commission and the Governor’s Office of Management and Budget.</p> <p>David Wood then proceeded to discuss the FY05 General Revenues Funds by item as well as the total state sources, federal aid, pension obligation bonds, total FY04 revenues, total FY03 revenues, and FY04 revenue growth.</p> <p>Dr. Schiller then called the Board’s attention to the FY05 Budget Options spreadsheet that was discussed in the October meeting. He stated that he would like direction from the Board concerning the funding levels and the State Board’s recommendation for a funding level per pupil as the deadline for submission would be January 14, 2004. There was some concern expressed by Board members as to if there would be enough time to develop a complete recommendation to submit at the December 17-18 Board meeting. Mr. Wood stated that staff has been working and are prepared to have a recommendation available with Board assistance and input.</p> <p>There was also some discussion as to how the Budget options spreadsheet should represent the proposed budget plan. Ron Gidwitz and Greg Kazarian both agreed that there should be some rationalization within the spreadsheet explaining the increases and decreases in</p>

funding allocations in certain areas.

Mr. Wood also explained that some of the allocations in the FY05 Budget Options spreadsheet were recommendations of the Superintendent regarding improving our elementary and secondary education system. Superintendent Schiller then requested the Board's opinion on his proposal of drafting a strategic plan that would map out the educational goals for the state. Board members agreed that it is necessary to have a plan in place, a vision by which the state can move forward in achievement toward 2014. A reoccurring point made by many Board members was that it is important to correlate the academic goals and needs with funding goals and needs to give better support to the state's districts. The goal would be to get money out to schools, not internally fund the agency. Mr. Gidwitz asked that Mr. Wood create a spreadsheet that would show the consequences of **not** receiving the funding district by district. Dr. Schiller stated that there may be another segment added that outlines what will happen if the funding is not received. Board members concurred that this would be necessary.

Greg Kazarian then inquired as to what the public response was. Mr. Wood stated that there were a total of 350 comments, some of which are not normally received. Budget hearings will not be conducted. Therefore, the public has been encouraged to log on to the website and respond and/or present themselves at the monthly State Board meetings.

The timeline of adoption was then discussed again. The Board discussed the possibility of having an early January meeting. However, it was decided that budget staff would work to have a recommended draft for the Board to edit toward adoption. In the case that a special meeting would need to be called after the December meeting, the Board would meet to adopt the budget. The Board members then also suggested that staff send the document in pieces for them to edit to move along the process toward adoption.

Joyce Karon stated that she would like the Board to be mindful of those programs that are priority programs. Greg Kazarian stated that he does not believe it would be wrong for the legislature to disagree with our priorities. In

	<p>addition, he stated that it would not be wise to adjust our behavior according to the expectations of the legislature.</p> <p>Bev Turkal then said that when the fine arts and other programs are taken out of our schools, it becomes a real hardship for students that will be reached through the fine arts arena. Other Board members concurred with Ms. Turkal that research shows that music and art are very much correlated with the math, language development, and reading. Therefore, these types of programs should not be viewed as alternative or “additional” programs to the “regular” academic curriculum.</p>
<p><u>Development of the English Language Acquisition/Proficiency Standard</u></p>	<p>Dr. Steiner stated that the next presentation would be the Development of the English Language Acquisition/Proficiency Standards.</p> <p>Dr. Schiller then requested that Greg Kazarian, the Chair of the Education Policy Planning Committee summarize the discussion that took place regarding the development of the standards in committee.</p> <p>Greg Kazarian reminded the Board that ISBE staff members have been working with Illinois teachers, administrators, experts, and consultants as part of a consortium and not in isolation to develop the standards. Mr. Kazarian further asserted that the committee reviewed the work plan and the efforts of the consortium, and is looking forward to seeing the develop of the standards through their adoption in February 2004. Discussion also focused on testing and implications involving NCLB. The standards will drive the creation of test items for language proficiency testing in grades K-12 in 2005. Language proficiency testing is required by Titles I and II.</p>
<p><u>Rules—Part 25 (Certification)</u></p>	<p>Dr. Steiner then announced that the final presentation would be the Rules—Part 25 (Certification). She stated that the purpose of this item was to present the proposed amendments for Board discussion and to make the Board aware of issues and options related to the proposed rulemaking. In addition she stated that it is expected that staff secure the Board’s direction for development of a formal rulemaking proposal at the December meeting.</p> <p>Dr. Schiller stated that these rules are under consideration by the State Teacher Certification Board (STCB) and the</p>

	<p>rules have been reviewed, the STCB had given a direction, and some modifications will be presented to the Board next month.</p> <p>Greg Kazarian added that in the committee meeting there was specific discussion concerning the middle school question as to whether certification and endorsement would be considered. Mr. Kazarian stated that there was a lot of third-party participation that helped tremendously in the discussion.</p>
<u>Items for Discussion</u>	<p>Dr. Steiner then informed the Board that it was time to move on to discussion items for concurrent Board action in the plenary session. She stated that the first item for Board discussion would be the Appeals Advisory Committee Recommendations.</p>
<u>Appeals Advisory Committee Recommendations</u>	<p>Dr. Schiller then requested that Greg Kazarian summarize the discussions held in the Education Policy Planning Committee meeting concerning the appeals.</p> <p>Mr. Kazarian stated that the committee discussed the appeals submitted by Aurora West District #129, Aurora East District #131, and Decatur District #61. The committee was in support of the recommendations of the Appeals Advisory Committee regarding Aurora East #131 and Aurora West #129. However, with regard to Decatur District #61, the Education Policy Planning Committee discussed rejecting the recommendation and requiring that public school choice be instituted for second semester 2003-2004 as the agency cannot disregard the federal law, even though the district was depending on the state for notification of the requirement to offer choice.</p>
<u>Approval of Additional Supplemental Education Service (SES) Providers</u>	<p>Dr. Steiner then called for the next item for Board discussion: the Approval of Additional Supplemental Education Service (SES) Providers.</p> <p>Dr. Schiller stated that the purpose of this agenda item would be to inform the Board of the results of the review of applications received from potential SES providers and to update the Approved List of Supplement Education Service providers as required by Section 1116 (e) of the No Child Left Behind Act. Dr. Schiller then stated that the Board would take action on approving or disapproving the</p>

	<p>proposed additional providers at the following meeting the next day.</p>
<p><u>ISBE Monthly Reports: Finance, Audit and Agency Operations Status</u></p>	<p>The next item for Board discussion was the ISBE Monthly Reports.</p> <p>Dr. Schiller then stated that staff worked to provide to the Board the monthly standard reports with key information on fiscal and administrative activities of the state agency. He then walked through each of the routine reports.</p> <p>Superintendent Schiller asked if there was anything that the Board had questions about concerning the routine reports.</p>
<p><u>ISBE Accomplishments and Planning Reports</u></p>	<p>As there were no questions from the Board concerning the monthly reports, Dr. Schiller proceeded to introduce the Accomplishments (July 1—October 31, 2003) and Goals (November 1—February 29, 2004) report. Superintendent Schiller then requested staff discuss the accomplishments, goals and objectives of the report.</p> <p>Mr. Gidwitz voiced a concern about constructing an accomplishment report without also stating what the agency needs to improve upon. Dr. Schiller stated that the goal of the report was to highlight the many accomplishments of the agency as well as to set goals for projects and programs to be accomplished in the months ahead. The Superintendent then stated that staff would also work to create a document detailing the gaps in agency functions and lessons learned with regard to what has been deferred and/or not being done (and why) and how this would be changed and/or corrected.</p> <p>At that point, Clay Slagle began with an introduction to the presentation on the report by stating that the report was tied to each of the ISBE goals, that staff would discuss how each goal tied into the report and then describe concurrent agency initiatives that require collaboration between many centers on certain projects.</p> <p>Lynn Curry addressed the first ISBE Goal: Support local districts in helping all students meet the Illinois Learning Standards and in closing the achievement gap by highlighting some accomplishments of the Planning and Performance Center. Some highlights of the center</p>

include:

- The release of the Request for Sealed Proposals for the enhanced regular state tests (ISAT and PSAE) for administration beginning in the spring of 2006,
- Completion of the K-8 “Illinois Assessment Frameworks”,
- Calculated AYP for the first time for nearly 4000 public schools using NCLB criteria, and
- Designed CD-ROMs with all ILS Performance Descriptors, to be distributed to districts through ROEs.

Dr. Curry then requested that Mary Anne Graham discuss the Illinois Assessment Frameworks. Mary Anne Graham gave an overview of the assessment frameworks and how they have been received in the field. She stated that the main question in the field has been, “What do we do with them?” Dr. Graham stated that she continues to emphasize that the frameworks are to be used as a tool to align the curriculum to ILS in an easier way.

Dr. Curry then proceeded to discuss the goals of the Accountability Division, as tied to Goal 2: Generate policies, programs, products, and services that support local district efforts to ensure student success. The goals of this division include:

- Bring ESL standards to State Board for approval in December.
- Continue to work with USDOE to improve Reading First implementation at the district level, in compliance with federal guidelines.
- Select 6 High Schools that Work sites and conduct initial site development workshops.

Mr. Kazarian then stated that the accountability goals that have been developed need to be streamlined to schools, especially schools on special status to get out accurate communication to them regarding these accountability measures. Dr. Schiller positively affirmed Mr. Kazarian’s statement by stating that the agency is now in the position for notification of academic watch list status and developing the AYP lists. Dr. Curry also stated that indeed the notification of these goals would be done in coordination with the Public Information Center. David Wood then addressed ISBE Goal 3: Provide

advocacy and leadership for adequate and equitable funding of Illinois public schools in the correlation with ISBE Goal 1 regarding student achievement.

Mr. Wood called on Dave McDermott to discuss his division collaboration in making allocations in accordance with the business plans. Mr. McDermott stated that the Financial Management's division goal was to ensure the integrity of the agency financial resources and processes by:

- Seeking sufficient appropriation authority to support the Board's goals and priorities,
- Ensuring timely and appropriate allocations (tied to business plan) of available resources to support the Board's goals and priorities, and
- Funding and Disbursements Division implementing mandated electronic transmission of the major state approval or claim programs via IWAS which include: General State Aid, Regular/Vocational/Special Education Transportation, Special Education Pupil and Personnel, Driver Education, and Summer Food Service program.

After David Wood followed with a discussion of other goals such as providing agency staff with the appropriate tools to necessary to perform their work and providing leadership, programs and services to schools to support their efforts to fund schools and ensure student safety and success, Lugene Finely proceeded to discuss ISBE Goal 2: Generate policies, programs, products, and services that support local districts efforts to ensure student success.

Mr. Finley then reviewed the accomplishments and goals of the Information Technology division. Some accomplishment highlights include:

- Implementation and enhancement of Phase I of the Online Teacher Information System (OTIS),
- Enhancement of financial reporting in MIDAS, and
- Providing web-based application signup and approval process to school nutrition and day care nutrition.

Some goals that were discussed by Mr. Finely include:

- Development and implementation of the eGrant

Management System(eGMS) by school year 2004-2005,

- Implement Phase II of the Online Teacher Information System,
- Conduct a feasibility study and requirements analysis for the development and implementation of the ISBE Data Warehouse by February 16, 2004, and
- Adopt and promote technology literacy standards for all students, staff, and schools.

Mr. Slagle reemphasized that the goals from each division and center were developed in accordance with the agency business plan using the Baldrige foundation model from the Lincoln Foundation. Therefore, careful planning and projection were made concerning the goals for the division and department and how they correlate with the overall goals and objectives of the agency.

At that point Dr. Lynne Curry highlighted some goals from the Planning & Performance team. She stated that the System of Support division has coordinated assistance partnerships and are beginning to line up within the agency and with other partners (who are not being paid) to assist districts with school improvement, aligning their curriculum with the standards, having highly qualified teachers, and providing optimal services to children. Some of the partners who have made themselves available to assist in this endeavor include:

- The Illinois Business Roundtable
- Northern Illinois University (e Report Card)
- Illinois Association of School Boards (data analysis training/district improve plans)
- Illinois Resource Center
- Regional Offices of Education (standards aligned classroom training)
- The Illinois PTA
- The Department of Human Services

After the reporting of the goals and accomplishments, Dr. Schiller stated that the capacity to assist districts and schools as well as the capacity to personally respond to inquires has been lost it. He cited as an example the agency losing 26 people in teacher certification. These individuals were originally funded by fees collected by certificate holders that are no longer available as a

	<p>funding source for the department. The loss in capacity of the regional offices has also been loss to the state agency.</p> <p>Greg Kazarian stated that he would like to see staff identify the lessons learned from the period before and tie those lessons into the goals as well as state what was not completed, why it was not completed, and how can it be made better. Dr. Schiller stated that what the agency lacks is project management. He stated that the agency has exceptional educational experts in content but not experts in projects and content.</p> <p>Mr. Slagle stated that with a project manager there may be opportunities to word the Requests for Spending Proposals (RFSP) in a way that correlates to contract negotiations and relations. David Wood stated that the first step in this plan would be to develop an expenditure review committee in the first year of the grant, in the very beginning. The project manager would then be knowledgeable about who the agency is proposing a contract with, and what the criteria is to get the contract (working with legal in the process of getting to a contract). He stated that this then leads to the follow through and monitoring that is needed at the project level. Staff stated that currently there are issues with staffing and monitoring. It was stated that a project manager could help in this regard to make sure the projects are being moved along and the work is being done.</p> <p>Dr Schiller asserted that the accomplishments and goals report is a form of performance management reporting that the agency is moving toward. However, the process must be assessed to decide how the agency should reflect upon what is being reported, whether it is good, bad, or indifferent. In closing, Dr. Schiller emphasized that the organization has gone through a great organizational change. Using tools such as the accomplishments and goals reports will help focus the agency on refining and providing quality service to the children and schools ISBE services.</p>
<u>Recess of Meeting</u>	<p>Dr. Steiner then thanked staff for their presentation and stated that the Board would recess for the day and reconvene on Thursday, November 20 at 9:30 a.m.</p>

	<u>Thursday, November 20, 2003</u>
<u>Call Meeting to Order/Roll Call</u>	<p>Dr. Steiner stated that the official Plenary Business Meeting of the Illinois State Board of Education would be called to order. She then requested that the roll be called.</p> <p>MEMBERS PRESENT: Janet Steiner Dean Clark Richard Sandsmark Joyce Karon Beverly Turkal Ronald Gidwitz Judith Gold</p> <p>MEMBERS ABSENT: Gregory Kazarian</p> <p>There was a quorum present.</p>
<u>Presentation</u>	<p>Dr. Steiner then stated that the Board would begin the morning with a presentation from the East St. Louis Board of Education concerning their petition to dissolve the district's Financial Oversight Panel (FOP).</p>
<u>Petition by the East St. Louis Board of Education for the Dissolution of the East St. Louis FOP</u>	<p>The chair requested that the Board welcome Robert Becker and Garrett Hoerner, attorneys for the ESL School District #299.</p> <p>Garrett Hoerner began the presentation by giving some background information on the formation of the East St. Louis Financial Oversight Panel (FOP) in 1994. He stated that the petition was granted with financial oversight without financial assistance. He then asserted that the district is requesting the removal of the certification label "in financial difficulty" as the district is no longer in this state and has an improved financial condition. One dispute that remains concerns the process of recommendation to the State Board to dissolve the East St. Louis FOP. According to Mr. Hoerner, the only criterion in the request for dissolution is that the financial status or situation of the district improves. He asked that the Board take into consideration what has been filed (financial plans and budgets) over the last several weeks and years.</p> <p>Mr. Hoerner stated that the responded has concurred with the statement that the district has dramatically improved its financial situation, and that the district has compiled the</p>

	<p>financial plan as well as maintain a balanced budget since 1995. Mr. Hoerner further stated that the district received the highest financial profile status of financial recognition from ISBE with a score of 3.8 on a 4.0 scale. He stated that this status cannot be ignored as there is no need to have an FOP in a district that does not qualify for one.</p> <p>He stated that he would not go into the history or the numbers with regard to the disputes. However, he stated that the relationship between the district and FOP has been counterproductive in that there is little to no communication in existence. Mr. Hoerner cited that there is a power struggle over who will make district decisions on financial and administrative matters. He also claimed that the FOP has begun to increase their involvement instead of reducing the financial oversight as required by the School Code. He stated that regardless of the disputes, district improvements are clearly attributable to both. The district acknowledges and commends the service of the FOP in assisting the district in gaining the financial status that it has. However, he stated that the FOP's job is done, and it is time for the district to fully maintain and oversee its own governance as it is no longer a district in financial difficulty. Mr. Hoerner stated that the system worked. Therefore, the district is seeking the dissolution of the FOP. He stated that they further suggest that given the scheduling of the recommendation presentations, a transition of all financial matters be transitioned by June 30, 2004.</p> <p>Dr. Steiner thanked Mr. Hoerner and Mr. Becker for taking the time to present to the Board. She stated that the Board had received the information concerning the petition and would continue to review it.</p>
<p><u>Public Participation</u></p> <p><u>Dr. Barbara</u></p>	<p>Dr. Steiner stated that Public Participation would convene. She stated that individuals wishing to address the Board must have signed up prior to the time of Public Participation, and that the presentation must be specific to educationally-relevant issues and be addressed to the entire Board. Dr. Steiner also stated that due to the amount of individuals who signed up to speak, the participants would be strictly limited to three minutes in voicing their issue and/or concern.</p> <p>Dr. Steiner then called for the first public participant, Dr.</p>

**Habschmidt,
Executive Director
of the North Cook
ISC**

Barbara Habschmidt, Executive Director of the North Cook Intermediate Service Center. Dr. Habschmidt then proceeded to state that the North Cook ISC received a letter from Dr. Schiller on October 14, 2003 stating that they had received an \$800,000 System of Support grant. According to Dr. Habschmidt, on October 28, 2003 the SoS grant was rescinded by Lynne Curry, director of Planning & Performance without any meaningful or objective explanation. She stated that she therefore sent a letter to Dr. Curry on October 30, 2003 requesting that she clarify the reasons for rescinding the grant. Dr. Habschmidt asserted that she is yet to receive a response from Dr. Curry regarding the matter as North Cook ISC qualified for the SoS grant and met all of the requirements of the RFP. She stated that this was displayed when the district received the award letter from Dr. Schiller.

Dr. Habschmidt then proceeded to give examples as to how the North Cook ISC met the qualification for the SoS grant and why the grant should be reinstated immediately. She stated that the main conflict involved these issues:

- The RFP did not ask for a list of specific schools but that the grant was to be written for an entire super region.
- A different set of standards was used in suburban Cook County as a rationale to rescind the North Cook County ISC grant application.
- A different tactic for granting the award was used in the suburban counties.
- Due process was not afforded to the North Cook ISC before ISBE rescinded the grant application.

For these reasons, Dr. Habschmidt stated that she is requesting a formal investigation into the situation and immediate reinstatement of the \$803,623 SoS grant money to the North Cook ISC. In addition, she requested that a meeting would be convened in order to collaboratively identify a solution for using all the grant money available to the suburban Cook County super region for the 101 qualifying schools.

Julie Wilen, Ounce

Julie Wilen stated that she was a Senior Policy Associate

of Prevention

with the Kids Public Education and Policy Project (Kids PEPP), a joint project of the Ounce of Prevention Fund and Family Focus. She stated that they have worked on behalf of the Illinois State Board of Education's birth-to-three and pre-kindergarten programs for over 15 years. She then expressed her appreciation to the Board for the opportunity to comment on the Board's proposed FY 05 Budget Options as they relate to the Early Childhood Education Block Grant. Ms. Wilen asserted that for 17 years the Early Childhood Education Block Grant has helped to boost learning opportunities for the youngest and most vulnerable children. However, although 35% of Illinois children under age 18 are younger than age six, only 3.3% of the ISBE budget for FY 04 is spent on early childhood education. She stated that there are increasing concerns about the student achievement gaps, especially for low-income and minority students.

Therefore, she asserted that the Kid PEPP program strongly supports an increase in the early childhood education funding that includes:

1. a 3.3 % cost-of-living-adjustment (COLA) to ensure the maintenance of high-quality programming and needed services, and
2. the second-year (\$30 million) installment of the Governor's three-year pledge to invest \$90 million into the early education expansion.

She ended her presentation by proclaiming if the state truly wants all Illinois children to enter school ready to learn, and read by third grade, we must allocate scarce resources to reflect current research and real-life experiences about what works to improve school outcomes for young children—that high-quality early education significantly improves the scholastic success and educational attainments of children at risk, even into early adulthood.

Sean Noble, Voices for Illinois Children

Mr. Noble stated that he just wanted to underscore the comments made by Julie Wilen. He said that he was very pleased with the fact that during the Education Policy Planning Committee meeting discussions were taking place with regard to continuing the early childhood initiative that was endorsed not only by the Governor but by the Board as well.

He stated that the expansion of the Early Childhood grant

	<p>was a vital step in assuring that program needs and services are being met with quality for each child.</p> <p>Mr. Noble then stated that there were three more priorities that the Voices for Illinois Children would like to focus on for next year:</p> <ol style="list-style-type: none"> 1. The increase of Bilingual Programs, 2. The increase and extension of the Summer Bridges Program, and 3. The General State Aid per pupil allotment. <p>He concluded by stating that he was encouraged to hear Board member support and discussion of the needs of schools and maintaining and/or increasing certain funds to ensure quality programs for our children.</p>
<p><u>Janice Cain, Illinois Association of Early Childhood Educators and Administrators</u></p>	<p>Janice Cain stated that she was present to represent the Illinois Association of Early Childhood Educators and Administrators. She then expressed her appreciation for the opportunity to address the Board with regard to the proposed maintenance level of funding with the proposed COLA increase of 3.3%. Ms. Cain asserted that the COLA increase is important to maintain quality in their programs. She stated that the association also supports the new programs as long as quality is maintained in the existing programs as they are especially important. The association is attempting to now develop a mentoring program to link the old early learning programs with the new programs. However, they cannot do this alone. There is a tremendous need for direction and coordination along with a need for great funding support. She then added that she was very appreciative of the administrative direction that she received from the State Board when she was a day care provider in the early childhood education field.</p>
<p><u>Bill Schreck and Ted Mottaz, Agricultural Education Agency</u></p>	<p>Bill Schreck began by stating that normally the Agriculture Education representatives are before the Board presenting new curriculum or a progress report. However, he stated that he wanted to share a challenge that may impede progress that has been gained over the last several years. He stated that in trying to overcome the budget deficit that has occurred, Agriculture Education has created a partnership between the agency, the volunteer curriculum developers, and the publishing company to establish a royalty for the materials that have</p>

<p><u>Margaret Gall,</u> <u>Supporters of</u></p>	<p>been developed. He stated that the concern is with having a trust fund that is funded by the royalty but not appropriated by the royalty.</p> <p>Mr. Schreck then requested that Ted Mottaz, Chairman of the Illinois Leadership Council for Agriculture Education as well as chair of the National Council for Agriculture Education to give more of the specifics regarding the Agriculture agency's view of the FY 05 Budget and the Agriculture Education line item. He stated that the outreach of the line item is that the agency is concerned with quality education programs and instructors. In order to do this, there must be relevant curriculum that is user friendly and teacher-based. Through their project, the agency has been able to do that and put the materials in a form the instructors are able to use. When the program went national, royalties were then gained. In FY 00, the Illinois State Board of Education signed a curriculum royalty agreement with the Center for Agricultural and Environmental Research and Training, Inc. (CAERT). Once the royalties are retrieved, they are then put back into the budget in the non-general fund portion to continue to provide funds for continued quality education programs and instructors. However, that money was taken out of the appropriated \$700,000 line item, and a loss of \$57,897 was incurred. Mr. Mottaz stated that his goal was to make sure that the Board was aware of this as the money was gained from private funds. In addition, the agency is currently in line to receive \$70,000 from royalties. To prevent a similar situation from occurring, an interagency agreement between ISBE and Parkland College will be executed in conjunction with the amended curriculum royalty agreement with CAERT.</p> <p>Ron Gidwitz suggested that the agency talk to the Illinois Chamber of Commerce with regard to retrieving the funds back as this problem has happened in other situations with other agencies.</p> <p>Bev Turkal inquired as to the interagency agreement that the Agriculture Education agency is seeking to develop. Mr. Mottaz stated that the agreement was scheduled to be completed the following week.</p> <p>Margaret Gall, Co-president of Supporters of Advocates for Gifted Education (SAGE) stated that she appreciated</p>
---	--

Advocates for Gifted Education (SAGE)

the Board's consideration of the Gifted Education line item to be put back in the budget. She stated that it is important to not only reinstate the funding in the budget but the language in the School Code as well. Ms. Gall asserted that it is important to recognize gifted learners needs, and then take responsibility for ensuring that these needs are met. Further, she stated that these children will not just succeed "anyway" without programs that meet their needs. She proclaimed that 30% of dropout students are gifted children. Ms. Gall stated that if categorical funding is eliminated, it needs to be eliminated across the board. However, she stated the educational needs of the gifted student must be met.

Rich Buckler, Director of Research for Decatur Public Schools

Mr. Buckler thanked the Board for the opportunity to speak. He stated that he was the Director of Research for the Decatur Public Schools and came to the Board to because they need the help of the State Board. Mr. Buckler quoted from the Board packet on page 130 which states, "Illinois needs to be implementing NCLB as consistently as is possible within the federal framework." He then pointed out that the NCLB law states that the local education agencies use the state academic assessments and other indicators described in the State plan to review annually the progress of each school to determine whether the school is making adequate yearly progress. In addition, he quoted the law on the hurdles for meeting AYP and the state education agency's responsibility to make assessments available before the beginning of the school year. Mr. Buckler stated the district does not know the next hurdle of participation rates as they have not been published. He stated that the school could not have known if they had to offer choice before all of the information was retrieved. In addition, the school did make their AYP due to progress made in the 2002-2003 school year. Mr. Buckler then asserted that due to Harris Elementary School's progress and lack of information regarding their status, they should not have to offer choice another year.

Cynthia Woods, Illinois Association of School Boards

Cynthia Woods stated that she would speak to the Board in developing quality programs. She began by noting the related discussions during the Board meeting concerning quality programs and management. Ms. Woods then extended an invitation to the Board to attend the 12th Annual National Quality Education Conference on

	<p>October 16-19, 2004 at the Hyatt Regency, Rosemont.</p> <p>She then proceeded to say that she was impressed with the fact that the agency is presenting a budget that explains the costs and rationalization of needed costs. Ms. Wood asserted that it is also important to show not only the financial deficit but the learning deficit as well with regard to the programs that have been cut and the effects these cuts have had on children and schools.</p>
<u>Approval of Minutes</u>	<p>Dr. Steiner then requested a motion to approve the minutes of the October 22-23, 2003 meeting. Dick Sandsmark moved that the Illinois Board of Education approve the minutes of the October 22-23, 2003 meeting as published. The motion was seconded by Ronald Gidwitz. Dr. Steiner then requested a vote on the motion. The motion passed as all members presented voted yes.</p>
<u>Action Items</u>	<p>Dr. Steiner stated that it was time for the Board action items. She informed the public that each item on the agenda had been reviewed by the appropriate committee and the full board discussed each item prior to the meeting. She stated that she would ask the Superintendent to summarize each item on the agenda, ask for a motion and second, allow for Board discussion, and then request that the Board take appropriate action.</p>
<u>Appeals Advisory Committee Recommendations</u>	<p>The first action item was the Appeals Advisory Committee Recommendations.</p> <p>The Superintendent reviewed for the Board each of appeals and the recommendations that he concurred with. Dr. Schiller thus recommended that the Board support the recommendations of the Appeals Advisory Committee regarding Aurora East #131 and Aurora West #129 and reject the recommendation regarding Decatur #61 as the state education agency cannot disregard the federal law. He also recommended that the Board require that the public school choice be instituted for second semester 2003-2004. Further, Dr. Schiller stated that the state could not require the school to offer SES but would recommend it to them. In addition, the Superintendent stated that staff would modify the communication process so that all districts are formally informed of their status prior to the beginning of the school year as of 2004-2005 (from the 2004 assessments).</p>

	<p>Dr. Steiner asked if there was a motion to approve the recommendation. Dean Clark then moved that the Board support the Superintendent recommendation. The motion was seconded by Joyce Karon. With regard to discussion on the item, Dr. Steiner inquired as to the way the law is written with regard to insertions and deletions. Dr. Schiller stated that the Board and public must be reminded that there are differences between the federal law and the state law, as the state law supercedes the federal in some areas. In addition, Dr. Schiller explained the specifics of Harris Elementary School in that the pre-existing conditions were not discussed with regard to meeting AYP. In addition, he reemphasized the portion of the law that states a school must meet AYP for two years before the status of not meeting AYP and requirement of choice would be lifted. Dr. Schiller cited that the main point is that the federal law cannot be disregarded in any fashion.</p> <p>Dr. Steiner then called for vote on the motion. The motion passed as all members present vote yes.</p>
<p><u>Approval of Additional SES Providers</u></p>	<p>Dr. Steiner then called for action on the Approval of Additional SES providers. Dr. Schiller stated that two more providers submitted proposals to be added to the state's Approved List of Supplemental Educational Service Providers.</p> <p>Thus, Dr. Steiner requested a motion on the item. Joyce Karon then stated whereas the No Child Left Behind of 2001 requires the State Board of Education promote the maximum participation of supplemental educational service providers and maintain an updated list of approval providers, I move that the vendors identified on Attachment #2, namely, the Rockford College Learning Resource Center and Babbage Net School, Inc., be approved for addition to the Illinois list of approved supplemental educational service providers. The motion was seconded by Dean Clark. There was no discussion on the item. When the vote was taken, all members present vote yes, allowing the motion to pass.</p>
<p><u>Acceptance of ISBE Monthly Reports</u></p>	<p>Dr. Steiner then asserted that the next item for Board action was the Acceptance of ISBE Monthly Reports.</p>

	<p>Dick Sandsmark made the motion that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the November 2003 meeting. The motion was seconded by Ronald Gidwitz. As there was no discussion on the reports, Dr. Steiner called for a vote on the motion. The motion passed as all members present voted yes.</p>
<p><u>Announcements and Reports</u></p> <p><u>Superintendent</u></p> <p><u>Chairman</u></p> <p><u>Committees</u></p> <p><u>Board Operations</u></p> <p><u>Joint Education Committee (JEC)</u></p> <p><u>Governmental Relations</u></p>	<p>Dr. Schiller stated that he would defer his comments to any further discussion on the budget.</p> <p>The Chairman gave no report.</p> <p>Joyce Karon stated that the December meeting would be held in Chicago. In addition, the State Superintendent evaluation had been completed and put on file.</p> <p>Ronald Gidwitz informed the Board that the Joint Education Committee did meeting in November. There were various topics of discussion. One topic that was discussed was High School Graduation Requirements. Mr. Gidwitz stated that two General Assemblies before some language was drafted in an attempt to change high school graduation requirements. However, the bill did not move. The JEC is now looking at this language again in hopes of changing the high school requirements in Illinois. The next meeting for the JEC will be in January.</p> <p>Dr. Schiller stated that there are still some pending bills in the legislature that have educational interests. In addition, Dr. Schiller noted that House Bill 2663 was also affirmed by the Senate. This allows the state Board to continue the GED testing program without a fee increase in 2004, continue the administration of the testing program in Cook County, and reinstitute immediately the services of the Non-public School Recognition Program and the Private Business Vocational System recognition and monitoring program. The agency is in the process of hiring back staff that was lost due to loss in funding. He stated that when the legislature closes, a final summary will be given of all of the bills. As the legislature did not call the Initial to</p>

<p><u>Education Policy Planning</u></p> <p><u>Finance & Audit</u></p>	<p>Standard bill, staff will continue to work with constituent groups regarding the legislation surrounding that certification item.</p> <p>Joyce Karon shared her appreciation of the veto session updates throughout the week as it was helpful to know what was going on. Dr. Schiller stated that he also received letters of appreciation from Senators in that they appreciated the information given to them in reference to HS 2663 with regard to how money would be appropriated and spent in that line item.</p> <p>Ms. Karon stated that the committee has been discussing graduation requirements as well as the English Language Acquisition/Proficiency standards. She stated that looking at the development plan was very worthwhile in moving toward IMAGE testing standards.</p> <p>Mr. Sandsmark stated that he reviewed the Superintendent's travel and that it was fine and it would be filed. He said the committee also received a report from our internal auditor that the agency had successfully completed a U.S. government audit concerning to how the agency keeps track of the disbursement of federal funds. In fact, the audit was stopped as the auditors said that the process was good. Mr. Sandsmark then added that the committee also continued to look at the FY 05 Budget Options. He inquired of the Board if there were any specific comments. As there were no specific comments, Mr. Sandsmark stated that he would like to tentatively set a meeting for the Thursday after Thanksgiving.</p>
<p><u>Other information</u></p>	<p>Dr. Steiner then announced that Joyce Karon and Dean Clark would be attending the Triple I Conference in Chicago November 21-23, 2003.</p> <p>She then called the Board's attention the Monthly Report on Rulemaking for them to review.</p>
<p><u>Adjournment</u></p>	<p>The meeting was the adjourned by Dick Sandsmark at 10:50 a.m. and seconded by Dean Clark.</p>
<p><u>Reconvene</u></p>	<p>After a brief discussion of the need to meet on the budget, the Board reconvened at 11:05 a.m. to continue budget discussions with regard to the programs that have and</p>

<u>Official Adjournment</u>	have not been discussed within the FY 05 Budget Options spreadsheet. The meeting official adjourned at 11:40 a.m.
	<p style="text-align: center;">Respectfully Submitted,</p> <p style="text-align: center;">_____ Richard Sandsmark Secretary</p> <p style="text-align: center;">_____ Dr. Janet Steiner Chair</p>

**Monthly Status Report on Rulemaking
December 2003**

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Rulemaking is complete; filed December 1, 2003, with Secretary of State	None	General education standards for special education teachers; responds to determination of Court Monitor of June 22, 2000
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Public comment period will end December 22, 2003	None	Deletion of "Standard 11" for technology education teachers
<u>Pupil Transportation Reimbursement</u> (Part 120)	Public comment period will end December 22, 2003	None	Exception to pro-ration of transportation expenditures across categories (related to waiver request)
<u>Certification</u> (Part 25)	Presented in this Board packet for initial review	Authorization for public comment	Additional revisions relevant to standards-based system; provisions responding to P.A. 93-112, P.A. 93-125, and P.A. 93-332
<u>Standards for Certification in Specific Teaching Fields</u> (Part 27)	Presented in this Board packet for initial review	Authorization for public comment	Technical corrections
<u>Standards for Administrative Certification</u> (Part 29)	Presented in this Board packet for initial review	Authorization for public comment	Technical corrections and reorganization of requirements for director of special education
<u>Secular Textbook Loan</u> (Part 350)	Presented in this Board packet for initial review	Authorization for public comment	Inclusion of science kits; responds to P.A. 93-212

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Expect emergency amendments for adoption and additional regular amendments for initial review later in winter	None	Updating and clarification of certification-related provisions; amendments under P.A. 93-470 and NCLB
<u>School Technology Program</u> (Part 575)	Expect initial review later in winter	None	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368
<u>Gifted Education</u> (Part 227)	Expect initial review in late winter or early spring	None	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education</u> (Part 230)	Expect initial review in late winter or early spring	None	Elimination of references to gifted students
<u>Regional Offices of Education and Intermediate Services</u> (Part 525)	Expect initial review in late winter or early spring	None	Elimination of references to gifted students
<u>Electronic Transmission of Data</u> (new Part 501)	Expect initial review in late winter or early spring	None	Responds to P.A. 92-121; standards for transmission and encryption
<u>Vocational Education</u> (Part 254)	Expect initial review in late winter or early spring	None	Comprehensive updating
<u>Program Accounting Manual</u> (Part 110)	Expect initial review after Auditor General conducts corresponding rulemaking	None	Responds to P.A. 92-544; transfer of responsibility for ROE audits