

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 18, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Presentation of 2004 State Assessment Results
ISAT, PSAE, IAA, and IMAGE

Staff Contact(s): Connie Wise
Shuwan Chiu
Andy Metcalf

Purpose of Agenda Item

To share the results of the 2004 State Assessments with the Illinois State Board of Education.

Expected Outcome(s) of Agenda Item

The Board will have an understanding of the performance of Illinois students on the ISAT, PSAE, IAA, and IMAGE

Background Information

Each year the results of the state assessments are presented to the State Board of Education. The most recent state assessments were given in March-April 2004. Elementary and middle school students are tested in reading, mathematics, and writing in grades 3, 5, and 8, and in science and social science in grades 4 and 7. Eleventh graders are tested in reading, mathematics, writing, science, and social science as part of the Prairie State Achievement Test. The Illinois Measure of Growth in English (IMAGE) is given to Limited-English Proficient students. The Illinois Alternate Assessment (IAA) is given to students with significant disabilities.

For the first time, six-year trend data are available. Six-year assessment data for Illinois elementary school students show an upward trend in mathematics in all grades tested, and over the past four years there is a continued narrowing in the achievement gap in many subjects and grade levels for black, Hispanic, and low-income students.

The results reflect the following:

ISAT:

- Reading: Moderate gains in grades 3 and 8, marginal gain in grade 5.

- Mathematics: All grades continue to show improvement, with 65.4 percent of third graders meeting or exceeding standards; of those students there were significant gains by black students who made a 5.2 percent gain; Hispanic students made a 6.7 percent gain; and low-income students made a 5.7 percent gain.
- Writing: Overall performance has been erratic, but there were year-to-year gains in each grade assessed, including 5th graders who moved from 64.8 percent to 69.9 percent.
- Science: Remains steady with small gains in both grades 4 and 7.
- Social Science: Despite moderate gains in 2003, we actually saw a small decrease in 2004.

PSAE:

- In each subject area, reading, mathematics, writing, science, and social science, we saw slight improvement, with the exception of mathematics, which saw a decrease.

IAA:

- 11th grade students who were assessed in writing showed marked improvement.

IMAGE:

- In grades 3, 5, 8, and 11, writing performance in the expanding and transitioning levels increased, especially in grade 5 where there was a 23.4 percent jump and grade 11 where there was an 11.9 percent increase.

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

Results of a longitudinal study conducted for ISBE by University of Illinois researchers indicated that we are beginning to see a causal relationship between those schools that implement the Illinois Learning Standards and improved performance on the state assessments. For students to do well on the state assessments, their curriculum must be aligned with the state standards

Next Steps

Staff will continue to analyze the state assessment data and provide the Board with updates.

ILLINOIS STATE BOARD OF EDUCATION

REPORT OF

ACCOMPLISHMENTS

March 2004 – June 2004

Planning & Performance Center

Major Accomplishments: March 2004—June 2004

Assessment Division

Goal: Administer valid and reliable statewide assessments to gauge student performance related to Illinois Learning Standards

Accomplishments:

- Finalized all 2003 data corrections and sent to Data Analysis for AYP recalculations (an estimated 800 schools will need to be recalculated based on the total numbers of changes from districts).
- Administered the 2004 ISAT, IMAGE, IAA and PSAE to all eligible students in Illinois (approximately 1.2 million students will be tested this year).
- Expanded onsite test monitoring to include 53 ISAT, IMAGE and Grade 2 testing sites, to assure that tests are administered appropriately and that test security is maintained.
- Scored the 2004 state assessments according to the designated timeline.
- Completed contract amendments on a timely basis.

Accountability Division

Goal: Monitor compliance of districts and schools, including public, charter and private business/vocational entities, with state and federal requirements and assign recognition status as appropriate.

Accomplishments:

- Monitored the quality and effectiveness of services offered by SES providers and recommended to the State Board of Education the removal of those failing to contribute, for two consecutive years, to the academic proficiency of students.
- Reviewed corrective actions being taken by schools on less than Full Recognition. Communicated with these schools regarding the consequences of not completing corrective actions.
- Printed and distributed renewal applications to 234 Private Business and Vocational Schools according to established timeline.
- Reconstituted advisory committee for PBVS.
- Convened Committee on Cooperative Services as required by 105 ILCS 13B-35.10.
- Reviewed and approved nonpublic school accrediting agency processes for purposes of providing recognition to nonpublic schools.
- Printed and distributed nonpublic school Applications for Recognition in a timely manner.
- Identified 160 nonpublic schools for onsite recognition visits during FY05.
- Distributed onsite recognition visit materials to identified schools.

- Completed the process for reviewing proposals and selected TAOEP grantees on a timely basis.
- Completed the process for reviewing proposals and selected Homeless Education grantees on a timely basis.
- Identified and approved Regional Safe Schools Programs for FY05.
- Identified and approved Neglected or Delinquent Programs for FY05.
- Reviewed and approved Minority Transition Program applications.
- Finalized Prairie Crossing Charter School charter and obtained required signatures.
- Increased the capacity of the Evanston GED office for receiving incoming telephone inquiries. (Hired additional staff and updated/improved the present telephone answering system.)
- Finalized Part 1 Rules for the Recognition, Supervision and Evaluation of public schools in draft form.
- Revised guidelines for ROE services plan according to the designated timeline.

Career Development & Preparation Division

Goal: Develop and provide programs that infuse comprehensive career development into the K- 12 curriculum to promote successful transition to postsecondary education and careers.

Accomplishments:

- Submitted Perkins State Plan revision to US Department of Education, Office of Vocational and Adult Education, on April 30, 2004.
- Released a High Schools That Work RFP in March, 2004 to fund up to 10 additional implementation sites throughout the state. Five high schools were selected to participate through the competitive process.
- Selected 11 high schools to implement Project Lead The Way, a 9-12 pre-engineering curriculum designed to improve student achievement in math and science and enhance transition to postsecondary education in engineering or related technology programs.
- Collaborated with Department of Commerce and Economic Opportunity to expand career development opportunities in the healthcare industry as part of the state's Critical Skills Shortage Initiative. Identified 4 areas of the state to pilot best practices in FY04 and FY05.
- Conducted the 2004 Connections Conference with over 1,300 K-16 educators in attendance. The central theme of this year's conference focused on the key practices of High Schools That Work.
- Completed, in a timely fashion, the review, negotiation and processing of all FY2005 state and federal grants with a start date of July 1, 2004.
- Completed the first year of the Illinois Career & Technical Education Leadership Institute as a mechanism for preparing future CTE leaders. Twenty scholars participated in the intensive year-long program.
- Produced and disseminated information to key stakeholders on the need to maintain Agricultural Education administration with ISBE.

Curriculum and Instruction Division

Goal: Provide funding and technical assistance to school districts to implement the Illinois Learning Standards in all subjects and at all grade levels.

Accomplishments:

- Successfully completed DIBELS assessment training with Reading First coaches across the state
- ISBE's Reading First 3rd Grade Reading Academies Training of Trainers conferences were held. Staff finished the videos and beta DVD for the training. The finalized DVD was completed in the middle of May.
- Completed Reading First outcome assessment k-3 in a timely fashion.
- Developed and sent out new district Action Plans and allocations for FY05.
- The SAC writing team made some major changes to the Level I Training, which will be used this fall.
- C & I staff completed notification process for the selection of the National Youth Science Camp delegates and alternate (through ISBE communications and Governor's Office).
- C & I staff submitted Illinois' proposal to the National Alliance for State Science and Mathematics Coalitions 'Linking Leaders' program for building expertise in developing and sustaining a Math/Science coalition in the state. Illinois was one of two states selected for this program (announced May 4, 2004).
- Awarded four After-School Tutorial grants (approximately \$9,000 each) to Chicago SD 299 (Lane Tech), Joliet Township High SD 204, Sesser-Valier CUSD 196, and VIT CUSD 2. These grants target Pre-Advanced Placement low-income students with the goal of strengthening their knowledge and preparation for participation in Advanced Placement curriculum as well as working with low-income students already enrolled in Advanced Placement courses.
- Hosted 21 educational directors from Beijing, China on March 10. These directors function like assistant superintendents and serve 1.5 million students in Beijing. The delegation was very impressed with the presentations made by the superintendent and his staff.

Data Analysis and Progress Reporting Division

Goal: Collect, analyze, and report data on indicators of student, school, district, and program performance; prepare mandated annual reports to the state legislature and to the U.S. Department of Education (USDE).

Accomplishments:

- Finalized the Educator Supply and Demand Report even though the data was submitted to the agency in an untimely fashion.
- Finalized the analysis of all schools based on the 2003 state assessment results and recalculated the AYP status of the 800 or so schools. Also reproduced and provided to each schools the AYP page of the school report card.
- Finalized the PreKindergarten report and transmitted it to the Governor and General Assembly within the required timeframe.
- Finalized the district AYP calculations and notified all districts of the results.

- Revised the content of the School Report Card online data collection process to include necessary changes for 2004.
- Finalized the data collections for the Fall Housing, End of the Year, and Immunization. These efforts were all delayed because of the late submission of Chicago data.
- Completed required federal performance reports and state plans within the required submission timelines.
- Identified schools in the Academic Early Warning and Academic Watch status, and identified those schools removed from AEWS/AWS.
- Posted on the agency website all reports produced to date and made data files available to the public and other agency staff.
- Co-managing the Illinois Student Identification System (SIS) project, identified an internal team and external advisors and held three meetings of the internal team.
- Reviewed the Accountability System to verify that those schools that really need assistance are being identified. Staff also represent Illinois on a CCSSO SCASS project related to Accountability and Reporting that is responsible for providing assistance to states in validating their Accountability Systems.
- Received approval from USDE on the amendments to the Illinois Accountability Plan.

Division of English Language Learning

Goal: Support programs for students acquiring knowledge and skills in English language, including dropout prevention and emergency immigrant and refugee education.

Accomplishments:

- Implemented a new consolidated grant application system This system is modeled after the e-grant system. The new grant cuts paperwork by 60% by applying the common elements to both the state and federal grants.
- Piloted the new ACCESS test for language proficiency in Illinois in two school districts.
- Facilitated the work of teachers and administrators in Chicago Public Schools and Cicero School District #99 who collaborated with the Center for Applied Linguistics to perform the trial on test items, directions, and logistics.
- Initiated the dissemination of the WIDA English Language Proficiency Standards. Hard copies were mailed to program directors, copies will be available to Illinois administrators who attend training in July, and hardcopies will be mailed to school districts in August. For cost efficiency, all printing is being done by ISBE.
- Planned and scheduled professional development opportunities for administrators to become familiar with the new English Language Proficiency Standards and the implications for instruction and assessment.
- Wrote a new proposal for FY05 funding under the Refugee School Impact Grant. This grant is awarded to ISBE who in turn works with the Department of Human Services and Chicago Public Schools to serve the refugee school children in Illinois.
- Wrote and submitted, on time, a proposal for a new “Transition to Teaching” grant for the new funding cycle. Our grant originally recruited 117 individuals seeking to change careers and put them through a masters’ program to earn their teaching certification. Of the original cohort, 109 teachers will complete the program this year.

- Designed a staff development sequence for teachers on ways in which to implement the new English Language Proficiency Standards. The workshops are modeled on a trainer of trainers model to facilitate the creation of a core of professionals that can assist their local school district in the instructional implementation of these standards. Sessions are scheduled for September 2004.
- Worked with a group of representatives from the Illinois Bilingual Advisory council to review and consolidate the Administrative Rules that pertain to bilingual education.
- Worked with eight school districts on compliance issues pertaining to services offered to LEP children. The Bensenville, Berkeley, North Chicago, Calumet Park, Waukegan, and Proviso School districts have outlined plans to improve the programs and to bring the services into compliance with both federal and state mandates. In the case of two school districts, Woodlands and Cobden, staff was less affective and at this point was unable to work our improvement plans. The Woodlands School District has since had a complaint filed with the OCR.
- Initiated the transition of duties such as technical assistance, grant review and professional development for the Migrant Education Program. The Illinois Migrant Council is assisting the ISBE with this program. The agency will retain the duties of compliance monitoring, fiscal management and final approval of budgets.
- Initiated dialogue with the WIDA Consortium regarding participation in the development of an achievement test designed for ELL students. The new assessment would be built on the Illinois Assessment Frameworks and would be of equal rigor as the ISAT 2006. The consortium has applied for a federal enhanced assessment grant.
- Completed a successful recruitment initiative with Spain. Over 60 teachers were selected to serve as International Exchange teachers in school districts throughout Illinois. All teachers are English proficient and will qualify for the International Teaching Certificate. Candidates will begin to arrive in August.
- Outlined plans with the Illinois Resource Center for professional development activities for FY05, which includes providing training for school districts that fail to make adequate progress in English. ISBE has a role in providing technical assistance in terms of developing an improvement plan, the IRC can provide the on-site training.

System of Support Division

Goal: Administer, monitor and evaluate state and federal programs designed to assist specific student populations; provide technical assistance to schools receiving federal Title funds.

Accomplishments:

- In cooperation with other ISBE divisions, successfully rolled out the E Grant Management System (e-GMS) to process electronically and with virtually no paper involved, the major federal Title grants, including Title I Part A, Title II, Parts a and D, Title IV, Part A, and Title V. Not only will the system expedite considerably the processing time involved in approving grants, it will enable ISBE to compile more efficiently the data required by federal agencies, while providing districts with a more uniform approval system while reducing errors. This rollout included four training sessions for SOS staff and nine trainings around the state for school and district staff.

- Met four times with the Regional Educational Support Providers (RESPROs) and began the construction of a system to collect data from them on struggling schools and the criteria for evaluating the success of their efforts.
- Awarded a third round of 21st Century Community Learning Grants, totaling \$16.8 million dollars and creating 45 new projects around the state in the form of after-school programs.
- Announced a new cycle of Comprehensive School Reform (CSR) funding; to-date, approximately 60 districts have announced the intent to submit proposals. New awards should be made prior to the beginning of the new school year. The new CSR projects will potentially award \$15 million in federal funds to provide three-year grants to schools willing to make a commitment to reform and remodel their schools according to proven research-based models.
- Drafted a rubric that will be used to evaluate district improvement plans as these become required in accordance with both NCLB and state law. Founded on the successful criteria that have shaped the rubric for evaluating school improvement plans, this rubric will be used by ISBE staff to evaluate the plans submitted by districts that do not make Annual Yearly Progress. The plan is currently being reviewed for comment by representatives of the Illinois Principals Association, the Illinois Association of School Boards, and the Illinois NCLB Consolidated Committee of Practitioners before submission to the ISBE Board.
- Completed the Illinois guidance to districts which have schools identified for Corrective Action as required by NCLB and posted the document to the ISBE website
- Revised and updated the System of Support WebPages to more completely describe services to schools in Academic Early Warning or Academic Watch status and the services available through the Regional Educational Support Providers (RESPROs)
- Met several times with the Illinois After School Partnership and began a project design with the Partnership to create by year's end a series of model extended learning demonstration sites.
- Prepared the allocations and other necessary preparations to activate this year's Extended Learning program, pending a legislative appropriation and approval by the Governor. This highly successful program will be revised this year to target students in Grades Three and Five who are not reading proficiently at grade level, as these are key points in most student's schooling where reading proficiency is not only significantly measured, but are also points at which interventions can have the significant effect.

Early Childhood Education

Goal: Complete funding recommendations for the Early Childhood Block Grant and Even Start programs.

Accomplishment:

- Completed funding process and notification for Even Start grants in May, 6 weeks ahead of the previous year's completion. Staff has processed all applications and proposals for the Early Childhood Block Grant, and are awaiting notification of funding from the General Assembly before completing the process by notifying successful applicants.

Goal: Assure representation of ISBE early childhood programs on Illinois Early Learning Council committees.

Accomplishment:

- ISBE staff have participated on all committees, and have played a major role in providing information about ISBE program rules, and crafting a plan for universal preschool that is based on the Prekindergarten program. Committee work will continue through January 2005.

Goal: Train child care providers on including children with special needs in non-school-based programs.

Accomplishment:

- Thirty Master Trainers have completed training, and have trained more than 200 child care providers since March. Training is on-going and scheduled on early childhood professional development calendars for FY05.

Goal: Educate Early Childhood Teacher Educators about the NASBE project, Access and Equity.

Accomplishment:

- Completed plans have been completed for a Faculty Institute, to be held July 22-23. Over 150 persons registered.

Special Education

Major Accomplishments: March 2004—June 2004

Chicago Office

Goal: Address timelines for Compliance with Corey H. Settlement Agreement.

Accomplishments:

- Conducted a total of 50 initial on-site monitoring visits.
- Of the 40 initial reports due to the court monitor, 67.5% were submitted early and 12.5% were submitted on time. 32.5% required no revisions.
- Completed a total of 62 annual monitoring reviews.
- Completed a total of 30 two year reviews.
- Held an orientation for 25 of the 50 new schools to be monitored for the 2004-2005 school year.
- Held an orientation for schools finishing their 1st year to prepare for their annual on-site visit.

Goal: Complete Workforce Analysis Required for Corey H.

Accomplishment:

- Drafted a required analysis of the Chicago monitoring workforce. The draft is under review in legal.

Goal: Complete Required Policy Reviews Required for Corey H.

Accomplishment:

- Completed and submitted a policy review on the assessment of students in District 299 to the court for review. A second policy review on the assignment of students in District 299 was completed and is under legal review.

Springfield Office

Goal: Deliver the LBS I Training Sequence Statewide to Teachers with LBS I Limited Certificates.

Accomplishments:

- Provided the 5 module LBI Training Sequence to approximately 300 teachers with a Learning Behavioral Specialist I – limited designation on their certificate. Of these, approximately 100 teachers were in Chicago.

Goal: Conduct Monitoring Downstate.

Accomplishment:

- Completed a total of (30) monitoring reviews encompassing 305 individual school districts outside of Chicago in this period. (This comprises 24 Special Education Cooperatives and 6 Single Special Education Districts).

Goal: Convene Class Size Task Force for Purpose of Developing Recommendations.

Accomplishment:

- Submitted task force recommendations to the Illinois State Advisory Council for action.

Goal: Train and Hire Hearing Officers.

Accomplishments:

- Recommended for hiring five of seven hearing officer candidates who completed one week of training at SIU in Carbondale.
- Provided training to all continuing hearing officers in Springfield.
- Recommended five new and 14 continuing hearing officers for appointment and were offered contracts.

Goal: Complete Annual Evaluations of Due Process Hearing Officers

Accomplishments:

- Submitted the Annual Evaluations on time; the evaluations were approved for dissemination. During 2003, 449 requests for due process hearings were processed and 54

decisions were rendered. The number of due process hearings decreased as the number of mediations increased.

Goal: Complete Training for Mediators and Make Recommendations for Appointment

Accomplishments:

- Provided training to eighteen (18) mediators who completed training and were offered an annual contract by the ISBE.

Goal: Complete Request for Proposals for Statewide Mentor and Technical Assistance Center

Accomplishments:

- Completed two Requests for Proposals; one to establish 12-15 parent mentors throughout the state and the other to establish a statewide technical assistance center to provide training and oversight for the mentors and to assist the ISBE in disseminating accurate and timely information to parents was released.

Goal: Collect and Process Applications from LEAs to allow more than 1% of alternate assessment scores to count as proficient for purposes of determining adequate yearly progress.

Accomplishments:

- Received, reviewed and processed a total of 54 applications. Of these: 48 were approved, 3 were rejected, and 3 are pending pursuant to additional documentation being submitted from the districts.

Goal: Draft new General Supervision Procedures

Accomplishments:

- This goal is ongoing. A system for the selection of school districts for monitoring is being developed which selects districts based on performance measures for students with disabilities including student performance, dropout rates, and placements in the least restrictive environment. This ongoing effort to implement a focused monitoring system in which data collection and a small number of carefully chosen priorities drive the process and intervention and enforcement occur according to predetermined criteria.

Goal: Complete Annual Report to U.S. Department of Education

Accomplishments:

- Submitted, within the required timeline, the annual report summarizing all performance data for students with disabilities in Illinois on March 31. Performance data on the participation and performance of students with disabilities in state assessments, student placement data, drop out and graduation data, as well as other measures was submitted.

Goal: Develop and Refine Alternate Content Standards for Use in Alternate Assessment to Address Requirements in Federal Regulations.

Accomplishments:

- This goal is ongoing. Due to clarifications from the U.S. Department of Education with regard to the requirements for assessment instruments (i.e., that they must be aligned to grade level standards), this activity will include one year of training for teachers of students with significant cognitive disabilities. Draft standards were developed for each content area but will require revision.

Goal: Complete State Profile and Distribute 3000 copies.

Accomplishment:

- This goal is ongoing. Work on the state profile has been completed but has not yet been finalized. Work is expected to be completed in August.

Goal: Complete the Annual Report of the Interagency Coordinating Council on Transition.

Accomplishment:

- This activity is ongoing and will be completed with the Department of Human Services and other agency representatives to meet a statutory requirement and to provide members of the General Assembly with an assessment of progress and needs for transition services in Illinois.

Certification & Professional Development

Major Accomplishments: March 2004-June 2004

Goal: Identify changes to law and policy that are needed to enhance educator quality in Illinois.

Accomplishments:

- Rulemaking for Part 25 (Certification) and Part 1 (Supervision and Recognition of Public Schools) has been completed and, after review by JCAR, the rules went into effect on June 1, 2004.
 - Information sessions regarding the new rules were held for the nonpublic higher education institutions, the IACTE, and the Regional Superintendents.
 - A description of the impact of the rules (“New Rules-What Districts Should Know”) was prepared and is now posted on the Department website. A list of “Questions and Answers about Certification” is also posted on the website and it will be continuously updated.
 - Letters have been sent to the educator preparation institutions regarding their responsibilities in relation to the new rules (e.g., program modifications, reporting to ISBE).
- Legislation was adopted on June 30, 2004 to streamline procedures for certificate renewal and give initial certification holders more options for establishing their eligibility for standard-level certification.
- Recommendations for enhanced middle grade credentials were presented to and accepted by the State Teacher Certification Board; that Board has asked for additional discussion with constituent groups and presentation at its September meeting of an implementation plan with timelines. The proposal could be modified based on the discussions during the

summer; following Certification Board review/action, it would be presented to the State Board of Education.

- The new certification rules established the foundation for the “Illinois Plan” for compliance with NCLB.
- An “interpretation” of the criteria for considering veteran teachers as “highly qualified” was disseminated in May and is posted on the website. This provides additional guidance for making a decision based on a combination of coursework, experience and professional development (criterion #5).
- Issues related to the requirements and procedures for accrediting higher education institutions and approving programs have been identified and selected changes have been agreed to (e.g., use of NCATE timelines and format for program review, elimination of the review requirements for the “umbrella” standards). A process has been put in place for resolving remaining issues in collaboration with higher education institutions and others.
- Issues related to the state certification assessment system have been identified and some of these have been addressed. The process for modifications to the accreditation and program review process will incorporate the assessment issues.
- A subcommittee of the Continuous Improvement Partnership began consideration of goals and strategies for strengthening the Administrator’s Academy. When the number of approved programs reached 200, a moratorium on new Administrator’s Academy proposals was adopted, and ROEs and other providers were encouraged to adopt or adapt existing programs.
- A new “School Counselor Intern” certificate was developed to enhance the internship and the requirements for the internship were aligned with the national standards.

Goal: Provide leadership and support for successful recruitment of educators for Illinois schools.

Accomplishments:

- Data from the revised Institutional Data Report Form was used in compilation of this year’s report on educator supply and demand.
- Legislation was developed and supported to create a three-year pilot project that would allow math and science teachers with secondary certificates and middle-grade eligibility to teach these subjects at 5th grade level. (status?)
- Changes made to the Illinois Troops to Teachers program have resulted in greater awareness of the program, enhanced opportunities for candidates, a greater number of commitments to a teacher preparation program, and recognition at the national level (e.g., requests for presentations at national conferences).
- Collaborative work began on new Associate of Arts in Teaching (AAT0 programs in special education and teaching early childhood.
- Collaboration with the Special Education Department on a “grow your own” project resulted in establishment of programs in 3 special education cooperatives. (check data)
- Rules were completed that identify requirements for school counselor certification by individuals who are not certified or eligible for certification as a teacher. Institutions have reported very strong interest from bachelor degree holders who were not in a teacher preparation program and from persons in other counseling fields.

Goal: Assure that all educators meet Illinois requirements for certification and placement.

Accomplishments:

- All Administrator's Academy proposals that were submitted prior to the moratorium have been approved, and any new requests accepted under individual circumstances are being reviewed within 30 days.
- Procedures for end-of-cycle activities related to certificate renewal (both teacher and administrator) were developed and provided to Regional Superintendents and LPDCs. Similar end-of-cycle information was provided for initial certificate holders who would be ready to apply for their standard certificates before July 1, 2004.
- Information about pending legislation to modify initial-to-standard certification requirements and certificate renewal requirements was distributed through the agency website and through ROEs. Although the legislation was not adopted until the end of June, advance notice helped teachers understand the options that might be available to them.
- Policies and procedures for priority review of applications for certification, endorsement and/or approval were adopted and implemented. Despite the addition of three new transcript evaluator positions, the high volume of such requests has focused staff attention away from the backlog, which remains substantial.
- Additional sessions were held to train educator preparation programs to do electronic entitlement notifications; 46 of the 57 Illinois institutions have now had such training.
- New standards-based content area tests were completed on schedule and are ready for administration in July 2004.
- A faculty guide to certification examinations has been developed and will be disseminated in July 2004.
- Agreement was reached on future changes to the Teacher Certification Record data system so that it will be more responsive and accurate.
- Four institutional accreditation visits were completed, all with positive feedback and results.
- The recommendations of four fall accreditation reviews were presented to the State Teacher Certification Board and the State Board of Education. All four institutions were accorded continuing accreditation.
- The recommendations of the program reviews for these institutions were also presented for Certification Board and State Board consideration; this process, which was implemented for the first time, resulted in continuing approval for most previously-approved programs. Those programs for which additional information was needed were tabled for later consideration.
- Use of the Online Teacher Information System (OTIS) to learn about a teacher's certification status has provided an efficient resource for determining eligibility for employment or assignment. There have been almost 200,000 log-ins to the system.
- The Teacher Certification Information System (TCIS) has been modified to show the areas in which a candidate is "highly qualified." This will be made available, through OTIS, in late summer.
- The new rules for assignment of staff have been explained as part of the "New Rules – What Districts need to Know" document and exploration has begun regarding ways to strengthen the monitoring of educator credentials.

Goal: Develop and implement a multi-phase plan for an on-line certification information system.

Accomplishments:

- Implementation of the new Online Teacher Information System (OTIS) occurred in stages, consistent with the plan, and all applications were ready by June 30, 2004.
- Legislation was adopted that allows those who apply and/or register their certificates through OTIS to pay the fees by credit card. A service fee for such credit card use was legislatively authorized and, in cooperation with the Treasurer's Office and the Regional Superintendents, a system was developed to assure that registration fees paid by credit card are returned to the designated region.
- OTIS has been very well received by educators and has become increasingly popular as more educators have become aware of it.

Goal: Provide administrative leadership and support for the work of the Certification and Professional Development Department.

Accomplishments:

- Following additional funding from the General Assembly, the Department reopened the Chicago Regional Certification office.
- Priority was given to the development of procedures and filing systems for timely and accurate processing of certificate renewal and initial-to-standard applications from nonpublic schools in Chicago and an official contact with these schools was designated.
- A new design for the Department website was created and implementation has begun. The emphasis is on assuring a user-friendly system with up-to-date and accurate information.
- A plan was developed and implemented for staff management of the receipt, review and approval of applications and recommendations for certificate renewal and moving from initial- to standard-level certification.

Goal: The State Teacher Certification Board (STCB) will have the support and information necessary to effectively fulfill its responsibilities.

Accomplishments:

- STCB members received regular and timely information about educational developments (e.g., legislative proposals, rules development) and fulfilling their accreditation and approval responsibilities.
- Regular meetings and periodic consultation with the STCB Facilitation Committee were helpful in facilitating the work of the Board.
- The STCB issued accreditation recommendations on 5 institutions (one based on a six-month report).
- Nominations were solicited and the State Board of Education appointed four new members and reappointed three current members to the STCB.

Information Technology Center

Major Accomplishments: March 2004-June 2004

Technology Support Division

Goal: Refine and test the Information Technology disaster recovery plan.

Accomplishment:

- Many pieces for the Disaster Recovery Plan have been written and are awaiting final compilation. A contract with LRS (just executed in June) held up the procurement of the equipment for the off-premise server and storage system which delayed the completion of the Disaster Recovery Plan for this past quarter. The refinement and compilation of the Disaster Recovery Plan will continue into the next quarter.

Goal: Implement an off-premise server and storage system.

Accomplishments:

- All equipment is ordered and ISBE has begun to receive shipments.
- Staff just recently executed an agreement between Jacksonville School District 117 and ISBE that secures the off-premise site for the ISBE server and storage system. This agreement states that ISBE will pay \$400 per month to Jacksonville School District 117 to house ISBE computers and storage devices. This Jacksonville site (more than 30 miles from Springfield) is an integral part of the Disaster Recovery Plan. Once all equipment has been received at ISBE, staff will begin the setup of the equipment.

Goal: Finish converting the remaining 30 field-based staff from dial-up network service using the agency's toll free 800 number to the new Verizon wireless network.

Accomplishments:

- Installed Verizon wireless cards into 30+ field-based laptops. The network cards provide Internet connectivity using the Verizon cellular service. This service is provided through master contracts with the Illinois Department of Central Management Services.

Data Systems Division

Goal: Develop a certificate renewal process in TCIS to interface with CeRTS.

Accomplishment:

- Completed changes to the OTIS System that will greatly enhance ISBE's web presence that currently supports educators in the State of Illinois. It will provide educators with the ability to submit applications directly to the State of Illinois. By submitting their applications online, educators are placed in the evaluation queue immediately. Their file is created as soon as the batch print run is completed. The ease of access may even increase revenue for the certification department as educators come to realize the benefits of the online application process.

Goal: Develop standard project management templates for new project development.

Accomplishment:

- This goal is still in process. There are three project templates stored on the Project Server we will be using for new system development:

New System Template – LAN

New System Template – WEB

Web-based System Rollout Template

These templates are starting points for ISBE data system's internal development efforts. Staff expect the templates to progress and grow as the confidence and maturity with the product grow. This tool will help staff address standardization in application development throughout the division which will strengthen the agency's system development lifecycle resulting in more consistent and auditable systems.

Goal: Provide ongoing support and enhancements to web-based NSL application and claim systems.

Accomplishment:

- Successfully completed the enhancements to the web-based NSL application and claim systems. Support for the National School Lunch (NSL) Application and Claim projects continues to be a high priority. The projects allow more than 1500 nutrition sponsors to submit monthly claims for program reimbursement. Two additional paper processes were made into electronic collections during the last few months. The new electronic NSL Policy Statement and Summer Seamless processes save time and effort of collecting data from sponsors and increases data accuracy and program accountability. Other benefits of developing the new system includes the elimination of paper applications and claims, increased ability to manage the program, reduced risk of fraudulent claims, and enhanced reporting capability needed for USDA reports. The NSL projects replaced a paper intensive system with a more streamline web-based method of reimbursing Illinois schools for approximately 300 million meals annually.

Goal: Provide ongoing support and enhancements to web-based CACC application and claim systems.

Accomplishments:

- Successfully provided support and enhancements to the web-based CACC application and claim systems. Support for the Child and Adult Care Centers (CACC) Application and Claim projects continues to be a high priority. The projects allow more than 750 day care centers to submit monthly claims for program reimbursement.
- Meal participation history was recently added to the CACC projects giving sponsors the ability to review meal changes in the system. The enhancement greatly reduced the number of support call for the system which allows program administrators to focus on other program related duties. Benefits for developing the new system includes the elimination of paper applications and claims, increased ability to manage the program,

reduced risk of fraudulent claims, and enhanced reporting capability needed for USDA reports.

- The CACC projects replaced a paper intensive process with a more streamline web-based method of reimbursing Illinois day care centers for more than 40 million meals annually.

Goal: Implement and enhance the eGrant Management System (eGMS) by school year 2004 – 2005.

Accomplishments:

- *Offered nine eGMS regional training sessions April 19 – May 10, 2004 by ISBE staff. Over 1400 regional and district staff representing over 760 Illinois school districts participated in the training.*
- *Distributed an eGMS training CD to all school districts during the middle of May. eGMS went live on Wednesday, May 26, 2004. As of July 6, 2004, 848 school districts have “touched” the 2004-2205 NCLB Consolidated application. Of these, 390 have submitted their applications to ISBE and 180 have been approved.*
- *All problems reported through our very efficient “Help Desk” process have been of the minor variety and have been addressed quickly. In June 2004, ISBE staff and its contractor, TIG/MTW, have been working diligently toward developing the eGMS interface to FRIS and enhancing the eGMS Administrative, Submission Vehicle, and Application Review and Approval tools.*

Goal: Develop and implement Phase I deliverables for the ISBE Student Information System (ISBE SIS) by school year 2004 – 2005.

Accomplishment:

- *During this quarter, negotiations continued with the contractor. Because of the complexity and sophistication of the system, the agency is being extremely careful and diligent about ensuring adequate controls and processes for developing the system.*

Goal: Reduce the paperwork burden on customers and streamline approval processes by automating additional paper-based processes and channeling them through a single-sign-on portal (IWAS – ISBE Web Application Security).

Accomplishment:

- This past quarter staff designed, developed and implemented a new electronic system through IWAS named Public School Calendar. The process for filling out, approving and submitting the calendar has been greatly improved over the paper-based system as follows:
 - All signatures are now collected electronically through IWAS; this decreases the turn-around time significantly. Calendars submitted electronically can be entered, approved by the District Administrator, Roe Administrator and

ISBE Administrator within a day's time. Whereas, the paper-based process could at best take 1 week from start to finish. This approval tracking and electronic signature process was all provided by core functions in IWAS

- The quality of the data submitted electronically is impeccable. A Public School Calendar cannot be submitted if it contains any errors. The data is verified against existing data in other databases at ISBE to ensure accuracy. This all had to be done manually with the paper-based process.
- We were also able to include the waiver process into the Public School Calendar system which allows ISBE to collect even more accurate and electronically approved data.

Operations Center

Major Accomplishments: March 2004-June 2004

Financial Management

Goal: Ensure the integrity of agency financial resources and processes.

Strategy 1.1 Budget

Seek sufficient appropriation authority to support the Board's goals and priorities.

Accomplishments:

- Budget and Fund Management Division prepared materials for the House and Senate Appropriation and Education Committees and the Leaders and Budgeters regarding the FY05 budget.
- Budget and Fund Management Division continues to analyze the FY05 appropriation process and recommend actions to adjust operations to the budget.
- Funding and Disbursement Division worked with the Governor's Office of Management and Budget, the Governor's Office, and General Assembly to revise the distribution formula for Special Education Extraordinary funds. HB 4225 passed both the GA and was sent to the Governor on June 25th.

Strategy 1.2 Fund Management

Ensure timely and appropriate allocation of available resources to support the Board's goals and priorities.

Accomplishments:

- Budget and Fund Management and Funding and Disbursement Divisions, in conjunction with System of Support and Information Technology Divisions, published a consolidated NCLB application in a test environment and tested the submission, approval, and transfer of data from eGMS to FRIS; developed and published the FY05 NCLB Consolidated Application for district submission by May 26, 2004; and provided eGMS training to internal and external staff in late April and early May 2004. This was the first time a paperless NCLB consolidation grant application was available to LEA's. This provided considerable time saving and data accuracy at the local and state level.
- Budget and Fund Management Division finalized allocations for Title II, IV, V and VI programs to ensure that districts receive payments in a timely manner and to provided program staff an accurate allocation for LEA grants, SEA grants and Administration funds.
- Funding and Disbursement and Information Technology Divisions were not able to begin development of an on-line federal Special Education Room & Board claim process in order to eliminate the current paper process due to priority changes in the IT division.
- Funding and Disbursement and Information Technology Divisions improved the edit checks of the Summer School State Aid and Regular Orphanage 18-3 electronic systems. These enhancements will improve data quality.

- Funding and Disbursement and Information Technology Divisions developed an automated system to spread GSA audit adjustments over a three year period. This should reduce potential human error.
- Funding and Disbursement and Information Technology Divisions processed the 2004-2005 school district calendars electronically via IWAS for the first time eliminating the paper process.

Strategy 1.3 Accounting

Ensure timely and accurate financial processes, records, and reports which meet all statutory requirements.

Accomplishments:

- Funding and Disbursement Division submitted required March and June federal financial status reports to the Departments of Agriculture, Labor and Education regarding Child Nutrition, Education To Careers, Learn & Serve and Refugee Child Transition programs in a timely manner.
- Fiscal and Administrative Division implemented changes that will resolve all FY03 audit findings.
- Fiscal and Administrative Division implemented new accounts receivable and fees reporting processes.

Strategy 1.4 Disbursement

Ensure timely and efficient processing of payments to school districts which meet all statutory requirements.

Accomplishments:

- Funding and Disbursement Division disbursed all 3rd quarter (March) and 4th quarter (June) mandated categorical payments by the required statutory dates.

Goal: Develop and provide programs administered by ISBE.

Accomplishments:

- Nutrition Programs Division began development of PDA applications for monitoring forms beginning with the K-12 curriculum to work with universities to postsecondary education and careers.
- External Assurance Division finalized monitoring and compliance reviews of first year recipients of the 21st Century Learning Centers and ECE Block Grants.
- External Assurance Division began monitoring and compliance reviews of Title I Reading 1st Part B programs.
- External Assurance Division completed the Comparability of Services review requirement for Title I Programs and provided technical assistance so that school districts could document federal compliance.
- External Assurance Division has begun to shift its activities to a true Risk Analysis system including a web-based self monitoring checklist, analytical reviews of existing claim and expenditure data, and calculation of a risk ranking for all districts based on a number of criteria.

- Funding and Disbursement Division distributed information to all local education agencies and CPA firms regarding the new \$500,000 federal qualifying threshold to submit an A-133 single audit which went into effect January 2004.
- Funding and Disbursement Division monitored the adoption of the Part 900 Rules for the Illinois Purchase Care Review Board and responded to questions from JCAR. The rules were approved in May 2004.

Agency Operations

Goal: Provide agency staff with the appropriate tools necessary to perform their work.

Strategy 2.1 Employee Support

Ensure timely, efficient and appropriate facilities and services (telephones, vehicles, copy and print, and mail and messenger) to help staff perform their duties.

Accomplishments:

- Funding and Disbursement Division provided ISBE program staff the 3rd and 4th quarter financial status report for state and federal programs. This will improve communication among ISBE program areas by notifying them of potential unobligated funds.
- Fiscal and Administrative Division conducted the annual warehouse inventory and disposed of out dated materials.
- Fiscal and Administrative Division trained agency staff on staff services procedures, including:
 - Security
 - Employee Safety
 - AED
 - Vehicles
 - Records
 - Copy Center/Duplicating
 - Warehouse
 - Mail/Labeling/Supply
 - Telecommunications
 - Facilities Management.

Strategy 2.2 Procurement

Ensure efficient and cost effective contracting and purchasing for ISBE and school districts (e.g. Textbooks).

Accomplishments:

- Fiscal and Administrative Division provided technical assistance to help schools complete their Textbook Loan Program submissions.
- Fiscal and Administrative Division delayed the development of an on-line conference registration system due to the reduced number of conferences.

School Services

Goal: Provide leadership, programs and services to schools to support their efforts to fund schools and ensure student safety and success.

Strategy 3.1 Nutrition and Commodities

Encourage efficient and appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.

Accomplishments:

- Nutrition Programs Division submitted a letter of intent and application for the 2004 Team Nutrition Training Grant.
- Nutrition Programs Division continued to work on the development of the web based Child and Adult Care Food Program - Homes application.
- Nutrition Programs Division worked with partner groups to identify schools for the Federal breakfast start-up grant that have started programs in school year 2003-2004 and will be starting programs in 2004-2005.

Strategy 3.2 School Construction and Health Life Safety

Encourage a safe learning environment for all children.

Accomplishments:

- School Business Division finalized changes to the Health/Life Safety Handbook and met with regional superintendents to discuss streamlining and enhancing the Health Life Safety amendment process.
- School Business Division completed preliminary analysis of school applications for School Construction Funds to determine size eligibility and calculate the respective grant indexes.

Strategy 3.3 School Finance Information and Assistance

Determine the financial needs and encourage the financial stability and accountability of all school districts.

Accomplishments:

- School Business Division presented the 2004 Financial Profile (based on 2003 data) to the Board in March 2004.
- District Fiscal Field Services began the financial difficulty certification process with the 18 school districts eligible for certification.
- School Business Division revised the school budget and AFR forms to account for changes made to the Financial Profile to ensure the best analysis of school districts' financial stability.
- School Business Division finalized changes to the "ABCs of the School Budget."
- School Business Division, in conjunction with CDB, distributed the Capital Needs Assessment brochure to the General Assembly.
- School Business Division funded 20 consolidation feasibility studies in 2004.

- Funding and Disbursement, Nutrition Programs, and School Business Support Divisions, conducted Summer Food Service and the A-133 single audit training for school districts and CPA firms. The expected result of these workshops is to improve claim data transmitted by local education agencies and the quality of the federal single audit.

Strategy 3.4 Transportation Safety

Ensure appropriate Drivers Education and School Bus Driver Training programs.

Accomplishments:

- Funding and Disbursement Division monitored federal legislation and best practices as they relate to key transportation issues such as:
 - Lap/shoulder belt system standards,
 - School bus construction standards,
 - Head Start Rules revisions,
 - Non-conforming vans, and
 - Green School Bus Grants for cleaner burning school buses.
- Funding and Disbursement Division demonstrated the new electronic Driver Education Blue Slip process at the annual Illinois High School and College Driver Education Association conference.
- Funding and Disbursement Division met with the Secretary of State and representatives of the commercial driver schools regarding procedures for sub-contracting these services.

Human Resources

Major Accomplishments: MARCH 2004 —JUNE 2004

Personnel Division

Goal: Develop and coordinate training for ISBE employees.

Accomplishments:

- Personnel continued to assist management with proper interpretation and consistent application of policies and procedures.
- Personnel provided detailed instructions to management for completing performance evaluations.
- Personnel outlined a system for filling vacancies, whereby justification to fill position is provided, position description updated or created, and review and signatory approval obtained for Center Director, Budget, Personnel and Superintendent.
- Orientations were conducted for 7 new and 6 returning bargaining unit employees and 1 new managerial employee to provide them with critical materials in relation to benefits, timekeeping, code of conduct and harassment policies, and union contracts.
- Staff Development Library has been organized.

Goal: Facilitate sufficient staffing for operation of the agency.

Accomplishments:

- In anticipation of the proposed FY05 budget, HR conducted an assessment of agency staffing and worked with Budget to ensure a balanced budget was obtained.
- Of the 33 positions vacated since last quarter through retirement, resignation, or lay-off, 13 have been filled through recall or hire, 5 are managerial positions which will not be backfilled, and 15 have been posted. HR advised management that in cases where a replacement could not be immediately obtained, reassignment of work needed to be made.

Goal: Acknowledge each union contract – IFSOE and AFSCME.

Accomplishments:

- HR along with Legal and IFSOE Local 3236 have thus far reached a settlement agreement on 1 of the 6 grievances regarding the 2002 RIF.
- Of the 14 grievances filed this past quarter, 3 were denied due to untimeliness, 3 are active and delayed, and 7 are active.
- HR has commenced negotiations with AFSCME Local 2811 for a successor agreement.

Goal: Fulfill Illinois Department of Human Rights and Secretary of State reporting requirements.

Accomplishments:

- ISBE's FY04 3rd Quarter Workforce Transactions/Workforce Analysis Report was filed with and accepted by IDHR.
- HR filed Statements of Economic Interest with the Secretary of State's Office to ensure compliance with ethics legislation and ISBE conflict of interest provision.

Goal: Maintain personnel records and provide general service to those employees including, but not limited to retirement, insurance, benefits, payroll, evaluations, attendance and longevity awards.

Accomplishments:

- HR continued to provide superior service to not only Agency employees, but to ROEs and Community Residential Services Authorities (CRSAs) by the following means:
 - Successfully processed benefit documents in association with Phase I of Benefits Choice Period.
 - Counseled and enrolled 7 additional employees who elected to participate in an accelerated compensation agreement. These agreements allow for employees to liquidate compensable time over a 24 or 36 month period prior to retirement and to assist Agency in planning its budget in regard to headcount.
- To address a critical audit finding from PTW & Co that not all agency employees were receiving an annual evaluation, HR revamped and instituted an electronic notification system to remind management of evaluation due dates. This system has thus far proven successful in obtaining evaluations for employees that were due this past quarter.

- In addition to the annual evaluation notification system and with the assistance of the Data Division, HR finalized and implemented electronic evaluation notification system for probationary (6 month) and promoted (3 month) employees.
- HR distributed longevity awards in recognition of those employees who have given 10, 20 and 30 years of service to the Agency.
- With Data Division, HR improved the reporting system for compensated absences (portion of GAAP report).
- This past quarter, HR processed 7 new hires, 6 recalls, 17 retirements, 15 resignations, and 1 lay-off. Additionally, HR processed payroll and insurance transactions for 9 ROE terminations and 4 ROE new hires. (No CRSA transactions this past quarter.)
- HR created a database to track and sort varying qualifications of applicants for hire.
- With reorganization, HR successfully completed the transfer of 161 employees, including changes to approval sequence in HRMS and Attendance System.
- HR established background check access and training for Special Ed Division.

Goal: Develop and update policies and procedures relating to personnel.

Accomplishments:

- HR reestablished the Code of Conduct Committee which has thus far heard 10 of the 10 formal complaints filed in FY04. The Committee dismissed 1 case due to lack of evidence. The Director of Human Resources initiated disciplinary or corrective action in the remaining 9 cases based on the recommendations of the Committee.

Internal Audit

Major Accomplishments: March 2004-June 2004

Internal Audits. The Fiscal Control and Internal Auditing Act requires the Internal Auditor to prepare an annual audit plan, listing the audits that will be carried out through each Fiscal Year.

Goal: Complete and issue final reports for the audits that were started during the previous period.

Accomplishments:

- Reports were issued on four of the audits started previously.
- Two unscheduled audits were added last quarter. One of them is 90% complete; the other audit is on hold pending an external review. It will be finished during the next quarter.
- The onsite audit of a subrecipient was put on hold pending information from an external audit entity.
- In place of the audits that had been scheduled and were not completed one audit planned for the next quarter was started and is currently going through quality review. It will be issued shortly after the beginning of next quarter.

Goal: Start and complete two additional scheduled audits.

Accomplishments:

- The audits were completed.
- The reports have been issued.

EDP System Reviews.

Internal Audit is required to audit new major system developments. This requirement is met by participating in the development of the systems, and through providing management feedback as the developments progress.

Goal: Conduct several major system reviews which were started in Fiscal Year 2003.

Accomplishments:

- Two of the reviews were completed and reports were issued.
- The first phase of one review was concluded, and an interim report was issued.
- Participated in one new system development project. This project will continue on through the next quarter.

External Audits. Coordinated two external audits during this quarter. All auditor requests have been met.

Goal: Perform a liaison function between agency management and staff and the external auditors, to ensure that they receive the requested information and that any exceptions are factually correct and to help management with their response to any findings.

Accomplishments:

- The FY 2003 Financial and Compliance audit is in the process of being closed out. Assisted management in drafting responses to audit findings.
- The State-Wide Federal Audit is still in progress. It is expected to be closed out next quarter.

Goal: Audit finding resolution.

Accomplishment:

- One of the major efforts this quarter was to help management implement audit recommendations. This effort will continue next quarter.

Governmental Relations

Major Accomplishments: March 2004-June 2004

State Relations

Goal: Continue to dispel the myths about ISBE by clearly defining ISBE's purpose and role in Illinois' educational system.

Accomplishments:

- Educate legislators, school districts and the general public on the facts of the State Board and the agency as a whole with regard to ISBE's advocacy role, the services that are provided by ISBE, and the phenomenon of local control in Illinois. Testified at hearings met with legislators and their staffs.

Goal: Secure passage of as much of the ISBE legislative agenda as possible.

Accomplishments:

- SB 1553 streamlines teacher certification.
- HB 4225 revises the special education extraordinary reimbursement formula
- SB 2769 requires that a student take the PSAE before graduating
- SB 2918 creates the graduate incentives program as well as raising the compulsory school age to 17 from 16.
- Defeated attempts by the Governor to create a Department of Education that reports directly to the Governor.
- Defeated attempts to create a union dominated Professional Teachers Standards Board
- Defeated attempts to transfer key programs out of ISBE such as the School Construction Program, GED, Truants Alternative and Optional Education Program, the Private Business and Vocational Schools Program and Orphanage reimbursement appropriations.

Goal: Continued to build and maintain positive relationships with legislators and their staff.

Accomplishments:

- The Governmental Affairs staff responded to roughly 100 to 150 calls per week from legislators and legislative staff requesting budget data, school statistics, ISBE positions on pending legislation, assistance with drafting amendments, Fiscal and State Mandates Notes.
- Governmental Affairs staff recently notified members of the General Assembly and members of the Congressional delegation of 21st Century Grant award winners in their districts. We also invited them to attend the announcement ceremonies.

Federal Relations

Goal: Secure additional Federal funds for Illinois school districts.

Accomplishments:

- Worked with BGR to secure Congressional sponsors for the FY 2005 earmark requests.
- FY 2004 grant applications for school districts that were awarded federal earmarks for this year are in the process of being finalized. By August 13, all grant applications will be filed with the U.S. Department of Education for final approval and release of the funds.

Goal: Track Federal legislative issues.

Accomplishments: Governmental Affairs staff was involved in tracking the following Federal pieces of legislation.

• **Individuals with Disabilities Education Act (IDEA) Reauthorization**

The U.S. Senate has passed its proposed reauthorization of the IDEA. The House has yet to act on the measure. In June, Dr. Robert Schiller sent Illinois' representatives a letter detailing concerns with the Senate version, including:

- The labeling of states on a scale ranging from "compliant" to "egregiously non-compliant."
- Requiring special education teachers to pursue multiple credentials or qualification standards.
- Inadequate funding for implementing and enforcing IDEA at the state level. In 1997, state activities represented 25% of IDEA Part B funding. Today, states receive an average of 8%.

• **Perkins Act Reauthorization**

In late July, the House Education and Workforce Committee finalized their markup of the federal Carl D. Perkins Vocational and Technical Education Act.

Potential changes in Perkins that might impact Illinois include:

- A reduction in the percentage of Perkins funds that may be used for state administrative functions from 5% to 2% of the grant amount.
- No easing of the "maintenance of effort" provisions of the Act which require states to demonstrate a consistent state appropriation or risk losing federal funds.

• **Fiscal Year 2005 Federal Budget Request**

The final markup of the Labor and Health & Human Services Appropriation bill has taken place in the House. In its current form, the bill increases education spending by approximately 2%, from \$139,424 billion in Fiscal Year 2004 to a requested \$142,324 billion in Fiscal Year 2005.

Legal Department

Major Accomplishments: March 2004-June 2004

Goal: To provide timely and accurate legal advice so that our clients can do their work efficiently and in compliance with legal and ethical requirements.

Strategy #1: Provide legal advice to agency divisions, regional superintendents, school officials and agency advisory boards.

Accomplishment:

- Provided in excess of “30” written legal opinions to internal staff, Regional Superintendents and school officials; provided in excess of “200” verbal opinions to agency staff.

Goal: To provide timely and accurate legal advice so that our clients can do their work efficiently and in compliance with legal and ethical requirements.

Strategy #2: Handle litigation involving the agency.

Accomplishment:

- Prepared responses to Complaints received and consulted with the Attorney General’s Office in preparation of litigation.

Goal: To provide timely and accurate legal advice so that our clients can do their work efficiently and in compliance with legal and ethical requirements.

Strategy #3: Monitor teacher dismissals and certification matters.

Accomplishment:

- Prepared in excess of 3 teacher dismissal records in response to received Summons and Complaints in Administrative Review for filing with the respective Circuit Courts where actions are pending.

Goal: Coordinate specific administrative and recognition processes.

Strategy #1: Complete the rulemaking process for each set of new rules or amendments.

Accomplishment:

- Drafted and reviewed rules and regulations for various agency divisions for filing with JCAR.

Public Information

Major Accomplishments: March 2004—June 2004

Multi-Media and Web Services and Public Service and Communications Divisions

Goal: Effective communication: Affirm agency role, responsibilities and programs through appropriate internal and external mediums.

Accomplishments:

- Supported external communication through the legislative session by promoting the agency web site as a resource for the general public, legislators and the media.

- Worked with divisions to communicate a consistent agency message about ISBE programs, services and policies to external audiences.
- Utilized local, state and news media to communicate a consistent agency message and promote ISBE programs, services and policies to external audiences.
- Using current tools and capabilities - updated the board and staff as needed on the status current legislation.
- Multimedia staff used available resources to make audio and video available to staff.
- Expanded contacts with external organizations.
- Continue to gather electronic media newsclips, disseminate to management and continue to archive.

Goal: Support agency division functions and programs through the use of web services and multimedia.

Accomplishments:

- Provided streaming video for the Illinois Commission's Commemorative Celebration of the 50th Anniversary of Brown v. Board of Education on Monday, May 17. More than 100 viewers watched the video stream during the three-hour event. The Webcast is archived at: http://video.isbe.net/ramgen/general/brown_v_board.rm
- Showcased Spotlight Schools through video programming made available on the agency website.
- Coordinated recognition programs for Academic Improvement award winners at three events in Chicago, Springfield and Mt. Vernon.
- Showcased Academic Improvement award winners through customized press releases, IIS radio newsclip distribution, and feature on website.
- Copied and sent CDs of Academic Improvement award photos to winners
- Highlighted 150 years since the creation of the Office of the Superintendent of Public Instruction. Staff sent out press release; information and clips, and used Superintendents sound bites
- Produced audio and video content for Superintendent Schiller's presentations to the House and Senate committees. Provided live access as possible and recorded/edited for Webcast and satellite feed to news outlets. Provided video footage to the Illinois Channel.
- Began year-two DVD production for the TOTAL Project – a federally funded special education training program.
- Facilitated Internet video Web casts through satellite technology to broadcast online conferences.
- Developed a Web page for the Celebrate Illinois – Statewide Technology Meeting Webcast.
- Published the new FY 05 Truants' Alternative and Optional Education Program RFP.
- Completed formatting and publishing the System of Support, 21st Century, and Comprehensive School Reform web sites.
- Initiated and completed webcast videotaping of 21st Century and Comprehensive School Reform program
- Updated Certification pages and created new icon link on Homepage for easy school access.
- Completed Web site updates for: Special Education, Funding and Disbursements, Illinois Learning Standards, NCLB, Illinois Interagency Coordinating Council, Curriculum and Instruction, Learn and Serve, and Superintendent's messages.
- Updated the Nutrition Website for Summer School Food Program.

- Developed an online registration application for the eGrant Management
- Work with the Public Service & Communications Division to create and distribute newsworthy information packages, including: Academic Improvement Awards and Financial Watch and Warning status lists.
- Initiated update and reformatting of intranet

Goal: Provide cost-saving and/ or technology based methods to optimize agency operation expenditures by utilizing web services, multimedia and communications.

Accomplishments:

- Produced, recorded and assisted in distribution of the training CD-ROM for the eGrant Management System.
- Produced training DVD for Reading First that we duplicated and distributed at Reading First training sessions in April 19.
- Provided CD-ROM authoring and duplication, including: Office of Coal Development - Assisted the Office of Coal Development with the printing and duplication of 3000 CDs. CMS was unable to assist with this large of a project. ISBE was able to step in and complete the project.
- Produced a live three-hour webcast for the Statewide Technology Meeting hosted by eLearning. Encoded the video for streaming from the agency Web site, had more than 50 concurrent viewers to this webcast. Designed and published a Web page with links to the webcast documents, discussion forum, viewer survey, and video webcast archive.
- Improved electronic call tracking through HEAT system installation on switchboard terminals for Public Service Center.
- Posted news articles on new searchable intranet clip archive. Searchable clips date back to January 2002.

Goal: Successfully support and facilitate special agency programs.

Accomplishments:

- Coordinated and hosted the Illinois Teacher of the Year event, the statewide recognition program for educators. An estimated 1300 nominees, their families and district representatives attend this annual event set for April 17 at the Crowne Plaza in Springfield. Multimedia staff videotaped interviews in the studio of the twelve “Those Who Excel” finalists and edited portions of the interviews to create a 7-minute video montage that was shown at “Those Who Excel” banquet... Changed format of the banquet, cutting down the program by more than an hour, which expedited announcement of winner and successfully kept audience in seats.
- Coordinated and co-sponsored the 30th Young Authors Conference. Approximately 2,000 children in Grades K-8, family members, volunteers, and authors gather annually for this conference held on the campus of Illinois State University. Conference planning begins in the fall of each year, and ISBE staff are responsible for the following: setting up the contract for payment of facilities; preparation, printing and mailing/posting of conference guidelines; preparation and printing of young author and volunteer certificates; purchasing and preparing nametags for young authors and volunteers; purchasing gold seals and imprinting the Young Author logo on them; processing registration and creating database for conference use; preparation, printing and mailing/posting of volunteer and student packets; providing assistance during the pre-conference and conference days.

- Initiated plans for the Superintendent's conference. A statewide conference is planned for September 21-22 at the Hilton Hotel and Prairie Convention Center. Theme for the Conference is "The Big Picture: Education Prekindergarten through 20." Attendees this year will have the opportunity to hear from nationally renowned speakers on a variety of topics covering education. ISBE staff, award-winning school principals and external exhibitors will also be on hand to provide information throughout the conference.

ILLINOIS STATE BOARD OF EDUCATION

REPORT OF

GOALS

JULY 2004 – OCTOBER 2004

TEACHING AND LEARNING CENTER
GOALS: July 2004—October 2004

Accountability Division

Goal: Monitor compliance of districts and schools, including non-public, charter, and private business/vocational entities, with state and federal requirements and assign recognition status as appropriate.

Objectives:

- Review and approve supplemental General State Aide plans from downstate as well as from the Chicago Public School System
- Prepare a contravention report for the Chicago Public School System 299 supplemental general state aid plan to be approved at the August meeting of the State Board of Education
- Finalize Part 1 Rules for the Recognition, Supervision and Evaluation of public schools in draft form
- Review charter school application proposals that have been denied and approved by their specific local school districts
- Supply Nonpublic school recognition information to the schools which will be participating in Process I for accreditation
- Provide early alert letters to schools to show what status the school was in for the previous year and what status the school will be in 2004-2005
- Identified ethnic foreign language schools onsite reviews
- Complete the Office of Civil Rights biennial report and send to Washington D.C. in a timely manner
- Develop the Non-public monitoring instrument
- Develop the Ethnic Foreign Language Schools probe or monitoring instrument

Goal: Administer, monitor and evaluate state and federal programs designed to assist specific student populations.

Objectives:

- Begin the Truant's Alternative Program (TAOEP) on-site visits programs
- Begin on-site visits of the GED programs
- Conduct on-site monitoring of 30% of all competitive grant programs
- Work with the Illinois High School Association to help with their understanding of homeless students and their rights.

Assessment Division

Goal: Administer valid and reliable statewide assessments to gauge student performance related to Illinois Learning Standards

Objectives:

- Score all 2004 assessments through mid-July
- Revise, plan and construct the 2005 assessments during July and August.
- Extend contracts for alternate assessment and IMAGE
- Provide support and information to all districts on SchoolHouse data collection during July and August
- Revise RFSP, post, and hold bidders conference in August, if needed
- Review and rate proposals during October, if needed
- Send letters to districts regarding IAA portfolio contrived data.
- Send alert letters to schools regarding student writing samples and extended response answers indicating possible danger to self or others.
- Finalize and post mathematics, reading and science Assessment Framework
- Review alternate assessment and move forward with process
Identify, inform and assist districts who will participation in the ACCESS field testing
- Begin developing a Student Assessment Division policy and procedures

Career Development & Preparation Division

Goal: Develop and provide programs that infuse comprehensive career development into the K-12 curriculum to promote successful transition to postsecondary education and careers.

Objectives:

- Initiate the process of updating the Vocational Education rules & regulations by meeting with key stakeholders on July 13, 2004 to identify potential issues and provide input into the revisions.
- Train new Education for Employment regional system directors in Fall, 2004.
- Conduct site development workshops for teams from the 5 new schools selected to implement High Schools That Work.
- Complete teacher training for Project Lead The Way and activate the State Leadership Team.
- Identify specific K-12 schools to include in the DCEO healthcare industry initiative.
- Implement year 2 of the Illinois Career & Technical Education Leadership Institute.

Goal: Administer, monitor and evaluate state and federal programs designed to assist specific student populations

Status: Ongoing

Objectives:

- Prepare and issue revisions of budget allocations due to \$2,000,000 reduction in funding.
- Provide actual FY2005 funding amounts.
- Development collaboration with ICCB to increase their amount of funding into the maintenance of efforts for Perkins' grant.

- Approve FY05 Perking Basic grants and Career & Technical Education Improvement grants to 60 Regional Education for Systems. (pending final allocations)
- Approve 19 work Experience and Career Exploration Programs (WECEP) grants.
- Continuation of High Schools That Work grants, 5 new sites for FY05.
- Approve FY05 grants to 8 CTE student organizations.
- Approve FY05 Education to Careers grants to 19 local partnerships with federal school to work dollars.

Goal: Develop and provide programs that infuse comprehensive career development into the K-12 curriculum to promote successful transition to post secondary education and careers.

Status: Ongoing

Objective:

- Develop collaboration with education curricula that enhances the academic learning of CTE students.

Curriculum and Instruction Division

Goal: Provide funding and technical assistance to school districts to implement the Illinois Learning Standards in all subjects and at all grade levels.

Objectives:

- Read and approve FY05 Federal Reading First Action Plans and approve budgets
- Plan for the close-out of the first, 3-year round of funding for Reading First including completion of the annual performance report and establish plan for the launch of the second, 3-year round of funding
- Develop internal database for managing Reading First components
- Provide ongoing technical assistance to districts and ROEs/ISCs as they complete their FY05 Reading First Program Plans
- Deliver K-2 Reading Academies to build trainer capacity within the state
- Deliver DIBELS administration training throughout the state so that Reading First schools can meet their assessment requirements
- Deliver DIBELS data analysis and instructional planning training throughout the state so that teachers and administrators are better equipped to deliver informed instruction
- Create a statewide professional development plan for Reading First Schools that includes effective coaching practices, the Three-Tier Reading model, and instructional integration and management in a Reading First classroom
- Create a professional development plan for ISBE Reading First staff to provide progressive, informed leadership in instruction and assessment
- Read and approve Illinois Reading Improvement Block Grant applications, provide timely, responsive technical assistance, and develop tighter progress monitoring system
- Partner with National Louis University in completing the middle schools' Principal Academy design

- Partner with National Louis University, Western Illinois University, Intermediate Service Center 4 in completing the first draft of the update of Meeting the Challenge Grades 4-8
- Partner with Western Illinois University in completing the updates, production, and distribution of three Principal's Flip Chart for Reading (K-3, 4-8, 9-12). These are aligned to research-based reading research as required by NCLB
- Complete the professional development model for *Rubrics for Standards for Implementation System* and present to school administrators for implementation
- Complete the Level II training model for the Standards Aligned Classroom Initiative. Deliver Level I and Level II trainings for committed school districts
- Administer the Illinois Math and Science Partnerships program including site visits, technical assistance, evaluation of progress, process FY05 proposals and budgets, and external evaluation coordination
- Establish timeline and work plan for distribution of the next cycle of Illinois Math and Science Partnerships RFPs that will include communication, needs assessment, web cast, technical assistance for proposal preparation, review panel selection, and proposal selection criteria
- Establish linkages for Illinois Math and Science Partnerships with college/university leaders, business/industry contacts, professional organization contacts, and others for the National Linking Leaders program
- Develop program and budget plans for Learning Technology Centers to merge functions with the newly developed (SB3000 Sec. 2-3.62a) Regional Administrative Centers
- Administer Learn and Serve Grant including the restructuring of the program, closing-out of FY 04 fiscal and program matters; reviewing all proposals and grant applications, and making FY 05 grant award
- Launch web-based database for statewide service learning planning and conduct pilot training of LEA Service Learning Coordinators in the use of the new system and software
- Complete plans for FY 05 collaboration on school-based service learning with the Illinois Commission on Volunteerism and Community Service, the Illinois Campus Compact, the Illinois State Office of the Federal Corporation for National and Community Service, and the Illinois Governor's Office
- Implement the agency's new Advisory Committee on Service Learning
- Administer Advanced Placement Fee grant
- Administer Improving the Health, Education, and Well-Being of Young People Through Coordinated School Health Programs in Illinois Grant

Data Analysis and Progress Reporting Division

Goal: Collect, analyze, and report data on indicators of student, school, district, and program performance; prepare mandated annual reports to the state legislature and to the U.S. Department of Education (USDE).

Objectives:

- Deploy all fall data collection efforts that are on IWAS and begin collecting the data.
- Develop and make available online the 2004 state, school, and district report card.

- Conduct and prepare for the State Superintendent an analysis of the 2004 statewide assessment results for release to the public.
- Conduct preliminary and final 2004 AYP analysis for schools and districts.
- Complete required state and federal performance reports and state plans within the required timeframes.
- Identify schools in Academic Early Warning and Academic Watch Status, as well as those being removed from AEWS/AWS, and schools eligible for improvement awards.
- Continue to co-manage the Illinois Student Identification System (SIS project.).
- Continue to post, on a timely basis, all final reports and make data available online.
- Process, with assistance from Legal, all Shared Data Agreements.
- Continue to perform liaison responsibilities with NCREL/Learning Points, NCES, and USDE.
- Continue to review the validity and reliability of the state's Accountability System and participate in the CCSSO SCASS Accountability and Reporting meetings.
- Hire staff to fill the three vacancies.
- Begin the development of an AYP "mini" data warehouse.

English Language Learning Division

Goal: Support programs for students acquiring knowledge and skills in English language, including dropout prevention, migrant education and emergency immigrant and refugee education.

Objectives:

- Finalize timeline and begin activities for implementation, training, and administration of the ACCESS assessment to include:
 - Distribution of new English Language Proficiency Standards across the state.
 - Administrator and Teacher Workshops on new English Language Proficiency Standards.
 - Assisting with data collection and LEA reporting of Annual Measurable Achievement Objectives.
- Monitor summer Migrant Education Program and review all FY05 Applications for award determination.
- Establish new Memo of Understanding with the Spanish Ministry of Education for the Teacher Exchange Program and provide new teacher orientation.
- Update and address technical issues associated with new consolidated application & move towards establishing link to e-grant management system for state and federal programs.
- Review and approve all FY05 consolidated application budgets for Title III and State Bilingual Grants.
- Prepare for FY05 district monitoring of Title III activities.
- Update IEP count form and send out Immigrant Census.
- Establish plan to work on the revised academic achievement test for LEP students for 2006. This test will eventually replace the IMAGE assessment and will be implemented along with the enhanced ISAT and PSAE testing in 2006. It will serve as an accommodated assessment for students that do not have sufficient English proficiency to take the regular state tests.

Early Childhood Education

Goal: Complete funding recommendations, notifications and orientation for Early Childhood Block Grant programs

Objective:

- Get notifications out as quickly as possible to avoid any further delays in the process and to allow programs to get staff on board as quickly as possible.

Objective:

- Provide new program administrators with information and training on all required components of the Early Childhood Block grant programs, including fiscal reporting, External Audit information, data collection, Illinois Early Learning Standards.

Goal : Provide coordinated on-going technical assistance to all Community-based Early Childhood Block Grant programs

Objective:

- Implement a technical assistance network that includes ISBE Early Childhood, External Audits, Funding and Disbursements, and Data Analysis and Progress Reporting staff , STARnet, and local Early Childhood Block Grant program mentors, including IDHS Child Care Resource and Referral staff, for all new and continuing Community-based

Goal: Assure representation of ISBE early childhood programs on state-wide early childhood initiatives

Objective:

- Assign staff to participate in meetings so that the programs currently funded through ISBE have representation on committees that impact the future of early childhood education in Illinois.

Goal: Introduce Draft Early Learning Kindergarten Standards

Objective:

- Familiarize educators and interested others with draft Illinois Early Learning Standards expanded to include children through age 6.

Division of Federal Grants and Programs

Goal: Administer, monitor and evaluate state and federal programs designed to assist specific student populations. Provide technical assistance to schools in status who receive federal funds.

Objectives:

- Continue to expeditiously process grants and amendments under the e-GMS system, trying to assure as many district approvals as possible so that funds can flow on July 1 or the nearest available date as districts require.
- Work with contractor and internal staff to enhance the e-GMS based on the first several months' activity under the original rollout
- Complete and release an RFP for the evaluation of RESPRO activity.
- Complete a guidance document for districts that must identify which of their schools need restructuring under NCLB.
- Fill four current vacancies within the Division with well-qualified persons.
- Work with the Data Analysis Division to develop a better system of data collection to assure compliance with USDOE's data demands.
- Define, in conjunction with RESPRO, what the real meaning and expectations are for Quadrant Four: Student, parent and Community Support for academic achievement.
- Improve the time and effort data reporting of the RESPROs.
- Improve and update the Division's website in view of ISBE's reorganization, and increasing responsibility of the RESPROs.
- Collaborate with the efforts of the ROE Services Chicago division to monitor CPS compliance with Title and NCLB requirements.
- Develop an e-newsletter that many educators have requested that would keep them abreast of developments with regard to assessment, AYP issues, NCLB and other matters.
- Work with the Illinois After School Partnership to develop a network of model sites for after school and extended learning programs.

Certification

Goal: Establish the new Certificate Renewal requirements.

Objectives:

- Develop emergency rules for Public Act 093-0679 and present to the STCB and State Board in August for approval.
- Make necessary revisions to Part 25 and Part 1 Rules.
- Prepare and disseminate information about changes required by P. A. 093-0679 to ROEs, ISCs, professional organizations, institutions of higher education, RPDRCs, LPDCs, school districts, and the public via the ISBE web site.
- Revise and create ISBE forms to satisfy the new legislative requirements.
- Collaborate with the Data Systems Division to make necessary modifications to the data systems (TCIS, OTIS, CeRTS and IAAMS) to reflect the requirements in P.A. 093-0679.
- Conduct 6 ROE Area trainings in collaboration with the ROE Certification Committee and IACTE focusing on the changes in certification.
- Provide information via the ISBE website clarifying the foreign teacher credential review.
- Restructure work assignments to align to new processes.

Goal: Facilitate the implementation of NCLB as it relates to certification.

Objectives:

- Collaborate with the Data Systems and Data Analysis divisions to develop a plan for designing a system to collect and update data about teacher qualifications and assignments for designation as “highly qualified.” The baseline collection is for the 2004-05 school year.
- Provide information to teachers regarding NCLB criteria and the data collection plan.

Goal: Update and disseminate information on paraprofessionals.

Objectives:

- Provide information to paraprofessionals, school districts and others regarding new requirements, including updates to the ISBE website.
- Collaborate with the Data Systems Division on the creation of a system for collecting information about the state and federal approval status of paraprofessionals.
- Collaborate with ICCB on the paraprofessional test preparation project.

Goal: Maintain the Illinois Certification Testing System.

Objectives:

- Prepare a fact sheet comparing the National Evaluation Systems (NES) and PRAXIS tests.
- Arrange a meeting between NES, ISBE and Deans of Higher Education.
- Disseminate the NES Faculty Guide to Illinois institutions of higher education.
- Provide the STCB with a report on first year administration of the Assessment of Professional Teaching (APT) test.
- Present information to the STCB and SBE requesting adoption of passing scores for content area tests.
- Collaborate with NES in the final development of standards-based tests for administrators and school service personnel.
- Collaborate with NES (and the Special Education Division) in the development of a test of General Curriculum Standards for Special Education Teachers.

Goal: Approve new programs and continued accreditation for institutions of higher education.

Objectives:

- Present to the STCB in August the Illinois Institute of Technology (IIT) response to the STCB/SBE institutional review
- Provide additional information to the STCB regarding program approvals that were tabled at its June meeting and request a final determination.
- Recruit and train unit review team leaders and team members, and program review panel members
- Continue a dialogue with representatives of institutions of higher education on the redesign and implementation of a revised accreditation system for Illinois.

- Collect information on TEAC for consideration as an option for Illinois accreditation in addition to NCATE
- Secure consultants for institutions of higher education that are on probation and those that need additional assistance
- Update the Directory of Approved Institutions and Programs and share with staff and the STCB a list of new programs approved by implementation, and programs dropped by institutions

Goal: Facilitate the work of the State Teacher Certification Board.

Objectives:

- Make logistical arrangements for STCB meetings
- Meet with the Facilitation Committee prior to STCB meetings
- Provide support to the STCB including transcription of minutes, compilation and dissemination of information, maintenance of website, and filing
- Provide training to new members at the August retreat

Goal: Maintain the Administrators' Academy

Objectives:

- Review the role of the Continuous Improvement Partnership (CIP, advisory committee to ISBE) and its future
- Update the Academy proposal application process
- Establish a date to end the moratorium on new program approvals
- Facilitate 2 CIP and 1 Administrators' Academy Coordinators Meetings

ROE Services Chicago

Goal: Serve as State Superintendent's designee to provide services to Chicago Public Schools as part of statutory role for ISBE as Regional Office.

Objectives:

- Establish a protocol for the Regional Office of Education to monitor and support the implementation of No Child Left Behind in Chicago Public Schools
- In collaboration with members of ISBE and CPS, identify specific areas of concern and strategies needed to assist district's implementation of No Child Left Behind
- Develop a procedure for monitoring district implementation of Choice and Supplemental Educational Services
- Establish a protocol for insuring district compliance with NCLB mandate of maintaining Highly Qualified Teachers
- Participate in meetings with Area Instructional Officers to establish a protocol for approval and monitoring school improvement plans
- Review and recommend for Superintendents approval school improvement plans for schools on Academic Watch List
- Participate in monthly Area Instructional meeting with principals and Area Instructional Officers to assess student's academic performance

- As a means of monitoring: school improvement plan, , Supplemental Education Services, Highly Qualified Teachers Participate in Building Walk-Throughs with Area Instructional Officers, Central Office staff personnel, Building Principals, Reading Coaches and select school staff . (Minimum one per week following first initial meeting with Area Instructional Leaders).
- Supervise staff and activities for the Teacher Certification Office in Chicago. As part of the monitoring of the office data will be collected on: number of people serviced per day. Number of applications processed, number of phone calls per day, number of certifications issued
- Provide a monthly report to the Superintendent on the activities and status of NCLB implementation and office of certification in Chicago

SPECIAL EDUCATION CENTER
GOALS: July 2004—October 2004
Chicago Office

Goal: Continue to Complete Corey H. Deliverables and Submit to Court

Objectives:

- Complete monitoring of summer IEPs convened in District 299
- Finalize workforce analysis and submit to court
- Complete annual report and submit to court
- Complete policy review on how students are assigned and submit to court
- Respond to court regarding district-wide findings and complete status on district wide findings
- Complete monitoring reports

Springfield Office

Goal: Complete 2004 Monitoring Reports of Special Education Cooperatives for School Districts outside of Chicago Public Schools #299.

Objective:

- Complete all monitoring reports for reviews conducted prior to June of 2004

Goal: Draft New General Supervision Procedures.

Objective:

- Draft procedures will be shared with the State Advisory Council and Illinois Association of Administrators of Special Education

Goal: Complete State Profile and Distribute 3000 copies.

Objectives:

- The first annual report of Implementation of IDEA in Illinois will be developed to demonstrate the progress of special education services in Illinois

- Copies will be made for all members of the General Assembly, Board members, Advisory Council members and the general public

Goal: Complete the Annual Report of the Interagency Coordinating Council on Transition.

Objectives:

- This activity will be completed with the Department of Human Services and other agency representatives to meet a statutory requirement and to provide members of the General Assembly with an assessment of progress and needs for transition services in Illinois

Goal: Screen, Review and Interview Applicants for Parent Mentors and State Parent Technical Assistance Providers.

Objectives:

- Convene a panel of participants to assist in the process of selecting applicants for funding
- Make selection of parent mentors and state T.A. provider

Goal: Apply for Federal Funding to Complete Training for Teachers on the Use of Grade Level Standards with Students Taking the Alternate Assessment and to enhance the use of special education data in Illinois.

Objective:

- To complete and submit a grant application by the July deadline for a total of \$512,000 in funding

Goal: Apply for Federal Funding to Continue Transition Training in Illinois.

Objective:

- To complete and submit a grant application by the July deadline for a total of \$350,000 annual for each of 5 years (\$1.75 million). If funded, services will be provided in partnership with the Illinois Department of Human Services, divisions of Developmental Disabilities and Rehabilitation Services; and the Illinois State University Special Education Department. Services will include:
 - Training and technical assistance to 96 local transition teams made up of students, parents, educators, and community providers to implement research-based secondary transition practices for youth age 14-21 that have IEPs.
 - Trainer-of-trainer training, mentoring, and support to an existing, established, statewide, or regionally based training entity, such as the Regional Offices of Education.
 - Production and dissemination of multimedia training materials that promote the use of research-based secondary transition services.

FISCAL/SCHOOL SUPPORT SERVICES CENTER
GOALS: July 2004—October 2004

Financial Management

Goal: Ensure the integrity of agency financial resources and processes.

Objectives:

- Seek sufficient appropriation authority to support the Board's goals and priorities.
- Budget and Fund Management Division will finalize FY05 budget process and begin the FY06 process.

Fund Management

Goal: Ensure timely and appropriate allocation of available resources to support the Board's goals and priorities.

Objectives:

- Budget and Fund Management Division will finalize FY05 budget allocations to balance operations to the appropriations and fund Board program goals.
- Budget and Fund Management Division will begin the FY05 Comptroller SEA process.

Accounting

Goal: Ensure timely and accurate financial processes, records, and reports which meet all statutory requirements.

Objectives:

- Fiscal Division will meet all timelines for the FY04 financial reporting process.
- Fiscal and Budget and Fund Management Divisions will implement the new federal indirect cost rate.

Disbursement

Goal: Ensure timely and efficient processing of payments to school districts which meet all statutory requirements.

Objectives:

- Funding and Disbursement Division will calculate payments and distribute information regarding the new statutory Special Education Extraordinary formula if it is signed into law
- Funding and Disbursement Division will calculate payments and distribute information to all school districts regarding legislative changes to the General State Aid formula

Audit and Compliance Monitoring

Goal: Ensure fiscal and programmatic integrity of state and federal programs administered by ISBE.

Objectives:

- Nutrition Programs Division will continue to work with state universities to conduct School Meals Initiative reviews
- Nutrition Programs Division will continue to develop the PDA form system
- External Assurance Division will update its NCLB monitoring instrument and Comparability of Services form
- External Assurance Division will complete the Maintenance of Effort verification
- External Assurance and Information Technology Divisions will continue to develop a web based school district self assessment for Title I compliance

Agency Operations

Goal: Provide agency staff with the appropriate tools necessary to perform their work.

Procurement

Goal: Ensure efficient and cost effective contracting and purchasing for ISBE and school districts (e.g. Textbooks).

Objectives:

- Fiscal Division will make changes in the Textbook Loan program to eliminate the need for a re-appropriation

School Services

Goal: Provide leadership, programs and services to schools to support their efforts to fund schools and ensure student safety and success.

Nutrition and Commodities

Goal: Encourage efficient and appropriate nutrition and commodities services to as many children as possible, which meet all statutory requirements.

Objectives:

- Nutrition Programs Division will continue development of the web based Child and Adult Care Food Program – Homes application.

School Construction and Health Life Safety

Goal: Encourage a safe learning environment for all children.

Objectives:

- School Business and Support Division will finalize an electronic tracking system for 10 year and annual Health Life Safety surveys and will issue letters to ROEs who have not submitted their surveys.
- School Business and Support Division will begin to entitle schools for the School Construction program if it is expanded by the GA.

School Finance Information and Assistance

Goal: Determine the financial needs and encourage the financial stability and accountability of all school districts.

Objectives:

- School Business Support Division will review material from the 18 districts eligible for certification as in financial difficulty and make a recommendation to the State Board.
- School Business Support Division will continue to develop a group of financial professionals to volunteer time to districts in financial difficulty.
- School Business Support Division will revise the federal Indirect Cost calculation for school districts and renew the methodology with the US Department of Education.
- School Business Support Division will revise the AFR and other financial data collections to adjust to statutory and other requirements.

Transportation Safety

Goal: Ensure appropriate Drivers Education and School Bus Driver Training programs.

Objectives:

- Funding and Disbursement and Information Technology Divisions will develop a commercial driving school module in the electronic Driver Education Blue Slip system.

AGENCY SUPPORT SERVICES CENTER **Goals for July 2004—October 2004**

Human Resources

Goal: Develop and coordinate training for ISBE employees.

Objectives:

- In compliance with Ethics Act, all employees will be provided a two-part in-service on Ethics, the first of which will entail Ex Parte Communication, Gift Ban, and Campaign Contributions. The second will cover an on-line assessment/training module.(Received word that Boards will receive training starting in September.)
- To assist new members of management with proper interpretation and consistent application of policies and procedures, a training session will be held utilizing the "Management Tools" binder. Binder details Attendance Procedures, Discipline Process, Grievance Process, and Performance Evaluations and includes the following reference materials - Organizational Chart, Union Agreements, HR Manual, Code of Conduct Policy, and Harassment Policy.

Goal: Develop and update policies and procedures relating to personnel.

Objectives:

- HR will release the revised Harassment Policy, Code of Conduct Policy, and revisions to FMLA forms once approved by Legal.

Goal: Facilitate sufficient staffing for operation of the agency.

Objectives:

- As necessary, HR will reassess agency staffing and work with Budget Division to ensure a balanced budget is obtained once a final FY05 budget is approved by General Assembly.
- HR will establish an electronic system for tracking the filling of vacancies (including the request to fill position, approval to fill, posting of position, screening applications, interviews, recommendations for hire, offers of employment, and orientations).

Goal: Maintain personnel records and provide general service to those employees including, but not limited to maintenance of personnel records, retirement, insurance, benefits, payroll, evaluations, attendance and longevity awards.

Objectives:

- HR will continue to provide benefit information and process benefit documents as Phase II of the Benefits Choice Period rolls out.
- HR will complete audit of all FY04 timesheets as recommended by Internal Audit.
- HR will address any excessively delinquent evaluations to ensure each employee has an evaluation on file for FY04.
- HR will continue to work with the state's records management committee and seek the assistance in developing a schedule for purging documents and placing older personnel files on microfilm. There is no cost to the agency for this service.
- With the reorganization effective July 1, 2004, HR will complete the transfer of approximately 90 positions to new Centers and realign the approval sequences in HRMS and Attendance Systems.

Goal: Acknowledge union contracts (IFSOE and AFSCME).

Objectives:

- HR will complete negotiations with AFSCME Local 2811 for a successor agreement.
- HR will upgrade the method for tracking labor relations materials (including grievances, discipline, and MOUs).

Goal: Uphold EEO compliance and monitoring and American with Disabilities Act.

Objectives:

- Illinois Department of Human Rights and Secretary of State reporting requirements. The following reports will be filed:
 - 4th Quarter Workforce Transaction & Analysis reports (7/21/04)
 - Annual Workforce Transaction & Analysis Report (8/11/04)
 - Affirmative Action Plan (9/2/04)

- Illinois Department of Human Rights Performance Measures Report (upon request by IDHR)
- 2 Affirmative Action Statistics Report to the Illinois General Assembly (1/30/04)
- Assume the coordination of ISBE's TITLE VI and TITLE IX compliance and monitoring programs to the US Department of Education, US Department of Agriculture (Nutrition) and Department of Justice. Specifically, serve as the agency's investigatory authority on gender equity/non-discrimination issues to elementary and secondary schools.
- Oversee implementation of §504 of the Rehabilitation Act in as much that entities in receipt of federal funds for student housing uses or distributes these funds in a non-discriminatory manner when it comes to persons with disabilities. Oversee implementation of §503 of the Rehabilitation Act in as much that contractors receiving federal money prove they do not discriminate in their employment practice in regards to EEO).
- Oversee implementation of §508 of the Rehabilitation Act in as much that entities in receipt of federal funds make their websites designed to accommodate persons with visual and mobility impairments.

Technology Support

Goal: Refine and perform a walk-through test of the Information Technology Disaster Recovery Plan.

Objective:

- Provide a well documented and tested disaster recovery plan that successfully meets an audit review. The recent external audit held that our system documentation for disaster recovery was not sufficient. While the Agency has a well documented infrastructure, it has agreed to refine the plan. This involves putting the server and system inventories, identification of critical system, identification of system sponsors, identification of technical staff responsible for system recovery, contact information, etc. in a format that meets or exceeds the audit recommendations.

Goal: Implement an off-premise server and storage system.

Objective:

- An off-premise server and storage system will allow the agency to expeditiously recover critical systems in the event the entire Springfield office experiences a major disaster. A room with the proper environment to support computer servers, data storage devices, and high speed network access has been located. The room is over 30 miles from the Springfield office. An agreement is in place which provides the agency space to install an off-premise disaster recovery site. The necessary equipment has been procured and once all of it has been received, we will begin setting it up Jacksonville.

Goal: Determine which critical agency systems need to be duplicated at our off-site storage facility in Jacksonville

Objective:

- Work with key resources from the Data Systems division to determine which systems need to be duplicated (real-time) at the off-site facility in Jacksonville. Once identified,

they will be documented in the Disaster Recovery Plan and will be set up with the software provided by IBM which allows for an automatic switchover to the remote site.

Data Systems Division

On-line Teacher Information System (OTIS)

Goal: Our goal for OTIS this quarter is to add NCLB Highly Qualified data to OTIS.

Objectives:

- Add an NCLB Highly Qualified subject screen to the administrator's portal in order that school administrators can properly place teachers in positions.
- Design, develop and implement the capability for veteran teachers to apply for NCLB Highly Qualified status via HOUSSE (High Objective Uniform State Standard of Evaluation)
- Design, develop and implement the capability for teachers to update and correct their teacher service record data.

State Fair 'Electronic Memory Book'

Goal: Provide an easy to use interactive program that allows students to identify a teacher that made an impact in their education.

Objectives:

- Create a stand-alone PC computer program to be used at the ISBE exhibit at the State Fair. The program will gather information such as the student's name, school, grade, teacher's name and what the teacher did to impact their life. In addition, the program will capture a photograph of the student submitting the entry and print out a submission certificate.

Systems benefits include improved public image for the agency and a potentially rewarding experience for students and teachers. A database could then be linked via the ISBE homepage for viewing by interested individuals.

Electronic Grant Management System (eGMS)

Goal: Enhance and maintain the eGrant Management System (eGMS) – Phase II.

Objectives:

- Develop, test and implement computer components for the eGMS interface with the Financial Reimbursement Information System (FRIS). This will allow NCLB funds to flow to Illinois school districts.
- Establish and publish a priority list of grants that will utilize the eGMS system.
- Design and develop system modules to allow the submission, review and approval of competitive grants.

Statewide Student Information System (SIS)

Goal: Develop and implement Phase I deliverables for the ISBE Student Information System (ISBE SIS) by school year 2004 – 2005.

Objectives:

The ISBE SIS development project deliverables for this quarter are the

- Project Charter Document;
- the Project Management Plan;
- the 2004 School District Student Information System Survey;
- the Risk Analysis and Management Plan;
- the System Architecture Document;
- the Requirements Validation Document;
- the State Reporting Toolkit.

IWAS (ISBE Web Application Security)

Goal: Add new functionality to IWAS (ISBE Web Application Security) that will make IWAS more user friendly to our customers.

Objectives:

- Design, develop and implement IWAS functionality that will eliminate the automatic timeout session that currently exists in the system today and add new functionality for ISBE reporting of the current sessions of all IWAS users.
- Design, develop and implement a capability for filtering of CDS categories for new IWAS applications being implemented.
- Design, develop and implement five new ISBE applications utilizing IWAS security and workflow capabilities.
- Add the capability of viewing the IWAS training video from a link on the IWAS home page.

Entity System Re-design

Goal: Initiate the ISBE Entity System project – Phase I.

Objectives:

- Develop a project charter
- Coordinate and implement the creation of an Agency Project team.
- Develop a finalized data model for both the Entity and CDS databases.
- Begin creation of a draft detail design document.

School Report Card

Goal: Provide the capability to produce the School Report Card.

Objectives:

- Process and generate FY 2005 School Reports cards in-house and publish to the agency Web site for public access.

Administrative Services Division

Facility Management

Goal: Provide a structured facility management process to include office space design and square footage allocations, security and employee safety procedures, and telecommunications policy and procedures.

Objectives:

- Develop a facility plan for Springfield and Chicago offices to accommodate the results of decreased staff. Design proposed floor plans for better utilization of office square footage and space allocation. Update the Administrative Services Procedures Manual.

Warehousing/Records Management/Agency Vehicles

Goal: Provide a Records Management system for the agency and an effective warehousing, receiving and delivery system. Maintain agency vehicle maintenance and scheduling systems.

Objectives:

- Update the Division Records Coordinator listing to correspond to restructuring of the Agency and schedule training sessions with all coordinators on methods and procedures for proper retention of all agency records in accordance with the State Records Commission. Also, deliver 144 boxes of Annual Financial Reports and 26 boxes of GED's to Secretary of State for microfilming as required by the State Records Commission. Deliver a total of 600 boxes of agency records collected from various divisions to the Records Center for retention periods as assigned by the State Records Commission. Respond to and resolve exception memo from auditors pertaining to automotive expenditures (collection of gas receipts).

Mail/Messenger Service/Agency Supplies

Goal: Provide an efficient and economical mail, messenger and agency supply service to agency staff.

Objectives:

- Analyze the efficiencies of these services using yearly comparable data and perform a comparative study to determine the most cost efficient methods available.

Copy Center/Graphics & Printing Services

Goal: Provide agency support services for design pre-press layout, and copy/printing services.

Objectives:

- Analyze efficiencies of services using yearly comparable data and gather information to perform a comparative study to determine cost efficiencies

INTERNAL AUDIT DEPARTMENT

Goals: July 2004—October 2004

Internal Audits

Goal: Complete and issue final reports for the audits that were started during the previous period.

Objectives:

- These projects were in various stages of completion by the beginning of this quarter. Field work will be completed and reports will be issued.

Goal: Start and complete one additional audit.

EDP System Reviews

Goal: Continue participation in the ongoing EDP system developments.

Objectives:

- We have no control over the progress of these systems. We plan to issue reports at the completion of major phases or when the projects are completed.

External Audits

Goal: Continue the liaison function for the two ongoing audits.

Objectives:

- The auditors will perform a major portion of their field work during this period. Internal Audit will coordinate their requests, ensuring that they receive the requested materials and information by their due date.
- Work with management to verify any audit exceptions.

Goal: Audit finding resolution.

Objectives:

- Continue to work with management to resolve audit exceptions identified by the external auditors.

GOVERNMENTAL RELATIONS DEPARTMENT

GOALS: July 2004-October 2004

Goal: Continue to develop relationships with members of the General Assembly and Congress.

Objectives:

- Governmental Affairs staff will continue to be responsive by expediting resolution of constituent inquiries, requests for data and attending legislative hearings.
- Continue to keep members of the General Assembly and Members of Congress informed of ISBE activities in their districts.

Goal: Begin development of next year's legislative agenda.

Objectives:

- Solicit ideas from ISBE staff
- Decide if we want to revisit issues that were not acted upon last session i.e. increasing the rigor of graduation requirements.

Goal: Prepare for Veto Session

Objective:

- By the end of the quarter the Governor will have acted on all legislative matters pending his approval. He may veto or amendatory veto certain items that need to be overridden.
- It is also expected that the Senate will consider during the Veto Session legislation that ISBE developed with regards to repealing certain obsolete sections of the School Code.
- There is also an agreement among the Governor and the legislative leaders to revisit bonding issues including extending the School Construction Program.

Goal: Secure additional funds from the Federal Government

Objectives:

- ISBE has circulated roughly \$14 million in earmark requests to Members of Congress. While Congress is not expected to act on a budget before the November elections ISBE staff and our contractual lobbyist will be working with local school district and Members of Congress urging that they adopt and advocate for the earmark requests affecting their school districts.

LEGAL DEPARTMENT

GOALS: July 2004-October 2004

Goal: To provide timely and accurate legal advice so that our clients can do their work efficiently and in compliance with legal and ethical requirements.

Strategy #1: Provide legal advice to agency divisions, regional superintendents, school officials and agency advisory boards.

Objectives:

- Continue to provide written and verbal legal opinions to internal staff, regional superintendents and school officials so they may excel in the jobs they must do.

Goal: To provide timely and accurate legal advice so that our clients can do their work efficiently and in compliance with legal and ethical requirements.

Strategy #2: Handle litigation involving the agency.

Objectives:

- Continue to prepare responses to Complaints received and to consult with the Attorney General's Office in preparation of litigation.

Goal: To provide timely and accurate legal advice so that our clients can do their work efficiently and in compliance with legal and ethical requirements.

Strategy #3: Monitor teacher dismissals and certification matters.

Objective:

- Continue to prepare teacher dismissal records in response to received Summons and Complaints in Administrative Review for filing with the respective Circuit Courts where actions are pending.

Goal: Coordinate specific administrative and recognition processes.

Strategy #1: Complete the rulemaking process for each set of new rules or amendments.

Objective:

- Continue to maintain a close working relationship with the Agency divisions requiring the drafting and reviewing of rules and regulations for filing with JCAR.

Goal: To provide timely and accurate legal advice so that our clients can do their work efficiently and in compliance with legal and ethical requirements.

Strategy #3: Ensure that all agency obligations are met in a legally defensible and ethically sound manner.

Objective:

- Implement focused improvement on responding to requests for RFP and contract reviews to ensure that ISBE's contract process is in compliance with the Illinois Procurement Code.

PUBLIC INFORMATION DEPARTMENT
GOALS: July 2004-October 2004

Multi-Media and Web Services and Public Service and Communications Divisions

Goal: Effective communication - Affirm agency role, responsibilities and programs through appropriate internal and external mediums.

- Work with divisions to communicate a consistent agency message about ISBE programs, services and policies to external audiences.
- Utilized local, state and news media to communicate a consistent agency message and promote ISBE programs, services and policies to external audiences.
- Using current tools and capabilities - update the board and staff listing as needed
- Use available resources to make audio and video available to staff, districts and the general public through the media or online.
- Continue to improve and expand contacts with external organizations and media, exploring various communication formats.
- Develop videos, multimedia components and press releases for the Illinois State Fair display promoting the 150th anniversary of public education in Illinois.
- Update and improve Desktop faxing options
- Update and improve process and/or electronic communications list for consistent, reliable and expanded communication to Superintendents, principals and others.
- Continue to track and/or review FOIA process.

Goal: Support agency division functions and programs through the use of web services and multimedia.

- Continue to provide audio and/or video streaming as needed as well as 24 hour turn-around for “audio-on-demand” of live State Board meeting audio
- Provide timely information related to school report cards via the media and online. Work with Data Analysis for rollout of state assessment information and district or school report cards.
- Showcase Spotlight Schools and Academic Improvement schools through video programming made available on the agency website.
- Author relevant or informational video programs onto DVD formats.
- Develop Adobe templates for high-quality CD surface printing.
- Author open and closed captions for the TOTAL project. Plan to develop video release versions as well as open captioned on-line versions.
- Initial preparations for second year of TOTAL training.
- Provide cost-effective, professional CD-ROM authoring and duplication services for agency initiatives

Goal: Provide cost-saving and/or technology based methods to optimize agency operation expenditures by utilizing web services, multimedia and communications.

- Work in collaboration with the Governor’s office on a video concerning “After-School Partnerships.” A subset of the Governor’s Business Summit.
- Provide audio/visual support to training programs contracted with IOES. One end product is an interactive web-based component outlining substantial reading rubrics.
- Work with English Language Learning to produce an on-line training video.
- Maintain on-line streaming video components for access via various ISBE department websites.

- Develop more efficient methods of creating captions specifically for transfer to DVD.
- Create updated Homeless Education resource CDs.
- Evaluating “Near & Far Sciences” video components for possible on-line streaming.
- Continue to improve and re-design site, content and navigation for the 11,000-page ISBE Web site.
- Implement newly re-designed Intranet.

Goal: Successfully support and facilitate special agency programs.

- Continue to manage and track General Assembly Scholarships while looking for better software options.
- Successfully plan and coordinate Statewide Superintendent’s Conference with expected attendance of 800 – 1,000 participants.
- Develop online video components for Illinois Math and Science Partnership webcast. Will involve graphic composition and standard post-production activities.
- Coordinate selection of teacher nominee for Milken Foundation.

July 14, 2004
State Board Meeting

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
4th Floor Board Room
Springfield, Illinois 62777

Wednesday, July 14, 2004

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>The Chair, Dr. Janet Steiner, called the July 14, 2004 meeting to order at 4:10 p.m. She then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Richard Sandsmark Dean Clark Ronald Gidwitz Joyce Karon Gregory Kazarian Janet Steiner</p> <p>Dr. Steiner stated that the Board would discuss and act upon one agenda item: the IBM Student Information System Contract.</p>
<p><u>Implementation of IBM Student Information System Contract</u></p>	<p>Dr. Steiner requested a motion to approve the IBM Student Information System Contract. Dean Clark moved that the Illinois State Board of Education approve the implementation of the statewide Student Information System contract between the Illinois State Board of Education and International Business Machines (IBM) and authorize the State Superintendent to execute said contract. Richard Sandsmark seconded the motion.</p> <p>Dr. Steiner then allowed discussion on the motion. Joyce Karon asked about the timeline with regard to when the system would go into effect. Dr. Schiller stated that the system should have been in effect a year ago. According to the Superintendent, the agency intends to expedite the implementation of the Student Information System in order to have a fully operational system by the 2006-07 school year. This will place ISBE in compliance with meeting the requirements of the NCLB Act and help us improve the process of data collection related to each student.</p> <p>Dr. Schiller stated the deliverables and the timelines have been worked out between IBM and ISBE with regard to the tests, the status of the projects, designs, requirements</p>

and the phased-in payment schedule. In addition, Dr. Schiller said that the implementation of the system was coming at the same time as the agency proceeds to track and mark the new assessment program that should come online in 2006 so that we can have the kind of longitudinal studies. He proclaimed that economically the system would work out well as it will cost \$2.30 per student to run.

Ms. Karon inquired as to the timeline for school districts' requirement for submitting information or data. Dr. Schiller said there will be a developmental interface period in which the school districts, the Project Manager and the agency are going to interface. Dr. Schiller requested that Clay Slagle and the Project Manager from IBM come forward to speak more about district interfacing and interaction. Dr. Schiller requested the IBM representatives introduce themselves. The IBM representatives present were: Howard Hammel, Project Manager, Kirsten Schroeder, and Jamie McQuirt. Ms. McQuirt spoke about the phases over 3 years and how the Student Information System, in conjunction with IBM, will develop and implement the tracking system that will help districts to provide more accurate student information for state assessments used for the Report Card.

- Phase I of the project (school year 2004-05), will involve two pilot projects with a consortium of selected districts, vendors that support their local student information systems, ISBE Student Assessment staff and ISBE testing contractors.
- Phase II (school year 2005-06) will expand Phase I activities statewide, building on the lessons and experiences gained during the Phase I pilots.
- Phase III (schools year 2006-07) will focus on integrating existing special education and career and technical education student systems into the ISBE SIS, and building interfaces to other ISBE systems.

Dr. Schiller asked how this integrates with school districts that might have systems with some kind of identifier. Mr. Hammel responded by stating that IBM will be conducting a survey of what packages the school districts currently have in place. Once IBM has identified these school districts, they will meet with the vendor to see what they need to do to interface with them. IBM will then meet with

the vendor and school districts in the endeavor to import an Excel spreadsheet. Ms. Schroeder of IBM then proceeded to give more information for moving data from school district to the state agency system. She said IBM has worked with several national organizations to define a standard format for the importation of data. Mr. Kazarian suggested that a board summary be created that would detail the objectives of this contract along with the timeline of the deliverables. He also suggested a report be given to the Board with regard to the progress of this system. Dr. Schiller said that staff begin immediately and set up a timetable and quarterly updates on the progress of the three-year period.

Ms. Karon asked how the agency could communicate information about the system to the school districts. Dr. Schiller responded by stating the agency has informed the school districts of the Student Identifier System in several Weekly Updates to the field. He also asserted that the districts and superintendents will receive information on the system at the Annual Superintendents' Conference on September 21 and 22, 2004.

Mr. Kazarian stated that if he were a local superintendent, he would want to receive the summary the Board was going to receive. In addition, Mr. Kazarian asked Ms. McQuirt what Illinois would do differently than Ohio. Ms. McQuirt responded by stating that Ohio concentrated on instituting a unique identifier for each student and in North Carolina, the focus was on data collection. However, in Illinois, IBM would combine the two efforts. She also stated the unique identifiers for each student has been done for 2 years in Ohio and that 1.9 million students each had a student identifier number.

Dr. Schiller asked about IBM working with North Carolina on another phase. Ms. Schroeder responded by saying North Carolina had about 1.3 million students. She then explained how standard data from each school district was moved up to the state level. She also stated that IBM is in the process of writing programs to take advantage of the data standards and move the data from the school to the state level.

Mr. Kazarian inquired as to how Illinois' experience would differ from the Ohio experience in light of the previous work done with their student data. Ms. Schroeder responded affirmatively by stating that Illinois would

benefit, as many of the glitches have been worked out. She also stated that since having 9 more months to work on this, IBM has gotten wiser in the process and ISBE will be able to take advantage of these benefits.

Dr. Steiner asked if there were anything further questions.

For the record, Ron Gidwitz requested that the Superintendent or someone from IBM give the Board details of the agreement pertaining to duration and cost. Dr. Schiller responded by saying that ISBE and IBM have an agreement for three years at a fixed sum of \$5,750,000, with half coming from federal monies out of Assessment and half coming from GRF, with a schedule of payment over a three-year period. He then asserted that a termination clause can also be brought in place within 30 days. In addition, the Superintendent stated that the contract included a delay penalty clause in the event the deliverables are delayed. In conclusion, he affirmed that the fund has been set aside for this project.

Mr. Gidwitz then asked the Superintendent to explain essentially what the agency would be doing with IBM once the contract was awarded. Dr. Schiller responded by saying that the agency would be contracting with IBM for them to develop and help ISBE implement a Student Information System that allows the agency to track student demographics, progress, achievement and a variety of other data from the 880 school districts that may not be at the agency's immediate disposal. Mr. Gidwitz then asked why the agency would want to become involved in such a venture.

Dr. Schiller responded by stating that ISBE must do this in accordance with AYP data, subgroups under NCLB, daily collection for attendance and particularly dropout information because at the moment ISBE has no way to measure any of these matters. Dr. Schiller asserted that at this point ISBE is at the mercy of collecting data as reported by the districts. Superintendent Schiller proclaimed that the system will give not only the bank and wealth of data but the opportunity to be able to transform that data into meaningful reports for policy development and tracking. Dr. Schiller further explained this is kind of a subset of NCLB that without the data and use of the data, then most of the AYP calculations and projections and how schools are doing is then left without the verification much less the statewide centering of the data.

Dr. Schiller then inquired with IBM on whether he had forgotten any further details. Ms. Schroeder added two additional points. She noted that this system will be a better longitudinal tracking of student progress and aggregate data which will enable a better look at trends, which is what AYP is requiring. She also stated that in looking at what other states are doing Illinois is not unique.

Mr. Gidwitz then inquired as to how ISBE arrived at choosing IBM as the preferred vendor. Mr. Slagle responded by saying that the RFP was developed and ranked along a 100-point scale which was subdivided into eight different categories. He further explained that out of those responders, who ranked 90 points or above, IBM was the lowest cost and ISBE successfully negotiated that contract accordingly.

Mr. Gidwitz further inquired regarding when the RFP was posted and whether the eight categories were articulated. Mr. Slagle affirmatively responded. Mr. Gidwitz thanked Mr. Slagle and said that he had no further questions.

Dr. Steiner then asked the Board member if there were any further questions.

Mr. Kazarian stated that the agency has had an issue with respect to which demographic categories and the flexibility of the demographic categories in terms of tracking. Mr. Kazarian inquired of Dr. Schiller how the contract accommodates this issue. He continued with saying that Illinois has the issue with students who want to identify themselves demographically and ethnically in a particular way. Mr. Kazarian inquired as to whether the new system reflects sort of a consensus in the right direction for the agency to handle this issue. Dr. Schiller asked ISBE staff member, Connie Wise, to come forward and respond to Mr. Kazarian's questions.

Ms. Wise responded by saying that this effort would certainly improve data quality coming from the districts and hopefully alleviate any of those problems that ISBE has encountered in the past where a student would code themselves in a certain category and the school would code them in another category. Ms. Wise further explained that this system would eliminate that problem.

Mr. Kazarian then inquired on the flexibility of the identifiers, and on whether a student could identify themselves as multi-ethnic. Ms. Wise responded by saying that multi-ethnic was currently a category. To confirm, Mr. Kazarian asked if a student identifies themselves as multi-ethnically, then they would be able to identify themselves as such. Ms. Wise affirmatively responded.

Dr. Schiller stated that ISBE sets the demographic and ethnic fields and communicates those to IBM.

In addition, Dr. Schiller stated the Board made a policy decision last February or March pertaining to the determination about multi-racial. Mr. Kazarian concurred with Dr. Schiller's recollection.

Dr. Schiller further asserted that he believes that the design of this system became fluid for the Board to be able to determine the fields of what it wishes to collect and how it wishes to collect it. The Superintendent added that ISBE has to submit a lot for approval through the United States Department of Education and the Superintendent proclaimed that the system is set up to be that customized and fluid. IBM staff agreed with the Superintendent on that matter.

Mr. Clark asked if ISBE chooses to change or add a category, what would be the timeframe for this and would ISBE have to start at step one again or start the process over. Mr. Hammel said that ISBE would not need to start the process over. He said if ISBE were to add a category, the agency would update the table with the new categories, but if students change from one category to another, they would need to have a process in place to do that.

Greg Kazarian asked the Superintendent whether this system identifies the educational experiences of the student and for example, would this system allow me to know that in third grade, I was in this school district and in the fourth grade, I was in another district. Ms. Schroeder responded affirmatively. Dr. Schiller then responded by saying this was an important component given that the mobility ISBE experiences with students and that it will be very helpful in research with regard to transferability, especially drop-out students and students being reported erroneously. It will also be able to follow through on

	<p>where the students are located.</p> <p>Mr. Kazarian asked if the system identifies a lapse in education (i.e., the student leaves the state for a period of time and then returns to the state). Ms. Schroeder said the system should be able to identify this information later in the process. She also stated that the student identification number will be in the system for approximately 25 years.</p>
	<p>Chair Steiner asked regarding the turn-around time. Supt. Schiller said that this is a direct on-line input system. Mr. Hammel said that the information would be available immediately.</p> <p>Joyce Karon asked about the process if a school district wanted to migrate their information. She wanted to know if there would be any parameters and how soon they would be able to do this. Mr. Hammel said that the survey must be done first. He also explained that there would be lots of technical assistance and guidance available to the districts to make sure they had help with inputting and transferring the data. He said that they would be working very closely with districts to help them on these issues.</p> <p>Greg Kazarian thanked the IBM representatives and Chair Steiner apologized for the delay.</p>
<u>Roll Call Vote to Approve IBM Contract</u>	Dr. Steiner then requested a roll call vote to approve the IBM Contract. The motion passed as all members presented voted affirmatively.
<u>Motion to Enter into Closed Session</u>	Dr. Steiner stated that the Board would immediately adjourn to enter into Closed Session. She therefore requested a motion to do so. Ms. Karon moved that the Illinois State Board of Education go into Closed Session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows: Section 2 (c) (1) for the purpose of discussion information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee, including hearing testimony on a complaint lodged against an employee. The motion was seconded by Mr. Kazarian.
<u>Roll Call Vote</u>	Dr. Steiner then requested a roll call vote to enter into Closed Session. The motion passed as all members presented voted affirmatively.
<u>Adjournment of Meeting</u>	Dr. Steiner stated that the Board would adjourn to go into Closed Session. The open portion of the meeting

	adjourned at 4:35 p.m.
	<p data-bbox="472 197 1287 300">Please contact the Illinois State Board of Education office in Springfield at 217/782-7497 for an audio tape of the meeting.</p> <p data-bbox="963 342 1300 375" style="text-align: right;">Respectfully Submitted,</p> <p data-bbox="1016 451 1300 520" style="text-align: right;">_____ Richard Sandsmark Secretary</p> <p data-bbox="1057 632 1300 701" style="text-align: right;">_____ Dr. Janet Steiner Chair</p>

July 8, 2004
 State Board Meeting

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street
 4th Floor Board Room
 Springfield, Illinois 62777

Thursday, July 8, 2004

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>The Chair, Dr. Janet Steiner, called the July 8, 2004 Special Board meeting to order at 3:15 p.m. She then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Dean Clark Ronald Gidwitz Joyce Karon Gregory Kazarian Janet Steiner</p> <p>MEMBERS ABSENT: Richard Sandsmark</p>
<p><u>Motion to Enter into Closed Session</u></p>	<p>Dr. Steiner stated that the Board would immediately adjourn to enter into Closed Session. She therefore requested a motion to do so. Joyce Karon moved that the Illinois State Board of Education go into Closed Session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows: Section 2 (c) (1) for the purpose of discussing information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee, including hearing testimony on a complaint lodged against an employee. The motion was seconded by Dean Clark.</p>
<p><u>Roll Call Vote</u></p>	<p>Dr. Steiner then requested a roll call vote to enter into Closed Session. The motion passed as all members presented voted affirmatively.</p>
<p><u>Adjournment of Meeting</u></p>	<p>Dr. Steiner stated that the Board would adjourn to go into Closed Session and there would be no action items after the Closed Session. The open portion of the meeting adjourned at 3:20 p.m.</p> <p align="right">Respectfully Submitted,</p> <p align="right">_____ Richard Sandsmark Secretary</p> <p align="right">_____ Dr. Janet Steiner Chair</p>

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
4th Floor Board Room
Springfield, Illinois 62777

Tuesday, July 6, 2004

<u>Call Meeting to Order/ Roll Call</u>	<p>The Chair, Dr. Janet Steiner, called the July 6, 2004 Special Board meeting to order at 8:40 a.m. She then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Dean Clark Ronald Gidwitz Joyce Karon Gregory Kazarian Janet Steiner</p> <p>MEMBERS ABSENT: Richard Sandsmark</p>
<u>Motion to Enter into Closed Session</u>	<p>Dr. Steiner stated that the Board would immediately adjourn to enter into Closed Session. She therefore requested a motion to do so. Joyce Karon moved that the Illinois State Board of Education go into Closed Session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows: Section 2 (c) (1) for the purpose of discussing information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee, including hearing testimony on a complaint lodged against an employee. The motion was seconded by Dean Clark.</p>
<u>Roll Call Vote</u>	<p>Dr. Steiner then requested a roll call vote to enter into Closed Session. The motion passed as all members presented voted affirmatively.</p>
<u>Adjournment of Meeting</u>	<p>Dr. Steiner stated that the Board would adjourn to go into Closed Session and there would be no action items after the Closed Session. The open portion of the meeting adjourned at 8:45 a.m.</p> <p style="text-align: right;">Respectfully Submitted,</p> <p style="text-align: right;">_____ Richard Sandsmark Secretary</p> <p style="text-align: right;">_____ Dr. Janet Steiner Chair</p>

June 16, 2004
State Board Meeting

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
4th Floor Board Room
Springfield, Illinois 62777

Wednesday, June 16, 2004

<p><u>Call Meeting to Order/ Roll Call</u></p>	<p>The Chair, Dr. Janet Steiner, called the June 16, 2004 meeting to order at 9:10 a.m. She then requested that the roll be called. A quorum was present.</p> <p>MEMBERS PRESENT: Richard Sandsmark Dean Clark Ronald Gidwitz Joyce Karon Gregory Kazarian Janet Steiner</p> <p>Dr. Steiner stated that the meeting would be a one day meeting in which the Board would discuss and take action on the presented agenda items.</p>
<p><u>Recognition of the 2004 Teacher of the Year</u></p>	<p>Chair Steiner then announced that the State Board was pleased to welcome the 2004 Teacher of the Year: Ms. Deborah Perryman. Dr. Steiner introduced Ms. Perryman as a Biology and Environmental Science teacher at Elgin High School. She stated that the scope of Ms. Perryman's Environmental Sciences and Biology class at Elgin High School has reached well beyond the classroom and has impacted the entire community of Elgin during her 12 years of service to the district and its children.</p> <p>Ms. Perryman thanked the Board for the opportunity to serve as the 2004 Teacher of the Year. She then briefly shared her passion for teaching the biological science to her high school students. She stated that while she will enjoy traveling Illinois to give speeches about the importance of environmental education, she will miss being in the classroom with her students.</p> <p>Dr. Schiller and the Board thanked Ms. Perryman for agreeing to serve as the 2004 Teacher of the Year and wished her well in all of her endeavors.</p> <p>Ms. Perryman will represent Illinois in the National</p>

	<p>Teacher of the Year program sponsored by the Council of Chief State School Officers and Scholastic, Inc. in the spring of 2005.</p>
<p><u>Recognition of Retiring Staff Members</u></p>	<p>Dr. Schiller then announced that he and the Board would like to recognize several staff members for their many years of service and dedication to ISBE. He recognized Lynne Curry, Gail Lieberman, Lugene Finley, and Lee Patton by reading a resolution on their behalf. (Please see the resolutions below.) The Superintendent also gave special recognition to Mary Anne Graham who served as the Division Administrator for Student Assessment.</p> <p>The following resolution was read on Lynne Curry's behalf:</p> <p>WHEREAS, Lynne Haeffele Curry began serving in the education field as a classroom science teacher at Bloomington High School where she taught for 13 years; and</p> <p>WHEREAS, Lynne also served as science department chairperson at Bloomington High School and taught teacher education classes at Illinois State University; and</p> <p>WHEREAS, in 1985, Lynne was selected to represent Illinois in the Teacher in Space competition; and</p> <p>WHEREAS, in 1988, she was among the first group of teachers and administrators to receive the Illinois Distinguished Educator/Milken Foundation Award; and</p> <p>WHEREAS, Lynne was a finalist for Illinois Teacher of the Year in 1989; and</p> <p>WHEREAS, Lynne joined the Illinois State Board of Education in 1990 as the supervisor of the Center on Scientific Literacy; and</p> <p>WHEREAS, she assisted in the establishment of the ISBE's Center for Educational Technology in 1994; and</p> <p>WHEREAS, in 1995, Lynne became the Division Administrator for Strategic Planning and Budget Management and was the project manager for the Illinois Academic Standards Project resulting in the adoption of the Illinois Learning Standards in 1997; and</p> <p>WHEREAS, she became the Chief Deputy Superintendent in the fall of 2000; and</p> <p>WHEREAS, after serving as the Chief Deputy Superintendent and up until the time of her retirement, Lynne served as the director for the Planning and Performance Center contributing to the overseeing of the following eight divisions: Accountability, Assessment, Career Development & Preparation, Curriculum and Instruction, Data Analysis and Progress Reporting, English Language Learning, Early Childhood Education, and System of Support; and</p> <p>WHEREAS, during her time at ISBE, Lynne was involved in or supervised just about every aspect of policy and curriculum using her knowledge, analytical thinking skills, ability to extrapolate and see the big picture, and resourcefulness to guide the successful completion of many ISBE program initiatives; and</p> <p>WHEREAS, Lynne was always making a diagram or "picture" to illustrate policy or process, e.g. the System of Support "quadrants"; and</p> <p>WHEREAS, Lynne made a long commute daily from Leroy, spending many hours and sometimes days away from her two beautiful and intelligent daughters; and</p> <p>WHEREAS, Lynne was described by her colleagues as having a great sense of humor and a great passion for reading, karaoke, and horseback riding;</p> <p>THEREFORE, LET IT BE RESOLVED that the Illinois State Board of Education and the State Superintendent of Education extend its grateful appreciation to Lynne for her</p>

14 years of dedication to the agency and the children of Illinois and wish Lynne many more years of happiness and success.

The following resolution was read on Gail Lieberman's behalf:

WHEREAS, Gail began her service to children teaching students with visual impairments and multiple disabilities throughout Proviso Township at the Proviso Area for Exceptional Children; and

WHEREAS, Gail then decided to continue her service to children by joining the State Board of Education in 1971 (known as the Office of the Superintendent of Public Instruction at that time) as a Consultant for Visually Impaired Students in the Department for Exceptional Children; and

WHEREAS, during the 1970s at the Office of the Superintendent of Public Instruction, Gail also served as an Educational Specialist and a Coordinator of Services for Deaf and Blind Students for the Department of Exceptional Children; and

WHEREAS, once the Office of the Superintendent of Public Instruction was formally changed to the Illinois State Board of Education, Gail continued to offer a great wealth of expertise and experience from her training in special education and educational administration by serving in a variety of capacities at the State Board such as: Assistant to the Executive Deputy Superintendent, Manager of Program Approval for the Department of Specialized Educational Services, Program Administration for the Department of Special Educational Services, Programs for Exceptional Children for the Department of Specialized Educational Services; and Assistant Manager for Programs for Exceptional Children in the Department of Specialized Educational Services; and

WHEREAS, Gail left the State Board from 1985-1989 to work for Governor James R. Thompson as the Assistant to the Governor for Education; and

WHEREAS, upon her return from the Governor's Office, joined the Illinois State Board as the Assistant to the Superintendent in the Department of Special Education from 1989-1995; and

WHEREAS, Gail was president of the National Association of State Directors of Special Education from 1994 to 1995; and

WHEREAS, Gail was recognized for her untiring work and dedication to the Special Education community by many organizations, some of which include: the Illinois State Advisory Council on the Education of Students with Disabilities, the Illinois Alliance of Administrators of Special Education, and the Special Education Leadership Academy; and

WHEREAS, Gail also responsibly and effectively took on the following roles in the agency from 1995 until the time of her retirement, sometimes serving in more than one role at a time: Federal Liaison; ISBE *No Child Left Behind* Point Person (this being the most coveted role of "NCLB Queen"); Acting Director, Standards Aligned Learning; Acting Division Administrator, Curriculum and Instruction; Acting Division Administrator, English Language Learning; Assistant to the Director, Center for Teaching and Learning; Manager, Student & School Progress Center for Teaching and Learning; and Senior Policy Advisor for Charter Schools and Policy, Planning and Resource Management; and

WHEREAS, while continuing to be dedicated to her daily duties at the State Board, Gail edited, authored, and contributed to the publication of over 20 articles, manuals, and reports; and

WHEREAS, Gail was always willing to make herself available to give speeches, seminars, and workshop presentations within and outside of the agency on a variety of pressing educational issues and topics; and

WHEREAS, Gail was an invaluable, resourceful and dedicated employee at the Illinois State Board of Education for twenty-eight years and eight months as she showed an energy and willingness to take on any task and was highly respected for her commitment, attention to detail, broad knowledge base, and work ethic;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education and the State Superintendent of Illinois extend its deepest appreciation to the "NCLB Queen" for all of her hard work, dedication, and leadership at the State Board and wish Gail continued happiness and success in all her future personal and professional

endeavors.

The following resolution was read on Lugene Finley's behalf:

WHEREAS, Lugene Finley began his career with the Illinois State Board of Education in February of 1973, and has served the agency faithfully for the last 31 years; and

WHEREAS, Lugene began his service to the agency working in the Communications Department in the following capacities: Assistant Press Secretary, Public Information Specialist, Senior Staff Writer, and Writer 11; and

WHEREAS, in 1995, Lugene left the Communications Department to offer his expertise in technology as the Division Administrator and Acting Associate Superintendent for Learning Technologies where he supervised the administrative operations of information technology as well as the integration of technology and telecommunications into teaching and learning activities; and

WHEREAS, Lugene also served as the Chief Technology Officer and coordinated the application of emerging technologies and telecommunications for the improvement and reform of agency policies, state and federal guidelines and fiscal accountability; and

WHEREAS, Lugene played an important role in providing leadership for Illinois' first K-12 Technology Plan and the revisions of that plan as well as spearheading the development of a strategic Information Technology Plan for the internal operations of the state education agency; and

WHEREAS, since January of 2002, Lugene has served as the Director of the Information Technology Center by providing leadership in assisting schools in their efforts to improve student and teacher performance through the appropriate use of technology and telecommunications and ensuring the agency's ability to deliver services in a productive and efficient manner for internal and external clients; and

WHEREAS, throughout his career Lugene has received many awards and experienced many achievements in the communication and technology fields, some of which include: Distinguished Achievement Award from the Education Press Association, Award of Excellence in Education Communications, Distinguished Delegate to the Illinois Regional White House Conference on Library and Information Services, and Participant in the 2001 International Society for Technology in Education Minority Leadership Symposium; and

WHEREAS, Lugene seldom missed a day of work and he often worked late nights and on the weekends while also working for a time period to complete requirements for a degree in Labor Relations by attending school after those long hours; and

WHEREAS, Lugene delivered many speeches at local, regional, and statewide technology conferences and workshops; and

WHEREAS, Lugene was instrumental in initiating, championing and implementing the agency's three huge technology initiatives – E-Grants (eGMS), Student Information System (SIS), and a statewide data warehouse system; and

WHEREAS, without Lugene's support and guidance many of the agency's technology initiatives may never have become a reality;

THEREFORE, LET IT BE RESOLVED that the Illinois State Board of Education and the State Superintendent of Education extend their grateful appreciation to Lugene for his hard work and dedication to the agency as it has been above and beyond "the call of duty" and wish Lugene continued success and fulfillment in his future personal and professional endeavors.

The following resolution was read in Lee Patton's behalf:

WHEREAS, Lee Patton has worked for the Illinois State Board of Education and its predecessor agencies since 1971, harkening back to the days of the Office of the Superintendent of Public Instruction; *and*

WHEREAS, Lee has played the unofficial and often unacknowledged role of agency historian (and we thought she just didn't care to recycle paper), reminding us of potential pitfalls, as well as successes, from prior agency experiences; *and*

	<p>WHEREAS, Lee has worked in several sites for the agency, beginning at the 1020 South Spring building in 1971 and migrating in 1975 to the 100 North First Street <i>Taj Mahal</i> known as the "ALZINA BUILDING," testing the maximum storage space capabilities of every office and environment she has ever encountered; <i>and</i></p> <p>WHEREAS, Human Resources tells us that Lee has held many roles within the agency: Assistant Director; working for Fred Rozum, her colleague and friend; Educational Specialist; Administrative Assistant; Assistant Executive Deputy working with Nelson Ashline; Assistant to the State Board of Education (one of many titles while providing board services); Deputy Superintendent for Policy and Board Relations; Director of Policy; Chief Deputy Director of Policy; and as of 2003, Interim Director of Teaching and Leadership (WHEW!); <i>and</i></p> <p>WHEREAS, Lee has been a faithful steward of the State Board of Education for many years, beginning to work with a board composed of 17 members in 1983 and ending that state service with a board of 9 members in 2001; <i>and</i></p> <p>WHEREAS, in December 1996 the formerly constituted State Board of Education recognized Lee by noting her care, nurturing, inspiration, and extraordinary writing skills, and passed a resolution regarding her exceptional service as Executive Assistant to the Board; <i>and</i></p> <p>WHEREAS, Lee has encountered many situations requiring the utmost diplomacy while staffing the board (rookie board members, demanding chairpersons, late-night hearings, board meetings around the state, floods, protests by the bilingual community); <i>and</i></p> <p>WHEREAS, Lee has met and conquered numerous challenges, working for nine state superintendents—from Dr. Michael Bakalis to Dr. Robert Schiller, and all formally or informally in between—and professional demands ranging from special education services to board policy to services to the State Teacher Certification Board; <i>and</i></p> <p>WHEREAS, Lee has, over time, mentored many agency staff in the fine art of policy studies and policy development, always keeping her eye on the big picture; <i>and</i></p> <p>WHEREAS, Lee has spent her very limited free time antiquing and QVC scanning and buying (the term <i>QVC junkie</i> comes to mind); <i>and</i></p> <p>WHEREAS, Lee has written policy briefs and board statements at every possible hour of the day and night, not acknowledging weekends or holidays or days off; and appeared to wait until the very very very last minute to produce the required product but always came through with it; <i>and</i></p> <p>WHEREAS, Lee enjoyed fun activities such as a picture collection, or one dollar bills from the bank inscribed with "The buck stops here," or the Thomas Burroughs award, or arranging activities at Chicago board meetings, or writing so many resolutions when board members retired; <i>and</i></p> <p>WHEREAS, Lee has worked with the Student Advisory Council on various issues, including safe schools, and has always had the best interests of children and youth, teachers and schools in mind and been dedicated to her profession; <i>and</i></p> <p>WHEREAS, Lee has demonstrated her unflinching belief in the merits of an independent, bipartisan board of education that places children first in every issue debated and decided; <i>and</i></p> <p>WHEREAS, Lee has demonstrated enthusiasm for every new learning opportunity and policy challenge;</p> <p>THEREFORE, BE IT RESOLVED by the Illinois State Board of Education and the State Superintendent of Education, in May 2004, that they extend their deep and enduring appreciation to Lee Patton for her commitment and dedication to high-quality education for all students in Illinois and wish her health, happiness, and the enjoyment of antiquing in the years ahead.</p>
<p><u>Student Advisory Council Presentation</u></p>	<p>The Student Advisory Council presentation was the next item on the agenda. The Chair welcomed the 2003-2004 Student Advisory Council (SAC) Members and requested that they come forward. She announced that the following SAC members were present: Stacie Barton, the council</p>

chair; Alex Schwarm; Nathan Taylor; Daniel McFadden; and Scott Hillpot. Dr. Steiner also recognized Andrew Schwarm, a member of the council last year. She then thanked Marilyn Holt, the council's advisor for all of her hard work and dedication. Lastly, Dr. Steiner thanked Lee Patton who also worked with the Student Advisory Council for many years.

The council began the presentation by thanking the State Board for their continued support of a Student Advisory Council in the state of Illinois. Then, the students gave a brief report of their activities from the 2003-2004 school year. According to the students, SAC was represented at the School Safety Symposium on April 23, 2004. The event was hosted by the Regional Office of Education #12. SAC members assisted with registration and oversight of the day's conference sessions. Also in April of 2004 the SAC lobbied with various General Assembly members to help students maintain a connection with Illinois lawmakers.

The council had one recommendation for the State Board to consider. The council stated that they believed that the students of Illinois should be represented by their peers when discussions occur regarding the laws and regulations that shape their educational lives. They stated that in order to continue a forum for the expression of student views, the council would recommend that before July 1, 2004, the ISBE contract with the Regional Office of Education (ROE) #3. The students proclaimed that with this contract the SAC would be able to continue working toward its goals and improving education.

Ronald Gidwitz then inquired as to why the students felt a contract should be entered into with ROE #3. The council members asserted that ROE #3 would provide the assistance needed to lead such a group as theirs as they have experience with coordinating such student groups.

In addition, Mr. Gidwitz inquired as to how much such a contract would cost. Stacie Barton stated that she believed \$50,000 was the estimated figure needed to ensure a quality program continues with recruiting and extended services for the students involved.

In closing, the council again thanked the Superintendent and Board for entrusting them with the responsibility of representing the students of the State of Illinois. The

	<p>Superintendent and Board members in turn wished the students well and presented them with a framed Certificate of Appreciation for the time served on the SAC.</p>
<p><u>Public Participation</u></p> <p><u>Tom Leonard, American Indian Council</u></p> <p><u>Laura Arterburn, IFT</u></p>	<p>The next item on the agenda was Public Participation. Dr. Steiner requested that the first public participant, Mr. Tom Leonard, come forward to present his issue to the Board.</p> <p>Mr. Leonard introduced himself as a Native American and provided information on his tribe origination. He stated he was before the Board to address the matter of racial, cultural, and ethical sensitivity in the schools. Mr. Leonard also stated that he would like the Board to draft a resolution to denounce the use of Native American symbols, tribal names, religious objects, and depictions of tribe people. He requested that the Board also strongly encourage schools currently using tribal names to use another name to represent their schools.</p> <p>Mr. Leonard proclaimed that witnessing such use of the tribal symbols and names was a psychological detriment to him and his fellow Native American people. According to Mr. Leonard, stereotypical mascots and dances ridicule the Native American people and their beliefs. He asserted that in all the depictions of Native Americans, no depiction is made of a friendly Native American but a vicious one. Mr. Leonard further stated that most school districts have ignored requests to properly portray the Native American and/or receive tribal approval to use symbols or tribal names (especially for the name "Redskins"). In addition, Mr. Leonard stated that he and his Native American people have been threatened with physical violence and chastised when they expressed their concerns to schools and parents.</p> <p>Mr. Leonard paralleled the discrimination against the Native Americans to the discrimination the African Americans experienced in the South years ago. He stated that it is up to the State Board to do something about the improper use of tribal names and symbols in the schools across the State of Illinois.</p> <p>Dr. Steiner then requested that Laura Arterburn from the International Federation of Teachers (IFT) come forward to speak as the final public participant. When Ms. Arterburn came forward she stated that she wanted to briefly thank the State Superintendent and Board for their action with regard to the recommendation of the</p>

	<p>dissolution of the Financial Oversight Panel in East St. Louis School District #189 and the institution of an Intergovernmental Agreement between ISBE and the district. She stated that the dissolution of the panel was something that needed to be done for some time now and she was grateful that the Superintendent and Board acted in such a way to assist the district in getting “on its own feet.”</p>
<p><u>Approval of Minutes</u></p>	<p>The Approval of the Minutes was the next item on the agenda. Dr. Steiner requested a motion from a Board member to approve the minutes of the May 19, 2004 meeting. Dean Clark then moved that the Illinois State Board of Education approve the minutes of the May 19, 2004 meeting as published. The motion was seconded by Joyce Karon. The motion passed as all members present voted yes to approve the minutes.</p>
<p><u>Discussion and Action Items</u></p>	<p>Dr. Steiner then stated that she would request the Superintendent to summarize each item on the agenda, request a motion concerning the agenda item, allow the Board to discuss the item, and then request the Board to take appropriate action on the presented agenda items.</p>
<p><u>Approval of Additional Supplemental Educational Service Providers</u></p>	<p>The first discussion and action item was the Approval of Additional Supplemental Educational Service Providers. Dr. Schiller proclaimed that monthly he and staff bring to the Board additional supplemental educational service providers for recommended approval who have met the established criteria. He stated that a few months ago the agency contacted a number of different providers around the nation and locally inviting them to provide extended services in Illinois. The Superintendent asserted that approval of the recommended providers would allow the providers to begin to offer services in the upcoming school year.</p> <p>Dr. Steiner then requested a motion to approve the recommended providers. Ronald Gidwitz made the following motion:</p> <p>Whereas the No Child Left Behind Act of 2001 requires that the State Board of Education promote maximum participation of supplemental educational service providers and maintain an updated list of approved providers, I move that the providers identified on Attachment #2 and the Addendum be approved for addition to the Illinois list of approved supplemental educational service providers.</p>

	<p>The motion was seconded by Dean Clark. Dr. Steiner then inquired if any Board member had a question or comment. Joyce Karon stated that she noticed that a significant number of school districts are becoming supplemental educational service providers. She inquired as to what the standard was for schools who were offering services to children. Dr. Schiller responded by saying the school districts have the same standard as the other approved providers. The supplemental educational services must be provided outside the school day, as an extension to the learning happening during the regular school hours.</p> <p>Ronald Gidwitz requested that the Superintendent explain the variations in costs between the providers. The Superintendent responded affirmatively and also requested Don Full, Division Administrator for the Accountability Division to come forward. Dr. Schiller stated that the agency has seen throughout the course of the year that the providers set their cost to provide services and these costs are negotiated between the provider and the school district or entity receiving the services. Don Full said that it is hard to give a clear answer as to the variation in prices. However, he did state that many of the providers have unique delivery systems, programs that have different lengths, programs that serve different numbers of students at a time, and some providers require equipment whereas others do not. Cheryl Bradley stated that Springfield would be an example of providing a unique delivery system as the district does one-on-one tutoring whereas other districts provide instruction to small groups.</p> <p>In conclusion, Ms. Karon stated that she was happy to see that the numbers of approved providers continues to grow. Dr. Schiller stated that the agency has worked hard to make more providers available to those schools and children who need the services.</p> <p>Dr. Steiner then requested a roll call vote to approve the recommended providers. The motion passed as all members present voted yes.</p>
<p><u>Approval of Supplemental Educational Services Standard and Technique for Monitoring SES</u></p>	<p>Dr. Steiner stated that next item for discussion and action was the Approval of the Supplemental Educational Services Standard and Technique for Monitoring Supplemental Educational Service providers. Dr. Schiller then requested Don Full explain how the standard and technique was created and how the standard and</p>

Providers

technique will be used with the providers. Dr. Full stated that the NCLB Act requires states to monitor the providers that have been approved to provide services. In addition, Dr. Full stated that if the provider has not contributed, within two years, to the academic proficiency of those being serviced, the provider's approval is to be withdrawn.

According to Dr. Full, local school districts that must offer SES are also required by statute to enter into an agreement with a SES provider. In consultation with the school and parent, the agreement must include student achievement goals and a timeline to achieve those goals. Dr. Full asserted that in the event the goals are not reached during the timeframe, then the agreement must have a provision for termination. According to Dr. Full, these requirements, which are both statutes, have been utilized by ISBE to form a standard and technique for monitoring the providers. Dr. Full then stated that the standard was set at 50%. Meaning, that if 50% of the school districts the provider services terminate their agreements, the State Board will terminate its approval of that provider. Dr. Full stated that several school districts and other providers provided feedback on the proposed standard and agreed to the standard. He stated that as a reminder, the providers do not have to assure that those receiving services make AYP. The providers just must contribute to the academic proficiency of the students in their programs.

Ronald Gidwitz and Dean Clark expressed concerns about student outcomes and the 50% Standard for the providers. Dr. Full replied that while the 50% may seem low, districts have a responsibility to make sure their schools and students make AYP. Thus, he asserted that school districts have a responsibility to choose providers they believe will assist in increasing their student outcomes.

Ronald Gidwitz stated that it may be useful to get a grant to find out how to measure the quality of SES providers verses the quality of the teachers providing the services. Dr. Schiller replied that the USDoe has done studies on the impact of Choice and SES. However, data will not be available for the next couple of years as the department is trying to figure out how to classify all of the variables involved. Mr. Gidwitz then restated his position that possibly ISBE should look at a grant to conduct such a study. Dr. Schiller said that he would follow-up and make

	<p>the contact regarding the request.</p> <p>Joyce Karon stated that she knew that setting a standard is required. However, she said that she hoped that the monies requested are being used wisely and that the services being provided are appropriate for the students served. She stated that students needing additional help need assistance tailored to their own needs. Cheryl Bradley then stated that each provider must set up an individual learning plan for each student. Ms. Karon stated that while she understood each student receives an individualized plan, her concern was whether the students would receive individualized teaching strategies to meet their individual learning needs.</p> <p>Dr. Full stated that when the standard is approved and implemented, the agency will have a track record of the providers who are offering services to the schools and students. According to Dr. Full, information on the providers will assist school districts in choosing providers who best meet their students' needs.</p> <p>As there was no further discussion, Dr. Steiner requested a motion to approve the standard and technique. Ms. Karon thus made the following motion:</p> <p>Whereas the No Child Left Behind Act of 2001 requires the state education agency to develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved providers, and for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students served, I move that the standard of 50% and the technique as specified in Attachment 2 be approved.</p> <p>The motion was seconded by Dean Clark. As there was no further discussion, Dr. Steiner requested a roll call vote. The motion passed as all members present voted yes.</p>
<p><u>Adoption of Illinois Early Learning Standards</u></p>	<p>The next item on the agenda was the Adoption of the Illinois Early Learning Standards. Dr. Schiller stated that the Illinois Early Learning Standards were developed by ISBE with the assistance of hundreds of educators. He stated that they were first introduced in draft form in June of 2000. Dr. Schiller asserted that since the draft form of the standards were released, hundreds of educators and</p>

parents as well as a wide variety of national, state, and local experts have commented on the standards. The Superintendent thus affirmed that the final draft of the standards is a synthesis of their many views and was being brought to the Board for final approval.

Superintendent Schiller then requested that Kay Henderson, Division Administrator for Early Childhood Education, come forward and introduce her guests. The following persons were introduced by Ms. Henderson:
Donna Nylander, Naperville
Susan Busker, Rockford
Alice Moss, Chicago
Chris Brady, DeKalb
Shelby King, ISBE

Ms. Henderson proclaimed that Shelby King was the ISBE point person in the design and rollout of the Early Learning Standards. In addition, she stated that all other individuals present were educational leaders in various school districts across the state. Ms. Henderson went on to say that the Early Learning Standards have evolved over the last three or four years. She then gave a brief history of the development of the Early Learning Standards. According to Ms. Henderson, the Early Learning standards were organized to parallel in content the Illinois Learning standards for K-12 education. She stated that the goal of the standards is to provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. Ms. Henderson proclaimed that as Illinois was one of the first states to have Early Learning Standards, the standards were seized upon nationally and became a model of excellence for other states. As a result, Illinois received several national awards for the standards and its early childhood programs.

In conclusion, Ms. Henderson stated that she would like to thank all of the many contributors to the Illinois Early Learning Standards for their thoughtfulness and knowledge in helping to shape the standards.

Dr. Steiner then congratulated Ms. Henderson and the educational contributors to the Illinois Early Learning Standards for such a good job done on behalf of the early childhood students in the state.

Joyce Karon stated that coordinating the standards with

	<p>the various “early learning reading programs” on district and/or public library systems would be very valuable and a useful tool for schools and students. Ms. Karon affirmed that she would be willing to offer assistance in the development of such a project.</p> <p>Dr. Steiner then requested a motion to adopt the Illinois Early Learning Standards. Dean Clark moved that the Illinois State Board of Education hereby adopt the Illinois Early Learning Standards for instructional use in Illinois with preschool students as discussed during the June 2004 meeting. These standards will be part of instructional programs serving students in Prekindergarten and Early Childhood Special Education. Ronald Gidwitz seconded the motion. The motion passed as all Board members voted affirmatively.</p> <p>Dr. Schiller and the Board then presented Certificates of Appreciation to each of the contributing educators who were present.</p>
<p><u>Approval of Institutional Accreditation and Programs</u></p>	<p>Dr. Steiner then announced that the next item for Board discussion and action was the Approval of Institutional Accreditation and Programs. Dr. Schiller stated that the previous Thursday and Friday State Teacher Certification Board (STCB) members met and recommended Institutional Accreditation and Programs approvals for several institutions. Superintendent Schiller asserted that he conferred with each of the recommendations of the STCB and would recommend that the Board approve each institution’s accreditation status and program(s).</p> <p>Dr. Steiner then asked for individual motions to approve the accreditation statuses and programs of the universities.</p> <p>Mr. Gidwitz moved that the Illinois State Board of Education hereby accept the recommendation of the State Teacher Certification Board and assign “continuing accreditation” status to Illinois State University. He further stated that the action was taken in accordance with Section 25.125(j)(1) of the State Board’s administrative rules on certification and authorizes the institutions to conduct programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review. The motion was seconded by Dean Clark. The motion passed as all members present voted yes.</p>

	<p>Richard Sandsmark then requested that the rest of the institutions be consolidated into one motion as he had to leave the meeting shortly to travel. Dr. Schiller and Dr. Steiner concurred that merging the institutions into one motion would be allowed.</p> <p>Dean Clark then made the following motion for DePaul University, Chicago State University, and Northeastern University:</p> <p>I move that the Illinois State Board of Education hereby accept the recommendation of the State Teacher Certification Board and assign “continuing accreditation” status.</p> <p>This action is taken in accordance with Section 25.125(j)(1) of the State Board’s administrative rules on certification and authorizes the institutions to conduct programs and recommend candidates for certification by entitlement until the time of the institution’s next scheduled review.</p> <p>The motion was seconded by Joyce Karon. All members present voted yes during the roll call vote. Therefore, the motion passed.</p> <p>Dr. Schiller then stated that the institutional programs could also be approved in one motion. Thus, Mr. Gidwitz made the following motion:</p> <p>I move that the Illinois State Board of Education hereby accept the recommendations of the State Teacher Certification Board and award continuing approval to the programs at Chicago State University, DePaul University, Illinois State University, and Northeastern University as identified in the revised Accreditation and Program Approval Board Agenda Item.</p> <p>The motion was seconded by Joyce Karon. As all members present voted yes during the roll call vote, the motion passed approving the institutions’ programs.</p>
<p><u>Approval of New Program Proposal Recommendations</u></p>	<p>The next item for Board discussion and action was the Approval of New Program Proposal Recommendations. Dr. Schiller stated that the program proposal recommendations were also from the State Teacher Certification Board and he concurred with their recommendations to approve the new program proposals.</p>

	<p>Dr. Steiner thus asked for a motion to approve the program proposals. Mr. Gidwitz made the following motion:</p> <p>I move that the Illinois State Board of Education hereby accept the recommendations of the State Teacher Certification Board and approve the following new programs:</p> <ul style="list-style-type: none"> • School Counselor Program at Olivet Nazarene University • Library Information Specialist Program at Olivet Nazarene University • Science Program with designations in Biology, Chemistry and Physics at Western Illinois University • School Social Work Program at Southern Illinois University Edwardsville • School Counselor Program at Quincy University. <p>These approvals are granted in accordance with Section 25.145 of the State Board’s administrative rules on certification and they authorize the institutions to conduct programs and recommend candidates for certification by entitlement.</p> <p>The State Board of Education requests that, within one year, Olivet Nazarene University provide to the State Teacher Certification Board a report on the status of its School Counselor Program. This report should specifically include information regarding the number of faculty in the Program, the institution’s progress toward accreditation of the School Counselor Program by the Council for Accreditation of Counseling and Related Education Programs (CACREP), and actions taken to address the new State Board rules on school counseling programs.</p> <p>The motion was seconded by Dean Clark. As there was no discussion on the agenda item, Dr. Steiner requested a roll call vote. All members present voted yes passing the motion.</p>
Approval of	Dr. Steiner stated that the Approval of the Recommended

<p><u>Recommended Appointments to the State Teacher Certification Board</u></p>	<p>Appointments to the State Teacher Certification Board was the next agenda item. Dr. Schiller stated that these recommendations were being made in accordance with the existing statute to appoint and/or reappoint members to the State Teacher Certification Board. He stated that the recommendations were submitted by the professional organizations representing higher education and school administrators that the recommended individuals belong to.</p> <p>Dr. Steiner requested a motion to approve the recommended appoints and reappointments to the Certification Board. Dean Clark made the following motion:</p> <p>Pursuant to its authority under Section 21-13 of the <i>Illinois School Code</i>, and consistent with the recommendations of the named organizations, I move that the Illinois State Board of Education hereby appoint the following individuals to serve as members of the Illinois State Teacher Certification Board for a three-year term beginning July 1, 2004 and ending June 30, 2007:</p> <p>Representing the Illinois Federation of Teachers (IFT) Muhammad Abdullah (First Term) Amy Alsop (First Term) Connee Fitch-Blanks (Second Term)</p> <p>Representing the Illinois Education Association (IEA) Kay Acklin (Second Term) Denise Williams (Second Term)</p> <p>Representing the Illinois Association of Colleges for Teacher Education (IACTE) Deborah Curtis (First Term)</p> <p>Representing the Illinois Association of Regional School Superintendents (IARSS) David Marshall (First Term)</p> <p>Ronald Gidwitz seconded the motion. As there was no discussion on the motion, Dr. Steiner requested a roll call vote. All members present voted yes. Therefore, the motion passed.</p>
<p><u>Adoption of Academic Early Warning and Academic Watch Lists Status</u></p>	<p>Dr. Steiner announced that the next agenda item would be the Adoption of the Academic Early Warning and Academic Watch List Status Determinations. Dr. Schiller stated after a review of the data for schools that were in pending status, it was found that there were no changes</p>

<p><u>Determinations</u></p>	<p>in status for any school. Thus, he stated that he recommended that the Board approve the final designation lists of schools in Academic Early Warning and Academic Watch List status for the 2003-2004 school year.</p> <p>Dr. Steiner then requested a motion for the approval. Joyce Karon moved that the Illinois State Board of Education adopt the updated status groups designating Academic Early Warning and Academic Watch status for the 2003-04 school year. She further moved that the State Board approve the removal of the schools from Academic Early Warning status that have met Adequate Yearly Progress requirements for two consecutive years. The motion was seconded by Dean Clark. As there was no discussion, a roll call vote was taken. The motion passed as all members present voted yes.</p>
<p><u>Approval of Special Education Mediator Contracts</u></p>	<p>The next item on the agenda was the Approval of the Special Education Mediator Contracts. Dr. Schiller stated that he recommended that the State Board approve the mediators for appointment and reappointment to serve in Fiscal Year 2005.</p> <p>Dr. Steiner then requested a motion to approve the mediator contracts for Fiscal Year 2005. Dean Clark made the following motions:</p> <p>I hereby move that the Illinois State Board of Education approve a contract for the mediator recommended for appointment in FY05:</p> <p>Willie Stewart</p> <p>#2 I hereby move that the Illinois State Board of Education reappoint the following mediators whose terms of appointment expire June 30, 2004, be reappointed for an additional one-year term to be effective beginning on July 1, 2004 and to be issued a contract for FY05:</p> <p>Andrea Becker Brigitte Bell Jennifer Bollero Lynn Gaffigan Lisa Landis Hannum Janet Harej Lynn Carp Jacob Mike Kotner William London Michael Nathanson Christine Pistone Alan R. Post Candace T. Pydo Mike Ross Alan G. Schuster</p>

Karen L. Shoshana
Ratino-Vincent Epps
Paula Weinbaum
Karyn Lynne Williams

The motion was seconded by Joyce Karon.

Dr. Steiner then allowed for discussion. Ronald Gidwitz asked the following questions: 1. how does the Board determine whether or not to recommend the individuals? and 2. what is the process by which they are evaluated? Before answering the question, Chris Koch, ISBE Director of Special Education stated that he would like to introduce Sherry Colegrove, the Mediation Coordinator for ISBE as well as Dale Boyd, the ISBE Due Process Coordinator. Dr. Koch then proceeded to state that the mediators receive training annually. He stated that in 2004 ISBE contracted with an outside firm to provide the training. In addition, Dr. Koch proclaimed that each mediation is evaluated at the end of the session by each person that takes part in the mediation. If there are problems with the mediation, the information is reported to Sherry Colegrove and ISBE investigates the complaints to decide whether any further action should be taken on the part of ISBE.

Ms. Colegrove added that the training for the mediators this year would be held on June 23, 2004 by the National Center for the Consortium on the Appropriate Dispute Resolution.

Mr. Gidwitz then asked how many complaints there were in the past year concerning current mediators. Ms. Colegrove responded by stating there were two complaints, both of which were unfounded. Mr. Gidwitz then inquired as to the nature of the complaints. Ms. Colegrove replied by stating that both parties felt that the mediators were not impartial and were not knowledgeable about what happened in each of the cases. She stated that both cases were investigated and it was found that the mediators were very knowledgeable about the special education matters and conducted themselves in an impartial manner. Mr. Gidwitz then inquired as to how often the mediators serve. Ms. Colegrove responded by stating that some mediators are more active than others. A few mediators have not had any cases. The mediators are assigned on availability and random assignment. Some mediators have had an average of 10-20 cases. According to Ms. Colegrove, there are over 200 cases a year.

	<p>As there was no further discussion, Dr. Steiner requested the roll be called to vote on the presented motion. As all members present voted yes, the motion passed approving all of the appointments and reappointments to be assigned mediator contracts for FY 05.</p>
<p><u>Approval of Hearing Officer Contracts</u></p>	<p>Dr. Steiner stated the next item for Board discussion and action would be the Approval of the Hearing Officer Contracts. Dr. Schiller stated that he recommended the acceptance of the Due Process Screening Committee and Illinois State Advisory Council on the Education of Children with Disabilities recommendations regarding the reappointment of Hearing Officers and the appointment of the new Hearing Officers.</p> <p>Dr. Steiner then requested a motion to approve the hearing officer appointments and reappointments as well as their contracts for Fiscal Year 2005. Ronald Gidwitz made the following motions:</p> <p>#1 I hereby move that the Illinois State Board of Education reappoint the following hearing officers who terms of appointment expire June 30, 2005, be issued a contract for the remainder of their term effective beginning on July 1, 2004 and to be issued a contract for FY05:</p> <p>Alan Cook Julia Quinn Dempsey Vivian Gordon Nancy Hablutzel Robert Ladenson Stacey Stuzman</p> <p>#2 I hereby move that the Illinois State Board of Education reappoint the following hearing officers who terms of appointment expire June 30, 2004, be reappointed for an additional two-year term to be effective beginning on July 1, 2004 and to be issued a contract for FY05:</p> <p>Katherine Black Marie Bracki Ann Breen-Greco Kathleen Dillon-Narko Gail Friedman Marian McElroy Carolyn Smaron James Wolter</p> <p>#3 I hereby move that the Illinois State Board of Education approve contracts for the following new hearing officers for a two-year term to be effective beginning on July 1, 2004 and to be issued a contract for FY05:</p>

Mary Denise Cahill
Sheana Hermann
Venita Hervey
Edward Koven
Kathleen Plesko

The motion was seconded by Dean Clark. Dr. Steiner then inquired if there was any discussion on the approval of the due process hearing officer contracts. Ronald Gidwitz inquired as to the procedure for evaluating the due process hearing officers that are currently serving. Chris Koch stated that the process for due process hearing officers is much more involved than that of the mediators. He asserted that there is a due process screening committee. He stated that each hearing officer is evaluated on a yearly basis by an outside entity that also provides training for the individuals. Dr. Koch also asserted that the due process screening committee thoroughly evaluates each of the hearing officers and decides whether or not they should be recommended for reappointment. He stated that there is now a very extensive recruitment and hiring process in place that was not in place in previous years to try to replace the pool of hearing officers.

Dr. Koch proclaimed that there were 34 applicants that were interviewed extensively. The applicants also went through a five day training before the final recommendations were made by the due process screening committee.

Mr. Gidwitz then inquired as to how many complaints there were against the hearing officers. Dr. Koch stated that he believed there were three complaints. These complaints were thoroughly investigated as in the case of the mediators. He also asserted that each due process hearing officer is evaluated as in the case of the mediator sessions. Mr. Gidwitz asked Dr. Koch why there is such a lengthy process in comparison to the mediator process. Dr. Koch responded by stating that the requirements are by state statute. He further stated that such lengthy requirements exist because the due process hearings are expensive disputes and involve a lot of money. Placements are also at stake for special education children.

Mr. Gidwitz then asked was it safe to say that ISBE does not have involvement in the process of appointment and evaluation of the officers. Dr. Koch responded by stating

	<p>that the State Superintendent makes appointments to the due process screening committee as well as the Attorney General. According to Dr. Koch, ISBE is involved in the administration of due process and is certainly accountable to many external agents in the due process arena. He stated that the process works for this reason. According to Dr. Koch, there has been a decrease in due process hearings as well as due process issues and an increase in mediation, which is an improvement as mediations are much less costly.</p> <p>Dean Clark then inquired whether there was a limitation in the number of terms a hearing officer can serve. According to Ms. Colegrove, there is no limitation in statute.</p> <p>Joyce Karon inquired as to whether USDoE has reviewed the ISBE process and whether ISBE is in line with their recommendations. Dr. Koch responded by stating that USDoE visited last August and audited files and looked at the system as well as interviewed staff. He stated that there was a finding related to the hearing officers. However, it was corrected and ISBE submitted the corrected information. He stated that when evaluated again, USDoE will find that ISBE has corrected the finding. Ms. Karon asked whether they monitor every year. Dr. Koch stated that no; they audit as part of their monitoring visit looking at Illinois data and the accuracy and validity of the data in Special Education. Ms. Karon then stated that Special Education has come a long way. Dr. Koch agreed and stated that ISBE is continuing to strive to improve Special Education.</p> <p>Dr. Steiner then inquired if there were any other statements or questions. Res Vazquez, Chief Legal Counsel, pointed out that although ISBE oversees the process and selection of the hearing officers, ISBE cannot intervene in the actual content of the hearings as ISBE is an impartial due process hearing entity.</p> <p>Dr. Steiner then requested that the roll be called to vote on the motion. The motion carried as all members present voted yes to approve the due process hearing officer contracts.</p>
<p><u>Acceptance of Annual Evaluation of Illinois' Due Process</u></p>	<p>The next agenda item was the Acceptance of the Annual Evaluation of Illinois' Due Process Procedures. Dr. Schiller asserted that he would be asking the Board to accept the Annual Report as presented and authorize its</p>

<p><u>Procedures</u></p>	<p>distribution to the public.</p> <p>Dr. Steiner then requested a motion to accept the report on the Annual Evaluation Due Process Procedures. Joyce Karon moved that the Illinois State Board of Education accept the Annual Report of Illinois' Due Process Procedures and authorize the distribution of the report. She further moved that the State Superintendent direct staff to continue with the ongoing implementation of the Illinois Due Process System. Dean Clark seconded the motion.</p> <p>As there was no discussion, Dr. Steiner requested the roll be called to vote on the motion. All members present voted affirmatively. Therefore, the motion passed to accept the Annual Evaluation of Illinois' Due Process Procedures.</p> <p>In conclusion, Chris Koch proclaimed that he would like to recognize Dale Boyd, Special Education Consultant and Due Process Coordinator, who would be retiring at the end of the month, for all of his hard work and dedication in the implementation of the due process procedures.</p>
<p><u>Authorization of Rules for Initial Review: Parts 227, 230, 525, 252, and 1300</u></p>	<p>The Authorization of Rules for Initial Review: Parts 227, 230, 525, 252, and 1300 was the next item for Board discussion and action. Dr. Schiller stated that, upon approval from the Board, each of the rules would be going out for initial review and public comment before being officially adopted.</p> <p>Dr. Steiner then asked a Board member to make a motion concerning the Rules for Initial Review. Dean Clark moved that that the Illinois State Board of Education hereby authorize the solicitation of public comment on the proposed rulemaking for:</p> <p>Gifted Education (23 Illinois Administrative Code 227); Summer School for Gifted and Remedial Education (23 Illinois Administrative Code 230); Driver Education (23 Illinois Administrative Code 252); Regional Offices of Education and Intermediate Services (23 Illinois Administrative Code 525); and Americans with Disabilities Act Grievance Procedure (4 Illinois Administrative Code 1300), including publication of the proposed rules in the <u>Illinois Register</u>. Richard Sandsmark seconded the motion.</p>

	<p>There was no discussion on the motion. When the roll was called at the request of the Chair, the motion passed as all members present voted affirmatively to authorize the distribution of the rules for public comment.</p>
<p><u>Closed Session</u></p>	<p>Dr. Steiner then stated that the Board would have a Closed Session. She requested a motion to go into Closed Session. Dean Clark thus moved that the Illinois State Board of Education go into Closed Session under the exceptions set forth in the Open Meetings Act of the State of Illinois as follows:</p> <ul style="list-style-type: none"> • Section 2 (c) (1) for the purpose of discussing information regarding appointment, employment, compensation, discipline, performance, or dismissal of an employee. • Section 2 (c) (11) for the purpose of discussing litigation. <p>The motion was seconded by Joyce Karon. Dr. Steiner then requested the roll be called to vote on the motion. The motion passed as all members present voted yes.</p> <p>The Board went into Closed Session at 12:45 p.m.</p>
<p><u>Reconvening of Meeting</u></p>	<p>The Board concluded the Closed Session portion of the meeting at 2:25 p.m. Dr. Steiner reconvened the open session of the meeting at 2:40 p.m.</p>
<p><u>Approval of the Intergovernmental Agreement between ISBE and East St. Louis School District #189 Board of Education</u></p>	<p>The next item on the agenda was the Approval of the Intergovernmental Agreement between ISBE and East St. Louis School District #189 Board of Education. Dr. Steiner commenced by asking the Board if they had questions concerning the proposed agreement. Dean Clark then inquired as to what the orderly transition would be in the dissolution process. He further asked why the agreement had to become effective on that day instead of 3-5 days from that time. In response, Garrett Hoerner, General Counsel for East St. Louis stated that the agreement was made in coordination with Dr. Schiller and the transition pursuant to the agreement had already begun as members of the transition committee were selected and others were being identified and sought out. He stated that in respect to the current employees of the FOP, those persons would be transitioned immediately; their functions would remain the same (at least for the next year) as all have expressed an interest in remaining in their positions.</p> <p>He stated the local board would have an emergency meeting to approve the Personnel and the employees</p>

would begin as insured employees upon the date of hire. Mr. Hoerner stated that it would be a seamless transition. Mr. Clark then inquired as to whether the position descriptions that were outlined for the transition team were agreed upon by a collective bargaining agreement. Mr. Hoerner stated that the agreement was not done through a union. However, he did not speculate any problems arising with the union as the employees would remain in their positions; they would just become employees of the district.

Dr. Steiner then inquired as to who would sign the checks when the process took effect. Mr. Hoerner stated that within the emergency meeting, the ESL Board would have to approve a resolution authorizing the change of signatories to present to the bank. He stated that the Board's next meeting was scheduled for the coming Friday. However, the Board would be willing to have an emergency meeting whenever needed.

Dean Clark inquired as to whether a member of the Transition Team would be a signatory on the checks. Mr. Hoerner stated that a member would be a signatory as well as the Interim Chief Financial Officer. Dean Clark also inquired as to the timeliness of signing checks. It was affirmed that the checks would be released on time.

Dr. Steiner then asked the Board whether or not they had any further questions. As there were no further questions from the Board, Dr. Steiner asked Mr. Hoerner if he had any remaining comments. Mr. Hoerner stated that he was grateful for the opportunity to work with Dr. Schiller and the Board on the matter.

Mr. Gidwitz then expressed his concern on the immediacy of the action. He stated that he would feel much more comfortable with the agreement if there was a July 1, 2004 effective date. All Board members concurred with Mr. Gidwitz's concern. Mr. Hoerner stated that he believed a smooth transition could happen according to the designated timeline. In addition, he asserted that the East St. Louis Board of Education would have to meet again to agree upon an effective date of July 1, 2004.

Res Vazquez, Chief Legal Counsel stated that he drafted a revised motion for the Board to consider. Ron Gidwitz then made the following motion:

	<p>I move that the Illinois State Board of Education approve the Intergovernmental Agreement, entered into between the East St. Louis School District #189 and the State Superintendent of Education, Robert E. Schiller, on behalf of the State Board of Education including but not limited to the following terms and conditions:</p> <ol style="list-style-type: none"> 1. The East St. Louis School District #189 Financial Oversight Panel not be dissolved prior a July 1, 2004 effective date; 2. The State Superintendent pursue the legal actions initiated by the Financial Oversight Panel, including but not limited to the removal of any East St. Louis School District #189 board members; and. 3. The State Superintendent will continue to maintain and enforce controls and procedures implemented by the Financial Oversight Panel. <p>The motion was seconded by Dean Clark. As there was no further discussion, Dr. Steiner requested a motion to approve the Intergovernmental Agreement. All members present voted yes. (Note: Richard Sandsmark was off-line during the actual vote but when he returned during the Approval of the Dissolution of East St. Louis School District #189 Financial Oversight agenda item, he stated that he wished to vote yes on the agreement.)</p>
<p><u>Approval of Dissolution of East St. Louis School District #189 Board of Education FOP</u></p>	<p>Mr. Gidwitz then moved that that the Illinois State Board of Education approve the dissolution of the East St. Louis School District #189 Financial Oversight Panel subject to the execution of an Intergovernmental Agreement entered into between the East St. Louis School District #189 Board of Education and the State Superintendent of Education, Robert E. Schiller, on behalf of the State Board of Education. Dean Clark seconded the motion and suggested that a date be inserted into the motion. Mr. Gidwitz then amended his motion by stating that the dissolution of the East St. Louis School District #189 Financial Oversight Panel should take place no sooner than July 1, 2004 and subject to the execution of the Intergovernmental Agreement entered into between the East St. Louis School District and the Illinois State Board of Education and the State Superintendent of Education.</p> <p>As there was no further discussion, Dr. Steiner requested a roll call vote. The motion passed as all members present voted affirmatively.</p>

<p><u>Acceptance of ISBE Monthly Reports</u></p>	<p>Dr. Steiner asserted that the last agenda item would be the Acceptance of the ISBE Monthly Reports. Dr. Schiller stated that the monthly reports were sent to the Board previously and he would be willing to address any questions or concerns. Joyce Karon expressed her concern with the declining number of personnel. Dr. Schiller stated that the number was lower than what was actually reflected.</p> <p>Dr. Steiner then requested a motion to accept the reports. Dean Clark moved that the Illinois State Board of Education accept the financial, agency operations, and budget status reports presented during the June 2004 meeting. The motion was seconded by Richard Sandsmark. All members present voted yes on the motion, passing it unanimously.</p>
<p><u>Announcements and Reports</u></p> <p><u>Board Chair</u></p>	<p>Dr. Steiner then proclaimed that there were several announcements and reports.</p> <p>Dr. Steiner stated that she would like to thank the East St. Louis Financial Oversight Panel. She asserted that since its institution in the fall of 1994, the East St. Louis FOP has taken the great responsibility of assuming control of the East St. Louis District #189 finances. Dr. Steiner then proclaimed that she would like to thank the panel for their tremendous efforts in assisting East St. Louis with their financial operations and management. In conclusion, she read the following resolution:</p> <p>WHEREAS, the East St. Louis Financial Oversight Panel (FOP) was established in East St. Louis School District #189 on October 20, 2004 pursuant to Article 1B of the Illinois School Code (105 ILCS 5/1B-1) as the District was certified as being in Financial Difficulty on December 15, 1988; and</p> <p>WHEREAS, the FOP was created to provide a sound financial structure, provide for emergency State financial assistance, and establish a secure financial basis for the District's continued existence; and</p> <p>WHEREAS, when the Panel assumed control of the District's finances, the District had operating deficits for the prior three years and had a negative \$5 million fund balance; and</p> <p>WHEREAS, the members of the Financial Oversight Panel are Richard Mark, Chairman; Ann Duncan (who replaced Robert Oaks when he resigned in December of 1999); and Sandra Hudson; and</p> <p>WHEREAS, through the efforts of the Panel to enhance revenues and achieve cost efficiency, the District has been able to maintain levels</p>

of operating cost per pupil while maintaining an operating surplus with a \$20 million reserve; and

WHEREAS, the East St. Louis School District has made tremendous financial improvements since the institution of the FOP; and

WHEREAS, due to the assistance and guidance of the FOP, the District was saved from financial "insolvency" and is one of the few Districts that have achieved "financial recognition" status under the new financial assurance and accountability system; and

WHEREAS, the District's "financial recognition" status was achieved through the Panel's insistence on the establishment of good operating policies and procedures that cover procurement, risk management, accounting and financial record maintenance, financial planning and budgeting, vendor accountability, and technology management;

THEREFORE, BE IT RESOLVED that the Illinois State Board of Education and the State Superintendent of Education extend its grateful appreciation to the East St. Louis Financial Oversight Panel for their hard work and dedication to the East St. Louis children, its schools, and entire community.

Dr. Steiner then presented the framed resolution to Richard Mark, Chairman of the East St. Louis Financial Oversight Panel. In response, Mr. Mark thanked the Board and Superintendent for their support in assisting East St. Louis with their financial management. Mr. Gidwitz then thanked Mr. Mark and the other panel members for their tremendous work in East St. Louis. Mr. Gidwitz then also thanked the Superintendent for nicely negotiating the agreement with East St. Louis as the Board had a concern for some time about guidance in East St. Louis after the original dissolution date of September 30, 2004. He stated that hopefully with the Transition Team in place, the district would begin to experience not only financial successes but educational ones as well. Dr. Steiner concurred and stated that Mr. Gidwitz spoke on behalf of the entire Board.

In conclusion, Dr. Schiller stated that the work done by Richard Mark and the panel has been well documented. However, what had not been well documented were the extra hours spent working on behalf of the district to help the district financially and the children achieve at a higher level. He stated that it is his hope that the Transition Team will be able to adequately assist the district in transiting into effective independent governance.

Dr. Schiller then stated that he had several additional announcements and reports to share. In commencing, he

stated that the agency just received a letter from the Governor advancing the 23rd and 24th General State Aid (GSA) payments to school districts. He then read a letter from the Governor affirming the payment to the districts.

Secondly, he stated that he would be appearing before the Illinois House Elementary and Secondary Committee to identify funding needed for the agency's core services and what must be funded by July 1, 2004 along with the level of funding that would be needed. At that point, Dr. Schiller shared with the Board some of the details that would be presented to the House Committee on the following day. Dave McDermott and Tim Imler also shared some of the budget details with the Board as they worked to gather the information needed for the hearing. (Please see the details attached.)

Dr. Schiller stated that maintaining core services with a no-growth or flat budget was fallacy. He then inquired as to whether the Board members had another approach they wished to take. Joyce Karon stated that she did not but would like to inquire as to the number of school districts who consolidated. Mr. McDermott stated that approximately 8-12 school districts consolidated into 6 or annexed into 6.

Other Board members agreed with Dr. Schiller's and the staff's approach as well. Chair Steiner then inquired as to whether the agency was "volunteering" to make additional cuts in funding. Dr. Schiller stated that this was not the agency's intent. Dean Clark further stated that it is important for the Governor and legislators to understand that it is not okay to hold on making a decision on the education budget because school does not start until September. Dr. Schiller concurred and stated that staff has been working overtime to show the cash flow need that districts have in order to maintain their operations.

Mr. Gidwitz then inquired as to whether inflation was considered. Dr. Schiller and Mr. McDermott affirmed that inflation had been built into the proposed budget. Joyce Karon then reemphasized the need for a final budget as districts are in their planning stages and need to know what resources they will have in place for the upcoming school year, especially in the face of growing enrollment.

Dr. Schiller requested Peter Leonis, Director of

Governmental Relations to discuss the flow of the committees that were held on that day. Mr. Leonis stated that the Superintendent and staff were “on the right track” in terms of their method of presentation. He further asserted that the other agencies provided a brief overview of their core services. A deadline was set for Monday for each agency to bring forth a budget, in light of the possibility of having to cut 3% from their budgets. According to Mr. Leonis, there were no parameters set for the budget. He stated that the legislators were trying to “get a feel for” what will happen and what will be affected if there is not a budget July 1.

After a brief discussion of the budget presentation, Dr. Schiller presented a list of the ISBE Accomplishments from 2002-2004. (Please see attachment). He stated that the list of accomplishments speaks very highly to the Board’s work during their tenure. Due to lack of time, the Superintendent stated he was unable to read each of the accomplishments but wanted to present them to the Board for their recognition.

As a part of the Chair report, Dr. Steiner recognized the Illinois Theatre Festival by reading the following resolution:

WHEREAS, the Illinois High School Theatre began work in the winter of 1975 to create a state-wide Festival event where students and teachers of theatre could share theatrical endeavors as well as learn more about the art; and

WHEREAS, the Illinois High School Theatre sought to involve a great many students from many different kinds of theatre programs from around the state in a non-competitive atmosphere; and

WHEREAS, everyone involved in the planning of this festival volunteers his or her time and energy because he or she feels that this Festival brings the students of Illinois a critical experience in the art of theatre; and

WHEREAS, this Festival is the largest high school theatre festival anywhere, and every year about one-fourth of the high schools in the state participate in the festival; and

WHEREAS, the 2005 Festival to be held on January 6, 7, and 8 is the 30th annual, having grown from 1,435 participants in 1976 to 3,886 participants in January 2003 at the University of Illinois at Urbana-Champaign; and

WHEREAS, this Festival is sponsored by the University of Illinois at Urbana-Champaign, Illinois State University, the Illinois Theatre Association, and the Illinois State Board of Education;

THEREFORE, BE IT RESOLVED, that the Illinois State Board of Education recognizes the Illinois High School Theatre Festival as a very valuable and rewarding educational experience for students and teachers of theatre across the State of Illinois.

She then asserted that she had hoped that Beverly Turkal would have been present to accept the following resolution:

WHEREAS, Beverly Turkal was appointed to the Illinois State Board of Education by Governor George Ryan February 16, 2001; and

WHEREAS, Beverly, better known as "Bev", brought a wealth of knowledge to the Board from her broad educational experiences as a teacher in the Chicago suburbs and in her home area of Southeastern Illinois; and

WHEREAS, Bev provided extensive insight and guidance from her experience as a principal, special education coordinator, director of building and grounds, and superintendent throughout her career in Robinson, Olney, and Brussels, Illinois; and

WHEREAS, Bev also served as a student teacher coordinator for Eastern Illinois University and worked for a private superintendent search and consulting firm; and

WHEREAS, Bev is an active member of many professional and community organizations as she is involved in the local Chamber of Commerce, Economic Development Board, and Hospital Foundation; and

WHEREAS, before her appointment to the State Board, Bev served on the Illinois Eastern Community College Board; and

WHEREAS, in addition to her responsibilities as Vice-Chair on the Illinois State Board of Education, Bev served as Chair of the Board Governmental Relations Committee and was a member of the Finance and Audit Committee; and

WHEREAS, Bev was a faithful member of the Board of Education offering her expertise and level-headed advice in the forming and institution of many important Board policy decisions; and

WHEREAS, Bev's foremost goal in her role as an educator and as a board member was to ensure that all students – regardless of their zip code – receive equitable resources and access to a quality education in Illinois; and

WHEREAS, Bev's insight and caring nature will be truly missed by the State Board and ISBE staff;

THEREFORE, BE IT RESOLVED by the Illinois State Board of Education and the State Superintendent of Education that we appreciate Bev's dedication to advocating on behalf of all the children in Illinois and wish her great health and happiness serving the schools and children in her hometown of Robinson, Illinois.

	<p>Dr. Steiner stated that Beverly Turkal was the Chair of the Governmental Relations Committee and the Vice-Chair of the Board. She proclaimed that she was appointing Dean Clark to be Chair of the Governmental Relations Committee. She then stated that she needed a nomination from a Board member for the Vice-Chair position. Dean Clark then moved that Joyce Karon be elected to the Vice-Chair position. His motion was seconded by Ronald Gidwitz. All members present voted yes making Joyce Karon the new Vice-Chair of the Board.</p>
<p><u>Adjourn</u></p>	<p>Dr. Steiner then stated that the Board would adjourn to go into Executive Session and there would be no action items after the Executive Session. The meeting therefore adjourned at 3:45 p.m.</p> <p>Please contact the Illinois State Board of Education office in Springfield at 217/782-7497 for an audio tape of the meeting.</p> <p style="text-align: right;">Respectfully Submitted,</p> <p style="text-align: right;">_____ Richard Sandsmark Secretary</p> <p style="text-align: right;">_____ Dr. Janet Steiner Chair</p>

Illinois State Board of Education

House Appropriations Committee Elementary and Secondary Education

June 17, 2004

ILLINOIS STATE BOARD OF EDUCATION
"To Maintain Core Services"
Assumption: Based on FY04 Appropriations
Dollars in Thousands

		FY04	FY05	\$ Change
<u>Distributive Grants</u>				
	<u>Legislative Reference</u>			
GSA	105 ILCS 5/18-8.05	3,007,936.0	2,958,247.0	-49,689.0
GSA Poverty Grant		410,817.0	442,936.0	32,119.0
GSA Adjustment		26,847.0	30,000.0	3,153.0
GSH HH	105 ILCS 5/18-8.05 (J)	38,600.0	50,455.0	11,855.0
(See attached GSA options for FY05)				
School Safety Block Grant (ADA)	105 ILCS 5/2-3.51.5	42,841.0	42,841.0	0.0
Textbook Loan Program	105 ILCS 5/18-17	29,126.5	29,126.5	0.0
Charter Schools	105 ILCS 5/27A-11	3,820.2	3,820.2	0.0
	105 ILCS 18-8.05 (I), 18-			
District Consolidation	8.2, 18-8.3, 18-8.5	1,669.4	4,206.3	2,536.9
School Breakfast Incentive	105 ILCS 125/2.5	723.5	723.5	0.0
<u>* MCATS</u>				
100% of Statutory Formulas	see attached	1,304,405.5	1,443,500.0	139,094.5
Same Proration as FY04 (est. @ 97.2%)	see attached	1,304,405.5	1,402,931.7	98,526.2
(See attached MCAT options for FY05)				
<u>Focused Initiatives</u>				
Early Childhood Block Grant	105 ILCS 5/2-3.71	213,572.2	213,572.2	0.0
Reading Improvement Block Grant	105 ILCS 5/2-3.51	79,314.4	79,314.4	0.0
Bilingual Education	105 ILCS 5/14C	62,552.0	62,552.0	0.0
* Career & Technical Education	105 ILCS 405	38,328.7	38,328.7	0.0
Alternative Ed/Regional Safe Schools	105 ILCS 5/13A-8	17,138.6	17,138.6	0.0
Truant Alternative Optional Education	105 ILCS 5/2-3.66	15,753.7	15,753.7	0.0
Transportation Reimbursements to Parents	105 ILCS 5/29-5.2	14,499.4	14,499.4	0.0
Regional Services	105 ILCS 5/2-3.105	11,700.0	11,700.0	0.0
Technology for Success	105 ILCS 5/2-3.117	11,500.0	11,500.0	0.0
National Board Certified Teachers	105 ILCS 5/21-27	4,740.0	4,740.0	0.0
Philip J. Rock Center & School	105 ILCS 5/14-11.02	2,855.5	2,855.5	0.0
Agriculture Education	105 ILCS 5/2-3.80	1,881.2	1,881.2	0.0
Materials Center for the Visually Impaired	105 ILCS 5/14-11.01	1,121.0	1,121.0	0.0
Community Residential Services Authority	105 ILCS 5/14-15.01	472.7	472.7	0.0
Tax Equivalent Grants	105 ILCS 5/18-4.4	222.6	222.6	0.0
Extended Learning Opportunities (Bridges)	N/A - Appropriation Bill	24,836.8	24,836.8	0.0
Minority Transition Programs	N/A - Appropriation Bill	578.8	578.8	0.0
Teach for America	N/A - Appropriation Bill	450.0	450.0	0.0
Metro East Consortium for Child Advocacy	N/A - Appropriation Bill	217.1	217.1	0.0
Blind & Dyslexic	N/A - Appropriation Bill	168.8	168.8	0.0
Illinois Governmental Internship	N/A - Appropriation Bill	129.9	129.9	0.0

* Programs with Maintenance of Effort requirement associated with federal funds.

**FY05 General State Aid Budget Options
Includes Poverty at Statutory Levels (66%)
Preliminary Data – May 28, 2004
(Dollars in Millions)**

	FY04 Final		FY04 Need	No Increase	\$25 Increase	\$50 Increase	\$75 Increase	\$100 Increase	\$125 Increase	\$150 Increase	\$175 Increase	\$200 Increase	\$225 Increase	\$250 Increase
GSA Foundation Level (actual \$)	\$4,810		\$4,810	\$4,810	\$4,835	\$4,860	\$4,885	\$4,910	\$4,935	\$4,960	\$4,985	\$5,010	\$5,035	\$5,060
GSA Appropriation	3,445.6	*	3,453.2	3,431.2	3,469.1	3,506.9	3,544.9	3,583.1	3,621.4	3,659.6	3,697.9	3,736.4	3,774.9	3,813.4
GSA Formula Amount Only	3,007.9		3,007.9	2,958.2	2,996.1	3,034.0	3,072.0	3,110.2	3,148.4	3,186.7	3,225.0	3,263.5	3,301.9	3,340.4
GSA Poverty Grant Only	410.8		418.4	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9
GSA Adjustments	26.8		26.8	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
Hold Harmless	38.6	**	37.0	50.5	47.0	43.8	41.0	37.9	35.3	32.9	30.8	28.9	27.1	25.4
Total GSA & HH	3,484.2		3,490.2	3,481.6	3,516.1	3,550.7	3,585.9	3,621.0	3,656.7	3,692.5	3,728.7	3,765.3	3,802.0	3,838.8
\$ Change from FY04 Final				-2.6	31.9	66.5	101.7	136.8	172.5	208.3	244.5	281.1	317.8	354.6
* FY04 Poverty Grant is prorated at 75% (short by \$7.6 M)														
** FY04 Hold Harmless Appropriation has excess appropriation of \$1.6 M														

FY05 General State Aid Budget Options
Includes Poverty Hold Harmless (100%)
Preliminary Data – May 28, 2004
(Dollars in Millions)

	FY04		FY04	No	\$25	\$50	\$75	\$100	\$125	\$150	\$175	\$200	\$225	\$250
	Final		Need	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase	Increase
GSA Foundation Level (actual \$)	\$4,810		\$4,810	\$4,810	\$4,835	\$4,860	\$4,885	\$4,910	\$4,935	\$4,960	\$4,985	\$5,010	\$5,035	\$5,060
GSA Appropriation	3,445.6	*	3,453.2	3,447.7	3,485.5	3,523.4	3,561.4	3,599.6	3,637.8	3,676.1	3,714.4	3,752.9	3,791.3	3,829.8
GSA Formula Amount Only	3,007.9		3,007.9	2,958.2	2,996.1	3,034.0	3,072.0	3,110.2	3,148.4	3,186.7	3,225.0	3,263.5	3,301.9	3,340.4
GSA Poverty Grant Only	410.8		418.4	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9	442.9
GSA Poverty Grant HH (100%)	0.0		0.0	16.5	16.5	16.5	16.5	16.5	16.5	16.5	16.5	16.5	16.5	16.5
GSA Adjustments	26.8		26.8	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0	30.0
Hold Harmless	38.6	**	37.0	46.8	43.7	40.6	37.8	35.1	32.7	30.5	28.5	26.7	25.0	23.4
Total GSA & HH	3,484.2		3,490.2	3,494.5	3,529.2	3,564.0	3,599.2	3,634.7	3,670.5	3,706.6	3,742.9	3,779.6	3,816.4	3,853.2
\$ Change from FY04 Final				10.3	45.0	79.8	115.0	150.5	186.3	222.4	258.7	295.4	332.2	369.0
* FY04 Poverty Grant is prorated at 75% (short by \$7.6 M)														
** FY04 Hold Harmless Appropriation has excess appropriation of \$1.6 M														

ILLINOIS STATE BOARD OF EDUCATION
FY05 Mandated Categorical Options
Dollars in Thousand

	FY04		FY05			FY05		
	Actual FY04 %	FY04 Approp	100% Statutory Formulas			Same Proration as final FY04 *		
			Proration %	FY05 Request	FY04-05 \$ Growth	Actual FY04 %	FY05 Approp	FY04-05 \$ Growth
Ill Free Lunch & Breakfast	100.0%	19,565.0	100.0%	20,500.0	935.0	100.0%	20,500.0	935.0
Regular Orphanage 18-3	100.0%	14,651.0	100.0%	17,400.0	2,749.0	100.0%	17,400.0	2,749.0
Sp. Ed. - Extraordinary	91.2%	229,502.0	100.0%	266,500.0	36,998.0	91.2%	243,048.0	13,546.0
Sp. Ed. - Orphanage	100.0%	97,370.0	100.0%	106,100.0	8,730.0	100.0%	106,100.0	8,730.0
Sp. Ed. - Personnel	100.0%	346,000.0	100.0%	360,000.0	14,000.0	100.0%	360,000.0	14,000.0
Sp. Ed. - Private Tuition	90.9%	59,423.0	100.0%	73,500.0	14,077.0	90.9%	66,811.5	7,388.5
Sp. Ed. - Summer School	96.6%	6,370.0	100.0%	7,000.0	630.0	96.6%	6,762.0	392.0
Sp. Ed. - Transportation	100.0%	289,100.0	100.0%	317,100.0	28,000.0	100.0%	317,100.0	28,000.0
Transportation - Reg/Voc	<u>96.3%</u>	<u>242,424.0</u>	100.0%	<u>275,400.0</u>	<u>32,976.0</u>	<u>96.3%</u>	<u>265,210.2</u>	<u>22,786.2</u>
Totals	97.2%	1,304,405.0		1,443,500.0	139,095.0	97.2%	1,402,931.7	98,526.7

* FY04 prorations are estimated for IL Free Lunch or Orphanage Programs. Final data will be available in summer 2004.

ILLINOIS STATE BOARD OF EDUCATION
FY05 Mandated Categorical Options
Dollars in Thousand

	FY04		FY05			FY05		
			Orphs, SP Pers & Trans 100% Others at FY04 % Level & Tran level			All Sp Ed @ 100% Others at FY04 Level Approps		
	Actual FY04 %	FY04 Approp	Estimate FY05 %	FY05 Approp	FY04-05 \$ Growth	Estimate FY05 %	FY05 Approp	FY04-05 \$ Growth
Ill Free Lunch & Breakfast	100.0%	19,565.0	95.4%	19,565.0	0.0	95.4%	19,565.0	0.0
Regular Orphanage 18-3	100.0%	14,651.0	100.0%	17,400.0	2,749.0	84.2%	14,651.0	0.0
Sp. Ed. - Extraordinary	91.2%	229,502.0	91.2%	243,048.0	13,546.0	100.0%	266,500.0	36,998.0
Sp. Ed. - Orphanage	100.0%	97,370.0	100.0%	106,100.0	8,730.0	100.0%	106,100.0	8,730.0
Sp. Ed. - Personnel	100.0%	346,000.0	100.0%	360,000.0	14,000.0	100.0%	360,000.0	14,000.0
Sp. Ed. - Private Tuition	90.9%	59,423.0	90.9%	66,811.5	7,388.5	100.0%	73,500.0	14,077.0
Sp. Ed. - Summer School	96.6%	6,370.0	96.6%	6,762.0	392.0	100.0%	7,000.0	630.0
Sp. Ed. - Transportation	100.0%	289,100.0	100.0%	317,100.0	28,000.0	100.0%	317,100.0	28,000.0
Transportation - Reg/Voc	<u>96.3%</u>	<u>242,424.0</u>	<u>88.0%</u>	<u>242,424.0</u>	<u>0.0</u>	<u>88.0%</u>	<u>242,424.0</u>	<u>0.0</u>
Totals	97.2%	1,304,405.0	95.5%	1,379,210.5	74,805.5	102.0%	1,406,840.0	102,435.0

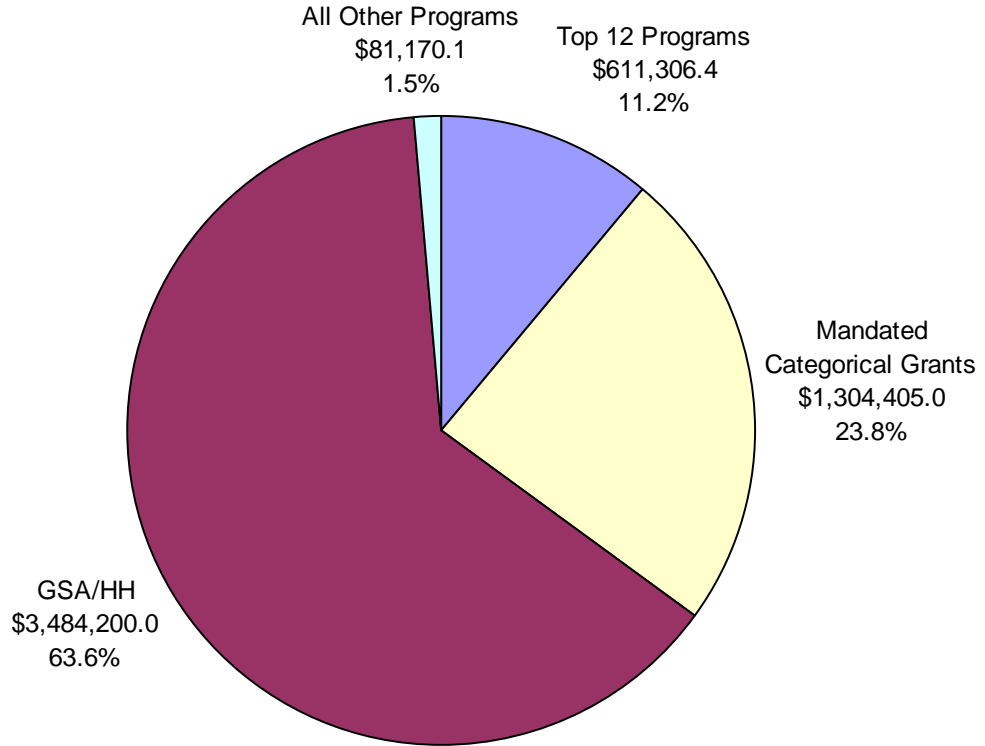
	FY04		FY05			FY05		
			All 100% Except, Lunch & Reg Trans at FY04 Approps			All at 91% of Statutory Formulas (100%)		
	Actual FY04 %	FY04 Approp	Estimate FY05 %	FY05 Approp	FY04-05 \$ Growth	Estimate FY05 %	FY05 Approp	FY04-05 \$ Growth
Ill Free Lunch & Breakfast	100.0%	19,565.0	95.4%	19,565.0	0.0	91.0%	18,655.0	-910.0
Regular Orphanage 18-3	100.0%	14,651.0	100.0%	17,400.0	2,749.0	91.0%	15,834.0	1,183.0
Sp. Ed. - Extraordinary	91.2%	229,502.0	100.0%	266,500.0	36,998.0	91.0%	242,515.0	13,013.0
Sp. Ed. - Orphanage	100.0%	97,370.0	100.0%	106,100.0	8,730.0	91.0%	96,551.0	-819.0
Sp. Ed. - Personnel	100.0%	346,000.0	100.0%	360,000.0	14,000.0	91.0%	327,600.0	-18,400.0
Sp. Ed. - Private Tuition	90.9%	59,423.0	100.0%	73,500.0	14,077.0	91.0%	66,885.0	7,462.0
Sp. Ed. - Summer School	96.6%	6,370.0	100.0%	7,000.0	630.0	91.0%	6,370.0	0.0
Sp. Ed. - Transportation	100.0%	289,100.0	100.0%	317,100.0	28,000.0	91.0%	288,561.0	-539.0
Transportation - Reg/Voc	<u>96.3%</u>	<u>242,424.0</u>	<u>88.0%</u>	<u>242,424.0</u>	<u>0.0</u>	<u>91.0%</u>	<u>250,614.0</u>	<u>8,190.0</u>
Totals	97.2%	1,304,405.0	97.7%	1,409,589.0	105,184.0	91.0%	1,313,585.0	9,180.0

* FY04 prorations are estimated for IL Free Lunch or Orphanage Programs. Final data will be available in summer 2004.

**ILLINOIS STATE BOARD OF EDUCATION
MANDATED CATEGORICAL GRANTS RATE ANALYSIS**

Program	School Code Reference	Reimbursement Rate (amount)	Last Rate Change to School Code
Illinois Free Lunch/Breakfast	105 ILCS 5/125	\$0.15 per meal	PA76-875, effective August 1969
Orphanage Tuition 18-3 (Regular)	105 ILCS 5/18-3	actual cost	PA90-644, effective July 1998
Sp. Ed. - Extraordinary Services	105 ILCS 5/14-7.02 (a)	\$2,000 per child	PA79-853, effective June 1975
Sp. Ed. - Orphanage Tuition - 14.7	105 ILCS	actual cost	PA79-797, effective July 1973
Sp. Ed. - Personnel Reimbursement	105 ILCS 5/14-13.01	\$8,000 per certified full time worker	PA84-126, effective August 1985
Sp. Ed. - Private Tuition	105 ILCS 5/14-7.02	actual cost less 2 per capita tuition	PA80-1405, effective August 1978
Sp. Ed. - Summer School	105 ILCS 5/18-4.3	actual cost	PA79-1350, effective August 1976
Sp. Ed. - Transportation	105 ILCS 5/14-13.01(b)	80% of allowable cost	Laws of 1965, effective July 1965
Transportation - Vocational Education	105 ILCS 5/29-5	80% of allowable cost	Laws of 1961, effective March 1965
Regular Education	105 ILCS 5/29-5	Actual costs less EAV qualifying amount for eligible students (min. \$16.00 per students).	Laws of 1961, effective March 1965

FY04 General Funds
Total Appropriation \$5.5 B - Excluding
Retirement
(Dollars in Thousands)



ILLINOIS STATE BOARD OF EDUCATION
Payment Distribution Dates
First Fiscal Year Payment

State

General State Aid
 School Safety & Ed Improvement Block Grant
 Early Childhood
 Bilingual Education
 Reading Improvement Block Grant
 Extended Learning Opportunities (Bridges)
 Alternative Education/Regional Safe Schools
 Career & Technical Education
 ROE Services
 Charter Schools
 District Consolidation

First Payment Distribution

Aug. 10 and 20 (semi-monthly thru July)
 Oct. 30 (semi annual, 2nd one April 30)
 Aug. (payment schedule)
 Nov. 15 (quarterly)
 Oct. 30 (semi annual, 2nd one April 30)
 July 15 (one payment)
 July 15 (monthly)
 Sept. 1 (monthly)
 July 15 (monthly)
 Aug. 1 (quarterly)
 Aug. 15 (monthly)

Mandated Categoricals

IL Free Lunch/Breakfast
 Orphanage Tuition 18-3 (Reg Ed)
 Sp Ed - Extraordinary Services
 Sp Ed - Orphanage Tuition 14-7.03
 Sp Ed - Personnel Reimbursement
 Sp Ed - Private Tuition
 Sp Ed - Summer School
 Transportation - Sp Ed
 Transportation - Regular/Vocational

Sept. (reimbursement - claim based)
 Sept. 30 (quarterly)
 Sept. 30 (quarterly)
 Sept. 30 (quarterly)
 Sept. 30 (quarterly)
 Sept. 30 (quarterly)
 Dec. 15 (one lump sum)
 Sept. 30 (quarterly)
 Sept. 30 (quarterly)

Federal

IDEA
 Title I
 Child Nutrition

Sept. (payment schedule)
 Sept. (payment schedule)
 Sept. (reimbursement - claim based)

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 18, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Christopher A. Koch, Director

Agenda Topic: 2003 Annual State Report on Special Education Performance

Materials: 2003 Annual State Report on Special Education Performance
Booklet (Distributed at Board Meeting)

Staff Contact(s): Christopher Koch, James Gunnell, Jodi Fleck

Purpose of Agenda Item

The Illinois Continuous Improvement Plan (ICIP) for special education calls for improved outcomes for students with disabilities and the reporting of such outcomes to the public. The purpose of this agenda item is to share the 2003 Annual State Report on Special Education Performance with the Board.

Expected Outcome(s) of Agenda Item

The Board will gain an understanding of the progress and results of students with disabilities in the following areas: high school completion, student performance and educational environment.

Background Information

In January of 2002, the ISBE approved the Illinois Continuous Improvement Plan (ICIP) for Special Education following months of public input into its development. Five broad improvement goals were identified including:

Goal 1: Illinois will increase by 4.5 percentage points, per year, the percentage of youth with disabilities who exit school with a standard diploma (reaching 90% in the year 2007) and increase employment and/or post-secondary education.

Goal 2: Illinois will increase by 4.5 percentage points, per year, the number of students with disabilities (3-21) who are provided Free and Appropriate Public Education in general education classrooms (80%+ time) in the school they would attend if not disabled.

Goal 3: Illinois will increase by 1% per year, starting in 2003, the number of fully-certified or licensed general and special education teachers, administrators, and related services

personnel that are prepared to provide a free and appropriate education in the least restrictive environment with individualized supplementary aids and services to students with disabilities.

Goal 4: Illinois will increase the meaningful, effective involvement of families in the educational process of children with disabilities as measured by analyses of survey data and progress from baselines to be established in 2002-2003.

Goal 5: Illinois will have a general supervision and monitoring system that improves student outcomes as measured by: (a) The percentage of LEAs monitored who are identified in the lower quartile on a goal measure; and (b) Annual progress of monitored LEAs on the Critical Indicators.

In order to better measure and account for progress of the five goals, ISBE applied for, and subsequently received, a competitive grant from the United States Department of Education, Office of Special Education Programs (OSEP) in July of 2002. The purpose of the grant was to enhance and align the Illinois student and school data system with the data collection and analysis needs identified in the ICIP at the state and local levels. The ICIP calls for improved outcomes for students with disabilities through development of local program enhancements and personnel training that is based on collection and analysis of compliance data that are not currently available or fully used in decision making and monitoring. ISBE will use the deliverables produced through this project in the development and implementation of a data collection and analysis system that provides the necessary information to properly monitor local programs and ensures that the data are reported to local education agencies (LEAs) and the public. The data will also be used to measure ISBE and LEA performance in accomplishing the goals of the ICIP, all of which relate to ISBE responsibilities for general supervision under IDEA, Part B.

ISBE issued a Request for Sealed Proposals (RFSP) in December 2002 for a data systems provider to review all special education data in the state and make recommendations for its improvement and use. Specifically, the data systems provider was to assist ISBE in the identification, enhancement and alignment of special education student and school data and to develop a framework for integrating and analyzing critical performance indicators with the ICIP. Marucco, Stoddard, Ferenbach & Walsh (MSF&W) was awarded the contract in May 2003. MSF&W completed activities identified in the RFSP in late December and subsequently submitted their Special Education Student and School Data Study final report to ISBE. One of the major recommendations listed in the report was to develop and publish Annual Special Education Reports. Specifically, MSF&W recommended that, "On an annual basis, the Department of Special Education should publish the *Annual State Report on Special Education Performance*, reporting how the State is performing on special education Critical Performance Indicators (CPIs)."

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

Policy Implications - During FY04 the Department of Special Education has emphasized the collection and analysis of data related to the performance of students with disabilities for purposes of focused monitoring and public reporting. During FY05 the emphasis will

continue with the development of a monitoring/reporting system, with an integrated database as its foundation, to meet ISBE's responsibilities for general supervision under IDEA, Part B as well as the data collection and analysis needs identified in the ICIP. The system will eventually be linked to the state level Student Information System (SIS).

Budget Implications

The original grant amount was \$473,483 with budget/performance period of October 1, 2002 to September 30, 2004. The Department of Special Education also supplemented the grant with \$48,000 of IDEA discretionary money. Finally, the Department recently applied for a subsequent grant in the amount of \$442,078. If awarded to Illinois, the new budget/performance period will be October 1, 2004 to September 30, 2005.

Legislative Action

None.

Communication

The final report from MSF&W entitled, "Special Education Student and School Data Study" is currently on the ISBE web site. The annual report was distributed to all Special Education Directors Conference attendees August 11, 2004 and is scheduled to be added to the special education webpage (<http://www.isbe.net/spec-ed>) in late August 2004.

Pros and Cons of Various Actions

The report is ISBE's initial attempt at sharing performance and results data for students with disabilities with the public in a concise document. Anticipated outcomes of an annual report on special education critical performance indicators are increased knowledge about students with disabilities in Illinois, increased accountability at the local level and improved accuracy of data reported to ISBE. In addition ISBE plans to use the report as an avenue for required data reporting to OSEP.

Superintendent's Recommendation

The Superintendent recommends accepting this annual report.

Next Steps

The Department has recently applied for a subsequent grant from the U.S. Department of Education. ISBE would use the grant to develop a monitoring/reporting system, with an integrated database as its foundation, to meet ISBE's responsibilities for general supervision under IDEA, Part B as well as the data collection and analysis needs identified in the ICIP. The system would allow ISBE to generate critical performance indicator reports, LEA special education profiles, and special education monitoring profiles, and to perform ad hoc query capabilities. It would also move ISBE in the direction of being able to sustain the development and dissemination of the annual report internally. Finally the system would eventually be linked to the state level SIS. ISBE should receive notice of the award in September and begin the grant activities in October if awarded.

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 18, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Information Item: Educator Supply and Demand in Illinois
2003 Annual Report

Materials: Full Report

Staff Contact(s): Connie Wise
Jim Sweeney

Purpose of Agenda Item

- To review the results of the 2003 annual report with the Board.

Expected Outcome(s) of Agenda Item

The Board will have an understanding of the relative supply and demand for teachers, administrators, and other certified personnel in Illinois.

Background Information

Section 2-3.11c of the School Code requires the Illinois State Board of Education to submit an annual report to the Governor, the General Assembly, and institutions of higher education on the relative supply and demand for education staff. Specifically, the report must provide at the least the following information:

1. The relative supply and demand for teachers, administrators, and other certified personnel by field, content area, and levels;
2. State and regional analysis of fields, content areas, and levels with an over/under supply of educators; and
3. Projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

This is the fifth report the agency has prepared to fulfill the requirements of Section 2-3.11c.

Highlights from the report's findings include:

- Retention rates remain high.
- There has been an increase in the number of certificates issued over the last four years.
- The number of re-entries hired rebounded in 2003.
- The number of students in the pipeline increased.
- There was a rebound in educator workforce growth.
- Teacher attrition remains relatively stable for the third year in a row.
- Administrator attrition continues an upward trend.
- The number of unfilled positions has decreased significantly the last two years.
- Three-fourths of the unfilled positions were in the City of Chicago, District #299.
- While their relative positions changed slightly, the twelve positions with the most severe shortages remained the same as last year with special education topping the list. However, the number of districts reporting shortages dropped by an average of 122 for these areas. Rank ordered by the number of districts reporting shortages, the twelve are:

1. Special Ed-Speech & Lang. Impaired
2. Special Ed-Behavior Disordered
3. Special Ed-Learning Disabled
4. Special Ed-Cross Categorical
5. Mathematics
6. Foreign Language-Spanish
7. Special Ed-EMH
8. Psychologist
9. Science-Physics
10. Science-Chemistry
11. Guidance Counselor
12. Librarian/Media Specialist

Projections of likely high demand areas were made in order to advise the institutions of higher education of future career opportunities in education. Through 2007, it is estimated that Illinois will need almost 40,000 regular and over 9,000 special education teachers. Illinois schools will need to hire approximately 20,000 re-entries and 29,000 first-time teachers over the next four years. In the same time period, Illinois expected to need about 3,300 administrators and 4,300 school service personnel and other certified staff.

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

Communication

ISBE should develop a communication plan targeted at institutions of higher education and grade 11 and 12 high school students that includes the results of this study, as well as any regional or national comparable studies.

Next Steps

The report has been transmitted to the Governor, General Assembly, institutions of higher education, and placed on the agency's webpage.



Educator Supply and Demand in Illinois

2003 Annual Report

Illinois State Board of Education

Janet Steiner, Chair
State Board of Education

Dr. Robert E. Schiller
State Superintendent of Education

FOREWORD

The Illinois State Board of Education respectfully submits this report to the Governor, the General Assembly, and institutions of higher education in fulfillment of the requirements of Section 2-3.11C of the School Code [105 ILCS 5/2-3.11c]. This report addresses the relative supply and demand for education staff of Illinois public schools.

Specifically, this report provides information on:

1. the relative supply and demand for teachers, administrators, and other certificated personnel by field, content area, and levels;
2. state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and
3. projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

Additional information is provided on workforce composition, retirement projections for educators, and attrition rates.

Questions concerning this report may be referred to Jim Sweeney (jsweeney@isbe.net), Principal Performance Consultant, Data Analysis and Progress Reporting Division, Illinois State Board of Education, (217) 782-3950.

TABLE OF CONTENTS

Page

Summary of Findings	v
I. Relative Supply and Demand for Educators	
Supply Indicators	1
Personnel Retained from the Previous Year.....	1
Newly Certified Educators	1
Re-entering Personnel.....	2
Students in the Pipeline	3
Demand Factors	5
Changes in Student Enrollments	5
Workforce Growth.....	7
Total Educator Workforce	7
Administrator Workforce Growth	7
Teacher Workforce Growth	8
Number of New Teachers Hired	8
Number of New Administrators Hired	10
Attrition Rates	11
Teachers	11
Administrators	11
II. Over/Under Supply of Educators	13
Over/Under Production of New Educators.....	13
Regional Shortages: Unfilled Positions.....	14
District Ratings of Over/Under Supply	15
III. Projections of Likely High Demand	16
References	18
Definition of Terms	19
Appendices	20

TABLE OF TABLES

Table		Page
1	Retention by Position.....	1
2	New Certificates Issued	2
3	Number of Re-entries Hired in 2003.....	3
4	Professional Education Enrollments.....	3
5	Number of Program Completers.....	4
6	Enrollment Projections through School Year 2007.....	5
7	Educator Workforce Growth Rates.....	7
8	Administrator Growth Rates	7
9	Teacher Workforce Growth Rates.....	8
10	New Teachers Hired in School Year 2003 [FT].....	9
11	New Administrators Hired in School Year 2003 [FT].....	10
12	Over/Under Production of Educators	13
13	Rank Order of District Reported Shortages.....	15

TABLE OF FIGURES

Figure		Page
1	Secondary Enrollments (9-12)	6
2	Elementary Enrollments (K-8)	6
3	Number of New Teachers Hired	9
4	Historical Teacher Attrition	11
5	Historical Administrator Attrition	11
6	Unfilled Positions by Category	14

Summary of Findings

Following is a summary of the findings from the 2003 annual report on educator supply and demand prepared to fulfill the requirements of Section 2-3.11c of the Illinois School Code.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply includes all educational personnel available to the schools, regardless of whether they are currently employed by schools or not. Indicators of supply include: (1) personnel retained from the previous year; (2) newly certificated personnel; (3) re-entering personnel, i.e., newly hired educators who had prior experience; and (4) students in the pipeline, i.e., those currently enrolled in professional preparation programs.

(1) Retention rates remain high. The largest supply of educators is the previous year's workforce. In 2003, 138,119 educators or 93% of the previous year's total workforce were retained to work in Illinois public schools. However, nearly 6,000 of those educators were retained in different positions. On average, this equals six position changes per district. Such changes increase administrative workload and can have serious repercussions in the classrooms, especially at the elementary level.

(2) There has been an increase in the number of certificates issued over the last four years. The second largest source of supply is newly certified or "first-time" teachers. Over the last four years, new certificates issued to teachers and school service personnel have increased 11% a year, and administrative certificates have increased 8% per year. Provisional teaching certificates increased 38% a year over the same time period.

(3) The number of re-entries hired rebounded this year. The third major source of supply includes educators returning to the profession. Re-entries provide a good gauge of another facet of supply, the "reserve pool" which includes individuals who are credentialed, but not employed as educators. Between 1997 and 2001, the number of re-entries hired increased 67%, from a low of 3,172 to 5,301. The number of re-entries hired decreased over 30% in 2002 but increased by 28% in 2003.

(4) The number of students in the pipeline increased. The pipeline, measured at two points, provides a good indicator of future supply. The first point, which includes undergraduate and graduate students enrolled in education programs, showed a 7% average increase from about 40,000 in 1999 to over 48,500 in 2002. The second point, where students complete an Illinois-approved program of teacher education, there was a 9% increase between 1999 and 2002 (from 10,876 to 13,934). These increases bode well for the future supply of educators, provided a large portion of these students ultimately choose to become educators in Illinois public schools.

Demand Factors

Demand refers to the need for educational personnel to fill positions. Demand factors include: (1) changes in student enrollments; (2) workforce growth; (3) retirement projections; and (4) attrition (i.e., the rate at which educators leave the profession).

(1) K-12 Student enrollments are expected to continue growing but only at the secondary level. Illinois public school enrollments have been increasing since 1990 and that overall trend is expected to continue through 2007. But all of the growth in the next few years will be at the secondary level. Elementary enrollments are expected to decline. Such a change will affect the relative demand for secondary and elementary teachers.

(2) There was a rebound in educator workforce growth. Since 1998, the total educator workforce grew by 2% a year. In that time, the growth trend for the teaching force was also 2% and the administrator workforce grew by 3.5% a year. But in 2002, the overall workforce increased by only 205 or 0.1%. In 2003, however, there was a rebound in the trend. While the administrator workforce increased less than 1%, the teaching force showed a 2.6% increase and other certified staff grew by 2.8%. Overall the educator workforce increased 2.5% from the previous year. The 2003 data showed that:

(3) Attrition indicates the rate at which educators leave Illinois public schools. It considers all full-time educators who were in Illinois public schools last year but are not there in the current year.

- **Teacher attrition remains relatively stable for the third year in a row.** After increasing nearly 60% since 1996, teacher attrition rates leveled out between 2000 and 2001 at just over 7%. This year 7.5% (9,502) of the 2002 full-time teachers left education. An additional 1,040 teachers changed to non-teaching positions for a total loss of 8.3% of the 2002 full-time teaching force.
- **Administrator attrition continues upward trend.** Since 1996, administrator attrition rates have more than doubled. Between 2002 and 2003, 7.7% of full-time administrators left education. If the trend continues, attrition will be nearly 9% in the 2003 school year. Positions expected to have the highest attrition rates include district superintendents, elementary, and high school principals.

II. Over/Under-Supply of Educators

Educator shortages were analyzed in three ways: (1) Over/under production of new educators; (2) Unfilled positions; and (3) District ratings of supply.

(1) Over/under production of new educators provides an indication of whether enough educators are produced by colleges and universities each year. For each subject area or position, the number of individuals receiving their first certificate in a given year is compared with the number of first-time educators hired the following year. Due to competition from private schools, industry, and other states, it is desirable to produce at

least two people for every opening to ensure an adequate supply of quality applicants. The following were found for 2003:

- Areas/positions of **likely under-production** include: Special education, math, music, and physical education.
- Areas/positions with the **greatest over-production** were the same as in 2002: Guidance counselor, social science, English language arts, and health.

(2) Unfilled positions were examined to see where regional shortages exist (i.e., where supply has not met local demand despite the relatively large number of teachers entering the workforce each year).

- **Illinois school districts reported 1,630 unfilled positions as of October 1, 2002.** The areas of subjects with the greatest number of unfilled positions were: self-contained elementary (480), cross categorical (191), learning disabled (136), behavior disordered (67), speech and language (65), and Library/Media (59).
- **The number of unfilled positions has decreased significantly the last two years.** The number of unfilled positions peaked in 2000 at 2,637. In 2002, there was an 8% decrease and in 2003, a 34% decrease.
- **Three fourths of the unfilled positions were in the Chicago School District.** There were 222 (14%) unfilled positions in suburban Cook and the collar counties and 170 (10%) unfilled positions in the rest of Illinois.

(3) District ratings of supply indicate over/under-supply from the local perspective. Overall, the number of districts reporting shortages decreased from last year.

- While their relative positions changed slightly, the twelve positions with the most severe shortages remained the same as last year with special education topping the list. However, the number of districts reporting shortages dropped by an average of 122 for these areas. Rank ordered by the number of districts reporting shortages, the twelve are:

	#-Districts with Shortages	Change from 2002
1 Special Ed - Speech & Lang. Impaired	301	(139)
2 Special Ed - Behavior Disordered	292	(177)
3 Special Ed - Learning Disabled	297	(157)
4 Special Ed - Cross Categorical	276	(169)
5 Mathematics	273	(42)
6 Foreign Language - Spanish	250	(74)
7 Special Ed - EMH	228	(137)

8	Psychologist	211	(130)
9	Science - Physics	190	(105)
10	Science - Chemistry	199	(101)
11	Guidance Counselor	199	(114)
12	Librarian/Media Specialist	191	(121)

- In 2002, there were only three positions where districts reported more overages than shortages. In 2003, there were five: Self Contained Elementary, Social Science, Physical Education, English Language Arts, and Consultant.

III. Projected areas of high demand in Illinois

Projections of likely high demand areas were made in order to advise the institutions of higher education of future career opportunities in education. Through 2007, it is estimated that Illinois will need almost 40,000 regular and over 9,000 special education teachers. Historically, re-entries have filled just over 40% of teacher vacancies each year so Illinois schools will need to hire approximately 20,000 re-entries and 29,000 first-time teachers over the next four years. In that same time period, Illinois is expected to need about 3,300 administrators and 4,300 school service personnel and other certified staff.

In terms of **number**, the greatest needs through 2007 are:

(a) administrators/other educators

- Social worker; guidance counselor; coordinator; elementary principal; and assistant elementary principal.

(b) teachers

- Self-contained elementary; special education; English/language arts; mathematics; science; social science; and foreign language.

In terms of the **percent of the 2003 workforce**, the greatest needs through 2007 are:

(a) administrators/other educators

- Supervisor; assistant elementary principal; social worker; assistant district superintendent; and assistant junior high principal.

(b) teachers

- Reading/remedial reading; English as a second language; cross categorical; vocational-other; foreign language-other; gifted; Spanish; special education (other); and bilingual.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply, in its broadest sense, includes all educational personnel available to the schools, regardless of whether or not they are currently employed within the school system. This section provides information on various indicators of supply, including: (1) personnel retained from the previous year; (2) newly certified individuals; (3) re-entering personnel (i.e., newly hired educators who had prior experience); and (4) students in the pipeline (i.e., those currently enrolled in professional preparation programs).

Personnel Retained from the Previous Year

Historically, the largest supply of educators is the previous year's workforce. The total educator workforce includes teachers, administrators, school service personnel, and other certified staff. In Illinois, 89% of the previous year's educational workforce was employed in the same position in school year 2003 (see **Table 1**). Another 4% were retained in Illinois public schools, but in a different position. Thus, 93% of all educators in Illinois were still in public education in 2003, which is virtually the same percentage retained in 2002 and 2001 and is slightly up from the 91% reported in 2000.

Position	Total FT 2002	Retained in 2003		Total Retained in 2003	
		In Same Position	In Different Position		
Administrative	9,411	84%	8%	8,684	92%
Instructional	127,408	89%	4%	117,906	93%
Other Certified Staff	4,505	86%	7%	4,171	93%
School Service Personnel	7,910	92%	1%	7,358	93%
All Educators	149,234	89%	4.0%	138,119	93%

While the vast majority of Illinois' educators are retained from year to year at the state level, there is considerable flux at the local level. For example, nearly 6,000 educators switched positions between 2002 and 2003. Although that amounts to less than 4% of the 2002 workforce at the state level, it equals over six position changes at the district level, on average, and nearly two changes for each attendance center. This positional "musical chairs" increases administrator workload and can have serious repercussions in the classroom, especially at the elementary level.

Newly Certified Educators

The second largest source of supply is newly certified educators. In Illinois, the number of new certificates issued is counted annually according to the fiscal year (i.e., July 1 to June 30). In order to be considered as supply for the 2002-03 school year, teachers had to be certified in the previous fiscal year (i.e., July 2001 to June 2002).

Since fiscal year 1999, the number of new instructional certificates issued has increased 11% a year, school service personnel certificates have increased 11%, and administrative certificates have increased 8% (see **Table 2**). During that same period, the number of substitute certificates issued has increased 15% a year.

While the number of teaching certificates has increased an average of 11% over the last three years, the number of *individuals* receiving them has only increased around 9% (from 9,636 in 2000 to 12,314 in 2003). Thus, part of the increase in the number of elementary and secondary certificates (and the corresponding decrease in special teaching certificates), is probably due to teachers choosing to “split” their K-12 special teaching certificates and instead receive an elementary and a secondary certificate this year. As a result, the 11% increase in instructional certificates may be slightly exaggerated.

Table 2: New Certificates Issued					
Type	2000	2001	2002	2003	Average Change
3 Elementary	4,987	7,433	7,318	7,634	17%
4 Early Childhood	641	773	785	766	7%
9 Secondary	3,324	5,599	5,358	5,622	23%
10 Special Teaching	2,753	1,874	1,700	1,286	-22%
Total Instructional	11,705	15,679	15,161	15,308	11%
5 Provisional Early Childhood	11	5	14	13	39%
30 Provisional Elementary	45	59	116	50	24%
31 Provisional High School	37	47	126	72	51%
33 Provisional Special Teaching	36	68	142	76	21%
Total Provisional	129	179	398	211	38%
73 School Service Personnel	708	784	865	967	11%
74 Provisional SSP	26	28	43	40	8%
Total SSP	734	812	908	1,007	11%
75 Administrative	1,403	1,536	1,628	1,745	8%
76 Provisional Admin.	12	11	16	17	14%
Total Administrative	1,415	1,547	1,644	1,762	8%
39 Substitute	12,117	12,528	17,726	17,540	15%

Another positive finding is the 38% average increase in the number of provisional certificates issued to teachers over the last four years. Provisional teaching certificates are issued to individuals that hold an equivalent certificate from another state but lack one or more of Illinois requirements (e.g., testing). While the number is relatively small, an increase in the number of provisional certificates shows Illinois is attracting teachers from other states.

Re-entering Personnel

Educators returning to the profession are the third largest source of supply. In addition to being an important source of new hires, the number of re-entries is an important indicator of

another facet of supply—namely, the reserve pool. For example, the historical data shows that the number of teachers returning to the profession had a dramatic peak in school year 1995, which is most likely due to the large number of vacancies created by the early retirement incentive that year. In 1994, only 3,300 re-entering teachers were hired. The following year the number ballooned to more than 5,400, an increase of 62%, or nearly 2,100. There was a large drop in 1996 and a minor decline in 1997, but then, between 1997 and 2001, the number of re-entries hired increased 67%, from 3,172 to 5,301. Then in 2002, only 3,641 teachers re-entered the Illinois public school system, a decrease of over 30% (or 1,660) from the previous year.

This year, however, there was a steep rebound in the number of re-entries hired. For the 2003 school year, over 5,300 re-entries were hired, an increase of 28% over 2002 (see **Table 3**). While being relatively small in number, the administrative and other certified staff categories both experienced a 42% increase in re-entries over last year.

Position	Total FT 2003	Re-entries		Change from 02
		N	%- FT	
Administrative	9,438	215	2%	42%
Instructional	130,773	4,680	4%	29%
Other Certified Staff	4,633	150	3%	42%
School Service Personnel	8,041	276	3%	9%
All Educators	<u>152,885</u>	<u>5,321</u>	<u>3%</u>	<u>28%</u>

Students in the Pipeline

Students currently enrolled in Illinois professional preparation programs are the best indicator of future supply. Tracking enrollment trends in both teacher preparation and alternative routes to certification, should indicate whether the educator supply is likely to increase or decrease in the next three to four years. Projections of the future supply could be improved by tracking how many program completers (i.e., students who completed all requirements of an approved teacher education program), actually receive certification in Illinois.

As **Table 4** shows, there were 26,348 undergraduate and 22,195 graduate students enrolled in professional preparation programs in 2002. While nearly all of the undergraduates (88%) were enrolled full-time, the vast majority of graduate students (78%) were enrolled only part-time.

Professional Preparation Enrollments					Avg. Change	
	1999	2000	2001	2002	n	%
Undergraduate Full-Time	21,806	19,612	22,277	23,299	498	3%
Undergraduate Part-Time	3,087	2,744	3,236	3,049	-13	0%
Total	24,893	22,356	25,513	26,348	485	2%
Graduate Full-Time	3,415	3,857	4,884	4,980	522	14%
Graduate Part-Time	11,709	12,114	13,898	17,215	1,835	14%
Total	15,124	15,971	18,782	22,195	2,357	14%

SOURCE: Division of Professional Preparation

A major concern last year was the 10% decline in undergraduate enrollments between 1999 and 2000. However, a 14% increase in undergraduate enrollments in 2001 more than made up for that dip, and the average growth over the last three years in undergraduate enrollments is a modest 2%, or 485 students, a year.

Graduate enrollments, on the other hand, continue to grow at a healthy pace. In 2002, part-time enrollments were up 24% or 3,317 students. While full-time graduate enrollments were only up 2% this year, they increased nearly 27% the previous year. Over the last three years, graduate enrollments have grown 14% a year for both part-time and full-time students.

As **Table 5** shows, the number of program completers increased by an average of 6% a year since 1999 with the biggest increase occurring in Administrative programs (14%). During this time period, all of the other program areas have increased moderately (4-8%) except for Early Childhood, which had a significant decrease in 2001.

	1999	2000	2001	2002	Average Change (00-02)
Early Childhood	638	638	584	621	-1%
Elementary	3,953	3,715	4,243	4,453	4%
Secondary Programs	2,228	2,882	2,506	2,719	8%
K-12 Programs	854	788	948	1,065	8%
Special Education Programs	1,495	1,322	1,889	1,770	8%
School Service Personnel	528	677	508	555	4%
Administrative Programs	1,180	1,179	1,760	1,659	14%
Alternative Certification	0	0	66	1,092	-
Total:	10,876	11,201	12,504	13,934	6%

SOURCE: Division of Professional Preparation

Fifty-six institutions reported nearly 14,000 program completers in 2002, an 11% increase over the previous year, which is about the same increase as the previous year. In 2002, most of the program categories increased moderately (5-9%) except Special Education and Administrative Programs both of which decreased 6%. The most significant change, however, was the dramatic increase in the number of alternative certification program completers which went from 66 in 2001, to nearly 1,100 in 2002.

Demand Factors

Demand refers to the need for educational personnel to fill positions. This section presents information on the various factors of demand, including: (1) changes in student enrollments; (2) workforce growth; (3) retirement projections; and (4) attrition rates (i.e., the rate at which educators leave the profession).

Data in this section were obtained from two sources: the 2003 Public School Enrollment Projection Report, and the 2002-03 Teacher Service Record (TSR). The TSR contains employment data on all certified Illinois public school personnel and is collected each fall by the Illinois State Board of Education. The 2001-02 collection was the first time that Chicago District 299 filed electronically and in the same format as the rest of the state. While it is expected that this move will greatly improve data accuracy and lead to quicker turnaround in the near future, the first attempt was not without some problems. More specifically, thousands of positions and assignments in Chicago changed codes and may appear to be growth or attrition in the following tables. Thus, the reader must use extreme care in interpreting trends based on staffing data from the last three years.

The most current file that could be used for this study contains data from the 2002-03 school year. Where abbreviated, data from the 2001-02 are referred to as “2002” and data from the 2002-03 school year are referred to as “2003.” For comparative purposes, 2003 is considered the “current year” and 2002, the previous year.

Changes in Student Enrollments

At the aggregate level, there is a direct relationship between student enrollment and demand for educators. Illinois public school enrollments have been increasing since school year 1990, and that trend is expected to continue through school year 2007 (Illinois State Board of Education, 2003). All of the growth, however, will be at the secondary level which will increase the demand for high school teachers.

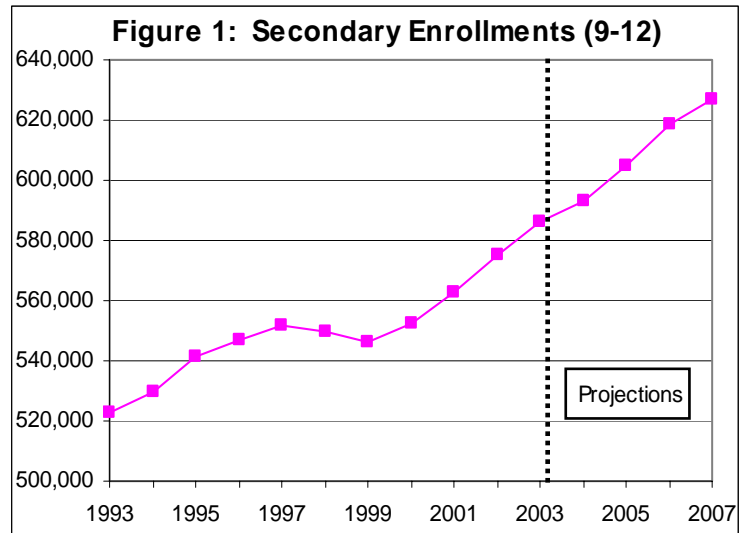
Total Illinois public school enrollment for school year 2003 was 2,011,077, an increase of less than 13,000 students, or about .6% over the previous year (see **Table 6**). In contrast, total enrollments increased an average of nearly 1% or about 17,000 students per year the previous five years. However, it is expected that the growth rate will decline substantially for the next four years averaging only 0.3%, or about 6,400 students per year. Furthermore, it is predicted that K-12 enrollments will peak in 2007 and then begin to decline marginally (about 5,000 students a year) for the next four years due to decreases in K-8 enrollments. In contrast, secondary enrollments are expected to increase substantially over the same time period. It is predicted that by the year 2007, secondary enrollments will increase by over 40,000 students (7%) while elementary enrollments will decrease by over 20,000 students (-1.5%).

TABLE 6: Enrollment Projections through School Year 2007						
	2002	2003	Annual. Change		2007	
			N	%	Projected Enrollment	Change (02)
			N	%	N	%

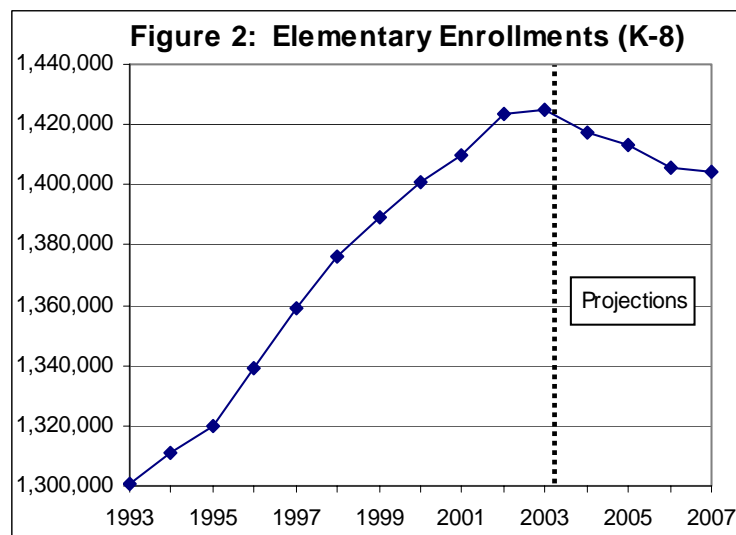
Elementary	1,423,239	1,424,896	1,657	0.1%	1,404,199	(20,697)	-1%
Secondary	575,245	586,181	10,936	1.9%	627,221	41,040	7%
TOTAL	1,998,484	2,011,077	25,628	1.3%	2,024,052	25,568	1%

As can be seen in **Figures 1 and 2**, secondary enrollments are expected to increase through 2007, while elementary enrollments will peak in 2003 and then begin a steady decline for the next four years.

Secondary enrollments for 2002-03 were 586,181, an increase of nearly 11,000 students (1.9%) over last year. Over the last four years, secondary enrollments have increased an average of nearly 40,000 students (or 1.8% a year). Prior to 1999-00, however, the five-year average growth rate was only 0.4% and enrollments had actually decreased in two of those years (1997-98 and 1998-99). For the next four years, secondary enrollments are expected to continue to grow at an average of 1.7% a year and peak in school year 2007 at 627,221. This represents an increase of 7% or 41,040 students over 2003 enrollments (see **Figure 1**).



In 2003, elementary enrollments increased by less than 1,700, or .1%, capping a 15 year growth trend. They are expected to decline, on average, about 5,000 students a year for the next four years. The decrease in elementary enrollments is believed to be due to the decrease in the number of live births, which peaked in 1990 at 195,499, and declined each of the next seven years to a low in 1997 of 180,649 (an 8% decrease). See **Figure 2**.



At the state level, these enrollment patterns are likely to increase demand for teachers at the secondary level while slightly decreasing the need for elementary teachers over the next four to five years.

Workforce Growth

Total Educator Workforce

Since 1989, the educational workforce has increased in response to growth in student enrollments and increases in educational spending. More recently, the teacher workforce has increased, on average, by over 2,500 teachers a year (or 2.1%), while the administrator workforce has grown by 3.7% a year (or over 300 administrators), for the last five years.

However, in 2002, there was virtually no growth in the educator workforce. The total educator workforce remained under 150,000 which was virtually the same size as the previous year. That plateau seems to be an anomaly as this year, the total full-time educator workforce increased by 2.5% (or nearly 3,700), to a historical high of nearly 153,000 full-time staff (see **Table 7**).

	2003 FT	Change From 2002	
		N	%
Administrators	9,438	27	0.3%
Teachers	130,773	3,363	2.6%
School Service Personnel	8,041	131	1.7%
Other Certified Staff	4,633	128	2.8%
Total Workforce	152,885	3,684	2.5%

(Note: the relatively small increase in administrators this year is most likely an artifact of last year's artificial 10% increase in administrators which occurred when Chicago District #299 reclassified a large number of teachers into administrative position codes to match the Teacher Service Record definitions. The reclassification also caused a 17% decrease in Other Certified Staff in 2002).

Administrator Workforce Growth

There was virtually no growth in the administrator workforce in 2003. The total number of full-time administrators employed in Illinois public schools for school year 2003 was 9,438, an increase of only 27 (or, .3%) from last year's total (see **Table 8**). The 1.1% increase in downstate administrators was offset by a 3.3% decline in Chicago's administrative staff. However, Chicago's huge increase last year was mostly due to a reclassification of positions rather than an increase in the actual number employed. For example, over 600 teachers were reclassified in 2002 as assistant principals, administrative assistants, and assistant directors. This year's decrease, therefore, may reflect further fall-out from last year's reshuffling rather than an actual decrease in the number of administrators.

	State		Downstate		Chicago	
	#-FT	Change	#-FT	Change	#-FT	Change
1996-97	7,705					
1997-98	7,872	2.2%	6,936		936	
1998-99	8,100	2.9%	7,113	2.6%	987	5.4%

1999-00	8,315	2.7%	7,299	2.6%	1,016	2.9%
2000-01	8,551	2.8%	7,492	2.6%	1,059	4.2%
2001-02*	9,411	10.1%	7,569	1.0%	1,842	73.9%
2002-03	9,438	0.3%	7,656	1.1%	1,782	-3.3%

*NOTE: 2001-02 was the first year Chicago reported data in the TSR format and a large number of teachers were reclassified as administrators.

Teacher Workforce Growth

In the ten years prior to 2002, the total number of full-time teachers in Illinois increased an average of 1.9% a year. In that time, the full-time teaching force grew from a low of 105,993 in 1990-91, to a high of 127,323 in 2001 and it increased every year except school year 1994, when the total employed dropped about 550 due to a decrease in Chicago of more than 1,500 teachers (see **Table 9**). In the five years prior to 2002, the increase was even more dramatic—the workforce increased by an average rate of 2.4%, or about 3,000 teachers a year. In that time, the downstate teaching force increased an average of 2.8% while Chicago's force grew about 1% a year.

The total number of full-time teachers employed in Illinois public schools in school year 2003 was 130,773, an increase of 3,365 teachers (or 2.6%) over last year. Downstate showed a .9% increase over last year while Chicago showed an unprecedented 10.6% increase in full-time teachers. However, most of Chicago's apparent growth is most likely due to their under-reporting the number of teachers employed in 2002. The anomalies in the Chicago data make the analysis of statewide trends tenuous, but it appears that the rate of increase has decreased significantly over the last two years. Prior to 2002, the 5-year average growth rate was 2.4% for the statewide teaching force. Over the last two years, the increase is only about 1.4% a year.

	State		Downstate		Chicago	
	Total-FT	Growth	Total-FT	Growth	Total-FT	Growth
1988-89	102,542		80,696		21,846	
1989-90	103,577	1.0%	81,240	0.7%	22,337	2.2%
1990-91	105,993	2.3%	83,234	2.5%	22,759	1.9%
1991-92	107,482	1.4%	84,837	1.9%	22,645	-0.5%
1992-93	108,670	1.1%	85,208	0.4%	23,462	3.6%
1993-94	108,118	-0.5%	86,220	1.2%	21,898	-6.7%
1994-95	110,104	1.8%	87,592	1.6%	22,512	2.8%
1995-96	112,853	2.5%	89,820	2.5%	23,033	2.3%
1996-97	115,644	2.5%	92,121	2.6%	23,523	2.1%
1997-98	118,091	2.1%	94,622	2.7%	23,469	-0.2%
1998-99	121,179	2.6%	97,540	3.1%	23,639	0.7%
1999-00	124,279	2.6%	100,711	3.3%	23,568	-0.3%
2000-01	127,323	2.4%	103,247	2.5%	24,076	2.2%
2001-02*	127,408	0.1%	105,190	1.9%	22,218	-7.7%
2002-03	130,773	2.6%	106,189	0.9%	24,584	10.6%

*NOTE: 2001-02 was the first year Chicago reported data in the TSR format and it is believed the total number of teachers employed was under-reported.

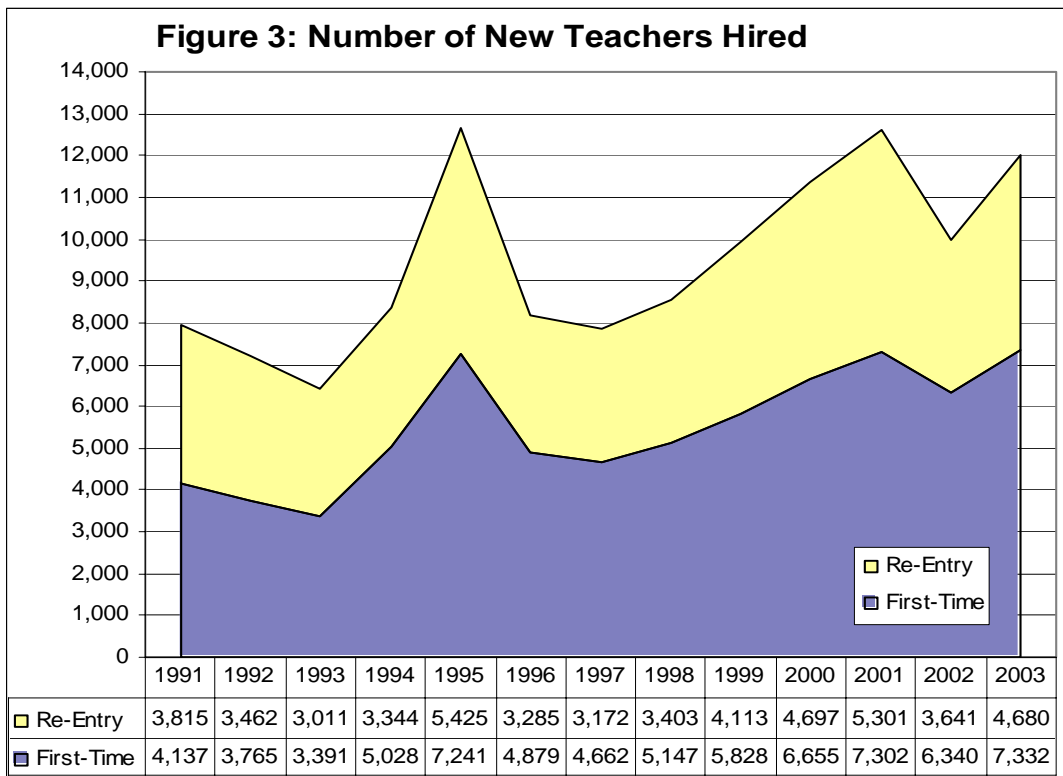
Number of New Teachers Hired

Figure 3 shows the number of new teachers hired for each of the last ten years. The sharp peak in school year 1995 was caused by the early retirement incentive. Since that anomaly, and the subsequent decrease in the number of new teachers hired, there has been a dramatic increase in the trend through 2001. In 1997, a total of 7,834 new teachers were hired, and in 2001 that number rose to 12,603. This represents a 60% increase in the demand for new teachers since 1997.

In 2002, however, there was a sharp drop in the number of new teachers hired. Illinois public schools hired just fewer than 10,000 new teachers in 2002, a decrease of more than 2,500 teachers (or 21%) from the previous year. This year there was a sharp rebound in the number of new teachers hired. In 2003, 12,012 first-time and re-entering teachers were hired, an increase of 20% (or 2,031) over last year.

The rebound pattern was the same for both first-timers and re-entries. The number of first-timers hired increased 16% this year after decreasing 13% last year, while, the number of re-entries hired increased 29% this year after decreasing 31% last year.

Of the 12,000-plus new hires in 2003, just over 60% were first-time teachers and 39% were re-entries. Teachers re-entering the workforce filled a significant number of district vacancies over the last twelve years. Teachers with greater than one year of experience who were not employed in an Illinois public school the previous year (i.e., “re-entries”), filled 4,680 vacancies and accounted for 39% of the new teachers hired in 2003.



As **Table 10** shows, the majority of newly hired teachers were at the elementary (5,437), or high school (2,940) level. When compared to 2002, these two positions also had the largest

increase in the number of new hires (36% and 24%, respectively). Special education and middle school new hires increased only 1% this year.

Position	Total FT 2003	New (Reentry+First)		% -New	
		N	% -FT03	Re-entries	First Time
Elem Teacher	59,911	5,437	9.1%	37%	63%
Jr/Middle Teacher	18,493	1,713	9.3%	37%	63%
HS Teacher	31,693	2,940	9.3%	38%	62%
	130,773	12,012	9.2%	39%	61%

Number of New Administrators Hired

In 2003, there were 752 new administrators hired in Illinois public schools. The number of new administrators hired was virtually the same as last year (i.e., 745 were hired in 2002). Nearly 70% of these new administrators were Illinois teachers the previous year (see **Table 11**). Another 215 (29%) were re-entering professionals and less than 3% were in the Illinois public school system for the first time.

When viewed by individual position, Elementary Principals and Assistants had the largest number of new hires (202), followed by Other Administrator (169). The Other Administrator category includes deans, business managers, and administrative assistants.

POSITION	2003 FT	New Administrators			Total New	
		First Time	Re-entry	Changed Position [from teaching]	N	% -FT
Elem. Princ./Asst.	3,238	4	63	135	202	6%
Jr. High Princ./Asst.	1,033	3	16	93	112	11%
H.S. Princ./Asst.	1,372	2	27	77	106	8%
Director/Asst.	1,222	2	37	79	118	10%
Other Administrator	1,215	7	31	131	169	14%
Other Supt.	169	1	1	0	2	1%
Total	9,438	20	215	517	752	8%

As the baby-boom generation of education administrators begin to retire and their positions become less and less attractive, districts will find it increasingly difficult to fill vacancies. In 2000, *Education Week* warned of the “shrinking applicant pool” (Glass). In a study concerning the supply of principals, Whitaker (2001) reported that 90% of the district superintendents surveyed indicated a “moderate to extreme shortage of principal candidates, with the problem more severe at the high school level.”

In contrast, Roza (2003) found the average district receives 17 applicants for each principal vacancy and that the applicant pool has only decreased by about two applicants per position over the last seven years. Not surprising, districts with the fewest applicants were those with high poverty, higher concentrations of minority students, low per-pupil expenditures, and relatively low principal salaries. Roza concludes, and Illinois data supports her contention, that the perceived principal shortage is a distribution problem, rather than a supply problem, because far more administrators are produced every year than there are vacancies.

Relative to the supply of superintendents, Rohn (2002) asserts that “the pool of candidates for vacant superintendent positions is rapidly becoming very shallow.” Education administration has become increasingly unattractive for many reasons including the following: responsibilities of the position keep growing; too much stress; long hours of work; and salaries not commensurate with the heavy responsibilities (Olson, 2000; Rohn, 2002). This may explain why many teachers, who are credentialed to be administrators, continue to teach rather than go up the proverbial career ladder.

Attrition Rates

The rate at which educators leave the profession is directly related to demand. To calculate attrition rates, the 2002 Teacher Service Record (TSR) file was compared to the 2003 file. Full-time educators who were in the 2002 file, but not in the 2003 file, were deemed to have “left education.” Attrition rates do not include teachers that have changed assignment or that have changed to a non-teaching position. Since the TSR only tracks educators employed in Illinois public schools, some of those that left may be employed in private schools or in education in another state; therefore, these rates represent the upper limit of attrition (i.e., they are a liberal estimate).

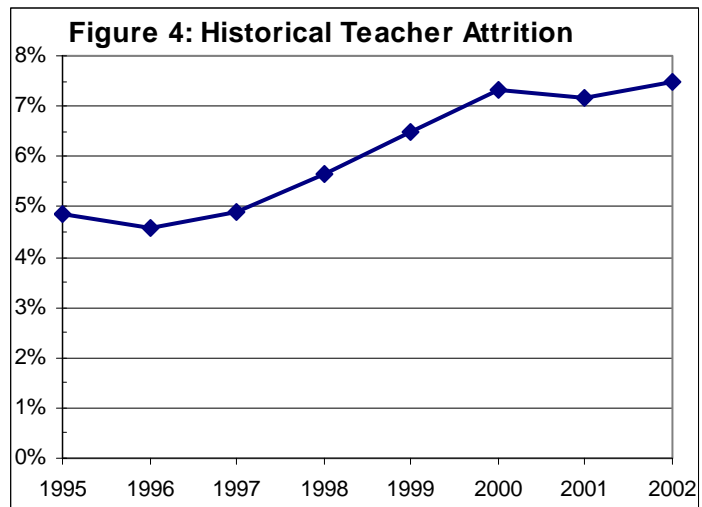
Teachers

After increasing nearly 60% since 1996, teacher attrition rates leveled out between 2001 and 2002. This year, 7.5% (or 9,502) of the 2002 full-time teaching force left education by 2003, which is slightly higher than last year (7.3%, or 9,100).

In 1994, attrition rates were abnormally high (9.4%) because of the early retirement incentive. Since that anomaly, attrition rates have ranged from a low of 4.6% in 1996 to a high of 7.3% in 2000. The trend between 1996 and 2000 represents a 60% increase in the attrition rate. For the last three years, however, the teacher attrition rate has remained relatively stable at just over 7%, inching up slightly in 2002 to an eight-year high of 7.5%. See **Figure 4**.

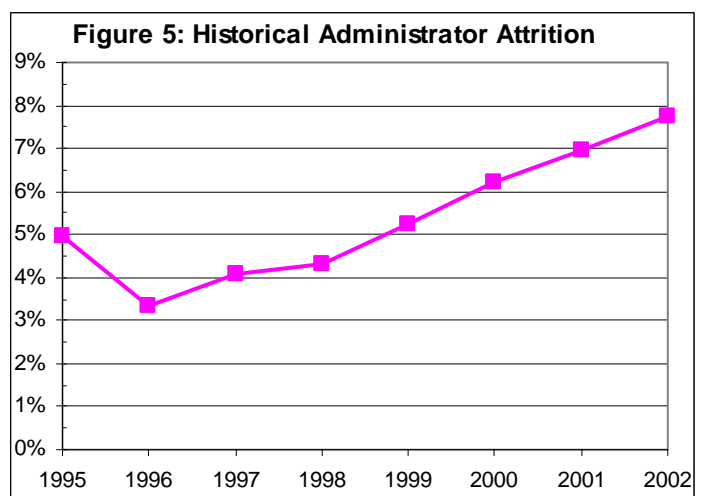
The areas with the highest rate of teachers leaving education were: Health occupations, alternative education, and resource center/library. The areas with the lowest rates were: Health, special education, physical education, and Title I reading/math. For a complete list of attrition rates by main assignment, see **Appendix A**.

In addition to the 9,500 teachers that did not return for the 2003 school year, there were over 1,000 teachers that switched to non-teaching positions. Together, the total loss of teachers amounts to 8.3% of the 2002 teaching force.



Administrators

While teacher attrition rates remained fairly constant over the last three years, the rate at which full-time administrators left education continued to rise. For the first time since 1995, the administrator attrition rate was greater than that of teachers. Over 725 (or 7.7%) of the full-time administrators left education between 2002 and 2003, which is an increase of 22% over the previous year (see **Figure 5**). The positions that experienced the biggest losses were:



Elementary Principals (176), District Superintendents (92), and Directors (84).

Administrator attrition rates, like those for teachers, were abnormally high in 1994 due to the early retirement incentive, albeit at a much higher rate than teachers -- 13% versus 9%. Since then, the rates have ranged from a low of 3.4% in 1996 to a high of 7.7% in 2002. Since 1996, administrator attrition rates have more than doubled, which is significantly higher than the rate of change for teachers. If this trend continues, attrition will be nearly 9% in school year 2003 and 10% the following year.

II. Over/Under Supply of Educators

This chapter presents information on the relative over- and under-supply of teachers and administrators in Illinois. The first section provides data on areas in which institutions may be producing too many or too few educators. In the second section, the unfilled position data are used to identify regional shortages, i.e., where supply has not met local demand. The third section presents district ratings of the supply of applicants for their vacancies.

Over/Under Production of New Educators

In order to be able to say whether there is an over- or under- supply of educators, it is necessary to first determine whether or not enough educators are being produced each year. While an under-supply would definitely indicate an area of educator shortage, the converse is not necessarily true. For example, while there is an abundance of Administrative and Guidance Counselors credentials issued each year, many districts still find it difficult to fill vacancies in those positions.

Table 12 compares the number of individuals receiving their first certificate in fiscal year 2003 with the number of first-time educators hired in the 2002-03 school year. All positions and subject areas produced more newly-certified individuals than first-time hires in 2003. When looked at as a ratio of number certified over the number hired (i.e., A/B), the areas and positions with the greatest **over-production** were the same as the previous year: Guidance counselor, social science, English language arts, and health. Due to competition from private schools and industry, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants for Illinois public schools. Using the ratio of 2:1 as the criterion, areas of likely **under-production** include: Special education, math, music, and physical education. Science teachers and psychologists were very close to the under-production criterion with ratios of just 2.1:1.

Table 12: Over/Under Production of Educators				
	A	B	Over/Under Production	
	# First Certs Issued FY02	# First Timers Hired 2003		
			A - B	Ratio
Administrative*	1,628	537	1,091	3.0
Instructional				
Art	368	144	224	2.6
Bilingual	701	161	540	4.4
Elementary	7,318	3,418	3,900	2.1
English Lang. Arts	3,094	681	2,413	4.5
Foreign Lang-Other	148	50	98	3.0
Foreign Lang-Spanish	416	153	263	2.7
Health	146	31	115	4.7
Math	808	438	370	1.8
Music	302	196	106	1.5
Physical Education	481	318	163	1.5
Science	988	464	524	2.1
Social Science	3,269	366	2,903	8.9
Special Education	1,835	997	838	1.8
School Serv Personnel				
Guidance Counselor	296	33	263	9.0

Nurse	56	20	36	2.8
Psychologist	136	64	72	2.1
Social Worker	371	169	202	2.2

*Note: Both First-Time and Teachers that Changed Postions are included in the administrator count.

Regional Shortages: Unfilled Positions

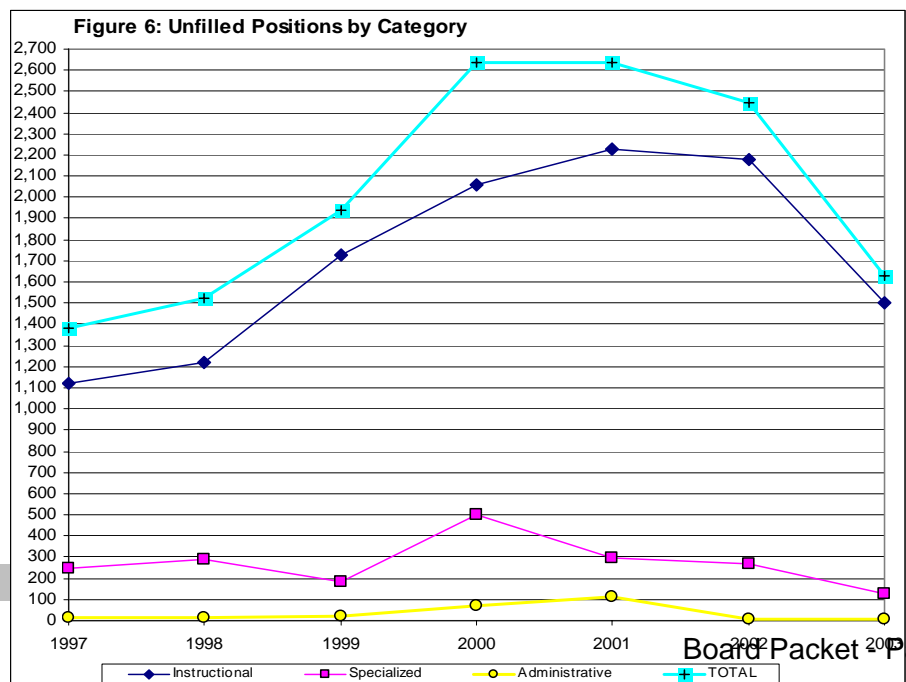
Each year the Illinois State Board of Education collects information from school districts on positions not filled as of October 1. Unfilled positions refer to positions that were budgeted by districts for the school year but were not filled because of reasons such as the lack of qualified applicants. They are the bottom line in the supply-demand equation because they show where supply has not met demand at the local level—regardless of the number of new teachers produced at the state level.

The last such survey of unfilled positions was completed as of October 1, 2002, where Illinois public schools reported a total of 1,629.6 unfilled positions, 828 less than reported in the previous year. The areas with the greatest number of unfilled positions in the 2003 school year were: self-contained elementary (480), cross categorical (191), learning disabled (136), behavior disordered (67), speech and language (65), and Library/Media (59). For the complete list see **Appendix B**.

Because they show where supply has not met demand, unfilled positions are perhaps the best indicator of regional shortages. In terms of regional distribution, over three-fourths (1,238 or 76%) of the unfilled positions were in Chicago District #299. There were 222 unfilled positions, or 14% of the total, in the suburban districts (Cook and the collar counties) and 170 (10%) unfilled positions in the rest of the state.

Prior to the 2001 school year, the big concern was the rate at which the number of unfilled positions was growing. Between 1996 and 2000, the total number of unfilled positions increased 90%, from 1,387 to 2,637 (see **Figure 6**). For the last two years, however, there has been a significant reversal in that trend. In 2002, unfilled positions decreased 8%, and in 2003 they decreased another 34%. Because the number of positions is dependent on a district's budget, the decrease in the number of unfilled positions may be a temporary phenomenon caused by the economic downturn over the last three years.

As **Figure 6** shows, the number of unfilled teaching positions doubled between 1997 and 2001. Five years ago, there were only 1,120 unfilled teacher positions. By the 2001 school year, the number had risen to 2,225. For the last two years, however, there has been a significant decline in the number of unfilled teaching positions.



Up until 2001, the trend for administrators was even more alarming. The number of unfilled administrator positions increased over 500% between 1997 and 2001, from 17 to 115. In the last two years, however, there have been fewer than ten administrative unfilled positions reported each year.

District Ratings of Over/Under Supply

On the 2002-03 Unfilled Positions Survey, districts were asked to rate the supply of applicants for 48 positions on a five-point scale from Severe Under-Supply (-2) to Severe Over-Supply (+2). If the district was unable to accurately gauge the supply for a position (e.g., did not have any openings in the last 2-3 years or did not have it in their district), they were asked to mark Not Applicable (N/A).

Responses: Of nearly 40,000 ratings, the vast majority were in the not applicable category (61%). Twenty-two percent of the ratings indicated shortages (i.e., under- or severe under-supply) while only 3% indicated overages (i.e., over- or severe over-supply). Thirteen percent of the responses indicated an adequate supply.

Subject Areas: The data were analyzed in two ways to determine the positions with the greatest shortage of qualified applicants. The first indicator calculated was the number of districts rating the position as a “shortage” area (i.e., either severe under-supply (-2) or under-supply (-1)). The second indicator was the *Severity Index* which was derived by summing the ratings. Since under-supply ratings are negative, the lower the total, the greater the shortage.

As can be seen in **Table 13**, the same positions end up in the top twelve as last year—their order just changes slightly. The one exception was Music, which ranked ninth in the number of districts reporting shortages but 14th in the Severity Index. This year, there was a significant decrease in both the number of districts reporting shortages and the severity of the shortages reported. For all 48 positions surveyed, the average number of districts reporting shortages decreased by 67 while the Severity Index decreased by 98. For the twelve positions listed in **Table 13**, the change was more pronounced; the number of districts reporting shortages decreased 122, and the Severity Index decreased nearly 200, on average.

	Severity Index	Change from 2002	#-Districts with Shortages	Change from 2002
1 Special Ed - Speech & Lang. Impaired	-494	228	301	(139)
2 Special Ed - Behavior Disordered	-451	274	292	(177)
3 Special Ed - Learning Disabled	-408	217	297	(157)
4 Special Ed - Cross Categorical	-392	262	276	(169)
5 Mathematics	-364	60	273	(42)
6 Foreign Language - Spanish	-363	110	250	(74)
7 Special Ed - EMH	-327	198	228	(137)
8 Psychologist	-313	214	211	(130)
9 Science - Physics	-301	159	190	(105)
10 Science - Chemistry	-293	158	199	(101)
11 Guidance Counselor	-280	168	199	(114)
12 Librarian/Media Specialist	-265	196	191	(121)

In 2002 there were only three positions where districts reported more overages than shortages. In 2003 there were five: Self-contained elementary, social science, physical education, English language arts, and consultant. For a complete list of the positions and ratings see **Appendix C**.

III. Projections of Likely High Demand

This section presents data on the future need for educators in Illinois elementary and secondary schools. Eleven years of data from the Teacher Service Record (TSR) was used to project educator demand over the next four years (2004-2007). Since the TSR files include a very large number of educator categories, some assignments were collapsed into a single category (e.g., algebra, geometry, etc., were collapsed into mathematics) to facilitate analysis and presentation. The projected demand indicates the total number of new educators to be hired for the next four years. Historically, about 50% of the special education and 40% of the regular education teachers are “re-entries,” therefore, not all of the projected demand will need to be filled by first-time teachers.

Two variables were used to project the future need for educators—(1) workforce growth trends, or the change in the number of educators employed between 1993 and 2003, and (2) attrition rates (i.e., the rate at which educators left Illinois public schools). A linear trend based on workforce growth and attrition rates for the last ten years, was used to project demand for instructional staff. Because of anomalies in the 2002 position data, average workforce growth and attrition since 1996 was used to project demand for administrative and other staff. Attrition rates for years prior to 1996 were not considered because of the effects of the Early Retirement Incentive program which caused abnormally high rates in 1993 and 1994 and subsequently lower rates in 1995. Other factors, such as K-12 enrollments and state laws governing the public school system, were subsequently used to modify the projections where appropriate. **Appendix D** shows the projected number needed and the relative need for the various categories of educators.

The findings are presented in terms of: (1) the greatest number of educators needed by educator category, and (2) the relative need for each category defined as the total number needed over the next four years divided by the number employed in 2003 (i.e., percent of the 2003 Workforce).

Greatest number needed: Through 2007, it is estimated that Illinois will need over 9,300 special education and nearly 40,000 regular teachers in addition to 7,600 non-instructional personnel. Naturally, categories that have inherently large numbers (e.g., self-contained elementary teachers) are more likely to appear on this list because they comprise such a large percentage of the workforce. The categories with the greatest number of educators needed through 2007 are:

Rank	Administrative & Non-Instructional Staff	Number Needed
1	Social Worker	1,235
2	Guidance Counselor	745
3	Coordinator	708
4	Asst. Elementary Principal	595
5	Elementary Principal	539

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	11,595
2	Mathematics	3,150
3	Special Ed - Cross Categorical	3,132

4	English/Lang Arts - English	2,483
5	Social Science	2,269
6	Special Ed - Learning Disabled	2,136
7	English/Lang Arts - Reading/Remedial	1,910
8	English/Lang Arts - Language Arts	1,764
9	Special Ed - Other	1,761
10	Physical Education	1,724

Greatest relative need: As mentioned earlier, relative need speaks to capacity, or how much of the current workforce is going to be added in the next four years. Thus, these categories have either large growth rates, large attrition rates, or both. The categories with the greatest relative need through 2007 are:

Rank	Administrative & Non-Instructional Staff	% of 2003 Workforce
1	Supervisor	102%
2	Asst. Elem. Principal	64%
3	Social Worker	45%
4	Asst. District Supt.	41%
5	Asst. Jr. High Principal	38%

Rank	Instructional Staff/Teachers	% of 2003 Workforce
1	English/Lang Arts - Reading/Remedial	97%
2	English as a Second Language	92%
3	Special Ed - Cross Categorical	90%
4	Voc/Tech - Other	73%
5	Foreign Language (Other)	70%
6	Gifted Education	66%
7	Foreign Language (Spanish)	62%
8	Special Ed - Other	58%
9	Bilingual Education	57%
10	English/Lang Arts - Language Arts	51%

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Definition of Terms

SUPPLY

- Endorsements:** A credential on a certificate indicating the educator has met the minimum requirements for that assignment. These counts may be duplicated as one person can hold an unlimited number of certificates or endorsements.
- New Supply:** The number of newly certified individuals in a fiscal year (July 1 to June 30).
- Pipeline:** A source of future educator supply consisting of students enrolled in professional preparation programs in Illinois and current program completers who have not yet received certification.
- Program Completer:** In Illinois, a person who has met all the requirements of a state-approved teacher preparation program. Program requirements vary widely between certificates and between endorsement areas.

DEMAND

- Attrition:** An educator who was employed in an Illinois public school in the previous year but not in the current year.
- Demand:** The total number of funded positions (i.e., total employed + unfilled positions).

$$\text{Change in Demand} = \{\text{Workforce Growth} + \text{Attrition} + \text{Unfilled Positions}\}$$

- Educator:** For the purposes of this study, educators are personnel employed in Illinois public schools in one of the following four categories: administrators, teachers, school service personnel, or other certified staff.
- Eligible to Retire:** An educator who is at least 55 years old and has 20 years of experience or more.
- Full-Time:** An indicator of educator status defined by two TSR fields: Months Employed and Percent-Time Employed. The definition for full-time status is: {Months Employed > 8 and Percent Time Employed > 99%}.
- First Time:** A newly hired educator with one year of experience or less. This status is calculated from the TSR data field "total years of experience." The definition is: {experience is less than or equal to one year}.
- Re-entry:** A newly hired educator who has more than one year of teaching experience but was not employed in an Illinois public school the prior year.
- Retention:** An educator who was employed in both the previous and current year. In order to reduce confusion, both part-time and full-time personnel are

included in the calculation (e.g., a part-timer could be retained the next year as a full-timer).

Unfilled Positions: Number of budgeted positions (in full-time equivalent) reported unfilled as of December 1 by each Illinois public school district on the Unfilled Positions Survey.

Appendices

Appendix A: Teacher Attrition by Main Assignment

Main Assignment	Total 2002	Left		Changed Position-		Total Loss	
		Education		Not Teaching			
Alternative Education	244	29	12%	4	2%	33	14%
Art	2,680	189	7%	9	0%	198	7%
At-Risk / Pre-K	1,282	88	7%	4	0%	92	7%
Bilingual Education	1,609	167	10%	15	1%	182	11%
Class Size Reduction	713	49	7%		0%	49	7%
Computer Programming/Lit.	1,137	83	7%	14	1%	97	9%
Consumer Education	146	15	10%	1	1%	16	11%
Driver Education	586	51	9%	9	2%	60	10%
English as a Second Language	709	61	9%	2	0%	63	9%
English Language Arts	11,261	954	8%	87	1%	1,041	9%
Foreign Lang. - Other	836	84	10%	5	1%	89	11%
Foreign Lang. - Spanish	1,955	170	9%	10	1%	180	9%
Gifted Education	733	55	8%	14	2%	69	9%
Health Education	596	27	5%	7	1%	34	6%
Learning Resource Center/Library	444	34	8%	21	5%	55	12%
Math	6,984	546	8%	49	1%	595	9%
Music	3,971	316	8%	17	0%	333	8%
Other Subject/Program	3006	656	22%	140	5%	796	26%
Physical Education	6,805	403	6%	70	1%	473	7%
Science	6,423	486	8%	56	1%	542	8%
Self-Contained Elementary	40,980	2,719	7%	173	0%	2,892	7%
Social Science	5,783	461	8%	85	1%	546	9%
Special Education	21,706	1,315	6%	184	1%	1,499	7%
Title I Math/Reading	2,038	127	6%	24	1%	151	7%
Vocational/Technical							
Agriculture	330	28	8%	3	1%	31	9%
Business, Mkt., Mgt.	1,327	117	9%	17	1%	134	10%
Family/Consumer Sciences	1,180	85	7%	5	0%	90	8%
Health Occupations	73	14	19%	2	3%	16	22%
Industrial	1,523	134	9%	5	0%	139	9%
Voc/Tech Misc.	348	39	11%	8	2%	47	14%
Total	127,408	9,502	7.5%	1,040	0.8%	10,542	8.3%

Appendix B: Number of Unfilled Positions in 2002-03

Position	Downstate	Chicago	State Total
Administrative			
Principal - Assistant High School	1.0		1.0
Principal - Elementary	1.0		1.0
Principal - High School	1.0		1.0
Other Administrator (not listed)	1.3		1.3
Total Administrative	4.3	0.0	4.3
Instructional			
Alternative Education	1.0		1.0
Art	3.5	24.0	27.5
Bilingual Education	12.0	30.0	42.0
Computer Literacy/Technology	2.5	19.0	21.5
Elementary - Music (K-8)	6.0	25.0	31.0
Elementary - Physical Education (K-8)	3.0	25.0	28.0
Standard Elementary Instructor		480.0	480.0
English - English	1.0	18.0	19.0
English - Language Arts	1.0	3.0	4.0
English - Reading		58.0	58.0
English as a Second Language	7.0	1.0	8.0
Foreign Language - Other	2.0	5.0	7.0
Foreign Language - Spanish	12.5	23.0	35.5
Gifted Education	1.5		1.5
Health Education	2.2		2.2
Learning/Resource Center	1.0		1.0
Math - Algebra	1.6		1.6
Math - Basic/General	6.8	12.0	18.8
Math - Geometry	0.6		0.6
Math - Other	2.0	22.0	24.0
Music - Instrumental	3.0	1.0	4.0
Music - Vocal	1.9	4.0	5.9
Physical Education (9-12)	2.0	19.0	21.0
Science - Biology	3.0	11.0	14.0
Science - Chemistry	1.8		1.8
Science - General	3.8	10.0	13.8
Science - Other		2.0	2.0
Science - Physics	1.0		1.0
Social Science - History		13.0	13.0
Social Science - Other		7.0	7.0
Title I - Remedial Math	0.5		0.5
Title I - Remedial Reading	4.0		4.0
Voc Tech - Business, Marketing, Mgt.	2.0		2.0
Voc Tech - Family & Consumer Science	0.5		0.5
Voc Tech - Health Occupations	0.0	3.0	3.0
Voc Tech - Industrial Occupations	5.0	3.0	8.0
Other Subject/Program Not Listed	5.6		5.6
Special Education			
Behavior Disordered	43.0	24.0	67.0
Bilingual	0.0		0.0
Blind/Visually Impaired	2.0	1.0	3.0
Cross Categorical	33.0	158.0	191.0
Deaf/Hard of Hearing	1.0	8.0	9.0
Early Childhood	5.0		5.0
EMH	8.0		8.0
Learning Disabled	33.5	104.0	137.5
Multiply Handicapped	5.0		5.0
Other/General	5.5	19.0	24.5
Physically Handicapped	2.5	12.0	14.5
Severe/Profound	7.0	41.0	48.0
Speech & Language Impaired	64.9		64.9
TMH	3.5		3.5
Total Instructional	315.2	1,185.0	1,500.2
Other Certified Staff			
Coordinator	4.0		4.0
Librarian/Media Specialist	6.0	53.0	59.0
Occupational Therapist	1.8		1.8
Physical Therapist	1.3		1.3
Other Certificated Staff (not listed)	6.3		6.3
Total Other Certified	19.4	53.0	72.4
School Service Personnel			
Guidance Counselor	9.0		9.0
Nurse	4.0		4.0
Psychologist	11.2		11.2
Social Worker	7.5		7.5
Other Professional Staff (not listed)	22.0		22.0
Total Professional	53.7	0.0	53.7
Total	392.6	1,238.0	1,630.6

Appendix C: Positions with the Most Severe Shortages

Position	Severity Index	# Dists with Shortage	Adequate Supply	# Districts with Overage	District Ratings					
					Severe Under-Supply	Under-Supply	Adequate	Over-Supply	Severe Over-Supply	NA
1 Special Ed - Speech/Lang. Impaired	-494	301	36	9	205	96	36	6	3	288
2 Special Ed - Behavior Disordered	-451	292	46	6	168	124	46	3	3	288
3 Special Ed - Learning Disabled	-408	297	93	13	128	169	93	9	4	231
4 Special Ed - Cross Categorical	-392	276	72	9	129	147	72	5	4	275
5 Mathematics	-364	273	120	17	115	158	120	10	7	223
6 Foreign Language - Spanish	-363	250	57	9	127	123	57	4	5	315
7 Special Ed - EMH	-327	228	51	6	107	121	51	4	2	344
8 Psychologist	-313	211	58	9	113	98	58	7	2	354
9 Science - Physics	-301	190	33	8	123	67	33	4	4	400
10 Science - Chemistry	-293	199	44	9	106	93	44	6	3	380
11 Guidance Counselor	-280	199	67	8	92	107	67	5	3	359
12 Librarian/Media Specialist	-265	191	67	8	84	107	67	6	2	365
13 Special Ed - Other/General	-249	176	68	4	78	98	68	3	1	384
14 Music	-241	206	147	19	55	151	147	18	1	260
15 Bilingual Education	-240	157	31	3	86	71	31	3	0	441
16 Voc Tech - Industrial Occupations	-234	149	26	8	95	54	26	6	2	448
17 Science - General	-230	185	122	13	59	126	122	12	1	311
18 Foreign Language - Other	-223	163	45	5	67	96	45	3	2	415
19 Special Ed - Bilingual	-221	139	18	3	87	52	18	1	2	472
20 Science - Biology	-215	175	75	13	55	120	75	11	2	369
21 Computer Literacy/Technology	-214	181	91	18	53	128	91	16	2	341
22 Nurse	-207	160	92	11	59	101	92	10	1	366
23 Social Worker	-196	172	100	25	57	115	100	17	8	338
24 Superintendent - District	-182	140	102	7	50	90	102	6	1	383
25 Special Ed - Deaf/Hard of Hearing	-175	112	24	5	69	43	24	4	1	490
26 Special Ed - Blind/Visually Impaired	-156	98	23	2	61	37	23	1	1	505
27 Gifted Education	-150	132	121	13	33	99	121	11	2	365
28 Science - Other	-143	109	73	6	41	68	73	5	1	441
29 Principal - Jr. High	-140	122	101	9	29	93	101	7	2	398
30 Principal - High School	-136	118	72	13	33	85	72	11	2	426
31 Voc Tech - Family/Consumer Sci.	-134	103	62	5	37	66	62	4	1	460
32 Art	-131	123	116	14	22	101	116	14	0	377
33 Principal - Elementary	-115	116	154	16	17	99	154	14	2	347
34 Voc Tech - Business, Marketing, Mg	-115	97	74	10	28	69	74	10	0	450
35 Voc Tech - Agriculture	-110	86	39	8	34	52	39	6	2	499
36 English - Reading	-101	126	183	41	26	100	183	31	10	282
37 Voc Tech - Misc.	-93	64	31	1	30	34	31	1	0	535
38 Business Manager	-82	69	45	2	15	54	45	2	0	517
39 Voc Tech - Health Occupations	-69	58	44	4	15	43	44	4	0	526
40 Superintendent - Other	-46	37	32	1	10	27	32	1	0	555
41 Director	-43	37	64	3	10	27	64	2	1	531
42 Health Education	-40	64	144	39	21	43	144	33	6	386
43 Coordinator	-25	26	49	6	6	20	49	5	1	550
44 Consultant	9	6	43	13	2	4	43	9	4	567
45 English - Language Arts	29	72	228	88	6	66	228	69	19	245
46 Physical Education	100	60	170	118	9	51	170	67	51	285
47 Social Science	154	31	154	141	5	26	154	92	49	304
48 Elementary - Self Contained	309	22	176	227	7	15	176	116	111	205

Severity Index= Sum of the District Ratings for Each Position

Appendix D: Projected Need for Educators [2004-2007]

Position	Projected Need Through 2007				4 Year Total	%-of FT03
	2004	2005	2006	2007		
Administrative						
District Supt.	62	62	62	62	249	29%
Asst. District Supt.	32	36	34	35	137	41%
Elem. Principal	134	134	135	136	539	23%
Asst. Elem. Principal	129	141	155	170	595	64%
Jr. High Principal	37	38	38	39	152	26%
Asst. Jr. High Principal	40	42	44	46	171	38%
High School Principal	47	47	47	47	187	27%
Asst. H. S. Principal	43	44	45	45	177	26%
Other Admin.	252	264	279	293	1,088	42%
Other Certified Staff						
Library/Media Specialist	63	67	62	61	252	18%
Coordinator	195	215	148	149	708	37%
Supervisor	69	78	89	101	338	102%
Other Certified Staff	38	53	53	60	204	20%
School Service Personnel						
Guidance Counselor	179	202	182	183	745	26%
Psychologist	121	148	130	134	533	36%
Social Worker	287	302	316	331	1,235	45%
Nurse	70	78	72	72	292	32%
Non-Instructional Staff	1,796	1,951	1,889	1,964	7,600	34%
Instructional						
Art	294	276	285	295	1,151	42%
At-Risk / Pre-K	(14)	(34)	(50)	(60)	(158)	-14%
Bilingual Education	250	219	229	240	939	57%
Computer Tech/Programming	146	127	129	130	532	46%
Driver Education	26	25	24	23	97	17%
English as a Second Language	152	163	185	210	710	92%
Gifted Education	97	109	123	141	470	66%
Health Education	47	46	47	48	189	31%
Resource Center/Library	13	7	3	(1)	21	5%
Mathematics	757	753	796	844	3,150	44%
Music Instrumental/Vocal	415	382	391	401	1,589	40%
Physical Education	468	419	419	419	1,724	25%
Self-Contained Elementary	3,489	3,354	2,382	2,370	11,595	25%
Social Science	555	552	571	592	2,269	38%
Title 1 Remedial Math/Reading	104	96	93	90	383	19%
English/Lang Arts - English	581	596	633	673	2,483	46%
English/Lang Arts - Language Arts	411	428	450	473	1,764	51%
English/Lang Arts - Other	61	63	66	69	259	39%
English/Lang Arts - Reading/Remedial	404	413	495	599	1,910	97%
Foreign Language (Other)	132	142	161	184	620	70%
Foreign Language (Spanish)	313	296	316	337	1,261	62%
Science - Biology	168	161	169	177	675	43%
Science - Chemistry	94	98	104	111	408	46%
Science - Earth Science	21	21	21	20	82	28%
Science - General Science	310	309	322	337	1,277	44%
Science - Other	17	15	15	15	62	22%
Science - Physical Science	8	4	0	(3)	9	3%
Science - Physics	46	48	52	56	203	47%
Special Ed - Behavior Disordered	186	156	168	147	657	31%
Special Ed - Cross Categorical	776	697	782	877	3,132	90%
Special Ed - Deaf/Hard of Hearing	49	46	48	49	192	34%
Special Ed - EMH/TMH	81	63	62	62	269	16%
Special Ed - Learning Disabled	583	514	518	522	2,136	30%
Special Ed - Other	432	413	442	473	1,761	58%
Special Ed - Physically Handicapped	12	6	5	5	28	14%
Special Ed - Speech & Lang Impaired	343	252	259	267	1,121	48%
Special Ed - Visually Impaired	23	19	20	21	83	36%
Voc/Tech - Agriculture	32	34	35	36	137	42%
Voc/Tech - Busn/Marketing/Mgt.	56	52	49	47	204	16%
Voc/Tech - Family/Consumer Science	90	93	97	101	380	32%
Voc/Tech - Health Occupations	4	7	11	14	36	46%
Voc/Tech - Industrial Occupations	107	104	109	114	434	29%
Voc/Tech - Other	50	57	65	74	247	73%
Other Assignment	499	563	635	718	2,415	101%
Instructional Staff	12,689	12,163	11,737	12,316	48,905	37%

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 18, 2004

TO: Illinois State Board of Education
FROM: Robert E. Schiller, Superintendent

Agenda Topic: Status of Assessment System

Staff Contact(s): Becky McCabe

Purpose of Agenda Item

To update the Board on the current status of the state assessment system contract.

Expected Outcome(s) of Agenda Item

The Board will understand the status of the state assessment system, including options for next steps and the consequences of failure to meet the federal deadlines.

Background Information

As part of the federal legislation, known as No Child Left Behind, each state is required to provide a statewide assessment and accountability system. The law requires that by the spring of 2006 (FY06) each state test 3rd through 8th grade students in reading and math and in science at 4th, 7th and 11th grades. The law requires that states must also assess high school students once during their high school career.

The state of Illinois had an accountability process in place prior to NCLB and amended that process last year to meet the NCLB regulations. Illinois has been testing students in reading, math, writing, science, social studies, fine arts and physical development/health. Students have been tested via the Illinois Standards Achievement Test (ISAT) in grades 3, 5, and 8 for reading, writing and math and in grades 4th, 7th and 11th for writing, science and social studies. Students have been tested in their junior year using the Prairie State Achievement Examination (PSAE). Additionally, the Illinois Measure of Growth in English (IMAGE) is given to Limited-English Proficient students and the Illinois Alternate Assessment (IAA) is given to students with significant disabilities instead of the ISAT and PSAE.

In October 2002, the State Superintendent formed the Assessment and Accountability Task Force (AATF) to discuss, provide input, and give information to the State Board regarding Illinois' role and expectations in meeting NCLB requirements. The AATF

membership included representatives from the teacher unions, administrative organizations, PTA, business, higher education and state legislature. From the AATF, recommendations were made to the State Board of Education for policy decisions.

Illinois' assessments are aligned to the Illinois Learning Standards and use the Assessment Frameworks as the basis for test design and local curriculum alignment.

The USDOE approved Illinois assessment plan and it will be under peer review by the federal government in the spring of 2005.

In order to meet the 2006 federal deadline, an RFSP which reflected the recommendations of the AATF, State Board policy, and state and federal laws was developed and posted in August 2003.

Three proposals were received and a detailed and careful process was developed by ISBE, including the use of outside reviewers to evaluate the various proposals and particularly the alignment of item bank questions to the Illinois Learning Standards, to evaluate and score these proposals. Through that process the State Board assigned points for the experience of the firm, quality of the proposal, alignment of the items, and cost of the proposal and selected the highest ranking proposal, including cost, that was deemed to be in the best interest of the state. Each firm was provided an opportunity to clarify its proposal and make a best and final cost proposal.

At a special Board Meeting the three bidders presented their proposal to the Board and select members of the AATF. The Board directed the Superintendent to seek final clarifying questions and to begin contract negotiations with the bidder with the highest score. The Board directed the Superintendent not to enter into a contract pending notification and approval of the Governor's Office and the final FY05 appropriations.

While negotiations were begun with the successful bidder, a contract was not finalized before the legislature amended the state assessment system and passed a budget to remove writing, social science, fine arts and physical development/health.

The intent of this legislative change and the cut of \$6.3 M from the Assessment appropriation is that ISBE test only those content areas and requirements set forth by NCLB legislation. The Governor's Office did not respond to the initial inquiry from the Superintendent but has been notified of the recent legislative action.

With these changes in state law and funding effective immediately, current assessment contracts for the 2005 testing period must be revised.

Illinois is required by federal law to have a complete testing program in place by the spring of 2006, including an elementary and high school test that meets all the federal and state requirements, is reliable and valid, field tested and piloted, and ready to administer.

Despite this deadline, work toward the implementation of the 2006 enhanced assessment has stopped, including contractual negotiations. The practical deadline has already passed for issuing a new RFSP and securing a contract that will permit the design and testing of new assessment system by the spring of 2005.

The federal consequences of failing to meet that deadline include loss of the specific federal assessment funds, federal administrative funds, and finally all federal Title program funds.

To minimize the consequences of Illinois' failure to meet the federal deadline, immediate action is necessary to issue a new RFSP and proceed to a new contract.

Next Steps

Revise all FY05 assessment contracts.

The Board will discuss with the Superintendent whether to issue a new RFSP or work with the selected bidder to amend their proposal. The question is whether the legislative changes are so substantial that they materially change the RFSP and the proposals of the three bidders.

If the existing RFSP is determined to be still useful, contract negotiations can begin again and the proposal can be modified to adjust to the legislative changes.

If a new RFSP is determined to be more appropriate, the State Board must approve the Superintendent to develop and issue a new RFSP, evaluate all bids, and recommend the proposal that is in the best interest of the State as soon as possible.

The State Board must then approve the Superintendent to negotiate a contract with that new bidder and a contract must be entered into as soon as possible so that work may begin.

ILLINOIS STATE BOARD OF EDUCATION
August 18, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent

Agenda Topic: Supplemental Educational Service Providers

Materials: Attachment #1 – Board Approved Criteria for Approving Supplemental Educational Service Providers
Attachment #2 – List of Recommended Supplemental Educational Service Providers

Staff Contact(s): Donna Luallen

Purpose of Agenda Item

The purpose of this agenda item is to inform the Board of the results of the review of applications received from potential supplemental educational service providers and to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act* (NCLBA).

Expected Outcome(s) of Agenda Item

The expected outcome of this agenda item is to update the *Approved List of Supplemental Educational Service Providers* required by Section 1116(e) of the *No Child Left Behind Act*.

Background Information

The purpose of supplemental educational services is to increase the academic achievement of eligible children in reading and mathematics through tutoring and other high-quality academic enrichment services that are provided in addition to instruction during the school day.

To implement Section 1116(e) of the *No Child Left Behind Act*, Board approval is needed to update the *Approved List of Supplemental Educational Service Providers*. To promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible, applications are accepted at anytime.

Providers that have previously applied and were not approved for the state's list of supplemental educational service providers may not reapply within a twelve month period following their initial application. The Application for Supplemental Educational Service Providers is posted at <http://www.isbe.net/nclb/htmls/sesp.htm>. On April 6, sixty-two letters were sent to providers in eight neighboring states inviting them to apply in Illinois.

Based on the committee's review of the applications received, ten are recommended for placement on the *Approved List of Supplemental Educational Service Providers*. Applicants that did not provide sufficient evidence for meeting the criteria established by the State Board of Education are not recommended for approval and are notified of same in writing. However, beginning December 2003, potential providers are allowed to submit additional information for review within 30 days of notification of insufficient evidence.

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

Policy Implications

Board approval will update the *Approved List of Supplemental Educational Service Providers*.

Budget Implications

Payments for supplemental educational services are made by local school districts to an approved provider selected by parent(s).

The amount that a district shall make available for supplemental educational services for each child receiving services shall be the lesser of: the amount of the district's allocation under Subpart 2 of Title I, divided by the number of children from families below the poverty level or the actual costs of the supplemental educational services received by the child.

The per-child allocation of Title I funds for supplemental educational services varies widely across the nation, ranging from roughly \$600 to \$1,500 and Illinois is no exception.

Legislative Action

None

Communication

The updated list of *Approved Supplemental Educational Service Providers* will be posted on the ISBE homepage (<http://www.isbe.net/nclb/htmls/sesp.htm>) for use by districts and parents of eligible children.

Pros and Cons of Various Actions

Parental choice of supplemental educational service providers is dependent upon the Board's approval to update the state's *Approved List of Supplemental Educational Service Providers*. The NCLBA requires state agencies to promote maximum participation by providers to ensure that parents have as many choices as possible.

Superintendent's Recommendation

Approve the providers in Attachment #2 for inclusion on the state's *Approved List of Supplemental Educational Service Provider*.

Next Steps

ISBE will update the *Approved List of Supplemental Educational Service Providers* and post it on the agency web site.

Attachment #1
Illinois State Board of Education
Criteria for Approving Supplemental Educational Service Providers
Under the No Child Left Behind Act
Adopted by the State Board of Education on September 19, 2002
and revised February 18, 2004

A. Evidence of Effectiveness

Eligible providers will provide evidence of improved student achievement for clients previously served in reading and/or mathematics on Illinois state assessments or nationally norm-referenced tests, particularly for low-performing students they have served.

B. Evidence of Program Quality

Eligible providers will clearly and specifically explain how the key instructional practices and major design elements of their program(s) are (1) based on research, and (2) specifically designed to increase student academic achievement.

C. Instructional Program

Eligible providers will clearly describe how their programs are aligned to Illinois Learning Standards in reading and/or math. The Illinois Learning Standards are available at <http://www.isbe.net/ils/Default.htm>.

Eligible providers will clearly describe how they will link between the academic programs a student experiences in the regular school day and the instruction and content of their supplemental educational program.

Eligible providers will assure that all instruction and content are secular, neutral, and non-ideological.

Eligible providers will provide supplemental educational services beyond the regular school day.

Eligible providers will, in the case of students with disabilities, provide supplemental educational services that support the implementation of the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and provide services consistent with Section 504 of the Rehabilitation Act of 1973.

D. Monitoring Student Progress

Eligible providers will, in consultation with the local education agency and parents, provide a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, these must be consistent with the student's Individualized Education Program under Section

614(d) of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.

E. Communication of Student Progress

Eligible providers will clearly explain the specific methods, tools, and processes used to communicate student progress to schools including timelines for that communication.

Eligible providers will describe consistent methods, tools, and specific processes including timelines for providing parents and families of students with information on the progress of their child in increasing achievement. This information must be in a format and language that parents can understand.

F. Qualifications of Instructional Staff

Eligible providers will offer evidence of the employment of competent staff for delivering supplemental educational services in reading and/or mathematics and a commitment to ongoing professional development of staff and continuous improvement of their products and services.

Eligible providers will ensure that all individuals providing services to children meet, at a minimum, the requirements for paraprofessionals under the No Child Left Behind Act of 2001; that is, they have a high school diploma or equivalent and have completed at least two years of study (60 semester hours or 90 quarter hours) at an institution of higher education, or have obtained an associate's degree or higher.

Eligible providers will submit evidence to the contractor (LEA) that individuals providing service to children have successfully completed a recent criminal background check, are in good health, and are free of communicable disease.

G. Financial Soundness and Organizational Capacity

Eligible providers will offer evidence of their financial soundness and their capacity to successfully supply uninterrupted quality services for the term of the contract with the LEA.

Eligible providers will include information about the minimum number of students they require in order to provide supplemental educational services to an LEA and the total number of Illinois students they can serve.

Eligible providers will include information about the costs for their services in the application for supplemental educational service providers. At minimum this will include an hourly cost rate per student and total program cost per student. The State Board of Education will consider this cost information in selecting service providers for its state list of approved providers.

H. Compliance with Federal, State and Local Health, Safety and Civil Rights Law

Eligible providers will comply with federal, state and local health, safety, employment and civil rights laws.

Attachment #2

**Recommended Supplemental Educational Service Providers
August 2004**

Entity	Subject(s)	Grades	Cost per hour per Student	Total Program hours per Student	Total cost per Student
ATS Educational Consulting Services 20674 Hall Road Clinton Twp., MI 48038	Reading Math	1-8	\$22.50	30/level increase/ subj.	\$675+\$100 assessment
Breakthrough Urban Ministries 3330 W. Carroll Ave. Chicago, IL 60640	Reading	1-8	\$4.50	228	\$1026
Club Z! In-Home Tutoring Services 496 West St. Charles Road Elmhurst, IL 60126	Reading Math	1-12	\$28-\$45	20-35	\$560-\$1575 range
Community High School District 218 10701 South Kilpatrick Ave. Oak Lawn, IL 60453	Reading Math	9-12	\$20.00	15-90	\$300-1800
Education Station, A Sylvan Partnership 1001 Fleet Street Baltimore, MD 21202	Reading Math	1-12	\$37.50- \$80.00	24-50	\$900-\$2400
Educational Specialties, Inc. 9923-27 South Wood Street Chicago, IL 60643-1809	Reading Math	1-12	\$13-\$17 grp. \$40.00 indiv.	40-60	\$520-\$680 (40hrs) \$780-\$1021 (60hrs)
Institute For Community, Inc. 175 South HighPoint Drive Romeoville, IL 60446	Reading Math	1-12	\$29.00.	40	\$1160
Kaplan, Inc. 888 7 th Avenue New York, NY 10106	Reading Math	3-12	\$39.00	30-40	\$1170-1560
Northlake Children's Learning Center, Inc. 125 Whitehall Northlake, IL 60164	Reading	1-8	\$28.00	36	\$1008
Porter Education & Communications, Inc. (PE&C) 8181 Professional Place Suite 240 Landover, MD 20785	Reading Math	1-12	\$39.50	Approx. 50	\$1975

ILLINOIS STATE BOARD OF EDUCATION
August 18, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Harry Blackburn, Acting General Counsel
Dennis Williams, Division Administrator

Agenda Topic: Action Items: Emergency Rules for Adoption and Regular Rules for Initial Review - Part 25 (Certification)

Materials: Recommended Amendments

Staff Contact: Dennis Williams

Purpose of Agenda Item

To present the emergency amendments to Part 25 for adoption and the proposed amendments for initial review.

Expected Outcome of Agenda Item

The Board's adoption of the emergency amendments to Part 25 and its authorization for the solicitation of public comment on the corresponding regular amendments.

Background Information

This set of amendments arises almost entirely from enactment of P.A. 93-679, which was signed by the Governor on June 30, 2004, and took effect immediately. That legislation made significant changes in the requirements for renewal of teaching and administrative certificates, teachers' movement from the initial to the standard certificate, and certification testing for out-of-state applicants.

Emergency rulemaking is needed because the changes in the law are already in effect but there are some portions that are not self-explanatory. Therefore the emergency amendments have been structured as completely new Sections whose goals are:

- to highlight what is different between the existing rules and the relevant requirements as now set forth in the law; and
- to provide enough detail to clarify how those provisions will be given effect.

By contrast, the proposed regular amendments encompass all the current rules on these topics and display the many changes that are required in order to make the rules for each aspect of certification policy conform to the new language of the law. Once the rulemaking process has concluded, these comprehensive changes will replace the “short form” represented by the emergency rules.

An overview of the salient changes is provided below.

Certificate Renewal – Teachers

The continued operation of Local Professional Development Committees (LPDCs) is optional and is to be determined by agreement between each district and its exclusive representative, if any. (Provisions in existing collective bargaining agreements that deal with LPDCs remain in force until their expiration unless changed by mutual agreement.)

The teacher:

- is not required to have a continuing professional development plan;
- needs a recommendation as to certificate renewal from an LPDC if a responsible one is operating (if not, he or she applies directly via the regional superintendent);
- is required to submit an assurance that he or she has met the requirements for certificate renewal (contents of the assurance are stated in the law);
- is required to maintain evidence of completion but not to submit it except in the case of audit or appeal;
- can qualify for certificate renewal in several new ways:
 - by receiving a subsequent Illinois certificate or endorsement,
 - by becoming “highly qualified” in an additional teaching area,
 - by completing four semester hours of graduate-level coursework on the assessment of one’s own performance in relation to the Illinois Professional Teaching Standards,
 - by completing four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards;
- is not required to demonstrate or assure that the previously required distribution of credits among the applicable purposes has been achieved (but each activity is still required to pertain to at least one of the purposes, and the special education percentage under the Final Transition Rules and/or the version of Section 25.805 that was ordered by the federal court continues to apply);
- needs a reduced number of credits if he or she holds a master certificate or one or more advanced degrees;
- can appeal a recommendation for nonrenewal to the RPDC (advance notice of recommendation and reconsideration by the LPDC have been eliminated);

If the regional superintendent recommends nonrenewal, concurrent notification to the certificate-holder must be sent certified mail, return receipt requested.

Travel to be counted for certificate renewal now requires pre-approval by the regional superintendent unless a responsible LPDC is operating for the teacher in question, in which case the LPDC continues to have the responsibility for determining whether travel will be approved.

These changes will be effective for teachers whose applications for certificate renewal are received or processed on or after July 1, 2004.

Certificate Renewal – Administrators

The administrator:

- is not required to have a continuing professional development plan;
- is required to submit an assurance that he or she has met the requirements for certificate renewal (contents of the assurance are stated in the law);
- is required to maintain evidence of completion but not to submit it except in the case of audit or appeal;
- is required to have:
 - 30 hours of Administrators' Academy coursework rather than 36 (one Academy course per year is still required, each with a communication, dissemination, or application component), and
 - 100 hours of professional development activities, or 20 hours per year if the certificate was reissued for fewer than five years (the communication, dissemination, or application component is no longer required, but the statutory purposes still do apply);
- if required to complete the introductory Administrators' Academy course on evaluating certified staff, must do so over and above the 30 hours/one course per year;
- does not need a recommendation from a reviewer.

These changes will be effective for administrators whose applications for certificate renewal are received or processed on or after July 1, 2004.

Receipt of Standard Teaching Certificate

Illinois Teachers with Initial Certificates:

- need a recommendation from an LPDC if a responsible one is operating;
- are required to submit an assurance of having met the requirements for a standard certificate;
- can qualify in several new ways:
 - by having completed approved one-year induction and mentoring programs instead of two-year programs (for initial certificates issued before September 1, 2007),
 - by having completed 12 semester hours of graduate credit toward an advanced degree in an education-related field,

- by becoming “highly qualified” in an additional teaching area,
- by receiving a 12-hour, post-baccalaureate, education-related “professional development certificate” from an Illinois institution,
- by completing the NBPTS process,
- by receiving a subsequent Illinois certificate or endorsement,
- by accruing the applicable quantity of CPDUs, without regard to whether any of the activities generate “X-type” CPDUs;
- can no longer qualify by completing training as external reviewers for ISBE or by participating on review teams;
- are required to maintain evidence of completion but not to submit it except in the case of audit or appeal;
- may appeal a regional superintendent’s recommendation for non-issuance of a standard certificate to the RPDRC.

Teachers who have completed four years of teaching but have not completed the requirements for the standard certificate will receive an automatic one-year reinstatement of their initial certificates as of July 1, 2004.

Teachers may renew the initial certificate indefinitely until attaining four years of teaching experience.

Out-of-State Applicants:

- receive standard certificates without meeting the Illinois requirements in Subpart K of the rules if they have four years of teaching experience;
- receive initial certificates if they have less than four years’ teaching experience and must complete a proportionately reduced quantity of requirements in order to qualify for the standard certificate after attaining four combined years of experience, except that those with “second-tier certificates” from other states will not be subject to the requirements when they have accumulated four years of teaching experience.

These changes will be effective for Illinois teachers whose applications are received or processed on or after July 1, 2004.

Testing for Out-of-State Applicants

- The basic skills test is not required of individuals who hold valid, comparable out-of-state certificates.
- The content-area test is not required if the individual holds a valid, comparable out-of-state certificate and presents evidence of having passed a certification test in or directly related to that content area in another state.

These changes will be applied with respect to out-of-state applicants whose applications are received or processed on or after July 1, 2004.

The Assessment of Professional Teaching appropriate to the level of the certificate sought is still required.

Criteria for Being Considered “Highly Qualified” Under NCLB

The new text of Appendix D transforms into rules mainly material that was adopted by the State Teacher Certification Board and the State Board of Education in June of 2003 and has been posted on ISBE’s web site since that time. However, some revisions have been incorporated based upon the need to reconcile federal requirements with recent changes to Illinois law and rules. In addition, this material now includes requirements for special education teachers.

Other Sections Included

Section 25.100 (Endorsing Teaching Certifications (2004)) is being amended due to a change made by P.A. 93-679. Holders of master teaching certificates are now permitted to teach honors and Advanced Placement courses in the sciences or social sciences regardless of whether they hold the specific designations, as otherwise required under Section 25.100(a)

Section 25.335 (General Administrative Endorsement (2004)) is being amended to accomplish a technical correction. The coursework required under Section 21-7.1(e)(2) of the School Code is not required to be part of the master’s degree program completed, as currently stated in the rule.

Section 25.425 (Individuals Prepared in Out-of-State Institutions)

Language is being added in order to strengthen this Section with regard to expectations for out-of-state applicants, particularly those from states that do not require completion of approved programs for certification and those that do not certify persons for fields in which certification is required in Illinois.

Section 25.464 (Short-Term Authorization for Positions Otherwise Unfilled)

This rule does not arise from P.A. 93-679. Instead, it has been included in this rulemaking based upon the advice and requests of individuals responsible for certification matters in regional offices of education. Two problems identified by these colleagues are addressed.

First, the language of the rule as recently adopted omitted any provision for middle-level assignments on this short-term basis, because of its repeated references to “subject areas”. Additional language is needed to encompass deficiencies that are not in a subject area but rather in the other courses required for the middle-level endorsement.

Second, the recently adopted language unintentionally conveys the meaning that individuals may only obtain needed additional coursework through institutions with approved programs in the respective fields. It was pointed out that this will lead to teachers’ inability to qualify for the endorsements sought within the time available. Since it is generally not required elsewhere in the rules (Section 25.100) that additional

endorsements be acquired through approved programs, this rule should be more flexible and provide greater access to the needed coursework.

The changes in this Section should be accomplished via emergency rulemaking because of the urgency of school districts' need to assign staff to the middle grades and the insufficiency of available teachers with full qualifications for this level. In addition, these changes will enable certain out-of-state candidates who were prepared for the middle grades to begin serving in Illinois while finishing the specific Illinois requirements.

Consultation with the State Teacher Certification Board

These rules were discussed in considerable detail with the State Teacher Certification Board at its meeting on August 6, 2004. In addition to reviewing the major aspects of the changes brought about by P.A. 93-679, staff sought specific input from the Certification Board on several issues, including the appropriate definition of "second-tier certificate" and the evidence of completion for the "professional development certificate" that is an added option for qualifying for the standard certificate. At the request of the Certification Board, specificity was added regarding the availability of pro-ration for out-of-state candidates with some teaching experience (see emergency Section 25.12(c) and the proposed amendment to Section 25.11(b)(2)(B)). All parties agreed that only two of the options lend themselves to pro-ration.

At the conclusion of these discussions, the STCB voted to recommend these rules for consideration by the State Board of Education.

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

Policy Implications: Please see above. This rulemaking is due almost exclusively to legislative changes.

Budget Implications: None.

Legislative Action: None needed.

Communication: Please see "Next Steps" below.

Superintendent's Recommendation

Adopt the following motion:

The State Board of Education hereby adopts the emergency rulemaking for:

Certification (23 Illinois Administrative Code 25).

Further, the State Board of Education authorizes the solicitation of public comment on the corresponding proposed rulemaking, including publication of the proposed amendments in the Illinois Register.

Next Steps

The adopted emergency amendments will be filed with the Administrative Code Division so that they make take effect immediately. With the Board's authorization, staff will also submit the proposed rules for publication in the Illinois Register to elicit public comment. Additional means such as the Superintendent's 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 EMERGENCY 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)

25.12 Changes in Selected Provisions Applicable to Out-of-State Candidates Beginning July 1, 2004

EMERGENCY

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 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
- 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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

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

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

Section

- 25.300 Relationship Among Credentials in Subpart E
- 25.310 Definitions (Repealed)
- 25.311 Administrative Certificate (Repealed)
- 25.313 Alternative Route to Administrative Certification
- 25.315 Renewal of Administrative Certificate
- 25.316 Changes in Selected Administrative Certificate Renewal Requirements as of July 1, 2004

EMERGENCY

- 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
- 25.335 General Administrative Endorsement (2004)
- 25.344 Chief School Business Official Endorsement
- 25.345 Chief School Business Official (2004)
- 25.355 Superintendent Endorsement
- 25.360 Superintendent (2004)
- 25.365 Director of Special Education

SUBPART F: GENERAL PROVISIONS

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

Section

- 25.400 Registration of Certificates; Fees
- 25.405 Military Service
- 25.410 Revoked Certificates
- 25.415 Credit in Junior College (Repealed)
- 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 (Repealed)
- 25.435 School Service Personnel Certificate--Waiver of Evaluations (Repealed)
- 25.437 Equivalency of General Education Requirements (Repealed)
- 25.440 Master of Arts NCATE (Repealed)
- 25.442 Illinois Teacher Corps Programs
- 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

EMERGENCY

- 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 AND
OTHER NONCERTIFIED PERSONNEL

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

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
- 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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section

- 25.800 Professional Development Required
25.801 Changes in Selected Standard and Master Certificate Renewal Requirements as of July 1, 2004

EMERGENCY

- 25.805 Requirements of the Plan
25.810 State Priorities
25.815 Submission and Review of the Plan (Repealed)

EMERGENCY

- 25.820 Review of Approved Plan (Repealed)

EMERGENCY

- 25.825 Progress Toward Completion (Repealed)

EMERGENCY

- 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

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING
CERTIFICATE

Section

- 25.900 Applicability of Requirements in this Subpart
25.901 Changes in Selected Requirements for Receipt of the Standard Teaching Certificate as of July 1, 2004

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

EMERGENCY

- 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

- 25.APPENDIX A Statistical Test Equating - Certification Testing System
- 25.APPENDIX B Certificates Available Effective February 15, 2000
- 25.APPENDIX C Exchange of Certificates
- 25.APPENDIX D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances ~~National Board and Master Certificates~~
- EMERGENCY ~~(Repealed)~~
- 25.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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

amendment at 24 Ill. Reg. 16109, effective October 12, 2000; preemptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; preemptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October 20, 2003; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days.

SUBPART B: CERTIFICATES

Section 25.12 Changes in Selected Provisions Applicable to Out-of-State Candidates Beginning July 1, 2004
EMERGENCY

The provisions of this Section supersede the corresponding requirements stated in Sections 25.11, 25.720, and 25.725 of this Part with respect to applications for certification of out-of-state candidates that are received or processed on or after July 1, 2004.

- a) *An individual who holds a valid and comparable certificate from another state, possession, or territory of the U.S. shall not be required to take a test of basic skills. (Section 21-1a(a) of the School Code [105 ILCS 5/21-1a(a)])*
- b) *An individual who holds a valid and comparable certificate from another state, possession, or territory of the U.S. shall not be required to take the content-area test applicable to the certificate sought, provided that he or she provides evidence of having passed a certification test in another state, possession, or territory of the U.S. that is directly related to the subject area of the certificate sought. (Section 21-1a(a) of the School Code)*
- c) *Pursuant to Section 21-2(b-5) of the School Code, the 12 semester hours of graduate-level coursework needed to complete the option discussed in Section 25.905(d) of this Part and the 60 continuing professional development units (CPDUs) needed to complete the option discussed in Section 25.905(e) of this*

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

Part shall be reduced in proportion to the amount of teaching time a candidate needs to accumulate in Illinois in order to complete four years of teaching. The number of hours or CPDUs required shall be reduced by one-fourth for each full year of teaching completed outside Illinois.

(Source: Emergency rule added at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days)

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

Section 25.316 Changes in Selected Administrative Certificate Renewal Requirements as of July 1, 2004
EMERGENCY

The provisions of this Section supersede the corresponding requirements stated in Section 25.315 of this Part with respect to applications for renewal of administrative certificates that are received or processed on or after July 1, 2004.

- a) The certificate-holder shall not be required to have an approved plan for continuing professional development as stated in Section 25.315(a) and (b) of this Part.
- b) The activities chosen to fulfill the requirement for 100 hours of professional development (see Section 21-7.1(c-10) of the School Code) shall not be required to include application or dissemination as stated in Section 25.315(c)(2) of this Part.
- c) The number of hours of participation in Administrators' Academy courses required under Section 25.315(b)(3) of this Part shall be 30 rather than 36. *An individual who is required to complete the Academy's introductory course on the evaluation of certified staff shall complete this requirement in addition to the 30 required hours.* (Section 21-7.1(c-15) of the School Code)
- d) The submission and review processes described in Section 25.315(e), (f), (g), and (h) of this Part shall not apply. Each certificate-holder shall instead be required to maintain the required evidence of completion on file throughout the renewal period of the administrative certificate and make it available for audit upon

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

request by the regional superintendent or a representative of the State Board of Education.

- e) For any administrator other than a regional superintendent, renewal of the administrative certificate shall be accomplished by submission of the required application to the regional superintendent, accompanied by the appropriate fee and a verification format developed by the State Board of Education certifying that the required number of hours of professional development activities and the required number of Administrators' Academy courses have been completed. This procedure replaces the procedural requirements involving "responsible reviewers" stated in Section 25.315(i)(1) - (4) of this Part.

(Source: Emergency rule added at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days)

SUBPART F: GENERAL PROVISIONS

Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled
EMERGENCY

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 teaching position, other than a special education teaching position, when the employing entity has been unable to recruit a fully qualified candidate for that position. Short-term authorization as described in this Section shall be available not only with respect to individuals who lack full qualifications in a subject area, but also with respect to individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)).

- 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;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 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) one of the following:
 - A) 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 coursework that is ~~courses that are~~ designed to meet the standards applicable to that subject area, or
 - B) a written assurance from the certification officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or
 - C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed; and
 - 7) a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100 of this Part or 23 Ill. Adm. Code 1.720, as applicable) within three school years after the issuance of authorization under this Section.
- b) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 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 of the third school year following the date of issuance.
- e) After the end of the validity of authorization received under 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: Emergency amendment at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days)

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.801 Changes in Selected Standard and Master Certificate Renewal Requirements as of July 1, 2004

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

EMERGENCY

The provisions of this Section supersede the corresponding requirements stated elsewhere in this Subpart J with respect to applications for renewal of standard or master teaching certificates that are received or processed on or after July 1, 2004.

- a) The certificate-holder shall not be required to have an approved plan for continuing professional development as stated in Sections 25.800 and 25.805 of this Part. References to such plans elsewhere in this Subpart J shall have no further applicability.
- b) An individual may qualify for certificate renewal based on completion of any of the activities discussed in subdivisions (K) through (N) of Section 21-14(e)(3) of the School Code [105 ILCS 5-21-14(e)(3)(K) -(N)], in addition to any of the activities already described in Sections 25.805 and 25.875 of this Part.
- c) Conformance with the distribution of professional development credits among various purposes delineated in Section 25.805(f) and (g) of this Part shall not be required.
- d) Submission of the evidence of completion described in Section 25.875 of this Part shall not be required. Each certificate-holder shall instead be required to maintain this evidence on file throughout the renewal period of the standard certificate and make it available for audit upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.
- e) The certificate-holder shall be required to initiate the certificate renewal process as described in Section 25.830 of this Part only if a responsible Local Professional Development Committee (LPDC) is in operation. If no responsible LPDC is in operation, the certificate-holder shall submit his or her application, fee, and statement of assurance required by Section 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)] to the responsible regional superintendent of schools.
- f) Standard certificate-holders with advanced degrees and holders of master certificates shall be subject to reduced requirements for continuing professional development units or continuing education units, as set forth in Section 21-2(c)(8) of the School Code [105 ILCS 5/21-2(c)(8)].

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

(Source: Emergency rule added at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days)

Section 25.815 Submission and Review of the Plan (Repealed)
EMERGENCY

- a) ~~Each certificate holder who is or chooses to be subject to the requirements of this Subpart J shall prepare a plan for continuing professional development that conforms to the requirements of Section 25.805(j) of this Part. Except as provided in subsection (d)(3) of this Section, each such certificate holder shall submit his or her plan to the responsible local professional development committee no earlier than one semester before and no later than 120 days after the beginning of the period of validity of the certificate(s) held. Submission and approval of this plan shall not entitle the certificate holder to earn credit for any coursework or activity described in the plan. Upon completion of the plan and application for renewal, as described in Section 25.830 of this Part, renewal of the holder's certificate shall be determined by the State Teacher Certification Board.~~
- 1) ~~Each certificate holder employed in a charter school established pursuant to Article 27A of the School Code [105 ILCS 5/Art. 27A] or in a position that legally requires a teaching certificate in any of the other types of public schools enumerated in Section 21-14(d) of the School Code [105 ILCS 5/21-14(d)], other than a State-operated school, shall submit his or her plan to the chair or designee of the local professional development committee ("LPDC") that is responsible for certificates of the relevant type. (See Section 25.845 of this Part.)~~
- 2) ~~Each certificate holder employed in a State-operated school shall submit his or her plan to the regional superintendent of the educational service region in which the teaching (as defined in Section 21-14 of the School Code) is done. Certificate holders employed by regional offices of education to teach in regional safe schools operated pursuant to Article 13A of the School Code [105 ILCS 5/Art. 13A] shall be subject to this subsection (a)(2).~~
- 3) ~~Each certificate holder employed in a nonpublic school who wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent of the educational service region in which the teaching is done.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 4) ~~Each certificate holder not employed as a teacher who nevertheless wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent responsible for the area in which he or she resides.~~
- 5) ~~For the purposes of this Subpart J, the responsible regional superintendent shall be considered the LPDC of any individual referred to in subsections (a)(2) through (4) of this Section.~~
- b) ~~An LPDC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an individual's plan as to whether that plan is approved or disapproved. In the case of disapproval, the LPDC's response shall include the specific reasons for its refusal to approve the plan. Failure of an LPDC to respond within the required time shall entitle the certificate holder to appeal for approval to the regional professional development review committee as provided in subsection (e)(2) of this Section.~~
- e) ~~Grounds for an LPDC's refusal to approve a plan shall be limited to those enumerated in this subsection (e).~~
 - 1) ~~Fewer than three personal goals for improvement are set forth in the plan.~~
 - 2) ~~A proposed activity does not relate to any of the certificate holder's goals for improvement.~~
 - 3) ~~A proposed activity does not relate to one or more of the purposes identified for it by the certificate holder.~~
 - 4) ~~The proposed distribution of activities among the various purposes does not comply with the requirements of Section 21-14 of the School Code, or the proposed quantity of activities will not generate sufficient units of credit.~~
 - 5) ~~The projected timeline for completion of the proposed activities will not permit their completion within the period of validity of the individual's certificate(s).~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- d) ~~A certificate holder may either await approval of his or her plan before engaging in the activities it contains or engage in activities while the plan is pending.~~
- 1) ~~If a certificate holder engages in a professional development activity while approval of his or her proposed plan is pending, that activity shall be credited toward fulfillment of the requirements of this Subpart J if it is covered in the plan that is eventually approved for that individual.~~
 - 2) ~~Except as provided in subsection (d)(3) of this Section, if an individual begins an activity without having either an approved plan in place or a proposed plan pending that covers that activity, or if the activity is not covered in the plan that is eventually approved for that individual, the activity shall not be credited toward fulfillment of the requirements of this Subpart J.~~
 - 3) ~~An individual who receives a standard or master teaching certificate that is valid beginning July 1, 2000, may receive credit for activities that occur before January 1, 2001, without having either an approved plan in place or a proposed plan pending, provided that any such activity is covered in the plan that is eventually approved for that individual.~~
 - 4) ~~In the semester before he or she will first receive a certificate whose renewal is subject to the requirements of this Subpart J, a certificate holder shall be entitled to file a plan for continuing professional development with the LPDC that is responsible for certificates of the relevant type, so that the certificate holder will be able to accrue credit for activities completed between the effective date of the standard certificate and the deadline for plan submission specified in subsection (a) of this Section.~~
- e) ~~Upon notification that his or her proposed plan has been disapproved, a certificate holder may either:~~
- 1) ~~modify the plan to remedy the deficiencies identified by the LPDC and resubmit it, or~~
 - 2) ~~appeal the plan's disapproval to the responsible regional professional development review committee ("RPDRC") established pursuant to Section 25.850 of this Part.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- f) ~~An RPDC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an appeal as to whether a proposed plan is approved or disapproved.~~
- 1) ~~If the RPDC disagrees with the LPDC, the plan shall be approved.~~
 - 2) ~~If the RPDC agrees with the LPDC, the plan shall be disapproved and the certificate holder shall submit a revised plan to the responsible LPDC.~~
 - 3) ~~The RPDC shall notify both the certificate holder and the LPDC of its decision and the basis for it, using a form supplied by the State Board of Education.~~
- g) ~~Each certificate holder's plan for continuing professional development and all other documents relating to it shall be considered part of the individual's certification file and shall not be used in the employer's evaluation of the certificate holder. Each certificate holder's file shall be stored separately from other employee and/or personnel files and shall be maintained by the LPDC. Access to these documents shall be limited to the certificate holder and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.~~

(Source: Emergency repealer at __ Ill. Reg. ____, effective _____, for a maximum of 150 days)

Section 25.820 Review of Approved Plan (Repealed)
EMERGENCY

- a) ~~A certificate holder may submit proposed revisions to an approved plan to the responsible LPDC at any time.~~
- b) ~~A certificate holder shall submit his or her approved plan to the responsible LPDC for review if he or she changes teaching assignments or districts. The LPDC shall review the plan and may indicate any changes that are needed for continued approval. A change in assignment occurs whenever:~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 1) ~~a certificate holder accepts employment in a different district;~~
 - 2) ~~a certificate holder is assigned to teach at a different attendance center;~~
 - 3) ~~a certificate holder is assigned to teach in a different subject area or in a grade that is more than three grade levels removed from his or her previous position or for which a different certificate is required; or~~
 - 4) ~~a certificate holder resumes teaching or otherwise elects to activate his or her certificate after a period during which the certificate has been maintained valid and exempt.~~
- e) ~~The provisions of Section 25.815 of this Part shall apply when continuing approval of a plan is sought after a change in assignment and when revisions to an approved plan are proposed.~~

(Source: Emergency repealer at ___ Ill. Reg. _____, effective _____, for a maximum of 150 days)

Section 25.825 Progress Toward Completion (Repealed)
EMERGENCY

~~When a certificate holder has completed any of the activities set forth in his or her approved plan, he or she may transmit a copy of the required evidence of completion to the responsible LPDC under cover of a form supplied by the State Board of Education. This form shall enable the certificate holder to identify all the purposes among those enumerated in Section 25.805(b) and (c) of this Part to which each completed activity applies and the number of semester hours, CEUs, or CPDUs claimed.~~

- a) ~~The LPDC shall review the evidence of completion in the context of the certificate holder's approved plan and shall notify the certificate holder within 45 days whether the credits claimed have been awarded.~~
- b) ~~Grounds for an LPDC's refusal to award credits as claimed shall be limited to the LPDC's determination that:~~
 - 1) ~~the activity in question does not relate to any of the individual's goals for improvement;~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 2) ~~the activity does not relate to one or more of the purposes identified by the certificate holder;~~
 - 3) ~~the number of credits claimed by the certificate holder does not conform to the applicable provisions of Section 25.875 of this Part;~~
 - 4) ~~the activity was not conducted by an approved provider, if approval of the provider is required;~~
 - 5) ~~the activity claimed does not conform to the applicable definition set forth in Section 25.875 of this Part; or~~
 - 6) ~~the certificate holder has not presented the evidence of completion required pursuant to Section 25.875 of this Part.~~
- e) ~~If the LPDC determines that an activity qualifies for credit pursuant to this Subpart but does not relate to one or more purposes identified by the certificate holder, the LPDC shall use a form supplied by the State Board of Education to inform the holder of the purpose(s) to which the credit claimed has been attributed and the rationale for its determination.~~
- d) ~~The LPDC shall note its determination in the record maintained by the committee pursuant to Section 21-14(f) of the School Code [105 ILCS 5/21-14(f)].~~
- e) ~~A disagreement between a certificate holder and the responsible LPDC regarding the awarding of credit for completed activities may be appealed to the responsible RPDRC.~~
- 1) ~~If the RPDRC disagrees with the LPDC's assignment of credit, the activity shall be credited as claimed by the certificate holder.~~
 - 2) ~~If the RPDRC agrees with the LPDC, the LPDC's decision regarding the awarding of credit shall stand (subject to the certificate holder's right of appeal as delineated in Sections 25.835 and 25.840 of this Part).~~
 - 3) ~~The RPDRC shall notify both the certificate holder and the LPDC of its decision within 45 days after receipt of an appeal, using a form supplied by the State Board of Education.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- f) ~~Awarding of credit shall not entitle the certificate holder to renewal of the certificate. Upon completion of the plan and application for renewal, as described in Section 25.830 of this Part, renewal of the holder's certificate shall be determined by the State Teacher Certification Board.~~
- g) ~~Credit earned for any activity that is completed (or for which the certificate holder receives evidence of completion) on or after March 1 of the final year of a certificate's validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question satisfies the requirements of the plan applicable to that period.~~

(Source: Emergency repealer at __ Ill. Reg. _____, effective _____, for a maximum of 150 days)

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

Section 25.901 Changes in Selected Requirements for Receipt of the Standard Teaching Certificate as of July 1, 2004
EMERGENCY

The provisions of this Section supersede the corresponding requirements stated elsewhere in this Subpart K with respect to applications for standard certificates that are received or processed on or after July 1, 2004, and to deficiency statements for out-of-state applicants that were pending as of that date.

- a) Out-of-state applicants who have at least four years of teaching experience shall not be subject to the requirements of this Subpart K.
- b) An individual may qualify for the standard certificate based on completion of any of the activities discussed in subdivisions (C-5) and (G) through (J) of Section 21-2(c)(2) of the School Code [105 ILCS 5/21-2(c)(2)(C-5) and (G) - (J)], in addition to any of the activities already described in Section 25.905 of this Part.
- 1) The evidence of completion for the 12 semester hours of graduate credit towards an advanced degree in an educational field discussed in Section 21-2(c)(2)(c-5) of the School Code is documentation provided by a regionally accredited institution of higher education indicating the individual's admission to the degree program and an official transcript

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

showing that no fewer than 12 semester hours of graduate credit were earned toward that degree while the individual held the initial certificate.

- 2) The requirements for being considered “highly qualified” for purposes of the federal No Child Left Behind Act of 2001 are set forth in Appendix D to this Part.
- 3) The “professional development certificate” discussed in Section 21-2(c)(2)(H) of the School Code represents verification by a regionally accredited institution of higher education that an individual has completed an organized program of study consisting of no fewer than 12 semester hours of graduate credit that may or may not be linked to pursuit of a specific graduate degree but is designed to lead to the individual’s acquisition of a specific set of skills or knowledge. The required evidence of completion for this “certificate” is a notation on the individual’s official transcript indicating that the “certificate” has been awarded.
- c) An individual may qualify for the standard certificate based on completion of an approved one-year induction and mentoring program that otherwise meets the requirements of Section 25.910 of this Part.
- d) An individual who qualifies for the standard certificated based on accumulation of the required number of continuing professional development units shall not be required to demonstrate that any portion of those credits was earned in activities meeting the requirements of Section 25.930 of this Part.
- e) Submission of the evidence of completion for the activity completed shall not be required. Each certificate-holder shall instead be required to maintain this evidence on file throughout the first period of validity of his or her standard certificate and make it available for audit upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart K.
- f) The certificate-holder shall be required to initiate the application process as described in Section 25.945(c) of this Part only if a responsible Local Professional Development Committee (LPDC) is in operation. If no responsible LPDC is in operation, the certificate-holder shall submit his or her application, fee, and statement of assurance required by Section 21-2(c)(5) of the School Code [105 ILCS 5/21-2(c)(5)] to the responsible regional superintendent of schools.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- g) A certificate-holder may appeal to the Regional Professional Development Review Committee (RPDRC) within 14 days after receipt of notification that the regional superintendent has recommended non-issuance of the standard certificate. Within 45 days after receipt of an appeal, the RPDRC shall forward its recommendation to the State Board of Education, along with the RPDRC's rationale for the recommendation and any supporting documentation. To assist it in arriving at its recommendation, the RPDRC may require the submission of additional information or may request that the certificate-holder appear before it.

(Source: Emergency rule added at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

**Section 25. Appendix D Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances ~~National Board and Master Certificates (Repealed)~~
EMERGENCY**

Fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for acquisition of the standard teaching certificate after four years of teaching experience (see Section 25.901(b) of this Part) or as the basis for renewal of the standard or master teaching certificate (see Section 25.801(b) of this Part.

Group I – Requirements for “Current” Teachers

A teacher who received his or her first Illinois certificate on or before June 30, 2002, will be considered “highly qualified” with respect to each core academic area of assignment for which he or she holds a certificate that is valid for that assignment and:

- a) has passed the relevant content-area test for the area of assignment, which may include the Elementary/Middle Grades Test as applicable (see Section 25.710 of this Part or, for special education teachers, the policies of the State Board of Education that are the subject of a federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.); or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a graduate degree in a field directly related to the area of assignment; or
- d) has been certified in a comparable field by the National Board for Professional Teaching Standards (NBPTS); or
- e) holds an endorsement or the coursework that, prior to June 1, 2004, was considered the “minimum requirements” for the assignment under 23 Ill. Adm. Code 1.710, 1.720, 1.730, 1.735, or 1.736 and either:
 - 1) has five years’ teaching experience in the area of assignment; or
 - 2) has accumulated 100 points based on completion of any combination of the following requirements.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- A) Completion of semester hours of graduate or undergraduate credit in the subject area in addition to the number required for the endorsement: 10 points per semester hour.
- B) Teaching experience, regardless of subject: five points per year, up to a maximum of 25 points.
- C) Teaching experience in the subject area: 15 points per year, up to a maximum of 60 points.
- D) Completion of professional development activities.
 - i) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events, each at least three hours in length and directly related to the area of teaching assignment: 15 points per activity (no maximum).
 - ii) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) of this Part: 12 or 15 points, in accordance with Section 25.875(p)(2) of this Part.
 - iii) Participation in a study group directly related to the area of teaching assignment: six or eight points, in accordance with Section 25.875(q) of this Part.
 - iv) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) of this Part: points shall accrue in relation to contact hours as set forth in Section 25.875(s)(2) of this Part.
 - v) Work experience directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

Group II – Requirements for “New” Teachers, by Area of Assignment

Elementary Grades (K-4)

A teacher in the elementary grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in core academic subjects in a self-contained classroom will be considered “highly qualified” if he or she:

- a) holds an elementary (Type 03) certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test; or
- b) holds an elementary (Type 03) certificate with an endorsement for self-contained general elementary education and holds certification from NBPTS as a Middle Childhood Generalist; or
- c) holds an early childhood (Type 04) certificate and has passed the Early Childhood test (applicable only through Grade 3); or
- d) holds an early childhood (Type 04) certificate and holds certification from NBPTS as an Early Childhood Generalist (applicable only through Grade 3); or
- e) holds a provisional early childhood (Type 04), elementary (Type 03), or special K-12 (Type 10) certificate that is based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the Early Childhood test, the Elementary/Middle Grades test, or another content-area test, as applicable, within nine months after receipt of the provisional certificate); or
- f) holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the content-area test applicable to that endorsement.

Middle Grades (5-8)

A teacher in the middle grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in any of the core academic subjects in a middle-grades setting, whether self-contained or departmentalized, will be considered “highly qualified” if he or she:

- a) holds an elementary (Type 03) certificate and, for each core subject area of teaching responsibility in any of grades 5-8:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 1) has passed the relevant content-area test (which may include the Elementary/Middle Grades test); or
 - 2) has completed a major or coursework equivalent to a major; or
 - 3) holds a graduate degree in a field directly related to the area of assignment; or
 - 4) has been certified in a comparable field by NBPTS; or
- b) holds a secondary (Type 09) certificate and, for each core subject area of teaching responsibility in any of grades 6-8:
- 1) has passed the relevant content-area test, or
 - 2) has completed a major or coursework equivalent to a major, or
 - 3) holds a graduate degree in a field directly related to the area of assignment; or
 - 4) has been certified in a comparable field by NBPTS; or
- c) holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the relevant content-area test; or
- d) holds a provisional elementary (Type 03), secondary (Type 09), or special K-12 (Type 10) certificate based on certification in another state, possession, or territory of the U.S., or in another country, (if applicable, must pass the Elementary/Middle Grades test or the other relevant content-area test for each area of teaching responsibility within nine months after receipt of the provisional certificate).

Secondary Grades (9-12)

A teacher in the secondary grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in any of the core academic subjects in a secondary setting will be considered “highly qualified” if he or she:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- a) holds a secondary (Type 09) certificate and, for each core subject area of teaching responsibility:
 - 1) has passed the relevant content-area test, or
 - 2) has completed a major or coursework equivalent to a major, or
 - 3) holds a graduate degree in a field directly related to the area of assignment, or
 - 4) has been certified in a comparable field by NBPTS; or
- b) holds an elementary (Type 03) certificate) and, for each core subject area of teaching responsibility in grade 9:
 - 1) has passed both the Elementary/Middle Grades test and the relevant content-area test, or
 - 2) has passed the Elementary/Middle Grades test and has completed a major or coursework equivalent to a major; or
- c) holds a provisional elementary (Type 03, applicable only for Grade 9), secondary (Type 09), or special K-12 (Type 10) certificate based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the content-area test relevant to each core subject area of teaching responsibility within nine months after receipt of the provisional certificate).

Special Education

A teacher who has primary responsibility for providing direct content instruction in a core academic area in a special education program at any grade level and who received his or her first Illinois certificate on or after July 1, 2002, will be considered “highly qualified” if he or she:

- a) holds a special preschool-age 21 (Type 10) certificate, or an elementary (Type 03), early childhood (Type 04), or secondary (Type 09) certificate endorsed for a special education field, and has passed the content-area test relevant to the area of endorsement on that certificate; or
- b) holds a provisional certificate with an endorsement in a special education field based on certification in another state, possession, or territory of the U.S., or in

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

another country (if applicable, must pass the relevant content-area test within nine months after receipt of the provisional certificate); or

- c) holds an elementary (Type 03), early childhood (Type 04), or secondary (Type 09) certificate with teaching approval in special education, or holds short-term emergency certification in special education, and
 - 1) has passed the content-area test applicable to the core academic subject area of the teaching assignment, or
 - 2) has completed a major or the coursework equivalent to a major in the core academic subject area of the teaching assignment, or
 - 3) holds a graduate degree a field directly related to the area of assignment; or
- d) holds NBPTS certification in special education.

Bilingual Education; English as a Second Language (ESL)

A teacher who has primary responsibility for teaching content in any of the core academic subjects to students with limited proficiency in English in a bilingual education or ESL program will be considered highly qualified if he or she:

- a) holds an early childhood (Type 04), elementary (Type 03), secondary (Type 09), special K-12 or preschool-age 21 (Type 10) certificate, as appropriate to the grade level of the teaching assignment; and
- b) holds an approval or endorsement for bilingual education or ESL, as applicable; and
- c) meets one of the following additional requirements for each core subject area of teaching responsibility:
 - 1) has passed the relevant content-area test, or
 - 2) has completed a major or coursework equivalent to a major, or
 - 3) holds a graduate degree in a field directly related to the area of assignment, or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

- 4) has been certified in a comparable field by NBPTS.

Group III – Requirements for Teachers in Special Circumstances

Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

- a) holds a certificate applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or
- b) holds a bachelor's degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

Teachers Who Hold Alternative Certificates

A teacher who holds an alternative certificate (see Sections 21-5b and 21-5c of the School Code [105 ILCS 5/21-5b and 21-5c]) that was attained through completion of an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the certificate was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an alternative secondary certificate will be considered highly qualified if he or she has either passed the relevant content-area test or has completed a major or coursework equivalent to a major in that subject.

Teachers Who Hold Resident Teacher Certificates

A teacher who holds a resident teacher certificate (see Sections 21-11.3 and 21-11.4 of the School Code [105 ILCS 5/21-11.3 and 21-11.4]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, or has completed a major or coursework equivalent to a major in that area.

Teachers Who Hold Visiting International Teacher Certificates

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF EMERGENCY AMENDMENTS

A teacher who holds a visiting international teacher certificate (see Section 25.92 of this Part) will be considered highly qualified, provided that the certificate held is valid for the grade level or levels of his or her teaching assignment.

Vocational Education Teachers

A teacher in a vocational education program who has primary responsibility for teaching content for which students receive credit in a core academic subject (e.g., a teacher of an agricultural education course whose students receive credit in science) will be considered highly qualified if he or she holds a secondary (Type 09) certificate appropriately endorsed for the vocational area of assignment.

Teachers Who Hold Transitional Bilingual (Type 29) Certificates

A teacher who holds a transitional bilingual certificate and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she:

- a) for each core subject area of teaching responsibility, has either:
 - 1) passed the Elementary/Middle Grades test or the other relevant content-area test (if applicable, must pass the content-area test within nine months after receipt of the transitional bilingual certificate), or
 - 2) completed a major or coursework equivalent to a major; and
- b) participates in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A); and
- c) is continuously enrolled in a program that will lead to the elementary, secondary, or special certificate.

(Source: Section repealed at 28 Ill. Reg. 8556, effective June 1, 2004; new Section adopted by emergency action at ___ Ill. Reg. _____, effective _____, for a maximum of 150 days)

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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
- 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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

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

Section	
25.300	Relationship Among Credentials in Subpart E
25.310	Definitions (Repealed)
25.311	Administrative Certificate (Repealed)
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
25.335	General Administrative Endorsement (2004)
25.344	Chief School Business Official Endorsement
25.345	Chief School Business Official (2004)
25.355	Superintendent Endorsement
25.360	Superintendent (2004)
25.365	Director of Special Education

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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 (Repealed)
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 (Repealed)
25.435	School Service Personnel Certificate--Waiver of Evaluations (Repealed)
25.437	Equivalency of General Education Requirements (Repealed)
25.440	Master of Arts NCATE (Repealed)
25.442	Illinois Teacher Corps Programs
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 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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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 <u>and Scores</u>
25.725	Applicability of Scores (<u>Repealed</u>)
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	<u>Continuing Professional Development Options</u> Requirements of the Plan
25.810	State Priorities
25.815	Submission and Review of the Plan

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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

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 and Related Coursework
- 25.930 Requirements for Continuing Professional Development Units (CPDUs)
- 25.935 Additional Activities for Which CPDUs May Be Earned
- 25.940 Examination
- 25.942 Requirements for Additional Options
- 25.945 Procedural Requirements

- 25.APPENDIX A Statistical Test Equating - Certification Testing System
- 25.APPENDIX B Certificates Available Effective February 15, 2000
- 25.APPENDIX C Exchange of Certificates

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 25.APPENDIX D Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances National Board and Master Certificates (Repealed)
- 25.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; 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. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. _____, effective _____, for a maximum of 150 days; amended at ___ Ill. Reg. _____, effective _____.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

SUBPART B: CERTIFICATES

Section 25.11 New Certificates (February 15, 2000)

Section 21-2 of the School Code [105 ILCS 5/21-2] ~~established~~ establishes a new system of teaching certificates effective February 15, 2000. A complete list of the certificates that ~~were~~ will be available as of that date is found in Appendix B to this Part. The transition to the new system ~~affected~~ will affect certified individuals as set forth in subsection (a) of this Section; under the new system, and candidates for certification shall be treated in accordance with the remaining provisions of 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(l) 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 (see Section 25.720 of this Part) shall receive either initial or standard teaching certificates, and, except as provided in subsection (b)(3) of this Section, 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].
 - 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~~*

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~complete the requirements of Subpart K of this Part. (Section 21-2(b-5) of the School Code [105 ILCS 5/21-2(b-5)])~~

- 2) Initial certificates will be issued to qualified candidates with fewer than four years of teaching experience.
 - A) 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, including the time taught outside Illinois -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.
 - B) Pursuant to Section 21-2(b-5) of the School Code, the 12 semester hours of graduate-level coursework needed to complete the option discussed in Section 25.905(d) of this Part and the 60 continuing professional development units (CPDUs) needed to complete the option discussed in Section 25.905(e) of this Part shall be reduced in proportion to the amount of teaching time a candidate needs to accumulate in Illinois in order to complete four years of teaching. The number of hours or CPDUs required shall be reduced by one-fourth for each full year of teaching completed outside Illinois.
- 3) The requirements of Subpart K of this Part shall not apply to an individual who holds a second-tier certificate from another state. (Section 21-2(b-5) of the School Code) A "second-tier certificate" is one that is issued after a teacher has:
 - A) held a prerequisite teaching certificate that was valid for the same area or areas of assignment, other than an emergency, provisional, or substitute certificate; and
 - B) met specified additional requirements for professional development or induction to the profession of teaching.
- 4) Certificates will be endorsed in accordance with the provisions of Sections Section 25.100 and 25.425 of this Part.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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 holder of an initial certificate who has not completed four years of teaching within four years may renew and register the certificate for additional four-year periods without limitation. (Section 21-14(b) of the School Code [105 ILCS 5/21-14(b)]* ~~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 12-year period shall toll (i.e., the 12-year "clock" shall be stopped) during that period of employment.~~
 - 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. (Section 21-14(b) of the School Code)* No initial certificate-holder may receive a reinstated certificate more than once pursuant to this subsection (d)(3).

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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. A letter signed by an official of the state education agency in another state may be substituted for an employer’s letter when the latter cannot be secured. 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. 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 credentials are available and shall update that list as the NBPTS expands its areas of certification.

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

Section 25.100 Endorsing Teaching Certificates (2004)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education.

- 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 not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the specific designation, unless he or she holds an applicable master certificate. For example, a secondary science teacher with a biology designation may not teach honors physics or chemistry unless he or she holds a master certificate endorsed for sciences.

- 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.

- 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) 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 content-area test or test of subject matter knowledge passed by the

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

candidate and, except as provided in subsections (g), (h), (i), (j), and (k) of this Section:

- A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript; and
 - B) any additional area in which the individual presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); and
 - C) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section.
- 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 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.
- 4) To account for the differing stages of preparation attained by candidates who were already enrolled in approved programs as of July 1, 2004, each institution may, through June 30, 2006, recommend to the State Board of Education the issuance of one or more endorsements under the structure in effect prior to July 1, 2004, to a candidate who has completed the coursework required for those endorsements and, in the judgment of the institution's certification officer, did not have a sufficient opportunity to complete the requirements for the comparable new endorsements instead.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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

ILLINOIS REGISTER

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) Applications received through June 30, 2005, shall, at the request of the applicant, be reviewed against the requirements in place immediately prior to July 1, 2004, and deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Each deficiency statement shall be honored by the State Board of Education for a period of one year from the date of issue, except in the case of reading as provided in subsection (i)(1)(C) of this Section. Applicants will receive the endorsements only 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), (j), and (k) of this Section, for applications received on or after July 1, 2005, 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 a regionally accredited institution on the individual's official transcript; or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or
 - C) 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. Fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement. However, an individual with an early childhood or 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. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.
- 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 pass the content-area test for the designation sought and either:
 - A) be recommended for the endorsement and the designation by an institution with an approved program in the subject area based on

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

having completed coursework sufficient to address the applicable content-area standards; or

- B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:
 - i) at least 12 semester hours of credit must have been earned in the subject area of the designation sought; and
 - ii) some portion of the coursework completed must have addressed at least two additional designations within the field.
- 2) The requirement stated in subsection (h)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.
- 3) An individual may receive a subsequent 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 holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a designation in that field under the new structure by passing the content-area test for the designation sought. He or she may then qualify for additional designations in the field pursuant to subsection (h)(3) of this Section.
 - i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.
 - 1) Reading Teacher

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

This endorsement shall not be issued as an individual's first teaching credential. An individual who holds or receives an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this additional endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:

- A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher's preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at an institution that is recognized to offer teacher preparation programs in Illinois; or
- B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:
 - i) foundations of reading,
 - ii) content-area reading,
 - iii) assessment and diagnosis of reading problems,
 - iv) developmental and remedial reading instruction and support,
 - v) developmental and remedial materials and resources, and
 - vi) literature appropriate to students across all grade ranges; or
- C) having completed, on or before June 30, 2005, the 18 semester hours of college coursework in reading described at 23 Ill. Adm.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required and no deficiency statement shall extend the timeline for completion of the coursework beyond June 30, 2005.

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 on that certificate or on a separate special K-12 certificate 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 and leads to the issuance of a master's or higher degree; and
- 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) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a standard certificate as explained in Section 25.720 of this Part.

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 in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). 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). Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).
 - 3) Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).
 - 4) Sections 25.85 and 25.86 of this Part set forth additional provisions for certification in foreign languages under specified circumstances.
- k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, including reading assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.
- l) Each individual who is first assigned to teach a particular subject on or after July 1, 2004, based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

(Source: Added at 28 Ill. Reg. 8556, effective June 1, 2004)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Section 25.315 Renewal of Administrative Certificate

The requirements set forth in this Section apply to renewal of administrative certificates in accordance with Section 21-7.1 of the School Code [105 ILCS 5/21-7.1].

a) Professional Development Required

Pursuant to Section 21-7.1 of the School Code, renewal of administrative certificates held by public school administrators who are serving in positions requiring administrative certification is contingent upon certificate-holders' presentation of evidence of continuing professional education. For the purposes of this Section, the terms "continuing professional education" and "continuing professional development" shall be considered synonymous. Renewal of any affected administrative certificate whose period of validity begins on or after July 1, 2003, shall require the certificate-holder's:

- 1) ~~preparation of an individual plan for continuing professional development that conforms to the requirements of subsection (b) of this Section and submission of the plan for review as set forth in subsection (f) of this Section (unless the individual is exempted from the requirement for a plan as provided in subsection (c-15) of Section 21-7.1 of the School Code or is subject to the limits on employment set forth in Section 16-118 of the Illinois Pension Code [40 ILCS 5/16-118] and will use the administrative certificate only within those limits);~~
- 2) ~~completion of the professional development activities sufficient to satisfy the requirements of Section 21-7.1 of the School Code enumerated in the plan (or completion of a reduced quantity of activities as applicable to the validity or remaining validity of the certificate, if subsection (c-15) of Section 21-7.1 of the School Code applies); and~~
- 3) ~~presentation, upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section, of evidence of completion of the activities enumerated in the plan or completed pursuant to subsection (c-15) of~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 21-7.1 of the School Code, in accordance with subsection (h) of this Section.

b) ~~Requirements of the Plan~~

- ~~1) Each plan shall include at least three goals developed by the individual administrator related to continuing professional development.~~
- ~~2) Each plan shall include at least five professional development activities that will be completed during the period of the certificate's validity (see subsection (c) of this Section), for a total of not fewer than 100 continuing professional development hours, unless otherwise provided in subsection (k) of this Section. Each plan shall describe how each of these activities will address one or more of the administrator's goals, how it will contribute to the achievement of one or more of the Illinois Professional School Leader Standards (see 23 Ill. Adm. Code 29.100), and how it will~~
Each activity shall be required to address one or more of the following purposes:
 - 1) A) *improving the administrator's knowledge of instructional practices and administrative procedures;*
 - 2) B) *maintaining the basic level of competence required for initial certification; and*
 - 3) C) *improving skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of levels of student performance. (Section 21-7.1 of the School Code)*
- ~~3) In addition to the activities required under subsection (b)(2) of this Section, each administrator's plan shall provide for annual completion of a course conducted by the Illinois Administrators' Academy established pursuant to Section 2-3.53 of the School Code [105 ILCS 5/2-3.53] (see subsection (d) of this Section), resulting in the accumulation of no fewer than 36 continuing professional development hours during the period of the certificate's validity, unless otherwise provided in subsection (k) of this Section.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) ~~Each plan shall identify at least one activity from among those completed pursuant to this Section that will address a need identified in the certificate holder's school improvement plan at either the district or the school level or, for a regional administrator, the applicable regional improvement plan.~~
- c) ~~Activities selected to fulfill the requirement for 100 hours of professional development (see Section 21-7.1(c-10) of the School Code) requirements of subsection (b)(2) of this Section shall be subject to the provisions of this subsection (c).~~
 - 1) Activities chosen for this purpose may include but need not be limited to:
 - A) Completion of college/university courses;
 - B) Participation in state and national conferences of professional organizations or in workshops, seminars, symposia, or other, similar training events;
 - C) Teaching college/university courses or making presentations at conferences, workshops, seminars, symposia, or other, similar training events;
 - D) Providing formal mentoring to one or more other administrators;
 - E) Independent study; and
 - F) Other activities related to the Illinois School Leader Standards and other applicable standards (see 23 Ill. Adm. Code 29) such as developing or revising school programs, participating in Administrators' Academy courses, research, and other, similar projects.
 - 2) ~~For each activity completed, the certificate holder must either:~~
 - A) ~~apply what he or she has learned in his or her practice and create a written record of its application for submission to the responsible reviewer; or~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) ~~disseminate an analysis of what was learned to some other group of educators, including its results, benefits, and/or implications for the needs of one or more districts, schools, or individual administrators.~~
- 3) Continuing professional development hours for the activities chosen pursuant to this subsection (c) ~~required by subsection (b)(2) of this Section~~ shall be credited as follows.
 - A) Fifteen hours shall be credited for each semester hour of college credit earned.
 - B) One hour shall be credited for each hour of the administrator's direct participation in a relevant activity other than college coursework, as verified by a log the administrator shall maintain and present upon request by the regional superintendent or a representative of the State Board of Education, or if required as part of an appeal under this Section ~~to the responsible reviewer,~~ describing what was done with respect to each activity, with dates and amounts of time spent in each case.
- d) Required Administrators' Academy Courses ~~courses may be used to fulfill the requirements of subsection (b)(2) as well as subsection (b)(3) of this Section.~~
 - 1) An individual who fails to complete an Administrators' Academy course in a given year as required by subdivision (B) of Section 21-7.1(c-10) ~~21-7.1(c-10)(2)(B)~~ of the School Code shall be required to complete two courses for each one missed. He or she may make these up at any time during the remainder of the certificate's validity or while holding a reinstated certificate pursuant to subsection (e)(5) ~~(i)(7)~~ of this Section.
 - 2) Each administrator who completes an Administrators' Academy course shall receive written, dated verification that indicates the title of the course and the number of hours to be credited toward the applicable requirement.
- e) Reviewers, Designees, and Panels

Section 21-7.1(e-10)(3) of the School Code identifies the individual reviewers or review panels that will be responsible for considering the plans of administrators

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~who are subject to the requirements of this Section except that, for assistant regional superintendents, the respective regional superintendents shall serve as the responsible reviewers. For purposes of this Section, the term “responsible reviewer” includes both individuals and review panels.~~

- 1) ~~Each regional superintendent of schools shall establish one or more panels that will be responsible for reviewing the plans of the region’s district superintendents and directors of special education programs, cooperative programs, and State-operated schools.~~
 - A) ~~Each panel shall consist of at least three members and an alternate. No individual shall serve on a panel that reviews his or her plan.~~
 - B) ~~Each member of a panel shall be employed as a district superintendent or director of a special education program, cooperative program, or State-operated school in the region for which the regional superintendent is responsible.~~
 - C) ~~Each panel shall choose one member to serve as facilitator. This individual shall be responsible for providing a signature on behalf of the panel when called for pursuant to this Section.~~
 - D) ~~Panels may conduct their reviews of administrators’ plans electronically, provided that at least three members of a panel participate in the determination as to whether each individual’s plan conforms to the applicable requirements of this Section.~~
- 2) ~~The State Superintendent of Education shall establish one or more panels to review the plans of regional superintendents. Each panel shall be made up of three members and an alternate, each of whom shall be a regional superintendent. No regional superintendent shall serve on a panel that reviews his or her plan. The provisions of subsections (e)(1)(C) and (D) of this Section shall apply to the operation of panels under this subsection (e)(2) as well.~~
- 3) ~~A responsible reviewer, other than a review panel, may identify one or more designees to assist him or her with this function, provided that each designee shall be an individual who serves in a position requiring~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~administrative certification and is employed by the same entity as the responsible reviewer.~~

f) ~~Submission and Review of the Plan~~

~~Each certificate holder shall submit his or her plan, in a format specified by the State Board of Education, to the responsible reviewer.~~

- 1) ~~An administrator may submit his or her plan during the semester preceding the beginning of the certificate's period of validity and shall submit the plan no later than 120 days after the beginning of the certificate's period of validity or after the date on which the individual assumes employment requiring administrative certification, whichever occurs later. An administrator shall not accrue credit for activities that are completed outside the certificate's period of validity or begin before submission of the plan to the responsible reviewer.~~
- 2) ~~The responsible reviewer shall respond within 60 days after receiving an individual's plan as to whether that plan conforms to the requirements of subsection (b) of this Section. Failure of the responsible review to respond within the required time shall entitle the certificate holder to request a determination from:~~
 - A) ~~the regional superintendent, if the certificate holder is other than a regional superintendent or assistant regional superintendent; or~~
 - B) ~~the State Superintendent, if the certificate holder is serving as a regional superintendent or assistant regional superintendent.~~
- 3) ~~Within 30 days after receiving a notice that his or her plan does not conform to the requirements of subsection (b) of this Section, the affected administrator shall either:~~
 - A) ~~revise the plan to provide for compliance with subsection (b) of this Section and resubmit it; or~~
 - B) ~~submit an appeal to the regional superintendent of schools or the State Superintendent of Education, as applicable under subsection (c-10)(4) of Section 21-7.1 of the School Code.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) ~~The regional superintendent or State Superintendent shall respond to the certificate holder within 30 days after receipt of an appeal.~~
 - A) ~~If the regional superintendent or State Superintendent disagrees with the original determination, the individual's plan shall stand as originally submitted.~~
 - B) ~~If the regional superintendent or State Superintendent agrees with the original determination, the certificate holder shall submit a revised plan to the original reviewer or review panel.~~
 - C) ~~The regional superintendent or State Superintendent shall notify both the certificate holder and the original reviewer or review panel of his or her determination, using a format made available by the State Board of Education, and shall facilitate any necessary revisions to a plan so that it will be acceptable.~~

- 5) ~~Administrators' plans for continuing professional development and all other documents relating to them shall be considered part of those individuals' certification files. Each certificate holder's file shall be maintained by the responsible reviewer separately from other employee and/or personnel files. Access to these documents shall be limited to the certificate holder and to the individuals who are responsible for reviewing them pursuant to this Section. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.~~

- g) ~~Review or Revision of the Plan~~
 - 1) ~~A certificate holder may submit proposed revisions to a plan to the responsible reviewer at any time.~~

 - 2) ~~A certificate holder shall submit his or her plan to the new responsible reviewer if he or she accepts employment in a different district, special education or cooperative program, or State operated school, or when he or she assumes or resumes employment requiring the administrative certificate. All activities credited as of the date of submission to a new reviewer shall continue to be credited toward meeting the requirements of~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~this Section, and the new responsible reviewer may indicate that changes are needed to the plan only:~~

- ~~A) to ensure that the certificate holder will meet the requirement of subsection (b)(4) of this Section, if that requirement has not already been met; or~~
- ~~B) to correct an area of noncompliance with the requirements of this Section or Section 21-7.1 of the School Code.~~

- ~~3) The provisions of subsection (e) of this Section shall apply when review of a plan is sought pursuant to subsection (g)(2) of this Section and when revisions to an existing plan are proposed.~~

h) ~~Evidence of Completion~~

- ~~1) When a certificate holder has completed any of the activities set forth in his or her plan, he or she may transmit to the appropriate reviewer a copy of the standard format supplied by the State Board of Education for this purpose.~~
 - ~~A) The standard format shall require the certificate holder to describe how he or she met the requirement of subsection (c-10)(2)(A)(v) of Section 21-7.1 of the School Code for communication, dissemination, or application of the knowledge or skills acquired.~~
 - ~~B) For at least one activity completed under either subsection (b)(2) or subsection (b)(3) of this Section, each certificate holder shall include in his or her evidence of completion an analysis of what was presented or learned in terms of its implications for serving students with disabilities in the least restrictive environment as required by the Individuals with Disabilities Education Act (20 USC 1400 et seq.) and Article 14 of the School Code [105 ILCS 5/Art. 14].~~
- ~~2) The responsible reviewer shall respond to each submission of evidence of completion within 30 days after receiving it.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) ~~If the reviewer determines that the activity meets an applicable requirement of this Section, the reviewer shall sign the evidence to confirm that the activity has been credited and return it to the certificate holder. The reviewer shall also maintain a summary in a format provided by the State Board of Education that verifies the certificate holder's progress toward fulfillment of the requirements of this Section.~~
 - B) ~~If the reviewer determines that the activity does not meet any applicable requirement of this Section, the reviewer shall notify the certificate holder to this effect.~~
- 3) ~~A certificate holder shall have 30 days to appeal an unfavorable determination by the responsible reviewer with regard to evidence of completion.~~
- A) ~~A certificate holder other than a regional superintendent of schools or assistant regional superintendent shall submit his or her appeal to the regional superintendent for the region in which he or she is employed. A regional superintendent or assistant regional superintendent shall submit his or her appeal to the State Superintendent of Education. The certificate holder shall provide a written indication of how the activity in question or the evidence of completion corresponds to an applicable requirement of this Section.~~
 - B) ~~The regional superintendent or State Superintendent, as applicable, shall respond to the certificate holder and the original reviewer within 30 days after receipt of an appeal. If the reviewer at this level disagrees with the original determination, the activity shall be credited toward fulfillment of the requirements of this Section. If the reviewer at this level agrees with the original determination, the certificate holder shall not receive credit for the activity.~~
- 4) ~~Failure of the responsible reviewer to respond within the required time shall entitle the certificate holder to request a determination from the regional superintendent or the State Superintendent, as applicable under subsection (h)(3)(A) of this Section.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- Ⓜ) Application for Renewal of Certificate
- 1) Each application for renewal of an administrative certificate, other than an application of a regional superintendent of schools, shall be submitted to the regional superintendent and shall be accompanied by the appropriate fee and a verification format developed by the State Board of Education certifying that the required number of hours of professional development activities and the required number of Administrators' Academy courses have been completed. (Section 21-7.1(c-10) of the School Code) A certificate-holder who fails to submit this material so as to ensure its receipt by the regional superintendent no later than April 30 may not be able to preserve his or her right of appeal under subsection (f) of this Section. During the final year of his or her administrative certificate's period of validity, each certificate holder other than a regional superintendent of schools shall request from the responsible reviewer a signed copy of the summary format required pursuant to subsection (h)(2) of this Section, confirming that the certificate holder has met the requirements of this Section. A certificate holder who does not make this request by March 1 of the final year may not be able to preserve his or her right of appeal under subsection (j) of this Section.
 - 2) ~~Within 30 days after receipt of a request for verification, the reviewer shall either sign the summary format and provide it to the certificate-holder or provide it unsigned and notify the certificate holder and the regional superintendent in writing of the basis for refusal to sign.~~
 - 3) ~~If the reviewer has signed the verification format, the certificate holder shall enclose it with his or her application for certificate renewal and forward these materials along with the required fee to the regional superintendent of schools. Based on the individual's compliance with the requirements for certificate renewal set forth in this Section, the regional superintendent shall, within 30 days after receipt of an individual's application, forward a recommendation for renewal or non-renewal of the administrative certificate to the State Superintendent of Education and notify the certificate-holder in writing of that recommendation.~~
 - 4) ~~If the reviewer declines to sign the verification format but the certificate-holder believes that he or she is nevertheless eligible for renewal of the certificate, he or she may request the regional superintendent's~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~reconsideration of his or her eligibility for certificate renewal by submitting, along with the renewal application and the required fee, a letter outlining the basis for his or her assertion of eligibility and evidence supporting it. A certificate holder who fails to submit this material so as to ensure its receipt by the regional superintendent no later than May 31 may not be able to preserve his or her right of appeal under subsection (j) of this Section.~~

3) ~~5)~~ A certificate-holder who is a regional superintendent of schools shall submit the verification format referred to in subsection ~~(e)(1)~~ ~~(h)(2)~~ of this Section to the State Superintendent of Education along with his or her application for certificate renewal and shall deposit the applicable fee in the region's institute fund.

4) ~~6)~~ Within 30 days after receiving an application, the State Superintendent of Education shall notify any certificate-holder whose certificate will not be renewed, including the rationale for nonrenewal.

5) ~~7)~~ An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Section may apply for a reinstated certificate valid for one year. With respect to the year of reinstatement, completion of one Administrators' Academy course and one or more additional professional development activities meeting the requirements of subsections ~~(b)~~ ~~(h)(2)~~ and (c) of this Section and totaling no fewer than 20 hours shall be required. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable administrative certificate only if he or she has also made up activities missed during the preceding renewal cycle by completing the requirements of subsection ~~(e)(5)(A)~~ ~~(i)(7)(A)~~ of this Section, subsection ~~(e)(5)(B)~~ ~~(i)(7)(B)~~ of this Section, or both, as applicable.

A) The certificate-holder shall complete two Administrators' Academy courses for each year during which he or she failed to complete one, if not already made up as discussed in subsection (d)(1) of this Section.

B) If the certificate-holder failed to complete the applicable number of professional development activities or hours pursuant to

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~subsections (b)(2) and (k) of this Section~~, he or she shall complete the balance of that requirement and ten additional hours of professional development meeting the requirements of subsections (b) ~~(b)(2)~~ and (c) of this Section.

- 6) ~~8)~~ The period of validity of an administrative certificate issued after a year of reinstatement shall be adjusted to coincide with the validity of the holder's teaching certificate.

f) ~~h)~~ Appeal to State Teacher Certification Board

Within 14 days after receipt of notice from the State Superintendent that his or her administrative certificate will not be renewed based upon failure to complete the requirements of this Section, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.

- 1) Each appeal shall state the reasons why the State Superintendent'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 the non-renewal notice will not be processed.
- 2) In addition to the appeal letter, the certificate-holder shall ~~may~~ submit the following material when the appeal is filed:
 - A) evidence that he or she has satisfactorily completed the required types and quantity of activities ~~set forth in his or her approved certificate renewal plan~~; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) any other relevant documents.
- 3) The State Teacher Certification Board shall review each appeal regarding renewal of an administrative certificate in order to determine whether the certificate-holder has met the requirements of this Section. The Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:
- A) the regional superintendent's ~~original reviewer's~~ rationale for ~~refusing to sign the verification form or otherwise~~ recommending nonrenewal of the certificate, if applicable;
 - B) any evidence submitted to the State Superintendent along with the individual's application for renewal; and
 - C) the State Superintendent's rationale for non-renewal of the certificate.
- 4) 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.
- 5) 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.
- 6) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal by certified mail, return receipt requested, no later than 30 days after reaching a decision.
- 7) The decision of the State Teacher Certification Board 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].
- g) ~~k)~~ Proportionate Reduction; Part-Time Service

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

The requirements of this Section regarding continuing professional development are subject to reduction in accordance with subsection (c-15) of Section 21-7.1 of the School Code.

- 1) The requirements of this Section shall be subject to reduction on the same annual basis as provided in subsection (c-15) of Section 21-7.1 of the School Code in relation to years when a certificate-holder is not employed in a position requiring administrative certification.
- 2) The number of hours required under subsection (c) ~~(b)(2)~~ of this Section shall also be reduced by 50 percent with respect to periods of time when a certificate-holder is serving on an administrative certificate only and performing services for less than 50 percent of the school day or school term, unless the individual is one whose continued retirement status is subject to the limitations of Section 16-118 of the Illinois Pension Code. Each such individual shall be subject only to the requirement for completion of one Administrators' Academy course for each year during which he or she is employed on the administrative certificate, provided that his or her employment does not exceed the limitations of Section 16-118.
- 3) Further, special provisions shall apply when an individual is performing services on more than one type of certificate. The certificate used by the individual for 50 percent or more of the school day or school term shall govern the continuing professional development required of the individual with respect to that period of time.
 - A) Example: An individual who performs duties on the administrative certificate for 60 percent of the time and teaches for 40 percent of the time shall be subject only to the requirements of this Section with regard to continuing professional development.
 - B) Example: An individual who teaches for 60 percent of the time and performs duties on the administrative certificate for 40 percent of the time shall be subject only to the requirements of Subpart J of this Part with regard to continuing professional development.
 - C) Example: An individual who performs services for 50 percent of the time on an administrative certificate and 50 percent of the time

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

on a standard or master teaching certificate shall choose either the requirements of this Section or the requirements of Subpart J of this Part to fulfill. Completion of one set of requirements shall suffice for renewal of both types of certificates.

⌘) An individual who chooses to fulfill the requirements of this Section shall notify the local professional development committee that is responsible for his or her teaching certificate, if any, that he or she will be completing continuing professional development with respect to the administrative certificate.

ii) ~~An individual who chooses to fulfill the requirements of Subpart J of this Part shall notify the reviewer responsible for the administrative certificate that he or she will be completing continuing professional development with respect to a teaching certificate.~~

h) ⌘) Section 21-7.1(c-10) of the School Code provides that *those persons holding administrative certificates on June 30, 2003 who are renewing those certificates on or after July 1, 2003 shall be issued new administrative certificates*. The certificates that are subject to this provision include:

- 1) Limited Supervisory (Type 60);
- 2) All-Grade Supervisory (Type 61);
- 3) Limited Elementary Supervisory (Type 62);
- 4) Limited High School Supervisory (Type 63);
- 5) Life General Supervisory (Type 70); and
- 6) Life Supervisory (Type 71).

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

Section 25.335 General Administrative Endorsement (2004)

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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 and shall have completed ~~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).
- 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: Amended at __ Ill. Reg. _____, effective _____)

SUBPART F: GENERAL PROVISIONS

Section 25.425 Individuals Prepared in Out-of-State Institutions

An applicant who holds or is eligible to hold another state's or another country's teacher, school service personnel, or administrative certificate may be granted a corresponding Illinois certificate if he or she meets all the generally applicable requirements of Article 21 of the School

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Code (e.g., age; good character; or citizenship or legal presence) and the requirements for the certificate sought, as specified in the applicable Sections of this Part.

- a) The certificate sought must be comparable to the out-of-state certificate for which the applicant is eligible. 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.) See Section 25.245 of this Part for requirements applicable to out-of-state applicants for certification in school nursing.
- b) Each out-of-state applicant for an Illinois teaching certificate must have met certification requirements that are similar to Illinois requirements.
 - 1) For those who have completed traditional preparation programs, these requirements include college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, student teaching or equivalent experience, and a major in a subject area that is relevant to the area of certification.
 - 2) For those who have completed alternative certification programs, these requirements include graduation from a regionally accredited institution with a bachelor's degree, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program.
 - 3) An applicant who holds a certificate from another state, territory, or possession of the U.S. but has not completed a state-approved preparation program shall be required to present a written statement, signed by a representative of the agency responsible for certifying educators and indicating that, at the time when the applicant was certified, that state had certification requirements related to general education, professional education, and an area of specialization for the certificate issued and the applicant met the requirements in all three areas.
- c) An individual may receive additional endorsements by meeting the applicable requirements of Section 25.100 of this Part.
- d) Special provisions apply to applicants from states that do not require certification of school psychologists or school social workers or for administrative positions

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

for which certification is required in Illinois. When an applicant presents evidence of having served in such a position in a state where certification for the position is not required, eligibility for the Illinois certificate sought shall be contingent upon evidence that the applicant:

- 1) has met all applicable requirements of Illinois law relative to the certificate and endorsement sought;
- 2) has passed the Illinois test of basic skills and the relevant Illinois content-area test; and
- 3) has met any three of the conditions described in subsections (d)(3)(A) through (E) of this Section.
 - A) The individual has completed a degree program that prepares candidates for service in the endorsement area sought in the public schools of the state where the program was completed or the state where the service was provided.
 - B) The individual has completed a program that was accredited by NCATE at the time of completion.
 - C) The individual has completed a program that formerly served as a basis for certification in the state where the program was completed.
 - D) The titles or content descriptions of courses listed on the individual's official transcript indicate that the courses were designed to address standards substantially comparable to those that apply to the Illinois certificate or endorsement sought.
 - E) The individual presents evidence of work experience in the public schools in the position for which Illinois certification is sought.

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.
 - 2) The transcript provided by the service pursuant to subsection (e)(1) ~~(d)(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.
- f) e) Evaluation services shall be approved to review foreign credentials for purposes of Illinois certification 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.

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

Section 25.450 Lapsed Certificates

- a) A lapsed certificate, one that has not been registered or renewed for a period of five or more years since expiration of its last registration, shall be reinstated for a one-year period upon payment of all accumulated registration fees.
- b) The Regional Superintendent shall notify the holder of a reinstated certificate of:
 - 1) The specific time of reinstatement, including beginning and ending dates.
 - 2) The requirement that during the time of reinstatement, the certificate holder in order to renew the certificate at the end of reinstatement must:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) Earn five semester hours of credit in a recognized institution of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties, or
 - B) Present evidence of holding a valid regular Illinois certificate of some other type.
- c) As a reinstated certificate is a reissued certificate, the expiration of all reinstated certificates shall be on June 30 following the date of reinstatement in accordance with Section 21-22 of the School Code.
- d) The Regional Superintendent shall stamp the back of a lapsed certificate with the date of reinstatement.
- e) Standard Certificates issued between July 1, 1929, and July 1, 1951, do not lapse.
- f) When a lapsed certificate that was issued prior to February 15, 2000, has been reinstated and then is to be renewed pursuant to this Section, it shall be exchanged for a comparable standard teaching certificate in accordance with Section 25.11 and Appendix C of this Part. The certificate-holder shall thereupon become subject to the requirements of Sections 21-2 and 21-14 of the School Code and Subpart J of this Part regarding continuing professional development.
- 1) Subsequent renewals of such an individual's certificate(s) shall be contingent upon his or her completion of continuing professional development activities in accordance with the requirements of Subpart J of this Part ~~preparation of a continuing professional development plan that meets the requirements of Section 25.805 of this Part, completion of the activities set forth in that plan during the certificate's period of validity, and presentation of the required evidence of completion for each such activity.~~
 - 2) College credit earned pursuant to subsection (b)(2)(A) of this Section shall not be used to satisfy any portion of the continuing professional development requirements of Section 21-14 of the School Code.

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

Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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 teaching position, other than a special education teaching position, when the employing entity has been unable to recruit a fully qualified candidate for that position. Short-term authorization as described in this Section shall be available not only with respect to individuals who lack full qualifications in a subject area but also with respect to the individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)).

- 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) one of the following:
 - A) 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 coursework that is ~~courses that are~~ designed to meet the standards applicable to that subject area, or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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 of the third school year following the date of issuance.
- e) After the end of the validity of authorization received under 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: Amended at __ Ill. Reg. _____, effective _____)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.720 Applicability of Testing Requirement and Scores

Effective July 1, 2004, the provisions of subsections (d) through (i) of this Section shall apply.

- a) Beginning July 1, 1999, each person seeking a school service personnel or administrative certificate or an initial early childhood, elementary, secondary, or special certificate must pass the Illinois Certification Testing System's test of basic skills and a test of subject matter knowledge. Beginning with the 2002-2003 academic year, however, passage of those tests shall be required as specified in Section 21-1a(d) of the School Code. Beginning October 1, 2003, each person seeking an initial early childhood, elementary, secondary, or special certificate shall also be required to pass the applicable assessment of professional teaching, which shall be based upon the standards set forth in "Standards for All Illinois Teachers" (23 Ill. Adm. Code 24). An individual seeking a standard certificate shall be required to pass the test of basic skills, the test of subject matter knowledge, or (beginning October 1, 2003) the applicable assessment of professional teaching only if:
 - 1) he or she has not already passed that examination (except that an individual who met all applicable requirements for certification and applied for an initial certificate before October 1, 2003, shall not

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

subsequently be required to take the assessment of professional teaching for that certificate); or

- 2) he or she has passed that examination but the score is more than five years old and no certificate has been issued on the basis of that score; or
 - 3) in the case of the basic skills test, the score is more than five years old and the individual was not admitted to an Illinois teacher preparation program on the basis of that score.
- b) The required test of subject matter knowledge is the ~~that~~ test ~~that~~ ~~which~~ corresponds to the individual's major field of study in a teacher education program in the State of Illinois approved pursuant to Subpart C of this Part.
- c) Persons who are graduates of colleges or universities outside the State of Illinois and who are seeking an Illinois certificate must take the test of basic skills, the subject matter knowledge test ~~that~~ ~~which~~ corresponds to the Illinois certificate or endorsement sought, and, beginning October 1, 2003, the assessment of professional teaching relevant to the certificate sought. For example, someone seeking to teach whose major field of study is urban studies would, in addition to the basic skills test, also take the subject matter knowledge test in the social sciences and the assessment of professional teaching for the secondary certificate.
- d) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.
- e) Basic Skills Test

Except as provided in subsections (e)(1) and (3) of this Section, each candidate seeking his or her first Illinois certificate (teaching, administrative, or school service personnel) shall be required to pass the test of basic skills. Further, Section 21-1a(d) of the School Code requires passage of this test as a prerequisite to enrollment in an Illinois teacher preparation program beginning with the 2002-2003 academic year.

- 1) A person who has passed the test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C of this Part shall not be required to retake that test.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) A person who has passed the basic skills test and has been issued an Illinois certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.
- 3) *A person who holds a valid and comparable out-of-state certificate is not required to take a test of basic skills.* (Section 21-1a of the School Code [105 ILCS 5/21-1a] For purposes of this Section, a “comparable certificate” is one that approximates the grade range, subject area, or area of assignment of the Illinois certificate sought. When a person who is subject to this subsection seeks a subsequent Illinois certificate, he or she shall be required to pass the Illinois test of basic skills.

f) Content-Area Tests

- 1) Except as provided in subsection (f)(2) of this Section, each candidate seeking an Illinois certificate, whether his or her first certificate or a subsequent certificate, shall be required to pass a content-area test. The required content-area test is that which corresponds to the approved program completed or the endorsement for which the applicant otherwise qualifies. Further, Section 21-1a(d) of the School Code requires passage of this test as a prerequisite to student teaching in Illinois beginning with the 2004-2005 academic year.
- 2) *A person who holds a valid and comparable out-of-state certificate is not required to take the applicable content area test if he or she has passed a test in another state or territory that is directly related in content to the specific area of certification.* (Section 21-1a of the School Code) For purposes of this Section, a test is “directly related in content” if it covered material encompassed by any of the subject areas in which the individual otherwise qualifies for an Illinois endorsement.

g) Assessment of Professional Teaching (APT)

Each candidate seeking his or her first Illinois early childhood, elementary, secondary, or special certificate shall be required to pass the APT relevant to the certificate sought (see Section 25.710 of this Part). A candidate seeking a subsequent teaching certificate of one of these types must also pass the APT relevant to the certificate sought, unless he or she either:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) has already passed an APT that encompasses the grade levels of the subsequent certificate sought; or
 - 2) already holds another Illinois teaching certificate that encompasses the grade levels of the certificate sought.
- h) Except as provided in subsections (e)(1) and (g)(1) of this Section, for each person seeking an Illinois certificate, no score on a required test may be more than five years old at the time application is made. The five-year period shall be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Scores more than five years old will not be accepted as part of an application.
- i) Any person may retake any test during any subsequent, regularly scheduled administration of that test, subject only to registration in accordance with the provisions of this Subpart I.

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

Section 25.725 Applicability of Scores (Repealed)

- a) ~~Each person seeking certification in Illinois must pass the test of basic skills.~~
- b) ~~Each person seeking certification must pass the appropriate test of subject matter knowledge, as set forth in Section 25.720(b) and (c) of this Part, for each certificate sought.~~
- c) ~~Beginning October 1, 2003, each person seeking an early childhood, elementary, secondary, or special certificate must also pass the assessment of professional teaching relevant to the certificate sought, unless he or she has already passed an assessment of professional teaching that encompasses the grade levels of the certificate sought or is subject to the exception stated in Section 25.720(a)(1) of this Part.~~
- d) ~~Except as provided in subsections (e), (e) and (f) of this Section, for each person seeking an Illinois certificate, neither the score on the basic skills test, nor the score on the assessment of professional teaching, nor the score on the subject matter test may be more than five years old at the time application is made. The five-year period shall be calculated from the date the test was taken and passed to~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~the date of receipt of the application by the State Board of Education. Scores more than five years old will not be accepted as part of an application.~~

- e) ~~A person who has passed the test of basic skills as a condition of admittance to an Illinois teacher education program approved pursuant to Subpart C of this Part shall not be required to retake that test.~~
- f) ~~A person who has passed the basic skills test and has been issued a certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.~~
- g) ~~Any person may retake any test during any subsequent, regularly scheduled administration of that test, subject only to registration in accordance with the provisions of this Subpart.~~

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

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.800 Professional Development Required

- a) Pursuant to Section 21-2 of the School Code [105 ILCS 5/21-2], renewal of standard and master teaching certificates is contingent upon certificate-holders' presentation of proof of continuing education or professional development. For the purposes of this Subpart J, the terms "continuing education" and "professional development" shall be considered synonymous. ~~The terms "certificate renewal plan", "plan for continuing professional development", "continuing professional development plan", and "plan" shall also be considered synonymous.~~
- b) Except as provided in Section 25.880 of this Part and in subsection (d) of this Section, renewal of an individual's standard or master certificate(s) shall require the certificate-holder's:
 - 1) ~~preparation of an individual plan for continuing professional development that conforms to the requirements of Section 25.805 of this Part and submission of the plan for approval to the local professional development committee (LPDC) in accordance with Section 25.815 of this Part;~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) completion of the professional development activities enumerated in the plan; and sufficient to satisfy the requirements of Section 21-14 of the School Code [105 ILCS 5/21-14], as modified by Section 21-2(c)(8) of the School Code [105 ILCS 5/21-2(c)(8)] if applicable. Each certificate-holder shall:
 - 1) maintain the required form of evidence of completion for each activity, as specified in Sections 25.805, 25.865, and 25.875 of this Part, throughout the period of validity that follows the renewal of the certificate based on completion of the activities documented; and
 - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.
 - 3) presentation of the required form of evidence of completion for each such activity, as specified in Sections 25.865 and 25.875 of this Part.
- c) *A certificate-holder with multiple certificates shall complete professional development activities that address ~~develop a certificate renewal plan that addresses only~~ that certificate or certificates that are required for his or her certificated teaching position, if the certificate-holder is employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, or that certificate or those certificates most closely related to his or her teaching position, if the certificate-holder is employed in a charter school [105 ILCS 5/21-14(e)(2)].*
- d) *A speech-language pathologist or audiologist who is licensed under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110] and has met the continuing professional development requirements of that Act and the rules of the Illinois Department of Professional Regulation at 68 Ill. Adm. Code 1465 shall be deemed to have satisfied the requirements of this Subpart J. (Section 21-14(e)(2) of the School Code)*
 - 1) Upon application for certificate renewal, a speech-language pathologist licensed as provided in this subsection (d) shall provide to the regional superintendent of schools a copy of his or her currently valid license and a

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

written assurance that the professional development requirements for that license were met.

- 2) Upon application for certificate renewal, a speech-language pathologist licensed as provided in this subsection (d) who held a valid and active standard certificate issued before July 1, 2002, shall also be required to demonstrate to the regional superintendent that he or she has completed the prorated portion of continuing professional development that was required for the period of the certificate's validity prior to that date.
- 3) ~~Speech language pathologists licensed as provided in this subsection (d) whose standard certificates are issued or renewed on or after July 1, 2002, shall not be required to submit plans for continuing professional development.~~

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

Section 25.805 Continuing Professional Development Options ~~Requirements of the Plan~~

Except as provided in subsections (a) through (g) of this Section, professional development activities shall generate credit for purposes of certificate renewal only if they address one or more of the purposes identified in Section 21-14(e)(2) of the School Code.

- a) Completion of an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)])
- b) Eight semester hours of college coursework in an undergraduate or graduate-level program related to education may be used to fulfill 100% of the requirement for continuing professional development, provided that at least 2 semester hours are chosen to address the purpose described in Section 21-14(e)(2)A) of the School Code. (Section 21-14(e)(3)(B) of the School Code [105 ILCS 5/21-14(e)(3)(B)])
- c) Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(D) of the School Code [105 ILCS 5/21-14(e)(3)(D)]). The

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

presence of an individual's name on the National Board's composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.

- d) Receipt of a subsequent Illinois certificate or endorsement may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(K) of the School Code [105 ILCS 5/21-14(e)(3)(K)])
- e) Becoming "highly qualified" in an additional teaching area may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(L) of the School Code [105 ILCS 5/21-14(e)(3)(L)]) The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D to this Part. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the period of validity to which the professional development credit is attributed.
- f) Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(c)(2)(B) of the School Code [105 ILCS 5/21-2(c)(2)(B)] and Section 25.915 of this Part. (Section 21-14(e)(3)(M) of the School Code [105 ILCS 5/21-14(e)(3)(M)])
- g) Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)] and Section 25.920 of this Part. (Section 21-14(e)(3)(N) of the School Code [105 ILCS 5/21-14(e)(3)(N)])
- a) ~~The continuing professional development plan of each affected certificate holder shall include at least three individual improvement goals reflecting the purposes enumerated in subsection (b) of this Section (Section 21-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]). Each goal shall include a brief statement of the knowledge and skill(s) to be enhanced, which shall reflect relevant professional teaching or content area standards set forth in the applicable rules of the State Board of Education (see 23 Ill. Adm. Code 24 (Standards for All Illinois~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Teachers); 23 Ill. Adm. Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education); 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields)) or the policies of the State Board of Education related to certification in special education under the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.

- b) ~~Each continuing professional development plan shall include activities that:~~
- ~~1) advance the certificate holder's knowledge and skills in his or her area(s) of certification, endorsement, or teaching assignment in relationship to the relevant standards set forth in this Part;~~
 - ~~2) develop the certificate holder's knowledge and skills in one or more areas identified by the State Board of Education as "State priorities" (see Section 25.810 of this Part); and~~
 - ~~3) address the knowledge, skills, and goals that are relevant to the certificate holder's local school improvement plan, if the individual is employed in a school that is required to have such a plan.~~
- e) ~~A continuing professional development plan may also include activities that expand the certificate holder's knowledge and skills in an additional teaching field or advance the individual toward acquisition of an additional teaching certificate, endorsement, or degree in the field of education.~~
- d) ~~Completion of all required activities in pursuit of certification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(D) of the School Code [105 ILCS 5/21-14(e)(3)(D)]). The presence of an individual's name on the National Board's composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.~~
- e) ~~Completion of an advanced degree from an approved institution in an education-related field may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)]). Eight semester hours of college coursework in an undergraduate or graduate level program related to education may be used to~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

fulfill 100% of the requirement for continuing professional development, provided that at least 2 semester hours are chosen to address the purpose described in subsection (b)(1) of this Section (Section 21-14(e)(3)(B) of the School Code [105 ILCS 5/21-14(e)(3)(B)]).

- h) ~~h)~~ Twenty-four continuing education units (“CEUs”; see Sections 25.865 and 25.870 of this Part) may be used to fulfill 100% of the requirement for continuing professional development, ~~provided that:~~
- ~~1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section;~~
 - ~~2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate holder is not employed in or assigned to a school that is required to have a school improvement plan; and~~
 - ~~3) any remaining units address the purpose specified in subsection (c) of this Section.~~
- i) ~~g)~~ Completion of 120 continuing professional development units (“CPDUs”; see Section 25.875 of this Part) may be used to fulfill 100% of the requirement, ~~provided that:~~
- ~~1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section;~~
 - ~~2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate holder is not employed in or assigned to a school that is required to have a school improvement plan; and~~
 - ~~3) any remaining units address the purpose specified in subsection (c) of this Section.~~
- j) ~~h)~~ A certificate-holder may choose any combination of the types of activities described in subsections (b), (h), and (i) ~~(e), (f), and (g)~~ of this Section, provided that the total effort represents the equivalent of 120 CPDUs or 24 CEUs ~~and the distribution of such units conforms to the requirements of subsection (g) of this~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section. For purposes of calculating ~~approvable~~ combinations from different categories:

- 1) one semester hour of college credit shall be considered the equivalent of 15 CPDUs or three CEUs; and
- 2) one CEU shall be considered the equivalent of 5 CPDUs.

k) ~~i)~~ The provisions of subsections ~~(b), (h), (i), and (j) (e) through (h)~~ of this Section; ~~other than the option for completion of an advanced degree~~, shall be subject to the proportionate reductions specified in Section 21-14 of the School Code with respect to part-time teaching and periods when certificates have been maintained valid and exempt and shall also be subject to any applicable reductions provided in Section 21-2(c)(8) of the School Code. (See Section 25.880 of this Part.)

~~j)~~ Each plan shall be submitted on a form supplied by the State Board of Education and shall:

- ~~1) identify the certificate holder;~~
- ~~2) list all certificates and endorsements held;~~
- ~~3) indicate the period of validity;~~
- ~~4) identify the certificate holder's current position or assignment;~~
- ~~5) identify the certificate holder's improvement goals;~~
- ~~6) list and briefly describe the certificate holder's planned or potential activities or types of activities, relating each to the improvement goal(s) and purpose(s) it will fulfill; and~~
- ~~7) provide a timeline that will ensure the completion of the plan during the certificate's period of validity.~~

h) ~~k)~~ A given professional development activity may be attributed to all of the purposes enumerated in subsections ~~(b) and (c)~~ of this Section to which it relates. However, the units of credit awarded for a particular activity may be counted only once in calculating the total earned.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Section 25.810 State Priorities

The “State priorities” referred to in Section ~~21-14(e)(2)(B) of the School Code~~ 25.805(b)(2) of this Part shall periodically be identified by the State Board of Education.

- a) No later than 60 days after the State Board votes to establish or change the list of such priorities, the agency shall so notify each school district superintendent, each regional superintendent of schools, and any organization that requests such notification. This notice shall include a list of the priorities and state the date upon which the list takes effect.
- b) A certificate-holder who has completed ~~whose approved plan for professional development contains~~ activities that address one or more of the State priorities ~~may complete those activities and~~ shall be allowed to count their completion toward fulfilling the requirements of this Subpart J, even if changes are made to the list of priorities during his or her certificate’s period of validity.

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

Section 25.815 Submission and Review of the Plan (Repealed)

- a) ~~Each certificate holder who is or chooses to be subject to the requirements of this Subpart J shall prepare a plan for continuing professional development that conforms to the requirements of Section 25.805(j) of this Part. Except as provided in subsection (d)(3) of this Section, each such certificate holder shall submit his or her plan to the responsible local professional development committee no earlier than one semester before and no later than 120 days after the beginning of the period of validity of the certificate(s) held. Submission and approval of this plan shall not entitle the certificate holder to earn credit for any coursework or activity described in the plan. Upon completion of the plan and application for renewal, as described in Section 25.830 of this Part, renewal of the holder’s certificate shall be determined by the State Teacher Certification Board.~~
- 1) ~~Each certificate holder employed in a charter school established pursuant to Article 27A of the School Code [105 ILCS 5/Art. 27A] or in a position that legally requires a teaching certificate in any of the other types of~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~public schools enumerated in Section 21-14(d) of the School Code [105 ILCS 5/21-14(d)], other than a State-operated school, shall submit his or her plan to the chair or designee of the local professional development committee ("LPDC") that is responsible for certificates of the relevant type. (See Section 25.845 of this Part.)~~

- 2) ~~Each certificate holder employed in a State-operated school shall submit his or her plan to the regional superintendent of the educational service region in which the teaching (as defined in Section 21-14 of the School Code) is done. Certificate holders employed by regional offices of education to teach in regional safe schools operated pursuant to Article 13A of the School Code [105 ILCS 5/Art. 13A] shall be subject to this subsection (a)(2).~~
 - 3) ~~Each certificate holder employed in a nonpublic school who wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent of the educational service region in which the teaching is done.~~
 - 4) ~~Each certificate holder not employed as a teacher who nevertheless wishes to maintain his or her certificate(s) as valid and active shall submit his or her plan to the regional superintendent responsible for the area in which he or she resides.~~
 - 5) ~~For the purposes of this Subpart J, the responsible regional superintendent shall be considered the LPDC of any individual referred to in subsections (a)(2) through (4) of this Section.~~
- b) ~~An LPDC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an individual's plan as to whether that plan is approved or disapproved. In the case of disapproval, the LPDC's response shall include the specific reasons for its refusal to approve the plan. Failure of an LPDC to respond within the required time shall entitle the certificate holder to appeal for approval to the regional professional development review committee as provided in subsection (e)(2) of this Section.~~
- e) ~~Grounds for an LPDC's refusal to approve a plan shall be limited to those enumerated in this subsection (e).~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Fewer than three personal goals for improvement are set forth in the plan.
 - 2) A proposed activity does not relate to any of the certificate holder's goals for improvement.
 - 3) A proposed activity does not relate to one or more of the purposes identified for it by the certificate holder.
 - 4) The proposed distribution of activities among the various purposes does not comply with the requirements of Section 21-14 of the School Code, or the proposed quantity of activities will not generate sufficient units of credit.
 - 5) The projected timeline for completion of the proposed activities will not permit their completion within the period of validity of the individual's certificate(s).
- d) A certificate holder may either await approval of his or her plan before engaging in the activities it contains or engage in activities while the plan is pending.
- 1) If a certificate holder engages in a professional development activity while approval of his or her proposed plan is pending, that activity shall be credited toward fulfillment of the requirements of this Subpart J if it is covered in the plan that is eventually approved for that individual.
 - 2) Except as provided in subsection (d)(3) of this Section, if an individual begins an activity without having either an approved plan in place or a proposed plan pending that covers that activity, or if the activity is not covered in the plan that is eventually approved for that individual, the activity shall not be credited toward fulfillment of the requirements of this Subpart J.
 - 3) An individual who receives a standard or master teaching certificate that is valid beginning July 1, 2000, may receive credit for activities that occur before January 1, 2001, without having either an approved plan in place or a proposed plan pending, provided that any such activity is covered in the plan that is eventually approved for that individual.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) ~~In the semester before he or she will first receive a certificate whose renewal is subject to the requirements of this Subpart J, a certificate-holder shall be entitled to file a plan for continuing professional development with the LPDC that is responsible for certificates of the relevant type, so that the certificate holder will be able to accrue credit for activities completed between the effective date of the standard certificate and the deadline for plan submission specified in subsection (a) of this Section.~~
- e) ~~Upon notification that his or her proposed plan has been disapproved, a certificate holder may either:~~
 - 1) ~~modify the plan to remedy the deficiencies identified by the LPDC and resubmit it, or~~
 - 2) ~~appeal the plan's disapproval to the responsible regional professional development review committee ("RPDRC") established pursuant to Section 25.850 of this Part.~~
- f) ~~An RPDRC shall respond, using a form supplied by the State Board of Education, within 60 days after receipt of an appeal as to whether a proposed plan is approved or disapproved.~~
 - 1) ~~If the RPDRC disagrees with the LPDC, the plan shall be approved.~~
 - 2) ~~If the RPDRC agrees with the LPDC, the plan shall be disapproved and the certificate holder shall submit a revised plan to the responsible LPDC.~~
 - 3) ~~The RPDRC shall notify both the certificate holder and the LPDC of its decision and the basis for it, using a form supplied by the State Board of Education.~~
- g) ~~Each certificate holder's plan for continuing professional development and all other documents relating to it shall be considered part of the individual's certification file and shall not be used in the employer's evaluation of the certificate holder. Each certificate holder's file shall be stored separately from other employee and/or personnel files and shall be maintained by the LPDC. Access to these documents shall be limited to the certificate holder and to those members of local and regional committees and other individuals who are~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.~~

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

Section 25.820 Review of Approved Plan (Repealed)

- a) ~~A certificate holder may submit proposed revisions to an approved plan to the responsible LPDC at any time.~~
- b) ~~A certificate holder shall submit his or her approved plan to the responsible LPDC for review if he or she changes teaching assignments or districts. The LPDC shall review the plan and may indicate any changes that are needed for continued approval. A change in assignment occurs whenever:
 - 1) ~~a certificate holder accepts employment in a different district;~~
 - 2) ~~a certificate holder is assigned to teach at a different attendance center;~~
 - 3) ~~a certificate holder is assigned to teach in a different subject area or in a grade that is more than three grade levels removed from his or her previous position or for which a different certificate is required; or~~
 - 4) ~~a certificate holder resumes teaching or otherwise elects to activate his or her certificate after a period during which the certificate has been maintained valid and exempt.~~~~
- e) ~~The provisions of Section 25.815 of this Part shall apply when continuing approval of a plan is sought after a change in assignment and when revisions to an approved plan are proposed.~~

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

Section 25.825 Progress Toward Completion (Repealed)

~~When a certificate holder has completed any of the activities set forth in his or her approved plan, he or she may transmit a copy of the required evidence of completion to the responsible LPDC under cover of a form supplied by the State Board of Education. This form shall enable~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~the certificate holder to identify all the purposes among those enumerated in Section 25.805(b) and (c) of this Part to which each completed activity applies and the number of semester hours, CEUs, or CPDUs claimed.~~

- a) ~~The LPDC shall review the evidence of completion in the context of the certificate holder's approved plan and shall notify the certificate holder within 45 days whether the credits claimed have been awarded.~~
- b) ~~Grounds for an LPDC's refusal to award credits as claimed shall be limited to the LPDC's determination that:~~
 - 1) ~~the activity in question does not relate to any of the individual's goals for improvement;~~
 - 2) ~~the activity does not relate to one or more of the purposes identified by the certificate holder;~~
 - 3) ~~the number of credits claimed by the certificate holder does not conform to the applicable provisions of Section 25.875 of this Part;~~
 - 4) ~~the activity was not conducted by an approved provider, if approval of the provider is required;~~
 - 5) ~~the activity claimed does not conform to the applicable definition set forth in Section 25.875 of this Part; or~~
 - 6) ~~the certificate holder has not presented the evidence of completion required pursuant to Section 25.875 of this Part.~~
- e) ~~If the LPDC determines that an activity qualifies for credit pursuant to this Subpart but does not relate to one or more purposes identified by the certificate holder, the LPDC shall use a form supplied by the State Board of Education to inform the holder of the purpose(s) to which the credit claimed has been attributed and the rationale for its determination.~~
- d) ~~The LPDC shall note its determination in the record maintained by the committee pursuant to Section 21-14(f) of the School Code [105 ILCS 5/21-14(f)].~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- e) ~~A disagreement between a certificate holder and the responsible LPDC regarding the awarding of credit for completed activities may be appealed to the responsible RPDRC.~~
- 1) ~~If the RPDRC disagrees with the LPDC's assignment of credit, the activity shall be credited as claimed by the certificate holder.~~
 - 2) ~~If the RPDRC agrees with the LPDC, the LPDC's decision regarding the awarding of credit shall stand (subject to the certificate holder's right of appeal as delineated in Sections 25.835 and 25.840 of this Part).~~
 - 3) ~~The RPDRC shall notify both the certificate holder and the LPDC of its decision within 45 days after receipt of an appeal, using a form supplied by the State Board of Education.~~
- f) ~~Awarding of credit shall not entitle the certificate holder to renewal of the certificate. Upon completion of the plan and application for renewal, as described in Section 25.830 of this Part, renewal of the holder's certificate shall be determined by the State Teacher Certification Board.~~
- g) ~~Credit earned for any activity that is completed (or for which the certificate holder receives evidence of completion) on or after March 1 of the final year of a certificate's validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question satisfies the requirements of the plan applicable to that period.~~

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

Section 25.830 Application for Renewal of Certificate(s)

No sooner than September 1 and no later than ~~April 1~~ March 1 of the final year of his or her certificate's period of validity and using a form or format supplied by the State Board of Education, each certificate-holder shall submit to the responsible LPDC, if any, on a form provided by the State Board of Education, a unified application for the renewal of his or her standard teaching certificate(s). (See Section 25.832 of this Part for additional provisions relating to master certificates.) Any individual for whom no responsible LPDC is in operation, including any individual who is not employed in the public schools at the time of application, shall submit the required materials to the regional superintendent of schools, accompanied by the fee required under Section 21-16(b) of the School Code. Access to these documents shall be

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

limited to the certificate-holder and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.

- a) The application shall identify by certificate number all the certificates the person holds, including any certificate that was issued after the beginning of the period covered by the plan and is therefore not yet due to expire.
 - 1) If the standard certificates that are due to expire are renewed, any more recently issued standard certificate shall be renewed at the same time, thereby establishing the same five-year period of validity for all the certificates held.
 - 2) When a master certificate is renewed, any standard certificate(s) held by the same individual shall be renewed at the same time.
 - 3) If the certificates that are due to expire are not renewed, the original period of validity of any more recently issued standard certificate shall continue to apply to that certificate only.

- b) The application shall provide a statement of assurance regarding summary of the professional development activities completed, including a list of the activities, the provider offering each, the number of credits earned for each, and the purpose or purposes to which each activity is attributed and the credit awarded or ~~claimed for them.~~ (Section 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)])

- c) ~~The application may transmit the required evidence of completion for any activities not yet reviewed and acknowledged by the LPDC that are needed for the certificate holder's satisfaction of the requirements of Sections 21-2 and 21-14 of the School Code.~~

- d) A certificate-holder who wishes to receive evidence of an ~~the~~ LPDC's receipt of his or her application shall include a receipt for the LPDC's use.

- d) e) Submission of this application form shall not entitle the certificate-holder to renewal of the certificate. Renewal of the holder's certificate shall be determined by the State Teacher Certification Board.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- e) ~~f)~~ A certificate-holder who does not apply by April 1 ~~March 1~~ may not be able to preserve his or her right of appeal regarding a recommendation for nonrenewal of his or her standard teaching certificate(s).

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

Section 25.832 Validity and Renewal of Master Certificates

- a) Each application for renewal of a master teaching certificate shall be subject to the provisions of Section 25.830 of this Part.
- b) An Illinois master certificate shall have a ten-year period of validity. When an individual receives an Illinois master certificate, any standard certificate(s) held by the same individual shall be renewed as of the date of issuance of the master certificate. Any such standard certificate shall automatically qualify for renewal at the end of its five-year period of validity, as long as the individual continues to hold the master certificate.
- c) When an Illinois certificate-holder successfully renews his or her National Board certification, he or she shall be entitled to renew his or her Illinois master certificate and any other certificate(s) held if the applicable requirements of this Subpart J have also been met. However, a holder of a master certificate may also use completion of the National Board's process for renewal of certification (as distinct from renewal of National Board certification) to fulfill 100% of the requirement for continuing professional development.
- d) The holder of an Illinois master certificate whose certification through the NBPTS is not renewed shall nevertheless be entitled to renew the master certificate when it expires, provided that the applicable requirements of this Subpart J have been met during the master certificate's period of validity.
- e) A holder of a standard teaching certificate endorsed for speech-language pathology who has also received a Certificate of Clinical Competence from the American Speech-Language Hearing Association shall be subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code [105 ILCS 5/21-2(d)], provided that his or her ~~certificate renewal plan is based upon an assignment that~~ requires the speech-language pathology endorsement. Each such individual shall be required to renew his or her standard teaching certificate at the

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

end of its original five-year period of validity and to pay the applicable registration fee but shall not be required to submit evidence of continuing professional development in order to qualify for renewal of the certificate at that time.

- 1) An individual who held both a standard teaching certificate endorsed for speech-language pathology and a Certificate of Clinical Competence on June 1, 2002, shall become subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code, beginning with the first year of the teaching certificate's validity. ~~No revision to the individual's approved certificate renewal plan shall be required to reflect the ten-year cycle. However, the~~ The individual shall supply a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, under cover of a letter calling the LPDC's or regional superintendent's attention to the applicability of the ten-year cycle.
- 2) An individual who holds a standard certificate and later receives a Certificate of Clinical Competence shall be subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code, beginning with the first year of the certificate's then-current period of validity. ~~No revision to an individual's approved certificate renewal plan shall be required to reflect the ten-year cycle. However, the~~ The individual shall supply a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, under cover of a letter calling the LPDC's or regional superintendent's attention to the applicability of the ten-year cycle.
- 3) An individual who holds a Certificate of Clinical Competence and later receives a standard teaching certificate shall ~~prepare a plan for certificate renewal that reflects the ten-year cycle set forth in Section 21-2(d) of the School Code and shall~~ submit a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, to support the applicability of the ten-year cycle.
- 4) All standard certificates held by an individual to whom this subsection (e) applies shall qualify for renewal along with the standard teaching certificate endorsed for speech-language pathology.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 5) At the conclusion of a ten-year renewal cycle, an individual who renews his or her standard teaching certificate shall be subject to another submit a new certificate renewal plan, which shall be based upon a ten-year cycle only if the individual submits to the responsible LPDC or regional superintendent, as applicable, a copy of a then-current Certificate of Clinical Competency.

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

Section 25.835 Review of and Recommendation Regarding Application for Renewal

- a) ~~An~~ The LPDC shall review each application it receives that conforms with the requirements of Section 25.830 of this Part and, within 30 days after receiving it, ~~use a form supplied by the State Board of Education to provide 30 days' written notification to the certificate holder of the recommendation it will~~ shall forward the application to the regional superintendent of schools accompanied by the LPDC's recommendation regarding certificate renewal, provided on a form supplied by the State Board of Education. ~~Such notification shall include a copy of the summary form referred to in Section 25.830(b) of this Part, signed by the chair of the LPDC and indicating whether the quantity and distribution of credit displayed thereon demonstrate that the certificate holder has met the requirements of his or her approved plan.~~
- b) If the recommendation ~~is~~ will be for nonrenewal of the affected certificate(s), ~~such notification to this effect shall be provided concurrently to the certificate holder, including~~ include a return receipt and an explanation of the LPDC's rationale for recommending nonrenewal.
- b) ~~At any time before the recommendation is to be forwarded to the regional superintendent, the certificate holder may submit a written request to appear before the committee or a written request that the LPDC reconsider its intention to forward an unfavorable recommendation.~~
- e) If requested to do so, the LPDC shall:
- 1) ~~permit the certificate holder to appear before it to justify his or her contention that the certificate(s) held should be renewed; or~~
 - 2) ~~reconsider its recommendation.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- d) ~~The committee shall forward a recommendation to the regional superintendent, on a form provided by the State Board of Education, no later than 30 days after receipt of the certificate holder's request pursuant to subsection (b) of this Section. The committee shall provide concurrent notification to the certificate-holder that:~~
- ~~1) states the recommendation and the rationale for it;~~
 - ~~2) indicates the date on which the recommendation was forwarded to the regional superintendent; and~~
 - ~~3) includes a return receipt if the recommendation is for nonrenewal.~~
- c) e) Upon receipt of notification by the LPDC that a recommendation has been forwarded to the regional superintendent, the certificate-holder shall pay to the regional superintendent the fee required pursuant to Section 21-16(b) of the School Code [105 ILCS 5/21-16(b)].
- d) f) The certificate-holder may appeal to the responsible RPDRC for consideration of his or her application for renewal if the LPDC does not respond within the time allowed under subsection (a) ~~any of the timelines set forth in subsections (a) and (d)~~ of this Section.
- e) g) Within 14 days after receiving notice that a recommendation for nonrenewal has been forwarded by an LPDC, the certificate-holder may appeal the recommendation to the RPDRC. Such an appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and shall include: ~~may include any supporting documentation the certificate-holder deems relevant.~~
- 1) the required evidence of completion for the activities upon which the appeal is based; and
 - 2) any other relevant documents.
- h) ~~Within seven business days after receipt of such an appeal, the RPDRC shall request the LPDC's record of review. The LPDC's record shall be forwarded to the RPDRC within seven business days and shall include:~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) ~~the individual's approved plan for continuing professional development and any amendments that have been made thereto;~~
 - 2) ~~any evidence of completion for activities submitted by the certificate-holder that has been maintained by the LPDC, and the summary form that shows how credits were awarded; and~~
 - 3) ~~copies of any determinations made by the LPDC not to award credit as claimed by the certificate holder and any evidence that supports such determinations.~~
- f) i) Within 45 days after receiving such an appeal, the RPDC shall make a recommendation to the regional superintendent in keeping with the requirements of Section 21-14(g)(2) of the School Code [105 ILCS 5/21-14(g)(2)]. The RPDC shall use a form provided by the State Board of Education for this purpose and shall include the rationale for its recommendation. To assist it in arriving at its recommendation, the RPDC may require the submission of additional information or may request that the certificate-holder appear before it. The RPDC shall also forward to the regional superintendent the material received from the certificate-holder under subsection (e) of this Section LPDC's record of review, as well as any supporting documentation supplied by the certificate holder.
- g) j) Within 14 days after receiving the last recommendation required under subsections (a) through (f) (i) of this Section, the regional superintendent shall forward his or her recommendation to the State Teacher Certification Board along with the information required pursuant to Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)]. Forms supplied by the State Board of Education shall be used for this purpose. A copy of any the recommendation for nonrenewal shall be sent to the certificate-holder concurrently. If the recommendation is not to renew the certificate(s) held, or if the application indicates the individual is or may be out of compliance with Section 10-65 of the Illinois Administrative Procedure Act [5 ILCS 100/10-65] with regard to child support payments, the certificate-holder's copy shall be sent by certified mail, return receipt requested; and the regional superintendent shall return the registration fee therewith.
- 1) The regional superintendent shall forward to the Secretary of the State Teacher Certification Board a list that identifies each certificate-holder

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

with respect to whom the regional superintendent is concurring with an LPDC's recommendation for certificate renewal or is recommending renewal without the involvement of any LPDC. This list shall be prepared on a form supplied by the State Board of Education.

2) If the regional superintendent is recommending certificate renewal despite a local or regional committee's recommendation for nonrenewal, the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:

A) the material received from the certificate-holder under subsection (e) of this Section ~~LPDC's record of review~~;

B) the RPDRC's recommendation and any additional ~~the~~ material received by the RPDRC pursuant to ~~called for in~~ subsection (f) ~~(i)~~ of this Section, ~~if any~~; and

C) the regional superintendent's rationale for recommending renewal.

3) If the regional superintendent is recommending nonrenewal (regardless of local and/or regional recommendations) the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:

A) the LPDC's recommendation, if any ~~record of review~~;

B) the RPDRC's recommendation, ~~and~~ the material called for in subsection (e) ~~(i)~~ of this Section, and the material received pursuant to subsection (f) of this Section, if any; and

C) the regional superintendent's rationale for recommending nonrenewal.

h) ~~h)~~ Within 14 days after receipt of notice that the regional superintendent has recommended nonrenewal of his or her certificate(s), the certificate-holder may appeal that recommendation to the State Teacher Certification Board, using a form provided by the State Board of Education.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1) The appeal must state the reasons why the recommendation of the regional superintendent should be reversed and must 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 following receipt of the nonrenewal notice 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 activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable, ~~set forth in his or her approved certificate renewal plan;~~

B) any other relevant documents.

i) ~~h)~~ Grounds for a recommendation that a certificate not be renewed shall be limited to

the certificate-holder's failure to satisfactorily complete ~~the~~ activities sufficient to meet the requirements of ~~set forth in an approved certificate renewal plan, i.e., to accumulate sufficient units of credit for activities distributed as required among the purposes enumerated in~~ Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable.

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

Section 25.840 Action by State Teacher Certification Board; Appeals

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- a) The State Teacher Certification Board shall review each recommendation regarding the renewal of a certificate within the time allotted by Section 21-14(h) of the School Code [105 ILCS 5/21-14(h)] and verify that the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)], subject to the certificate-holder's right of appeal as specified in that Section.
- b) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent's recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.
 - 1) 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.
 - 2) *The State Teacher Certification Board may request that the certificate-holder appear before it.* (Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]) The certificate-holder shall be given at least ten days' notice of the date, time, and place of the hearing.
 - 3) In verifying whether the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code, *the State Teacher Certification Board shall review:*
 - A) *the recommendation of the regional superintendent of schools;*
 - B) *the Regional Professional Development Review Committee's recommendation, if any;*
 - C) *the Local Professional Development Committee's recommendation, if any; and*
 - D) *all relevant documentation.*
- c) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal as set forth in Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]. If the decision is not to renew the

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

individual's certificate(s), the notification shall state the reason(s) for that decision.

- 1) An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may apply for a reinstated certificate valid for one year.
- 2) After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable standard certificate only if he or she has:
 - A) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and
 - B) earned five additional semester hours of credit in a recognized institution of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties.
- 3) ~~In order to comply with the requirement set forth in subsection (e)(2)(A) of this Section, an individual may either complete the plan that was previously in place or submit proposed revisions to the responsible LPDC in order to align the balance of the activities with his or her current teaching assignment.~~
- d) The State Teacher Certification Board shall not renew any certificate if the holder has been found to be more than 30 days delinquent in payment of child support or has failed to comply with a subpoena or warrant relating to a paternity or child support proceeding. Any disciplinary action taken against a certificate-holder for failure to make the certification required by Section 10-65 of the Illinois Administrative Procedure Act [5 ILCS 100/10-65] shall be in accordance with that Section and the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 25.845 Responsibilities of School Districts

As used in this Section, the term “school district” shall be understood to include charter schools, cooperatives, and joint agreements.

- a) Each school district shall designate an employee who will have the responsibility for making all forms required pursuant to this Subpart J available to certificate-holders, members of local professional development committees, and others who need to use them.
- b) Each school district, in conjunction with its exclusive representative, if any, shall determine the number and type(s) of any LPDCs that will be ~~to~~ be established at the local level.
 - 1) ~~The number of committees that will operate in a district shall be sufficient to comply with the requirements of Section 21-14(f) of the School Code [105 ILCS 5/21-14(f)] regarding the maximum number of plans for which each committee is to be responsible and to permit the committees to accomplish the functions assigned to them in accordance with the timelines set forth in this Subpart J. The maximum number of plans established in Section 21-14(f) of the School Code shall be observed inclusive of the number of initial certificate holders who notify an LPDC that they have chosen accumulation of continuing professional development units as the requirement they will meet for standard certification under Section 21-2(c)(2) of the School Code [105 ILCS 5/21-2(c)(2)].~~
 - 2) ~~Distribution of responsibility among LPDCs may be according to building, grade level, type of certificate, subject matter area, or any other factor that seems appropriate.~~
- c) ~~Each school district shall name the administrator and at-large member who will serve on each LPDC. A district superintendent or other chief administrator may identify a designee to represent him or her on an LPDC.~~
- d) Each school district shall publicize to certificate-holders:
 - 1) the number and respective areas of responsibility of the district’s LPDCs, if any;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) the name of each committee's chairperson; and
 - 3) the method by which individuals may contact the LPDCs and the address to which materials shall be submitted.
- e) ~~Each school district shall convene the first meeting of one LPDC.~~
- d) f) Each school district shall file with the regional superintendent, on a form supplied by the State Board of Education, a list of its LPDCs, indicating for each LPDC the area(s) of responsibility, the chairperson's name, and the other members' names. Revisions to these lists shall be submitted as changes occur. Each district shall notify the regional superintendent whenever there is a change in this information.
- g) ~~Each school district without an exclusive representative shall make available an opportunity for those classroom teachers who are employed in the district and who are subject to the requirements of this Subpart J to select an adequate number of classroom teachers to serve on the district's LPDCs. For purposes of this Subpart J, "classroom teachers" includes all individuals who are subject to the requirements of this Subpart J.~~
- h) ~~Each school district shall arrange for secure storage of the files required pursuant to this Subpart J.~~

(Source: Amended at __ Ill. Reg. _____ effective _____)

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(c) 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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~certificate-holder participates in recommending renewal or nonrenewal of his or her own certificate or that 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 __ Ill. Reg. _____ effective _____)

Section 25.850 General Responsibilities of Regional Superintendents

- 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.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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).~~
 - 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 RPDRC 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(g) ~~25.835(f)~~ of this Part as applicable in each case.
- f) ~~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

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

materials called for in subsection (f) of this Section, calling the Secretary's attention to the potential noncompliance.

- g) ~~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.
- h) ~~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 __ Ill. Reg. _____, effective _____)

Section 25.855 Approval of Illinois Providers

Illinois-based entities that offer professional development activities, such as training organizations, institutions, school districts, regional offices of education, firms, teacher unions and professional associations, and universities and colleges, may apply to the State Board of Education and the State Teacher Certification Board for approval to issue CEUs or CPDUs for conferences, workshops, institutes, seminars, symposia, or other similar training events whose goal is the improvement of teaching skills and knowledge. A certificate-holder may not receive credit for CEUs or CPDUs with respect to activities offered by Illinois-based entities that are not so approved, unless Section 25.872 of this Part applies.

- a) Except as provided in subsection (b) of this Section, each provider wishing to receive such approval shall submit an application on a form supplied by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall include:
 - 1) a description of the intended offerings in terms of relevant standards to be addressed;
 - 2) the qualifications and experience the provider will require of presenters to be assigned in each area;
 - 3) an indication as to whether the application is for approval to issue CEUs or CPDUs and, if approval is sought for both, identification of the activities that will generate each form of credit; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) assurances that the requirements of subsection (c) of this Section and the requirements of Section 25.870 of this Part will be met.
- b) An organization that has affiliates based in Illinois may apply for approval on their behalf.
- 1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) of this Section with respect to each one.
 - 2) The applicant organization's provision of the assurances required pursuant to subsection (a)(4) of this Section shall be understood to apply to each affiliate for which approval is sought.
 - 3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be added to or removed from the list of approved providers or that the areas of training should be changed for one or more of the affiliates. For affiliates to be added, the applicant organization shall supply the information required pursuant to subsection (a) of this Section.
 - 4) The approval status of the applicant organization shall be contingent upon its affiliates' compliance with the applicable requirements of this Subpart J.
- c) Each provider approved to issue CEUs or CPDUs shall:
- 1) submit written notice to the State Board of Education no later than 30 days prior to the initial date of each of its training activities, including the title, description, target audience, instructional method, and intended learning outcomes of the activity, along with a sample of the syllabus, program, or outline for it;
 - 2) verify attendance at its training activities, provide to participants the standard forms referred to in Section 25.865 of this Part, and require completion of the evaluation portion of these forms;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) maintain participants' evaluation forms for a period of not less than three years and make them available for review upon request by staff of the State Board of Education;
 - 4) maintain attendance records for each event or activity it conducts or sponsors for a period of not less than five years; and
 - 5) include in each announcement regarding an event or activity whether CEUs or CPDUs will be available.
- d) Applicants may be asked to clarify particular aspects of their materials.
- e) The State Superintendent of Education, on behalf of the State Board of Education and the State Teacher Certification Board, shall respond to each application for approval no later than 30 days after receiving it.
- f) A provider shall be approved to issue CEUs for a given type of activity only if the provider's application provides evidence that:
- 1) the activities will be developed and presented by persons with education and experience in the applicable subject matter area(s);
 - 2) the activities will include an activity such as discussion, critique, or application of what has been presented, observed, learned, or demonstrated; and
 - 3) there is an apparent correlation between the proposed content of the training activities, the relevant standards set forth in Subpart B of this Part, and one or more of the purposes the recipients are required to address in their continuing professional development ~~plans~~ pursuant to Section 21-14(e)(2) of the School Code.
- g) A provider shall be approved to issue CPDUs for a given type of activity only if the provider's application provides evidence that:
- 1) the activities and events it sponsors or conducts will be developed and presented by persons with education and experience in the applicable subject matter area(s); and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) there is an apparent correlation between the proposed content of the training activities, the relevant standards set forth in Subpart B of this Part, and one or more of the purposes the recipients are required to address in their continuing professional development plans pursuant to Section 21-14(e)(2) of the School Code.
- h) The State Board of Education shall maintain and publicize the list of all approved providers. The list shall indicate any limitations on the type(s) of activities for which an entity has received approval.
- i) Approval of a provider shall be valid for three years. To request renewal of such approval, a provider shall, no later than March 1 of the year of expiration, submit an application on a form supplied by the State Board of Education and containing:
 - 1) a description of any significant changes in the material submitted as part of its approved application; or
 - 2) a certification that no such changes have occurred.
- j) A provider's approval shall be renewed if the application conforms to the requirements of subsection (i) of this Section, provided that the Boards have received no evidence of noncompliance with the requirements of this Subpart J.
- k) The State Board of Education may evaluate any approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of training events, which the State Board may, at its discretion, monitor at any time.
 - 1) In the event ~~that such~~ an evaluation indicates that applicable standards have not been met, the State Board of Education and the State Teacher Certification Board may jointly withdraw approval for one or more types of activities or of the provider.
 - 2) Staff of the State Board of Education shall periodically report to the State Teacher Certification Board on the providers reviewed and any changes in their approval status.
 - 3) Pursuant to Section 21-14((e)(3)(H) of the School Code [105 ILCS 5/21-14(e)(3)(H)], a teacher may not receive credit for any activity that is

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

designed for entertainment, promotional, or commercial purposes or that is solely inspirational or motivational, and the State Board and the State Teacher Certification Board may jointly disapprove any activity found to be of this nature.

- A) When an activity is disapproved under this subsection (k)(3), the provider may continue to offer the activity but shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each such notice or advertisement that the activity generates no credit applicable to certificate renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.
- B) Individuals who have completed an activity that is later disapproved under this subsection (k)(3) shall not be penalized with respect to continuing professional development credit accrued for that activity.

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

Section 25.860 Out-of-State Providers

The requirements for approval of providers not based in Illinois shall be as set forth in this Section unless Section 25.872 of this Part applies.

- a) Entities not based in Illinois that offer professional development activities for which the target audience is groups of Illinois teachers shall be subject to the requirements of Section 25.855 of this Part. A certificate-holder may not receive credit with respect to activities offered by such an entity unless it has been approved pursuant to that Section.
- b) When an entity not based in Illinois conducts an activity outside Illinois, a certificate-holder may receive CPDUs with respect to that activity, provided that:
- 1) the certificate-holder documents his or her participation by maintaining on file submits to the LPDC:
- A) the program, agenda, or other announcement of the event; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- B) a completion form supplied by the provider to indicate the certificate-holder's attendance at the event or, if no such form was supplied, a signed statement by the certificate-holder to that effect; and
- 2) if the certificate-holder's records are audited pursuant to Section 21-14(e)(4) of the School Code, the LPDC determines that the program, agenda, or other announcement of the event is found to demonstrate demonstrates that:
 - A) there is an apparent correlation between the content of the training received and one or more of the purposes the recipient must address ~~has addressed~~ in his or her continuing professional development ~~plan~~; and
 - B) the activities were conducted or presented by persons with education and experience in the applicable subject matter area(s).
- c) When an entity not based in Illinois conducts an activity outside Illinois, a certificate-holder may receive CEUs with respect to that activity, provided that:
 - 1) the requirements of subsection (b) of this Section are met; and
 - 2) ~~the LPDC determines that~~ each activity for which CEUs are claimed included an activity such as discussion, critique, or application of what was presented, observed, learned, or demonstrated.
- d) When a national or regional activity (e.g., the annual conference of the National Council of Teachers of Mathematics) happens to be held in Illinois, that activity shall not be treated as one for which the target audience is groups of Illinois teachers. That is, provider approval shall not be required and credit shall be available as described in subsections (b) and (c) of this Section.

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

Section 25.865 Awarding of Credit for Activities with Providers

The State Teacher Certification Board and the State Board of Education shall develop the requirements for a standard form that shall be used by approved providers. These forms shall

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

serve two purposes: evaluation of the activity by the certificate-holder and evidence of completion for the certificate-holder with respect to the activity. The State Board of Education shall make available information about the required format and contents of this form so that providers may generate them for their own use, other than providers who are subject to the requirements of Section 25.872 of this Part.

- a) This form shall be provided to each participant who completes the activity, who shall maintain it ~~present it to the LPDC~~ as evidence of completion (see Section 25.875(k) of this Part).
 - 1) In the case of a conference, workshop, or other event having more than one session, each session shall be considered an “activity” for purposes of this Subpart J.
 - 2) In the case of a conference, workshop, or other event having more than one session, the certificate-holder shall indicate by marking on the program or agenda which sessions he or she attended.
- b) The provider shall complete the standard form to indicate the title, time, date, location, and nature of the event.
- c) The provider shall indicate the number of CEUs issued, if applicable.
- d) ~~Local professional development committees shall credit CEUs in the amount issued by the approved provider.~~
- e) ~~The Local professional development committees shall examine completion forms to determine the number of CPDUs to be credited shall be;~~ in keeping with the provisions of Section 25.875(k) of this Part. Time spent on multiple topics at the same event may be combined to generate CPDUs.
- e) ~~ƒ~~ If the certificate-holder’s records are audited pursuant to Section 21-14(e)(4) of the School Code, With respect to activities held in Illinois, LPDCs shall credit CEUs or CPDUs claimed shall be affirmed only when the standard form is presented.

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

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Section 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development

The requirements of this Section shall apply to the approval of providers and the awarding of credit for activities that are electronically delivered, such as electronically mediated study groups, seminars, and conferences, interactive CD-ROMs, and on-line professional development curricula. The provisions of Sections 25.855, 25.860, 25.865, and 25.870 of this Part shall apply to such activities only to the extent set forth in this Section.

- a) A certificate-holder may accrue professional development credit for an activity under this Section if the provider of the activity is approved for the applicable subject area pursuant to subsections (b) through (f) of this Section. Alternatively, a certificate-holder may accrue credit for an activity without an approved provider by meeting the requirements of subsection (h) of this Section.
- b) Each provider wishing to receive approval under this Section shall submit an application using a format prescribed by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall describe:
 - 1) the intended offerings in terms of relevant standards to be addressed;
 - 2) the qualifications and experience the provider will require of the presenters, moderators, and facilitators to be assigned in each area;
 - 3) the means by which individuals' participation and participants' identities will be verified, consistent with subsection (e)(4) of this Section;
 - 4) the assistance that the provider will furnish to participants to foster their understanding of the material covered in the activity and their ability to complete the activity's requirements successfully;
 - 5) the documentation that the provider will furnish to each individual who completes a continuing professional development activity; and
 - 6) whether the provider intends for CEUs or CPDUs to be available to participants.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) Each application shall provide assurances that the following requirements will be met.
 - 1) The provider shall submit written notice to the State Board of Education no later than 30 days prior to the initial date of each of its training activities, including the title, description, target audience, instructional method, and intended learning outcomes of the activity, along with a sample of the syllabus, program, or outline for it.
 - 2) The provider shall verify individuals' participation in its training activities, provide documentation indicating whether those who participated in a particular activity have completed it, and require participants to complete evaluations of the activities that will gather at least such information as specified by the State Board of Education. The provider shall issue CEUs, if applicable, based upon the average or expected time required to complete a given activity and in accordance with Section 25.870 of this Part. For activities generating CPDUs, the evidence of completion provided to participants shall indicate the average or expected time required so that ~~LPDCs may award~~ one CPDU per hour of participation may be documented.
 - 3) The provider shall maintain participants' evaluations for a period of not less than three years and make them available for review upon request by staff of the State Board of Education.
 - 4) The provider shall maintain records of participation and completion for each activity it conducts or sponsors for a period of not less than five years.
- d) Applicants may be asked to clarify particular aspects of their materials.
- e) A provider shall be approved under this Section only if all of the following conditions are met.
 - 1) There is an apparent correlation between the content of the training activities, the standards applicable to their intended participants, and one or more of the purposes the participants are required to address in their continuing professional development ~~plans~~ pursuant to Section 21-14(e)(2) of the School Code.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) The activities will be developed and presented by persons with education and experience in the applicable subject area(s).
- 3) The provider makes available to participants a mentor or facilitator who is qualified by education and experience to serve as a presenter of the activity.
- 4) Participation in or completion of any portion of the activity that is not designed to be attended in person is verified by some other means. That is, each individual's participation yields either a product (e.g., a lesson plan, a tape of teaching performance, a completed test) or a record of interaction with a representative of the provider or with other participants (e.g., a discussion board). These products and records are available for evaluation by the provider, and each participant's receipt of the evidence of completion for the activity is contingent upon their presentation to the provider along with a brief written statement in which the certificate-holder discusses the skills and/or knowledge acquired and indicates, where applicable, how the skills or knowledge will be applied in the context of his or her teaching. Alternatively, if the certificate-holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case.
- 5) Each participant who completes the activity receives verification from the provider to that effect.
- f) The State Superintendent of Education, on behalf of the State Board of Education and the State Teacher Certification Board, shall respond to each application for approval no later than 30 days after receiving it.
- g) A certificate-holder may receive continuing professional development credit for an activity conducted by a provider approved under this Section ~~by submitting to the responsible LPDC the evidence of completion furnished by the provider,~~ to the extent that the activity is relevant to one of the purposes applicable to the certificate-holder.
- h) A certificate-holder may receive continuing professional development credit for an activity not conducted by a provider approved under this Section (to the extent

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

that the activity is relevant to one of the purposes applicable to the certificate-holder) by meeting the requirements of this subsection (h).

- 1) The certificate-holder shall maintain ~~provide to the responsible LPDC~~ a syllabus, program, or summary prepared by the provider or a summary written by the certificate-holder.
- 2) The certificate-holder shall maintain ~~provide to the LPDC~~ any documents or other products developed during the activity and any verification of completion supplied by the provider.
- 3) The certificate-holder shall maintain ~~provide to the LPDC~~ a brief written statement meeting the requirements of subsection (e)(4) of this Section.
- 4) The certificate-holder shall maintain ~~provide to the LPDC~~ a statement issued by the provider indicating the average or expected amount of time required for completion of the activity, which shall serve as the basis for credit ~~LPDC shall credit~~ in the form of CPDUs at a rate of one per hour of direct participation or CEUs in accordance with Section 25.870(a) of this Part, as applicable.

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

Section 25.875 Continuing Professional Development Units (CPDUs)

The number of CPDUs to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section. ~~In addition to the specific requirements described in the various subsections of this Section, the evidence of completion required for each of the activities listed shall include a brief written statement prepared by the certificate holder which summarizes the activity or experience, discusses the skills and/or knowledge acquired, and indicates, where applicable, how the skills or knowledge will be applied in the context of the participant's teaching. Alternatively, if the certificate holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case.~~

- a) *Participation on collaborative planning and professional improvement teams and committees* [105 ILCS 5/21-14(e)(3)(E)(i)]

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.
 - 2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
 - 3) Evidence of Completion: Written description of the purpose and intended product of the team or committee; a record of the team's meetings demonstrating the member's attendance; and the plan, activity description, or other product that results from the group's work.
- b) *Peer review and coaching* [105 ILCS 5/21-14(e)(3)(E)(ii)]
- 1) Definitions
 - A) Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher's performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.
 - B) Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the participants observe each other's teaching and discuss the observations made.
 - 2) Credit: For peer review, nine CPDUs shall be credited per semester in which there are three to five observations; 11 CPDUs shall be credited per semester in which there are six or more observations. For peer coaching, five CPDUs shall be credited per semester in which there are three to five

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

observations; eight CPDUs shall be credited per semester in which there are six or more observations.

- 3) Evidence of Completion
 - A) For peer review: The school's, district's, or exclusive representative's written program description or policy; a record of the certificate-holder's assignment and observation schedule; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.
 - B) For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

c) *Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code [105 ILCS 5/24A-5] [105 ILCS 5/21-14(e)(3)(E)(iii)]*

- 1) Definitions
 - A) For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.
 - B) For a consulting teacher: Participation in the remediation process, involving assistance in the development of a remediation plan, provision of advice to the teacher under remediation; and
 - i) meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- ii) meetings of the same length with an administrator or other personnel to discuss the remediating teacher's progress or classroom observation; or
 - iii) classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.
 - C) For a recipient or remediating teacher: A formally established sequence of sessions lasting no less than one quarter of a school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting teacher after each such teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher's future work.
- 2) Credit
- A) For a mentor or for a recipient or remediating teacher: Nine CPDUs shall be credited for a semester in which there are three to five observations; 11 CPDUs shall be credited for a semester in which there are six or more observations.
 - B) For a consulting teacher: Six CPDUs shall be credited for a semester in which there are three to five meetings; eight CPDUs shall be credited for a semester in which there are six or more meetings; nine CPDUs shall be credited for a semester in which there are three to five meetings and one or more observations; 11 CPDUs shall be credited for a semester in which there are six or more meetings and one or more observations.
- 3) Evidence of Completion
- A) For a mentor or for a recipient or remediating teacher: The school's, district's, or institution's written description of its

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

mentoring program or remediation process, including the required number and length of cycles of interaction; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

- B) For a consulting teacher: The district's written description of its remediation process; a record of assignment as a consulting teacher; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.

- d) *Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans* [105 ILCS 5/21-14(e)(3)(E)(iv)]

- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.
- 2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.
- 3) Evidence of Completion: A written description of the purpose and intended product of the team or committee; a record of the team's meetings; and a copy of the product or recommendation developed by the team or committee.

- e) *Coordinating community resources in schools, if the project is a specific goal of the school improvement plan* [105 ILCS 5/21-14(e)(3)(E)(v)]

- 1) Definition: Working with representatives of community agencies to structure or facilitate their interaction with the school's or district's staff or students for the purpose of meeting one or more needs identified in the school improvement plan; must include more than the class(es) directly taught by the certificate-holder.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Credit: Four CPDUs shall be credited per semester of service, or two CPDUs per quarter.
 - 3) Evidence of Completion: The excerpt from the school improvement plan highlighting the need(s) being met; a written statement prepared by the certificate-holder indicating the purpose or desired outcome of the external entities' involvement; and a statement signed by the district administrator or designee responsible for corroborating the individual's assignment to or performance of this function.
- f) *Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan [105 ILCS 5/21-14(e)(3)(E)(vi)]*
- 1) Definitions
 - A) Arranging for or coordinating presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan.
 - B) Delivering presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the certificate-holder's assignment).
 - 2) Credit: For facilitating a program, four CPDUs shall be credited per semester, or two per quarter. For making presentations, eight CPDUs shall be credited per semester, or four per quarter.
 - 3) Evidence of Completion

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- A) For coordinating: The sponsoring entity's written description of the parent education program and a statement signed by the administrator or designee responsible for corroborating the individual's assignment as facilitator or coordinator or indicating that he or she performed these duties.
 - B) For making presentations: The written program description indicating that the certificate-holder served as a presenter in the program.
- g) *Participating in business, school, or community partnerships directly related to student achievement or school improvement plans* [105 ILCS 5/21-14(e)(3)(E)(vii)]
- 1) Definition: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.
 - 2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
 - 3) Evidence of Completion: A written description of the partnership that states its goals, identifies the need(s) it is designed to meet, and describes the activities conducted by the certificate-holder; and a copy of the relevant portion of the school improvement plan that includes the specific need(s) identified.
- h) *Supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years* [105 ILCS 5/21-14(e)(3)(E)(viii)]
- 1) Definitions
 - A) Service (as determined by the teacher preparation institution in conformance with Section 25.620 of this Part) as a supervising teacher for a student teacher or a teaching candidate in clinical

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

supervision who is enrolled in an approved teacher preparation program.

- B) Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates who are enrolled in an approved teacher preparation program.
- 2) Credit: Thirty CPDUs shall be credited for supervising a student teacher or a teaching candidate in clinical supervision; 12 CPDUs shall be credited for supervising one or more candidates in pre-student-teaching clinical experience. Each of these types of supervision may be counted once during the course of five years.
 - 3) Evidence of Completion: The written agreement between the school district and teacher preparation institution naming the certificate-holder as a supervising teacher for candidates of that institution; and, for supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved.
- i) *Completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the certificate area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois professional teaching standards or Illinois content-area standards and supports the essential characteristics of quality professional development [105 ILCS 5/21-14(e)(3)(F)(i)]*
 - 1) Fifteen CPDUs shall be credited for each semester hour of successfully completed college or university coursework that is related to an individual's certificate(s) and addresses the standards set forth in Subpart B of this Part relative to the certificate-holder's field(s) of teaching or assignment.
 - 2) Evidence of Completion: A grade report or official transcript issued by the institution indicating that the certificate-holder has passed the course.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- j) *Teaching college or university courses in areas relevant to the certificate area being renewed, provided that the teaching may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(F)(ii)]*
- 1) Definition: Teaching a college-level course in a field that is related to an individual's certificate(s) and results in the granting of college credit to those enrolled.
 - 2) Credit: Twenty CPDUs shall be awarded for teaching a college course. A course shall be considered "the same" if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the certificate-holder wishing to claim CPDUs for both shall be required to demonstrate how the two differ.
 - 3) Evidence of Completion: A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the certificate-holder as the teacher of a particular course.
- k) *Completing non-university credit directly related to student achievement, school improvement plans, or State priorities [105 ILCS 5/21-14(e)(3)(G)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-14(e)(3)(G)(ii)]*
- 1) Definitions
 - A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses educational concerns.
 - B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Credit: One CPDU shall be credited for each hour of a certificate-holder's attendance or participation. Eight CPDUs shall be credited for an individual's first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.
- 3) Evidence of Completion
 - A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part, ~~including a statement regarding how the certificate-holder will use what he or she learned in the context of his or her teaching~~; the program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each.
 - B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as presenter in a topic area relevant to his or her certification or teaching assignment.
- l) *Training as external reviewers for quality assurance* [105 ILCS 5/21-14(e)(3)(G)(iii)]
 - 1) Definition: Participation in a complete training sequence regarding the quality assurance process used by the State Board of Education pursuant to the Board's rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).
 - 2) Credit: Ten CPDUs shall be credited for the first instance of an individual's participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a certificate's validity.
 - 3) Evidence of Completion: A certificate issued by the State Board.
- m) *Training as reviewers of university teacher preparation programs* [105 ILCS 5/21-14(e)(3)(G)(iv)]

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) Definition: Participation in a complete training sequence regarding the process used by the State Board of Education in approving teacher preparation programs or accrediting teacher preparation institutions pursuant to Subpart C of this Part.
 - 2) Credit: Ten CPDUs shall be credited for the first instance of an individual's participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a certificate's validity.
 - 3) Evidence of Completion: A certificate issued by the State Board.
- n) *Participating in action research and inquiry projects* [105 ILCS 5/21-14(e)(3)(H)(i)]
- 1) Definition: Conducting a teacher-developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.
 - 2) Credit: Eight CPDUs per semester shall be credited for a project involving the certificate-holder's own class(es); 11 CPDUs per semester shall be credited for a project involving or affecting classes other than or in addition to the certificate-holder's own class(es).
 - 3) Evidence of Completion: The written protocol and a written summary of the inquiry and its results that describes what the certificate-holder has learned and identifies the implications of the experience for the individual's future teaching.
- o) *Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to certificate renewal* [105 ILCS 5/21-14(e)(3)(H)(ii)]
- 1) Definition: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the certificate-holder's area(s) of certification.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Credit: Five CPDUs shall be credited per semester, or 2.5 CPDUs per quarter.
 - 3) Evidence of Completion: A description of the observations prepared by the certificate-holder, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned, and how the information will be used in the individual's future teaching.
- p) *Traveling related to one's teaching assignment, directly related to student achievement or school improvement plans and approved by the responsible LPDC, if any, or, if no LPDC is responsible, by the regional superintendent or his or her designee at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur [105 ILCS 5/21-14(e)(3)(H)(iii)]*
- 1) Definition: Travel lasting no less than three consecutive, full days, ~~that which the LPDC has been~~ approved based on a plan submitted by the certificate-holder. The plan shall ~~relate the travel to one or more of the individual's improvement goals,~~ identify the activities or aspects of the travel that will contribute to his or her professional development; and describe what is to be accomplished through the travel experience. (Approval by the LPDC or the regional superintendent, as applicable, shall be understood to mean that CPDUs will be awarded if the planned travel is completed upon submission of the required evidence of completion.)
 - 2) Credit: Twelve CPDUs shall be awarded per year in which the certificate-holder engages in an episode of qualifying travel, except that 15 CPDUs shall be awarded per year in which a certificate-holder who is a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. If a certificate-holder engages in additional episodes of qualifying travel in a year in which he or she has been awarded the maximum number of CPDUs per year for qualifying travel, he or she may carry over and claim such travel in a subsequent year, provided that the certificate-holder may not exceed the maximum number of CPDUs allowable per year for qualifying travel.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) Evidence of Completion: The travel itinerary and a written journal prepared by the certificate-holder that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching.
- q) *Participating in study groups related to student achievement or school improvement plans* [105 ILCS 5/21-14(e)(3)(H)(iv)]
- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.
 - 2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
 - 3) Evidence of Completion: A written statement of purpose for the group; a list of the group's members; and summaries of the meetings showing attendance by the certificate-holder.
- r) *Serving on a statewide education-related committee, including but not limited to the State Teacher Certification Board, State Board of Education Strategic Agenda Teams, or the State Advisory Council on Education of Children with Disabilities* 105 ILCS 5/21-14(e)(3)(H)(v)]
- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of any such body.
 - 2) Credit: Fifteen CPDUs shall be credited per year of qualifying service, or 7.5 CPDUs per semester.
 - 3) Evidence of Completion: Minutes of the group demonstrating the individual's attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient.
- s) *Participating in work/learn programs or internships*

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

[105 ILCS 5/21-14(e)(3)(H)(vi)]

- 1) Definition: Participation in a structured program that pairs the certificate-holder with an employer or other entity under whose auspices the certificate-holder can acquire knowledge or skills for use in his or her future teaching or position.
 - 2) Credit: Five CPDUs per semester shall be credited for one through ten contact hours (or 2.5 CPDUs per quarter for five or fewer contact hours); eight CPDUs per semester shall be credited for 11 through 20 contact hours (or four CPDUs per quarter for 5.5 through ten contact hours); and 11 CPDUs per semester shall be credited for 21 or more contact hours (or 5.5 CPDUs per quarter for more than ten contact hours).
 - 3) Evidence of Completion: A signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the certificate-holder's direct contact with other individuals from whose knowledge or experience he or she was to benefit.
- t) *Developing a portfolio of student and teacher work* [105 ILCS 5/21-14(e)(3)(H)(vii)]
- 1) Definition: Preparation of at least five portfolio "artifacts" or "entries", each of which relates to a different assignment and consists of:
 - A) samples of at least three students' work that responds to the specified assignment; and
 - B) a written analysis prepared by the certificate-holder that describes:
 - i) the assignment to which the work responds and the teacher's goal(s) for that assignment;
 - ii) the instructional strategies and materials used and the reasons for their selection;
 - iii) what the students' work reveals about whether the teacher's goal(s) for the assignment were met; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- iv) the successful and less-than-successful elements of the assignment and changes the teacher might make in the assignment or in his or her teaching in order to reach the specified instructional goal(s).
 - 2) Credit: 15 CPDUs.
 - 3) Evidence of Completion: The materials referred to in subsection (t)(1) of this Section.
- u) *Participating in curriculum development or assessment activities at the school, school district, regional office of education, state, or national level* [105 ILCS 5/21-14(e)(3)(I)(i)]
- 1) Definition: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards. The activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the group's working sessions.
 - 2) Credit: Eight CPDUs shall be credited per semester in which the individual attends five or fewer meetings (or four CPDUs per quarter for three meetings); 11 CPDUs shall be credited per semester in which the individual attends six or more meetings (or 5.5 CPDUs per quarter for more than three meetings).
 - 3) Evidence of Completion: Membership list and meeting summaries showing the certificate-holder's presence and participation; and the product of the group's work, such as a curriculum guide or new assessment.
- v) *Participating in team or department leadership in a school or school district* [105 ILCS 5/21-14(e)(3)(I)(ii)]
- 1) Definition: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.

- 2) Credit: Five CPDUs shall be awarded per semester of service.
- 3) Evidence of Completion: A job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of the responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.

w) *Participating on external or internal school or school district review teams*
[105 ILCS 5/21-14(e)(3)(I)(iii)]

- 1) Definitions
 - A) Participating as an external or internal reviewer in a complete cycle of the quality assurance process used by the State Board of Education pursuant to the Board's rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).
 - B) Participating on a curriculum review panel convened pursuant to Section 25.125(c) of this Part with respect to the approval of a teacher preparation program.
 - C) Participating on a review team convened pursuant to Section 25.125(e) of this Part with respect to the accreditation of an institution of higher education and its approval to provide teacher preparation programs.
- 2) Credit: Fifteen CPDUs shall be credited for an external quality review visit, for service on a curriculum review panel, or for service on an institutional review team, provided that each of these types of activities shall be credited no more than once per semester. Eight CPDUs shall be credited per semester of service on a school's internal quality review team, or four CPDUs per quarter.
- 3) Evidence of Completion: Documentation of the individual's assignment by State Board staff (for an external review team, curriculum review

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

panel, or institutional review team) or by a school district administrator (for an internal review team); and a statement signed by the team's chair or convenor verifying the certificate-holder's participation for the duration of the process.

x) *Publishing educational articles, columns, or books relevant to the certificate area being renewed* [105 ILCS 5/21-14(e)(3)(I)(iv)]

- 1) Definition: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.
- 2) Credit: Forty CPDUs shall be credited for writing a book that is technical or research-based; 20 CPDUs shall be credited for writing a book of any other type. Fifteen CPDUs shall be credited for writing one or more chapters of a book or for writing an article published in a refereed journal. Eight CPDUs shall be credited for writing a column published at the statewide level. Five CPDUs shall be credited for writing a column published at the local level. In cases of multiple authorship, the CPDUs earned shall be divided among the authors as they agree, provided that no more than 100 percent of the available CPDUs shall be credited for any item published.
- 3) Evidence of Completion: A copy of each item published, showing the date, publication, and publisher. In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of "publication".

y) *Participating in non-strike-related professional association or labor organization service or activities related to professional development* [105 ILCS 5/21-14(e)(3)(I)(v)]

- 1) Definition: Service on local professional development committees, regional professional development review committees (including service by certificate-holders in districts without exclusive representatives), or other bodies constituted by professional associations or labor organizations for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

professional policies, standards and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.

- 2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.
- 3) Evidence of Completion: A written description of the position or activity; if the purpose of the activity includes the preparation of a tangible product, a copy of that product.
- z) Other
 - 1) ~~An LPDC may award continuing~~ Continuing professional development units shall be available for activities not enumerated in subsections (a) through (y) of this Section based upon written evidence maintained ~~presented~~ by the certificate-holder that:
 - 1) ~~A)~~ describes the activity and its purpose, intensity, duration, and outcomes;
 - 2) ~~B)~~ discusses how the activity related to the improvement of the certificate-holder's knowledge and skills;
 - 3) ~~C)~~ identifies which of the activities enumerated in subsections (a) through (y) of this Section the claimed activity most closely resembles (e.g., auditing a college course is most similar to attendance at a workshop or seminar under subsection (k) of this Section); and
 - 4) ~~D)~~ proposes a number of CPDUs that is commensurate with the value assigned to the activity identified pursuant to subsection (z)(3) ~~(z)(1)(C)~~ of this Section.
 - 2) ~~Any disagreement regarding the appropriate number of CPDUs to be awarded shall be resolved by appeal to the RPDRC as provided in Section 25.825(e) of this Part.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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

Section 25.880 “Valid and Exempt” Certificates; Proportionate Reduction; Part-Time Teaching

- a) The requirements of this Subpart J regarding continuing professional development are subject to proportionate reduction with respect to periods of time during which a certificate is maintained as valid and exempt.
 - 1) ~~Each certificate holder shall notify the regional superintendent of schools each time there is a change in his or her teaching assignment, employer, or employment status. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual’s certificates will be considered valid and active or valid and exempt for any given semester.~~
 - A) ~~A certificate holder may notify the regional superintendent either when a change occurs or whenever it becomes apparent that a particular semester will qualify or has qualified as a period of exemption.~~
 - B) ~~The regional superintendent shall verify the certificate holder’s employment status and shall return to the certificate holder a signed copy of the form indicating whether a period of exemption has been recorded.~~
 - 2) Periods of exemption shall be established in one-semester increments. A period of exemption shall be available only for a semester during which a certificate-holder is employed and performing services for fewer than 45 school days. Each one-semester period of exemption shall result in a ten-percent reduction in the requirement for continuing professional development (for holders of standard certificates) or a five-percent reduction in the requirement (for holders of master certificates).
 - 2) 3) When applying for renewal of his or her certificate(s), each certificate-holder shall identify ~~for the LPDC~~ the periods of exemption that occurred during the period of validity and the proportionate reduction that applies to the requirements for continuing professional development. ~~The~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~certificate holder shall present a copy of the form referred to in subsection (a)(1) of this Section to document any period of exemption claimed.~~

- 4) ~~If proportionate reduction in the requirements for continuing professional development results in a conflict between the total number of units of credit earned and the distribution of those units, a certificate holder shall be required to conform as closely as possible to the required distribution of units but shall not be obligated to accumulate units of credit in excess of the applicable reduced total.~~
- A) ~~Example: An individual teaches for the first two years of a standard certificate's five year period of validity and accumulates 60 CPDUs attributable to the purpose identified in Section 25.805(b)(3) of this Part ("Purpose 3"). The individual then maintains the certificate as valid and exempt for the remaining three years. By proportionate reduction, the total number of CPDUs required of this individual is 48. Because the individual has earned 60 CPDUs, he or she shall be considered to have met the requirement for continuing professional development, even though no units of credit have been attributed to the purposes identified in Section 25.805(b)(1) and (2) of this Part ("Purposes 1 and 2").~~
- B) ~~Example: An individual teaches for the first two years of a standard certificate's five year period of validity and accumulates 40 CPDUs attributable to Purpose 3. The individual maintains the certificate as valid and exempt for the third and fourth years and then returns the certificate to valid and active status for the fifth year because he or she resumes teaching. By proportionate reduction, the total number of units required of this individual is 72. Half of those units (36) are required to pertain to Purpose 1 or 2, but the individual only lacks 32 units for a total of 72. The certificate holder shall be required to use these 32 units to address Purposes 1 and 2 and shall amend his or her plan to include activities that comply with this requirement.~~
- 3) 5) ~~An individual whose certificate is valid and exempt may nevertheless keep an approved plan on file covering continuing professional development activities he or she wishes to complete during the period of exemption.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Completion of professional development ~~such~~ activities during a period of exemption ~~shall not affect~~ ~~shall be appropriately credited by the~~ ~~responsible LPDC, without affecting~~ the proportionate reduction in the total number of units required.

- b) The requirement for continuing professional development shall be reduced by 20 percent for the first renewal cycle with respect to any individual who receives a standard certificate, or 10 percent for an individual who receives a master certificate, whose first year of validity expires on June 30, 2000.
- c) *The requirement for continuing professional development shall be reduced by 50 percent with respect to a period of time during which the certificate-holder has been employed on a part-time basis, i.e., has been teaching for less than 50 percent of the school day or school term (Section 21-14(e)(1) of the School Code [105 ILCS 5/21-14(e)(1)])*
- d) The reduced requirements for continuing professional development that apply under Section 21-2(c)(8) of the School Code to certificate-holders who have acquired master's degrees, education specialists, doctorates, or master certificates shall also be subject to proportionate reduction if applicable under this Section.

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

Section 25.885 Funding; Expenses (Repealed)

- a) ~~School districts, charter schools, cooperatives, and joint agreements may use the funds provided to them by the State Board of Education under Section 21-14(k) of the School Code [105 ILCS 5/21-14(k)] for such of the following expenditures as may be accommodated within the maximum amount available:~~
 - 1) ~~supplies;~~
 - 2) ~~duplicating and postage;~~
 - 3) ~~equipment and maintenance thereof;~~
 - 4) ~~telecommunications; and~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 5) ~~other administrative costs reasonably associated with conducting the meetings of LPDCs.~~
- b) ~~Regional superintendents of education shall use the funds provided to them under Section 21-14(k) of the School Code to pay school districts, charter schools, cooperatives, and joint agreements for:~~
 - 1) ~~travel costs incurred in staff attendance at the meetings of RPDCs and the training seminar that is required pursuant to Section 21-14(g)(2) of the School Code [105 ILCS 5/21-14(g)(2)], including lodging, mileage, per diem (or meal reimbursement, as applicable), and incidentals; and~~
 - 2) ~~other costs reasonably associated with staff attendance at the meetings of RPDCs and the required training seminar.~~

(Source: Repealed at __ 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 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. Beginning July 1, 2004, however, the requirements of this Subpart K shall not apply to any out-of-state candidate with four years of teaching experience. (Section 21-2(b-5) of the School Code)

- a) Each certificate-holder who is subject to the requirements of this Subpart K shall:
 - 1) maintain the required form of evidence of completion for the option chosen pursuant to Section 25.905 of this Part, as specified in Sections 25.910 through 25.942 of this Part, throughout the first period of validity of his or her standard certificate; and
 - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) 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 __ Ill. Reg. __, effective _____)

Section 25.905 Choices Available to Holders of Initial Certificates

Pursuant to Section 21-2(c) of the School Code, an individual who is subject to the requirements of this Subpart K shall successfully complete one of the options listed in this Section in order to qualify for a standard teaching certificate. Out-of-state applicants may qualify for a reduction in the requirements of subsection (d) or subsection (e) of this Section; see Section 25.11(b)(2)(B) of this Part. Each affected individual may choose to:

- a) *Complete a program of induction and mentoring that meets the requirements of Section 25.910 of this Part;*
- b) *Complete at least four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24) that meets the requirements of Section 25.915 of this Part;*
- c) *Complete at least four semester hours of graduate-level coursework addressing the requirements for certification by the National Board for Professional Teaching Standards that meets the requirements of Section 25.920 of this Part;*
- d) *Complete at least 12 semester hours of graduate-level coursework towards, or either hold or receive Receive an advanced degree from an accredited institution of higher education in an education-related field, provided that the coursework completed meets the requirements of Section 25.925 of this Part;*
- e) *Accumulate 60 continuing professional development units (CPDUS), or such quantity as may be applicable under Section 21-2(c)(2)(E) of the School Code [105 ILCS 5/21-2(c)(2)(E)], by completing selected activities as specified in Section 25.930 of this Part;*~~or~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- f) *Complete a nationally normed, performance-based assessment, if such an assessment is made available pursuant to Section 25.940 of this Part;*
- g) *Complete the requirements for being considered “highly qualified” in an additional teaching field (see Section 25.942 of this Part);*
- h) *Receive a post-baccalaureate, education-related professional development certificate issued by an Illinois institution of higher education in accordance with Section 25.942 of this Part;*
- i) *Complete all required activities in pursuit of certification by the National Board for Professional Teaching Standards (see Section 25.942 of this Part); or*
- j) *Receive a subsequent certificate or an additional endorsement (see Section 25.942 of this Part).*

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

Section 25.910 Requirements for Induction and Mentoring

Completion of a program of induction and mentoring as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

- a) The program selected by a certificate-holder must have been approved for this purpose by the State Board of Education in consultation with the State Teacher Certification Board. Two or more school districts or other organizations may jointly offer a program of induction and mentoring under this Section. An entity or group of entities that wishes to offer an approved program of induction and mentoring shall submit to the State Superintendent of Education a written plan for the program that conforms to the requirements of Section 21-2(c)(2)(A) of the School Code [105 ILCS 5/21-2(c)(2)(A)]. A program shall be approved if the plan demonstrates that the program will meet the specifications of subsections (b) through (g) of this Section. Entities that were conducting programs of induction and mentoring prior to July 1, 2003, may apply to the State Superintendent under this Section for verification that those programs met the requirements of this Section so that individuals who have completed them may fulfill the requirements of this Subpart K on that basis. The State Board of Education shall annually publish a list of induction and mentoring programs that have been approved for this purpose.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) A formally trained mentor shall be assigned to assist each new teacher, and no mentor shall be assigned to assist more than five new teachers during any given school year. To the extent possible, mentor teachers shall hold the same type of certificate as the new teachers with whom they will work. Each mentor teacher assigned shall hold, or shall have retired while holding, a standard or master certificate and shall have completed a training program that addresses all the following topics:
- 1) Content Knowledge and Pedagogy;
 - 2) Adult Learning Theory;
 - 3) Verbal and Non-Verbal Communication Skills;
 - 4) Attributes and Styles of Positive Critiques;
 - 5) Classroom Observation Skills Related to Assessment of Performance;
 - 6) Strategies for Providing Constructive Feedback and Social Support;
 - 7) Problem-Solving Skills; and
 - 8) Formative Assessment and Self-Assessment.
- c) Each new teacher shall receive formal mentoring, which may include mentoring conducted electronically, consisting of an established sequence of sessions no less than two school years in duration. The planned sequence for each teacher shall comprise no fewer than three episodes of observation, which may be conducted using videoconferencing or videotaping, that include preparation with the mentor teacher prior to observing the new teacher in the classroom; observation of the new teacher's teaching practice; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.
- d) The program shall afford mentor teachers and new teachers systematic opportunities for contact with each other so that new teachers will receive professional and social support in the school environment. The program shall include a formal mechanism for orienting new teachers to the school improvement and professional development plans that apply and for assisting

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

them in understanding their respective employers' expectations with regard to the Illinois Professional Teaching Standards and the relevant content-area standards.

- e) New teachers shall be afforded at least one opportunity during each semester to participate in professional development opportunities that involve:
 - 1) observing teaching practice modeled by experienced teachers and discussing selected aspects of teaching practice with these teachers; or
 - 2) participating in workshops, conferences, symposia, seminars, or other, similar training events that are designed to increase teachers' knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards that apply to their respective areas of certification or assignment.

- f) The program shall require formative assessment of new teachers' professional development. The mentor teacher shall participate in formative assessment by providing written feedback after observing the teaching performance of the new teacher and by providing written analysis of written materials prepared by the new teacher. The new teacher shall participate in formative assessment by preparing at least one written reflection on his or her teaching practice for each quarter of a school year, for review by the mentor teacher. New teachers' written reflections shall be required to focus on relevant aspects of the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24) and the content-area standards that apply to their assignments and areas of certification and to issues identified in the feedback received from mentor teachers.

- g) Each plan for an induction and mentoring program shall include a specific method for collecting and maintaining information that will permit evaluation of the program and will contribute to an overall assessment of the effectiveness of induction and mentoring. For each program, at least the following information shall be collected and supplied to the State Board of Education upon request:
 - 1) the length of time during which recipients of the program remain employed as teachers (if known) or remain employed as teachers in the district where mentoring and induction were received;
 - 2) the percentage of recipient teachers who received ratings of "satisfactory" or "excellent" each year since completing the program;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 3) any savings realized in the cost of recruiting new teachers due to increased retention; and
 - 4) any decrease in the number or percentage of teachers teaching outside their respective fields.
- h) ~~A certificate holder who elects to complete a program of induction and mentoring as the means of qualifying for the standard teaching certificate shall notify the local professional development committee (LPDC) that is responsible for comparable standard certificates to this effect and identify the program selected. Within 30 days after receipt of this notification, the LPDC shall respond to the certificate holder in writing, either confirming that the selected program has been listed by the State Board of Education as approved for this purpose or notifying the certificate holder that the program has not been approved and that completion of the program will not result in eligibility for the standard certificate.~~
- h) As evidence of completion for this requirement, the candidate for a standard certificate shall maintain ~~submit to the responsible LPDC~~ verification, in a format specified by the State Board of Education, signed by the administrator of the approved mentoring and induction program.
- i) j) An individual may transfer between programs approved under this Section.
- j) Each holder of an initial certificate who chooses the option described in this Section shall be required to complete:
- 1) an approved program of at least one year's duration, if his or her initial certificate was issued before September 1, 2007,
 - 2) an approved program of at least two years' duration, if his or her initial certificate was issued on or after September 1, 2007.

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

Section 25.915 Requirements for Coursework on the Assessment of One's Own Performance

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Completion of at least four semester hours of graduate-level coursework on the assessment of one's own performance 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)(B) of the School Code [105 ILCS 5/21-2(c)(2)(B)])
- 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 includes the activities required by Section 21-2(c)(2)(B) of the School Code.
- 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, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice, in accordance with the requirements of this subsection (c).
 - 1) Each participant's teaching practice shall be observed on at least one occasion, either in person or through videoconferencing or videotapes, either by the course instructor or by a designee identified by the instructor who:
 - A) holds, or at the time of his or her retirement held, a standard or master teaching certificate; or
 - B) has completed training covering the topics listed in Section 25.910(b) of this Part; or
 - C) in the judgment of the course instructor, has the knowledge and skills required in order to provide appropriate feedback to new teachers regarding their teaching practice.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) Each participant shall assemble sufficient written lesson plans, assignments to students, samples of students' work responding to the assignments, and assessment instruments used with respect to the assignments to provide evidence of his or her performance with respect to all the standards set forth in 23 Ill. Adm. Code 24.100(a) through (i), provided that the material required by this subsection (c)(2) shall be presented for no fewer than two separate lessons, at least one of which is the subject of an observation conducted pursuant to subsection (c)(1) of this Section. The participant shall also provide a written discussion of how the material assembled relates to each of the Illinois Professional Teaching Standards referred to in this subsection (c)(2), with emphasis on the aspects listed in Section 21-2(c)(2)(B)(ii) of the School Code [105 ILCS 5/21-2(c)(2)(B)(ii)]. In using students' work for this purpose, participants shall ensure that students are not identifiable or shall obtain consent for the release of the students' work in keeping with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the rules for Student Records (see 23 Ill. Adm. Code 375).
 - 3) The course instructor or a designee who meets the requirements of subsection (c)(1) of this Section shall review the documentation submitted by the participant and provide written feedback regarding the new teacher's strengths and weaknesses, factors to consider, and techniques with potential for improving the new teacher's practice.
 - 4) For each of the two lessons documented under subsection (c)(2) of this Section, each participant shall prepare his or her own written analysis of the strengths and weaknesses revealed by the applicable documentation and the implications of that analysis for improving his or her teaching in relation to the Illinois Professional Teaching Standards.
 - 5) 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 maintain ~~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.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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)(B) 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.

(Source: Amended at __ 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:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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.
- 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 maintain ~~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.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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.

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

Section 25.925 Requirements Related to Advanced Degrees and Related Coursework

Qualification for the standard teaching certificate based upon receipt of an advanced degree in an education-related field, or upon completion of at least 12 semester hours of graduate credit toward such a degree, shall be subject to the requirements of this Section.

- a) For purposes of this Section, an "advanced degree" is a master's degree, a doctoral degree, a certificate of advanced study, or an education specialist *that is earned by the individual either while he or she holds an initial teaching certificate or prior to his or her receipt of that certificate*. (Section 21-2(c)(2)(C-5) of the School Code [105 ILCS 5/21-2(c)(2)(C-5)])
- b) For purposes of this Section, an "education-related field" is one related to the requirements for the early childhood, elementary, secondary, special, or special preschool-age 21 certificate, the school service personnel certificate, the administrative certificate, or any endorsement available on any of these certificates pursuant to the rules of the State Board of Education (see 23 Ill. Adm. Code 23, 23 Ill. Adm. Code 24, 23 Ill. Adm. Code 25, 23 Ill. Adm. Code 26, 23 Ill. Adm. Code 27, and 23 Ill. Adm. Code 29) or the policies of the State Board of Education related to certification in special education under the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) ~~Regardless of the degree earned, at least eight semester hours of graduate-level credit must be earned by the certificate-holder for coursework that would count toward a degree, certificate, or endorsement in a teaching field [105 ILCS 5/21-2(c)(2)(D)].~~
- d) As evidence of completion, the candidate for a standard certificate shall maintain either submit to the responsible LPDC:
- 1) documentation provided by a regionally accredited institution of higher education indicating the individual's admission to the degree program and an official transcript showing that no fewer than 12 semester hours of graduate credit were earned toward that degree while the individual held the initial certificate; or
 - 2) an official transcript showing that the degree was issued and that the requirements of subsection (c) of this Section were met.

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

Section 25.930 Requirements for Continuing Professional Development Units (CPDUs)

The applicability of CPDUs toward receipt of the standard teaching certificate shall be subject to the requirements of this Section and Section 25.935 of this Part.

- a) Each candidate for the standard certificate shall be required to accumulate 60 CPDUs in conformance with this Section, *unless the candidate held an initial teaching certificate on August 10, 2002. (Section 21-2(c)(2)(E) of the School Code [105 ILCS 5/21-2(c)(2)(E)]* A candidate who held an initial teaching certificate on that date shall be required to accumulate:
- 1) 45 CPDUs, if at least three but fewer than four years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time when the certificate remains valid between the candidate's completion of four years of teaching experience and the following June 30 (see Section 25.11(d)(4) of this Part);
 - 2) 30 CPDUs, if at least two but fewer than three years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

the time between the candidate's completion of four years of teaching experience and the following June 30; or

- 3) 15 CPDUs, if at least one year but fewer than two years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time between the candidate's completion of four years of teaching experience and the following June 30.

- b) *Persons who elect to satisfy the requirements of this Section may earn credit At least one-half the CPDUs a person must accrue in order to qualify for a standard teaching certificate must be earned through completion of coursework, workshops, seminars, conferences, and other similar training events that are pre-approved by the State Board of Education, in consultation with the State Teacher Certification Board, for the purpose of reflection on teaching practices in order to address all of the Illinois Professional Teaching Standards. (Section 21-2(c)(3) of the School Code [105 ILCS 5/21-2(c)(3)])*

- c) The activities selected by a certificate-holder pursuant to subsection (b) of this Section shall conform to the requirements of clauses (A) through (D) of Section 21-2(c)(3) of the School Code [105 ILCS 5/21-2(c)(3)] and may have been completed at any time while the individual held an initial teaching certificate.

- d) Any school district, nonpublic school, cooperative or joint agreement, regional office of education, institution of higher education, teacher union or professional association, non-profit organization or corporation, for-profit entity, member of the International Association for Continuing Education and Training (IACET), or individual may apply for approval to offer activities that will be creditable under this Section. Each application shall include at least the following information:
 - 1) a description of the organization's or individual's experience in providing training of a similar nature;
 - 2) the qualifications that will be required of presenters who conduct the activities;
 - 3) the specific standards proposed to be addressed in each activity; and

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 4) an outline, syllabus, videotape, or other descriptive material that demonstrates how each activity will fulfill the requirements and offer the components required by Section 21-2(c)(3) of the School Code.
- e) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve the provision of an activity for purposes of this Section if the application provides evidence that:
 - 1) the activity will be presented or conducted by persons with education and experience in assisting teachers to focus on the fundamental aspects of their teaching practice, including:
 - 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; and
 - F) reflection on and analysis of teaching practice and success in assisting students to reach instructional goals.
 - 2) The application demonstrates that the activity will address one or more of the Illinois Professional Teaching Standards or the content-area standards that are relevant to the participating teachers' areas of certification and assignment.
 - 3) The application demonstrates that the activity requires performance on the part of each participating teacher with respect to reflecting on his or her own teaching practice.
 - 4) The applicant provides assurances that attendance records for the activity will be maintained for a period of not less than five years and each participant will receive evidence of completion in a standard format required by the State Board of Education.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- f) A certificate-holder may use one activity or several activities to fulfill the requirements of this Section, provided that all applicable standards are addressed. A certificate-holder who chooses this method of qualifying for the standard certificate shall use a standard format (matrix) made available by the State Board of Education to correlate the activities completed with the standards they addressed. In addition, the certificate-holder shall maintain the documents supplied by providers under subsection (e)(4) of this Section as evidence of completion, as required by Section 25.900(a) of this Part ~~prepare a brief written statement describing new knowledge or skills he or she has gained as a result of each activity completed.~~
- g) *One CPDU shall be available for each hour of direct participation by a holder of an initial teaching certificate in a qualifying activity under this Section. (Section 21-2(c)(3)(E) of the School Code [105 ILCS 5/21-2(c)(3)(E)])*
- h) The balance of the CPDUs an individual is required to accrue in combination with those earned pursuant to subsection (f) of this Section may be earned by completing activities chosen from among those described in Section 25.935 of this Section.

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

Section 25.935 Additional Activities for Which CPDUs May Be Earned

At the option of the certificate-holder, CPDUs in addition to those available ~~required~~ under Section 25.930(b) of this Part may be earned for activities under this Section to complete the total number needed by the individual, *provided that each activity is designed to advance a person's knowledge and skills in relation to one or more of the standards set forth in the rules of the State Board of Education at 23 Ill. Adm. Code 24, 26, or 27 (Standards for All Illinois Teachers; Standards for Certification in Early Childhood Education and in Elementary Education; and Standards for Specific Teaching Fields) or the policies of the State Board of Education related to certification in special education described in Section 25.925(b) of this Section.* The permissible activities, the number of CPDUs to be credited for each, and the required evidence of completion for each shall be as described in Section 25.875(b), (c), (f), (g), (j), ~~(k)~~, (m), (n), (o), (s), (t), (u), (v), ~~(w)~~, (x), and (y) of this Part and in subsections (a) and (b) of this Section. In addition to the specific requirements described in those provisions, the evidence of completion required for each of the activities shall include a brief written statement prepared by the certificate-holder which summarizes the activity or experience, discusses the skills and/or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

knowledge acquired, and indicates, where applicable, how the skills or knowledge will be applied in the context of the participant's teaching. Alternatively, if the certificate-holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case. Activities shall only be creditable under this Section if completed while the individual held an initial certificate or a comparable certificate issued by another state or territory.

- a) *Completing non-university credit directly related to student achievement, the Illinois Professional Teaching Standards, or content-area standards [105 ILCS 5/21-2(c)(4)(C)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-2(c)(4)(C)(ii)]*
 - 1) Definitions
 - A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part ~~and addresses student achievement and/or one or more of the standards set forth in the rules of the State Board of Education at 23 Ill. Adm. Code 24, 26, or 27 (Standards for All Illinois Teachers; Standards for Certification in Early Childhood Education and in Elementary Education; and Standards for Specific Teaching Fields) or the policies of the State Board of Education related to certification in special education described in Section 25.925(b) of this Section.~~
 - B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.
 - 2) Credit: One CPDU shall be credited for each hour of a certificate-holder's attendance or participation. Eight CPDUs shall be credited for an individual's first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.
 - 3) Evidence of Completion
 - A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

this Part, including a statement regarding how the certificate-holder will use what he or she learned in the context of his or her teaching; and the program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each.

- B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as presenter in a topic area relevant to his or her certification or teaching assignment.

- b) *Participating in study groups related to student achievement, the Illinois Professional Teaching Standards, or content-area standards*
[105 ILCS 5/21-2(c)(4)(D)(iii)]

- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of student achievement, the Illinois Professional Teaching Standards, or the content-area standards relevant to its members in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.
- 2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
- 3) Evidence of Completion: A written statement of purpose for the group; a list of the group's members; and summaries of the meetings showing attendance by the certificate-holder.

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

Section 25.940 Examination

The State Board of Education, in consultation with the State Teacher Certification Board, may identify and make available a nationally normed, performance-based assessment of whether candidates' induction to the profession of teaching has advanced their command of appropriate teaching practices and strategies and contributed to the professional judgment required for designing educational experiences to meet the diverse needs of students. If an examination is

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

made available pursuant to this Section, the State Board of Education shall notify all Illinois school districts and other entities that employ teachers, all Illinois institutions of higher education that prepare educational personnel, and the teachers' professional associations or unions to this effect. This notification shall include:

- a) identification of the examination whose successful completion will be a means of qualifying for a standard teaching certificate;
- b) the schedule for the first year of administration of that examination;
- c) how prospective candidates may obtain information about registration; and
- d) the cost to the candidate of participating in the examination, which shall not exceed the cost of the coursework described in Section 25.915 of this Part.

(Source: Added at 27 Ill. Reg. 8071, effective April 28, 2003)

Section 25.942 Requirements for Additional Options

- a) “Highly Qualified”

An individual who wishes to qualify for a standard certificate by becoming “highly qualified” for purposes of the federal No Child Left Behind Act of 2001 in an additional teaching area shall maintain official transcripts or other documentation demonstrating that he or she completed at least a portion of the applicable requirements (see Appendix D to this Part) while holding the initial certificate.

- b) Professional Development Certificates

The “professional development certificate” discussed in Section 21-2(c)(2)(H) of the School Code represents verification by a regionally accredited institution of higher education that an individual has completed an organized program of study consisting of no fewer than 12 semester hours of graduate credit that may or may not be linked to pursuit of a specific graduate degree but is designed to lead to the individual’s acquisition of a specific set of skills or knowledge. The required evidence of completion for this “certificate” is a notation on the individual’s official transcript indicating that the “certificate” has been awarded..

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

c) Completion of NBPTS Process

An individual who wishes to qualify for a standard certificate by completing all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) shall maintain evidence that his or her name was included on the National Board's composite list of those who have completed the certification process (as distinct from having received certification) during the time that he or she held the initial certificate.

d) Acquisition of Subsequent Certificate or Endorsement

An individual who wishes to qualify for a standard certificate by acquiring a subsequent certificate or endorsement shall maintain evidence that the certificate or endorsement was issued during the time that he or she held the initial certificate.

(Source: Added at ___ 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, 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(e) 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.~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) *A person must complete his or her chosen requirement before the expiration of his or her initial teaching certificate and must submit a statement of assurance, using a format developed by the State Board of Education, that he or she has done so to the responsible local professional development committee, if any, or to the regional superintendent of schools, along with his or her application for a standard certificate and the required fee ~~evidence of having done so to the Local Professional Development Committee. An LPDC shall review each assurance it receives and, within 30 days after receipt shall forward the materials submitted by the individual to the regional superintendent along with the LPDC's recommendation as to whether the person is eligible to receive a standard teaching certificate.~~ [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 statement of assurance, the regional superintendent evidence of completion, the LPDC shall review the assurance and, based upon compliance with all of the requirements for receipt of a standard certificate, including the completion of four years of teaching, shall forward to the State Board of Education his or her recommendation~~ 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 or regional superintendent shall provide a copy of this recommendation to the affected person if the recommendation is for non-issuance. [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].~~*
- 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~~*

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~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.
- f) Within 14 days after receiving notice that a recommendation for non-issuance has been forwarded, the certificate-holder may appeal the recommendation to the RPDRC. Such an appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and may include any supporting documentation the certificate-holder deems relevant.
- g) Within 45 days after receiving an appeal, the RPDRC shall forward its recommendation to the State Board of Education, along with the RPDRC's rationale for the recommendation and any supporting documentation. To assist it in arriving at its recommendation, the RPDRC may require the submission of additional information or may request that the certificate-holder appear before it.
- h) *Upon review of regional superintendents' recommendations and an yrecommendations by RPDRCs, including any rationales provided pursuant to subsection (e)(1) or (g) ~~(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.*

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 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.
- 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, along with his or her signed statement of assurance;

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 2) the rationale for the State Board's refusal to issue a standard certificate;
 - 3) the required available evidence of completion for the option chosen by the individual for fulfilling the requirements of this Subpart K;
 - 4) the appeal form; and
 - 5) any additional information submitted by the individual to support the appeal.
- 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 __ Ill. Reg. _____, effective _____)

Section 25. Appendix D Criteria for Identification of Teachers as "Highly Qualified" in Various Circumstances ~~National Board and Master Certificates (Repealed)~~

Fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for acquisition of the standard teaching certificate after four years of teaching experience (see Section 25.905(g) of this Part) or as the basis for renewal of the standard or master teaching certificate (see Section 25.805(e) of this Part.

Group I – Requirements for "Current" Teachers

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

A teacher who received his or her first Illinois certificate on or before June 30, 2002, will be considered “highly qualified” with respect to each core academic area of assignment for which he or she holds a certificate that is valid for that assignment and:

- a) has passed the relevant content-area test for the area of assignment, which may include the Elementary/Middle Grades Test as applicable (see Section 25.710 of this Part or, for special education teachers, the policies of the State Board of Education that are the subject of a federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.); or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a graduate degree in a field directly related to the area of assignment; or
- d) has been certified in a comparable field by the National Board for Professional Teaching Standards (NBPTS); or
- e) holds an endorsement or the coursework that, prior to June 1, 2004, was considered the “minimum requirements” for the assignment under 23 Ill. Adm. Code 1.710, 1.720, 1.730, 1.735, or 1.736 and either:
 - 1) has five years’ teaching experience in the area of assignment; or
 - 2) has accumulated 100 points based on completion of any combination of the following requirements.
 - A) Completion of semester hours of graduate or undergraduate credit in the subject area in addition to the number required for the endorsement: 10 points per semester hour.
 - B) Teaching experience, regardless of subject: five points per year, up to a maximum of 25 points.
 - C) Teaching experience in the subject area: 15 points per year, up to a maximum of 60 points.
 - D) Completion of professional development activities.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- i) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events, each at least three hours in length and directly related to the area of teaching assignment: 15 points per activity (no maximum).
- ii) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) of this Part: 12 or 15 points, in accordance with Section 25.875(p)(2) of this Part.
- iii) Participation in a study group directly related to the area of teaching assignment: six or eight points, in accordance with Section 25.875(q) of this Part.
- iv) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) of this Part: points shall accrue in relation to contact hours as set forth in Section 25.875(s)(2) of this Part.
- v) Work experience directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience.

Group II – Requirements for “New” Teachers, by Area of Assignment

Elementary Grades (K-4)

A teacher in the elementary grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in core academic subjects in a self-contained classroom will be considered “highly qualified” if he or she:

- a) holds an elementary (Type 03) certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test; or
- b) holds an elementary (Type 03) certificate with an endorsement for self-contained general elementary education and holds certification from NBPTS as a Middle Childhood Generalist; or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- c) holds an early childhood (Type 04) certificate and has passed the Early Childhood test (applicable only through Grade 3); or
- d) holds an early childhood (Type 04) certificate and holds certification from NBPTS as an Early Childhood Generalist (applicable only through Grade 3); or
- e) holds a provisional early childhood (Type 04), elementary (Type 03), or special K-12 (Type 10) certificate that is based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the Early Childhood test, the Elementary/Middle Grades test, or another content-area test, as applicable, within nine months after receipt of the provisional certificate); or
- f) holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the content-area test applicable to that endorsement.

Middle Grades (5-8)

A teacher in the middle grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in any of the core academic subjects in a middle-grades setting, whether self-contained or departmentalized, will be considered “highly qualified” if he or she:

- a) holds an elementary (Type 03) certificate and, for each core subject area of teaching responsibility in any of grades 5-8:
 - 1) has passed the relevant content-area test (which may include the Elementary/Middle Grades test); or
 - 2) has completed a major or coursework equivalent to a major; or
 - 3) holds a graduate degree in a field directly related to the area of assignment; or
 - 4) has been certified in a comparable field by NBPTS; or
- b) holds a secondary (Type 09) certificate and, for each core subject area of teaching responsibility in any of grades 6-8:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) has passed the relevant content-area test, or
 - 2) has completed a major or coursework equivalent to a major, or
 - 3) holds a graduate degree in a field directly related to the area of assignment; or
 - 4) has been certified in a comparable field by NBPTS; or
- c) holds a special K-12 (Type 10) certificate endorsed in the area of teaching responsibility and has passed the relevant content-area test; or
- d) holds a provisional elementary (Type 03), secondary (Type 09), or special K-12 (Type 10) certificate based on certification in another state, possession, or territory of the U.S., or in another country, (if applicable, must pass the Elementary/Middle Grades test or the other relevant content-area test for each area of teaching responsibility within nine months after receipt of the provisional certificate).

Secondary Grades (9-12)

A teacher in the secondary grades who received his or her first Illinois certificate on or after July 1, 2002, and who has primary responsibility for teaching content in any of the core academic subjects in a secondary setting will be considered “highly qualified” if he or she:

- a) holds a secondary (Type 09) certificate and, for each core subject area of teaching responsibility:
- 1) has passed the relevant content-area test, or
 - 2) has completed a major or coursework equivalent to a major, or
 - 3) holds a graduate degree in a field directly related to the area of assignment, or
 - 4) has been certified in a comparable field by NBPTS; or
- b) holds an elementary (Type 03) certificate) and, for each core subject area of teaching responsibility in grade 9:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- 1) has passed both the Elementary/Middle Grades test and the relevant content-area test, or
- 2) has passed the Elementary/Middle Grades test and has completed a major or coursework equivalent to a major; or
- c) holds a provisional elementary (Type 03, applicable only for Grade 9), secondary (Type 09), or special K-12 (Type 10) certificate based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the content-area test relevant to each core subject area of teaching responsibility within nine months after receipt of the provisional certificate).

Special Education

A teacher who has primary responsibility for providing direct content instruction in a core academic area in a special education program at any grade level and who received his or her first Illinois certificate on or after July 1, 2002, will be considered “highly qualified” if he or she:

- a) holds a special preschool-age 21 (Type 10) certificate, or an elementary (Type 03), early childhood (Type 04), or secondary (Type 09) certificate endorsed for a special education field, and has passed the content-area test relevant to the area of endorsement on that certificate; or
- b) holds a provisional certificate with an endorsement in a special education field based on certification in another state, possession, or territory of the U.S., or in another country (if applicable, must pass the relevant content-area test within nine months after receipt of the provisional certificate); or
- c) holds an elementary (Type 03), early childhood (Type 04), or secondary (Type 09) certificate with teaching approval in special education, or holds short-term emergency certification in special education, and
 - 1) has passed the content-area test applicable to the core academic subject area of the teaching assignment, or
 - 2) has completed a major or the coursework equivalent to a major in the core academic subject area of the teaching assignment, or
 - 3) holds a graduate degree a field directly related to the area of assignment; or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- d) holds NBPTS certification in special education.

Bilingual Education; English as a Second Language (ESL)

A teacher who has primary responsibility for teaching content in any of the core academic subjects to students with limited proficiency in English in a bilingual education or ESL program will be considered highly qualified if he or she:

- a) holds an early childhood (Type 04), elementary (Type 03), secondary (Type 09), special K-12 or preschool-age 21 (Type 10) certificate, as appropriate to the grade level of the teaching assignment; and
- b) holds an approval or endorsement for bilingual education or ESL, as applicable; and
- c) meets one of the following additional requirements for each core subject area of teaching responsibility:
- 1) has passed the relevant content-area test, or
 - 2) has completed a major or coursework equivalent to a major, or
 - 3) holds a graduate degree in a field directly related to the area of assignment, or
 - 4) has been certified in a comparable field by NBPTS.

Group III – Requirements for Teachers in Special Circumstances

Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

- a) holds a certificate applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- b) holds a bachelor's degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

Teachers Who Hold Alternative Certificates

A teacher who holds an alternative certificate (see Sections 21-5b and 21-5c of the School Code [105 ILCS 5/21-5b and 21-5c]) that was attained through completion of an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the certificate was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an alternative secondary certificate will be considered highly qualified if he or she has either passed the relevant content-area test or has completed a major or coursework equivalent to a major in that subject.

Teachers Who Hold Resident Teacher Certificates

A teacher who holds a resident teacher certificate (see Sections 21-11.3 and 21-11.4 of the School Code [105 ILCS 5/21-11.3 and 21-11.4]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, or has completed a major or coursework equivalent to a major in that area.

Teachers Who Hold Visiting International Teacher Certificates

A teacher who holds a visiting international teacher certificate (see Section 25.92 of this Part) will be considered highly qualified, provided that the certificate held is valid for the grade level or levels of his or her teaching assignment.

Vocational Education Teachers

A teacher in a vocational education program who has primary responsibility for teaching content for which students receive credit in a core academic subject (e.g., a teacher of an agricultural education course whose students receive credit in science) will be considered highly qualified if he or she holds a secondary (Type 09) certificate appropriately endorsed for the vocational area of assignment.

Teachers Who Hold Transitional Bilingual (Type 29) Certificates

A teacher who holds a transitional bilingual certificate and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

- a) for each core subject area of teaching responsibility, has either:
 - 1) passed the Elementary/Middle Grades test or the other relevant content-area test (if applicable, must pass the content-area test within nine months after receipt of the transitional bilingual certificate), or
 - 2) completed a major or coursework equivalent to a major; and
- b) participates in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A); and
- c) is continuously enrolled in a program that will lead to the elementary, secondary, or special certificate.

(Source: Section repealed at 28 Ill. Reg. 8556, effective June 1, 2004; new Section adopted at __ Ill. Reg. _____, effective _____)

ILLINOIS STATE BOARD OF EDUCATION
August 18, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
Harry Blackburn, Acting General Counsel
Dana Kinley, Acting Division Administrator, Curriculum and Instruction

Agenda Topic: Action Item: Rules for Adoption – School Technology Program (Part 575)

Materials: Proposed Amendments

Staff Contacts: Dana Kinley

Purpose(s) of Agenda Item

To present the proposed amendments for adoption.

Expected Outcome of Agenda Item

The Board's adoption of amendments to Part 575.

Background Information

P.A. 93-368, effective July 24, 2003, made the following changes in Section 2-3.117a of the School Code that necessitate amendments to the rules governing the program:

- allows charter schools, area vocational centers and university laboratory schools to apply for loans;
- allows participants to use up to 10 percent of loan proceeds to purchase computer furniture; and
- requires that rules for the program specify collateral for the loan.

The proposed amendments were published in the Illinois Register on May 7, 2004, to elicit public comment; none was received.

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

The inclusion of entities other than school districts as participants in the loan program has resulted in the need to change procedures both for accessing funds through the program, and for accountability. The requirement that the State Board of Education specify in the rules “collateral” complicates this rulemaking when entities other than school districts are able to secure loans.

The proposed amendments recognize as the “collateral” that will be used in the case of a default on a loan payment the general state aid that school districts, state-chartered charter schools, and university laboratory schools approved by the State Board of Education receive directly from the state (see Section 575.700(e)). For area vocational centers operated as cooperatives among two or more districts and district-chartered charter schools, the proposed amendments incorporate procedures for the State Board of Education to access the general state aid of the member or chartering district(s) as collateral in the case of the cooperative’s or charter school’s default on a loan payment (see Section 575.400(b)(5)).

In addition, amendments are being proposed to remove the equalized assessed valuation mechanism from the procedures employed when the amount of loans requested exceeds the amount available in the Technology Revolving Loan Fund. Since only school districts have equalized assessed valuation, a first come, first served process will determine which applicant receives a loan should funds be insufficient to fund all eligible applicants (see Section 575.500(b)).

Other procedural changes are being proposed to make the program operate more efficiently (i.e., loan application due dates, payment due dates).

Superintendent’s Recommendation

Adopt the following motion:

The State Board of Education hereby adopts the proposed rulemaking for:

School Technology Program (23 Illinois Administrative Code 575).

Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules (JCAR).

Next Steps

Notice of the adopted rules will be submitted to JCAR to initiate the committee's review. When that process is complete, the adopted amendments will be filed with the Secretary of State and disseminated as appropriate.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER 0: MISCELLANEOUS

PART 575

SCHOOL TECHNOLOGY PROGRAM

SUBPART A: SCHOOL TECHNOLOGY GRANTS

Section	
575.10	Purpose
575.20	Eligible Expenditures
575.30	Application Procedure and Content
575.40	Matching Requirements
575.50	Proposal Review and Approval
575.60	Terms of the Grant

SUBPART B: SCHOOL TECHNOLOGY REVOLVING LOAN PROGRAM

Section	
575.100	Purpose
575.200	Use of Funds
575.300	Maximum Amount of Loan
575.400	Application Procedures
575.500	Review of Application and Notification of Loan Award
575.600	Repayment Procedures
575.700	Terms and Conditions of Loan Agreement

AUTHORITY: Implementing and authorized by Sections 2-3.117 and 2-3.117a of the School Code [105 ILCS 5/2-3.117 and 2-3.117a].

SOURCE: Adopted at 20 Ill. Reg. 3522, effective February 13, 1996; emergency amendment at 22 Ill. Reg. 9591, effective May 22, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 19770, effective November 2, 1998; amended at 23 Ill. Reg. 8370, effective July 12, 1999; amended at 25 Ill. Reg. 8167, effective June 21, 2001; amended at 26 Ill. Reg. 915, effective January 15, 2002; amended at 28 Ill. Reg. _____, effective _____.

SUBPART B: SCHOOL TECHNOLOGY REVOLVING LOAN PROGRAM

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 575.100 Purpose

This Subpart establishes the procedures and criteria for applications submitted by eligible participants school districts pursuant to the School Technology Revolving Loan Program established by Section 2-3.117a of the School Code [105 ILCS 5/2-3.117a]. For the purpose of the School Technology Revolving Loan Program, “laboratory schools” eligible to apply for a loan are only those schools as defined in Section 18-8.05(K) of the School Code [105 ILCS 5/18-8.05(K)].

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

Section 575.200 Use of Funds

- a) Funding is available under the School Technology Revolving Loan Fund for *technology hardware investments for students and staff* (Section 2-3.117a of the School Code). These items include, but are not limited to:
- 1) a) Expenditures for the establishment of local and wide area networks (e.g., cabling from network server to other areas, termination supplies, cable testers, patch panels) and for network hardware (e.g., switches, servers, hubs, modems, network adapter cards, transceivers, surge protection, uninterruptible power systems, network administration software);
 - 2) b) Supplies and the cost of labor for electrical work directly related to technology (e.g., wiring, conduit, boxes, receptacles, switches, cover plates, distribution panels and breakers);
 - 3) c) Hardware necessary for staff development and for classroom instruction (e.g., computers, monitors, keyboards, mice, printers, network adapters, software and licenses for applications that are used in the classroom or for staff development purposes); ~~and~~
 - 4) d) Other technology hardware investments directly related to staff development or to classroom instruction (e.g., scanners, projectors, LCD panels, digital cameras, camcorders); and-
 - 5) Staff development directly related to the integration of technology hardware into the learning environment.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- b) Up to 10 percent of the proceeds may be used to purchase computer furniture (see Section 2-3.117a of the School Code).

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

Section 575.300 Maximum Amount of Loan

The maximum loan amount shall be calculated on a per-pupil basis, based upon the total enrollment in the eligible grade levels ~~as reflected in the Fall Enrollment and Housing Report~~ for the immediately preceding year as provided through a uniform reporting procedure specified by the State Board of Education. A participant school district may request a loan amount that does not exceed \$150 per pupil in the eligible grade levels plus a base amount of \$25,000; however, no single loan in a given fiscal year shall exceed \$6,000,000. The State Board of Education shall annually notify participants school districts of the maximum loan amount to which they are entitled.

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

Section 575.400 Application Procedures

- a) The State Board of Education shall distribute application forms to all eligible participants school districts, as specified by Section 2-3.117a of the School Code, no later than June 1 for the following fiscal year. Applications will be due to the State Board of Education no later than December ~~any time between July 1 and March 1~~ of the fiscal year in which loans will be made.
- b) Each application for a loan shall include the following information:
- 1) A list of all applicable expenditure categories, as described in Section 575.200 of this Part, for which loan proceeds shall be used;
 - 2) The amount of the loan requested, which shall not exceed the amount calculated pursuant to Section 575.300 of this Part;
 - 3) A description of the proposed use(s) of the loan funds, as specified in the resolution adopted by the participant's governing board ~~district's board of education~~ authorizing submission of the loan application; ~~and~~
 - 4) Such assurances and certifications as the State Board of Education may require, to include at least the following:

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- A) that the loan proceeds shall be used in the grade levels specified on the application;
 - B) that the governing board of education approved a resolution authorizing submission of the loan application, specifying the date of that approval; and
 - C) that the participant district shall comply with Section 2-3.117a of the School Code, this Subpart and the loan agreement (see Section 575.700 of this Part); and-
- 5) In order to comply with Section 575.700(e) of this Part, a participant that does not receive general State aid directly from the State Board of Education shall submit a resolution adopted by the board of education of each school district from which the participant receives students signifying that the district's general State aid payment will be withheld in accordance with subsection (b)(5)(A) or (b)(5)(B) of this Section, as applicable, in the case of the participant's default on the loan.
- A) For an area vocational center operated as a cooperative by two or more school districts, the amount withheld shall be proportionately deducted from the general State aid of each district that is a party to the cooperative agreement establishing the area vocational center. A district's proportionate share shall be based upon the ratio of the number of students enrolled from that district to the total number of students that the center serves from all districts participating in the cooperative. The number of students used for this calculation shall be determined using the method identified in Section 575.300 of this Part.
 - B) For a charter school receiving its charter from a school district, the amount withheld from the chartering district's general State aid payment shall be deducted by the district from the next quarterly payment due to the charter school from the district.
- c) Each loan application shall bear original signatures of the chief administrative officer district superintendent and of the president of the governing board of education and shall be sent to the State Board of Education as specified on the application form. Applications must be postmarked not later than 30 calendar days following the governing board's local board of education's approval.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Applications postmarked later than 30 days following governing local board of education approval shall be returned to the applicant as ineligible for consideration. An applicant whose request has been returned as ineligible may reapply during the funding cycle, provided it has met all of the requirements of Section 575.400 of this Part.

- d) Applications received by the division specified on the form after December March 1 of the fiscal year in which a loan is requested shall not be processed.
- e) Participants School districts are limited to one approved loan per fiscal year.

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

Section 575.500 Review of Application and Notification of Loan Award

- a) Applications shall be reviewed for completeness. If an application is incomplete, then State Board of Education staff shall request the needed information from the applicant no later than 20 calendar days following receipt of the application. Applications will not be processed until all requested information is received.
- b) All complete applications that demonstrate compliance with Section 2-3.117a of the School Code and this Subpart shall be approved for funding on a first come, first served basis ~~according to the specifications set forth in subsections (b)(1) and (b)(2) of this Section~~, as long as funds appropriated for a given fiscal year remain available.
 - 1) Loan award determinations shall be made on December 15 ~~on September 15, December 15 and March 15~~ of each fiscal year.
 - 2) ~~Should the total amount of pending loan requests exceed the amount available in the School Technology Revolving Loan Fund at any point during the fiscal year, then applications from school districts with the lowest equalized assessed valuation per pupil by type of district shall be funded first.~~
 - A) ~~Pending loan applications shall be grouped by district type (i.e., elementary, high school, unit) and then ranked by equalized assessed valuation per pupil.~~
 - B) ~~The loan funds remaining shall be apportioned among district types by calculating the ratio of the total amount of loan requests~~

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

for each district type to the total amount of all pending loan requests.

- Ⓒ) ~~Equalized assessed valuation per pupil by district type shall be the determining factor for only those applications pending but not yet approved for funding.~~
- c) Notification of a loan award shall be made no later than 15 calendar days following the award determination ~~date~~ dates established in subsection ~~(b)~~ ~~(b)(1)~~ of this Section. Applications not approved for funding on or before ~~December~~ March 15 of the fiscal year in which the application was made shall expire.
- d) Applications received after the ~~December~~ March 1 deadline in a given fiscal year shall not be considered for funding in that fiscal year and shall be returned to the applicant.
- e) Applicants otherwise eligible but not receiving loans due to insufficiency of the appropriation shall receive first consideration in the next fiscal year in which the grade levels specified on the application shall be eligible for funding.

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

Section 575.600 Repayment Procedures

Loans shall be repaid within three years (see Section 2-3.117a of the School Code).

- a) The rate of interest shall be stipulated on the loan application and *shall not be greater than 50% of the rate for the most recent date shown in the 20 G.O. Bonds Index of average municipal bond yields as published in the most recent edition of The Bond Buyer, published in New York, New York* (Section 2-3.117a(a) of the School Code). Interest shall be computed ~~quarterly~~ semi-annually.
- b) Payments on the loan (principal and interest) shall be made by check twice annually ~~on a quarterly basis~~ in six ~~12~~ equal installments.
- 1) Loan payments shall be due ~~quarterly~~ on December 1 and June 1 ~~December 30, March 30, June 30 and September 30~~, with the first payment under each loan due on June 1 of the fiscal year in which the loan is made ~~the second due date following receipt of the loan~~.

ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 2) Checks shall be made payable to the "ISBE - School Technology Revolving Loan Fund" and mailed to the Fiscal and Administrative Services Division, Illinois State Board of Education, 100 North First Street, W-380 ~~C-300~~, Springfield, Illinois 62777-0001.
- 3) Payments not received within 15 calendar days after the due date shall be assessed a penalty of 5 percent of the payment due; however, the late payment penalty shall be waived when either:
 - A) the postmark date on the envelope used to submit the payment is dated five days or more before the end of the 15-day grace period; or
 - B) the payment is not received by the State Board of Education within 60 days following the due date, but the participant ~~school district~~ provides to the State Board of Education no later than 70 days beyond the due date the following:
 - i) a copy of the original check, dated at least five days before the end of the 15-day grace period;
 - ii) a copy of the stop payment order placed on the original check; and
 - iii) a new check issued in the amount due.
- c) A participant ~~school district~~ may prepay the balance due on the loan in its entirety on any scheduled payment date, provided that the participant ~~district~~ first contacts the State Board of Education to obtain the total amount of the principal and interest due at that time.

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

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

Section 575.700 Terms and Conditions of Loan Agreement

- a) Loan proceeds under this program shall be used exclusively for the purposes listed in Section 575.200 of this Part and shall be expended in accordance with the approved application and the participant's applicant's policies and procedures related to such expenditures. In the event that the loan proceeds are not expended in the manner approved, then the participant district, upon written notification from the State Board of Education, shall be required to submit, by the next payment due date, payment of the outstanding principal of the loan and the amount of the interest accrued as of that payment due date.
- b) Loan proceeds shall be obligated no later than six months following receipt of the loan.
- c) Use of loan proceeds shall be accounted for in accordance with the Program Accounting Manual (23 Ill. Adm. Code 110) or, for participants not subject to the Program Accounting Manual, in accordance with generally accepted standards of governmental accounting principles.
- d) ~~For all loans approved in fiscal year 2002 and in succeeding years, Loan~~ loan recipients shall submit to the State Board of Education a report detailing how the loan proceeds were used. This expenditure report, to be submitted on a form supplied by the State Board of Education, shall be due not later than nine months following receipt of the loan.
- d) ~~Loan proceeds shall be included in the district's budget prepared under Section 17-1 of the School Code [105 ILCS 5/17-1].~~
- e) Subject to Section 575.400(b)(5) of this Part, in the event of default that is not cured within 90 calendar days, the State Board of Education shall deduct the amount owed from the participant's district's next payment of general State state aid,; and the The participant district shall be ineligible for additional loans until good standing has been restored; however, the chartering school district of a charter school participant or the school districts participating in a vocational education cooperative shall be allowed to apply for loans on behalf of their respective school districts.

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

ILLINOIS STATE BOARD OF EDUCATION MEETING
August 18, 2004

TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
David Wood, Director

Agenda Topic: Action Item: Finance, Audit and Agency Operations Status

Materials: Appropriations and Spending by Program
Federal Fund Status (No Change)
Financial Status Report (Contract & Grant Detail)
\$1 M Contracts (No contracts for the Board to review)
Monthly Headcount Graph
Staff Detail
Personnel Transactions

Staff Contact(s): David Wood 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.

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 07/31/2004

(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>\$4,861,231.8</u>	<u>\$4,861,178.1</u>	<u>\$53.7</u>
General State Aid	\$3,445,600.0	\$3,445,600.0	\$0.0	\$3,445,600.0	\$3,445,600.0	\$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	\$5,154.4	\$5,154.4	\$0.0
School Safety & Education Block Grant (ADA)	\$42,841.0	\$42,841.0	\$0.0	\$40,867.6	\$40,867.6	\$0.0
Illinois Charter Schools	\$3,820.2	\$3,693.6	\$126.6	\$3,747.3	\$3,693.6	\$53.7
District Consolidation Cost	\$1,669.4	\$1,669.4	\$0.0	\$995.3	\$995.3	\$0.0
Early Intervention	\$64,447.3	\$64,447.3	\$0.0	\$64,447.3	\$64,447.3	\$0.0
School Breakfast Incentive Program	\$723.5	\$723.5	\$0.0	\$437.8	\$437.8	\$0.0
Textbook Loan Program	\$29,126.5	\$29,126.5	\$0.0	\$2,805.6	\$2,805.6	\$0.0
Mandated Categoricals	<u>\$1,304,405.0</u>	<u>\$1,304,405.0</u>	<u>\$0.0</u>	<u>\$1,260,183.3</u>	<u>\$1,260,183.3</u>	<u>\$0.0</u>
Illinois Free Lunch/Breakfast	\$19,565.0	\$19,565.0	\$0.0	\$18,938.1	\$18,938.1	\$0.0
Orphanage Tuition 18-3 (Reg Ed)	\$14,651.0	\$14,651.0	\$0.0	\$10,391.6	\$10,391.6	\$0.0
Sp-Ed - Extraordinary Services	\$229,502.0	\$229,502.0	\$0.0	\$229,433.1	\$229,433.1	\$0.0
Sp-Ed - Orphanage Tuition 14-7.03	\$97,370.0	\$97,370.0	\$0.0	\$63,446.3	\$63,446.3	\$0.0
Sp-Ed - Personnel Reimbursement	\$346,000.0	\$346,000.0	\$0.0	\$344,019.7	\$344,019.7	\$0.0
Sp-Ed - Private Tuition	\$59,423.0	\$59,423.0	\$0.0	\$59,422.9	\$59,422.9	\$0.0
Sp-Ed - Summer School	\$6,370.0	\$6,370.0	\$0.0	\$6,370.0	\$6,370.0	\$0.0
Sp-Ed - Transportation	\$289,100.0	\$289,100.0	\$0.0	\$285,832.7	\$285,832.7	\$0.0
Transportation - Regular/Vocational	\$242,424.0	\$242,424.0	\$0.0	\$242,328.9	\$242,328.9	\$0.0
Standards - Assessment & Accountability	<u>\$26,395.2</u>	<u>\$6,551.2</u>	<u>\$19,844.0</u>	<u>\$23,744.2</u>	<u>\$5,363.8</u>	<u>\$18,380.3</u>
Ensuring Quality Ed Personnel	<u>\$5,190.0</u>	<u>\$4,875.0</u>	<u>\$315.0</u>	<u>\$4,939.0</u>	<u>\$4,763.5</u>	<u>\$175.5</u>
Teacher Education/NBPTS	\$4,740.0	\$4,425.0	\$315.0	\$4,499.9	\$4,324.4	\$175.5
Teach America	\$450.0	\$450.0	\$0.0	\$439.1	\$439.1	\$0.0
Reading Improvement Block Grant	<u>\$79,314.4</u>	<u>\$79,221.1</u>	<u>\$93.3</u>	<u>\$79,310.1</u>	<u>\$79,221.1</u>	<u>\$89.0</u>
Early Childhood	<u>\$213,572.2</u>	<u>\$213,405.7</u>	<u>\$166.5</u>	<u>\$209,185.7</u>	<u>\$209,023.1</u>	<u>\$162.6</u>
Academic Difficulty	<u>\$120,281.1</u>	<u>\$119,988.1</u>	<u>\$293.0</u>	<u>\$110,572.1</u>	<u>\$110,339.5</u>	<u>\$232.6</u>
Alternative Learning/Regional Safe Schools	\$17,138.6	\$17,007.9	\$130.7	\$16,711.5	\$16,591.9	\$119.6

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Bilingual Education	\$62,552.0	\$62,552.0	\$0.0	\$53,454.7	\$53,454.7	\$0.0
Bridge/Classroom/Extended Days Program	\$24,836.8	\$24,756.6	\$80.2	\$24,758.2	\$24,683.5	\$74.7
Truant Alternative Optional Education	\$15,753.7	\$15,671.6	\$82.1	\$15,647.7	\$15,609.4	\$38.3
Learning Technologies (Tech for Success)	<u>\$11,500.0</u>	<u>\$9,603.6</u>	<u>\$1,896.4</u>	<u>\$10,805.7</u>	<u>\$9,211.5</u>	<u>\$1,594.1</u>
Technology for Success	\$11,500.0	\$9,603.6	\$1,896.4	\$10,805.7	\$9,211.5	\$1,594.1
Career Preparation	<u>\$40,339.8</u>	<u>\$39,971.5</u>	<u>\$368.3</u>	<u>\$40,158.3</u>	<u>\$39,799.8</u>	<u>\$358.5</u>
Agricultural Education	\$1,881.2	\$1,881.2	\$0.0	\$1,881.2	\$1,881.2	\$0.0
Illinois Governmental Internship Program	\$129.9	\$129.9	\$0.0	\$129.9	\$129.9	\$0.0
Career and Technical Education	\$38,328.7	\$37,960.4	\$368.3	\$38,147.2	\$37,788.7	\$358.5
Regional Services	<u>\$11,700.0</u>	<u>\$11,700.0</u>	<u>\$0.0</u>	<u>\$11,426.8</u>	<u>\$11,426.8</u>	<u>\$0.0</u>
ROE - Salaries	\$8,150.0	\$8,150.0	\$0.0	\$7,884.1	\$7,884.1	\$0.0
ROE - School Service	\$3,550.0	\$3,550.0	\$0.0	\$3,542.7	\$3,542.7	\$0.0
Administration	<u>\$16,520.0</u>	<u>\$0.0</u>	<u>\$16,520.0</u>	<u>\$15,713.2</u>	<u>\$0.0</u>	<u>\$15,713.2</u>
Targeted Initiatives	<u>\$20,135.9</u>	<u>\$19,634.2</u>	<u>\$501.7</u>	<u>\$19,998.0</u>	<u>\$19,552.5</u>	<u>\$445.5</u>
Blind & Dyslexic	\$168.8	\$168.8	\$0.0	\$168.8	\$168.8	\$0.0
Community Residential Services Authority	\$472.7	\$0.0	\$472.7	\$417.4	\$0.0	\$417.4
Materials Center for the Visually Impaired	\$1,121.0	\$1,121.0	\$0.0	\$1,121.0	\$1,121.0	\$0.0
Metro East Consortium for Child Advocacy	\$217.1	\$217.1	\$0.0	\$180.9	\$180.9	\$0.0
Minority Transition Program	\$578.8	\$578.8	\$0.0	\$578.8	\$578.8	\$0.0
Philip J. Rock Center & School	\$2,855.5	\$2,855.5	\$0.0	\$2,855.5	\$2,855.5	\$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	\$14,453.0	\$14,424.9	\$28.1
Textbook Loan Reappropriation	<u>\$27,785.3</u>	<u>\$27,785.3</u>	<u>\$0.0</u>	<u>\$27,617.9</u>	<u>\$27,617.9</u>	<u>\$0.0</u>
SubTotal - GENERAL FUNDS	\$5,509,166.8	\$5,469,042.0	\$40,124.7	\$5,414,702.9	\$5,377,497.9	\$37,205.0
OTHER GRF FUNDS						
Retirement Systems	<u>\$1,049,951.0</u>	<u>\$1,049,951.0</u>	<u>\$0.0</u>	<u>\$1,049,951.0</u>	<u>\$1,049,951.0</u>	<u>\$0.0</u>
Downstate	\$1,049,951.0	\$1,049,951.0	\$0.0	\$1,049,951.0	\$1,049,951.0	\$0.0
Chicago	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
TOTAL GENERAL FUNDS	\$6,559,117.8	\$6,518,993.0	\$40,124.7	\$6,464,653.9	\$6,427,448.9	\$37,205.0
NON STATE						
School Infrastructure Fund	<u>\$50,200.0</u>	<u>\$50,000.0</u>	<u>\$200.0</u>	<u>\$10,496.3</u>	<u>\$10,315.2</u>	<u>\$181.1</u>

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
School Infrastructure (Debt Admin)	\$200.0	\$0.0	\$200.0	\$181.1	\$0.0	\$181.1
School Technology Revolving Loan	\$50,000.0	\$50,000.0	\$0.0	\$10,315.2	\$10,315.2	\$0.0
Illinois Future Fund	<u>\$7.0</u>	<u>\$7.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>	<u>\$0.0</u>
Driver Education	<u>\$15,900.0</u>	<u>\$15,750.0</u>	<u>\$150.0</u>	<u>\$15,861.9</u>	<u>\$15,746.6</u>	<u>\$115.4</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>\$11,235.0</u>	<u>\$8,723.0</u>	<u>\$2,512.0</u>	<u>\$1,439.7</u>	<u>\$507.8</u>	<u>\$931.9</u>
Charter Schools Revolving Loan Fund	\$2,000.0	\$2,000.0	\$0.0	\$70.3	\$70.3	\$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	\$385.4	\$0.0	\$385.4
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	\$125.0	\$0.0	\$125.0	\$125.0	\$0.0
Teacher Certification Fee Revolving Fund	\$1,500.0	\$0.0	\$1,500.0	\$544.5	\$0.0	\$544.5
Temporary Relocation Revolving Fund	\$1,130.0	\$1,130.0	\$0.0	\$0.0	\$0.0	\$0.0
FEDERAL						
Federal Funds	<u>\$2,073,806.1</u>	<u>\$1,999,785.1</u>	<u>\$74,021.0</u>	<u>\$1,628,430.9</u>	<u>\$1,594,298.3</u>	<u>\$34,132.6</u>
Advanced Placement Fee Payment	\$1,490.0	\$900.0	\$590.0	\$784.9	\$679.6	\$105.4
Career & Technical Education	\$52,625.0	\$50,000.0	\$2,625.0	\$45,101.4	\$43,390.8	\$1,710.7
Career & Technical Education - Technical Prep	\$5,279.0	\$5,000.0	\$279.0	\$3,839.7	\$3,595.6	\$244.1
Charter Schools	\$2,851.0	\$2,500.0	\$351.0	\$1,489.7	\$1,429.6	\$60.2
Child Nutrition	\$433,980.0	\$425,000.0	\$8,980.0	\$414,369.9	\$409,191.5	\$5,178.5
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	\$35.9	\$0.0	\$35.9
Illinois Purchase Care Review Board	\$194.0	\$0.0	\$194.0	\$182.7	\$0.0	\$182.7
Individuals with Disabilities Education Act, Pt. B	\$459,960.0	\$450,000.0	\$9,960.0	\$381,726.3	\$372,866.2	\$8,860.1
IDEA - Deaf Blind, Part C	\$630.5	\$600.0	\$30.5	\$343.4	\$327.7	\$15.6
IDEA - Improvement Plan	\$2,718.0	\$2,500.0	\$218.0	\$1,465.4	\$1,369.5	\$96.0
IDEA - Model Outreach	\$400.0	\$400.0	\$0.0	\$175.0	\$175.0	\$0.0
IDEA - Pre-School	\$26,799.0	\$25,000.0	\$1,799.0	\$18,233.0	\$17,403.3	\$829.7
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	\$805.9	\$767.4	\$38.5
National Center for Education Statistics	\$159.0	\$0.0	\$159.0	\$90.4	\$0.0	\$90.4

Initiatives	Appropriation			YTD Expenditures		
	Total	Grants	Admin	Total	Grants	Admin
Reading Excellence	\$12,000.0	\$12,000.0	\$0.0	\$3,432.9	\$3,432.9	\$0.0
Refugee	\$2,723.5	\$2,500.0	\$223.5	\$820.6	\$724.0	\$96.5
Renovation - Sp. Ed. & Technology	\$15,360.0	\$15,000.0	\$360.0	\$3,377.4	\$3,288.0	\$89.4
School Health Programs	\$1,016.0	\$190.0	\$826.0	\$204.2	\$0.0	\$204.2
School to Work	\$8,175.0	\$8,000.0	\$175.0	\$755.3	\$705.3	\$50.0
Title I - Basic Programs	\$524,600.9	\$519,074.9	\$5,526.0	\$466,870.6	\$463,323.4	\$3,547.2
Title I - Comprehensive School Reform	\$21,609.7	\$21,017.4	\$592.3	\$13,165.3	\$12,640.9	\$524.4
Title I - Education of Migratory Children	\$3,766.6	\$3,708.7	\$57.9	\$923.6	\$901.4	\$22.2
Title I - Even Start Family Literacy Programs	\$11,267.6	\$11,000.0	\$267.6	\$9,047.0	\$8,834.7	\$212.4
Title I - Neglected and Delinquent	\$3,408.0	\$3,399.0	\$9.0	\$2,182.0	\$2,182.0	\$0.0
Title I - Reading First	\$68,622.0	\$66,000.0	\$2,622.0	\$31,284.5	\$30,129.5	\$1,155.1
Title I - School Improvement	\$12,126.8	\$12,000.0	\$126.8	\$6,293.5	\$6,196.3	\$97.2
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	\$26,117.0	\$25,595.5	\$521.5
Title II - Quality Teachers	\$153,563.0	\$150,000.0	\$3,563.0	\$113,445.9	\$112,313.2	\$1,132.7
Title III - English Language Acquisition	\$41,029.0	\$40,000.0	\$1,029.0	\$19,528.9	\$18,760.4	\$768.5
Title IV - 21st Century Schools	\$43,402.1	\$42,000.0	\$1,402.1	\$18,168.0	\$17,850.7	\$317.4
Title IV - Community Service Program	\$3,083.9	\$3,000.0	\$83.9	\$1,629.5	\$1,629.5	\$0.0
Title IV - Safe & Drug Free Schools	\$25,829.5	\$25,000.0	\$829.5	\$15,101.1	\$14,590.7	\$510.4
Title V - Innovative Programs	\$22,516.0	\$21,000.0	\$1,516.0	\$15,926.2	\$15,064.1	\$862.1
Title VI - Rural & Low Income Programs	\$1,437.5	\$1,300.0	\$137.5	\$903.8	\$846.1	\$57.7
Title VI - State Assessment	\$25,000.0	\$0.0	\$25,000.0	\$5,717.6	\$0.0	\$5,717.6
Title X - McKinney Homeless Assistance	\$3,229.0	\$3,000.0	\$229.0	\$2,301.0	\$2,192.3	\$108.7
Transition to Teaching	\$1,179.5	\$500.0	\$679.5	\$512.2	\$425.2	\$86.9
Troops to Teachers	\$180.5	\$0.0	\$180.5	\$113.7	\$0.0	\$113.7
Special Congressional Initiatives	\$18,000.0	\$17,195.1	\$804.9	\$1,941.8	\$1,476.1	\$465.7
TOTAL - ALL FUNDS:	\$8,757,625.8	\$8,640,618.1	\$117,007.7	\$8,168,242.7	\$8,095,676.7	\$72,566.0

**ILLINOIS STATE BOARD OF EDUCATION
FINANCIAL STATUS REPORT - 07/01/2003 THROUGH 07/31/2004**

	<u>Approp Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Personal Services and Related	41,283.7	38,127.0	92.4%	68.9	Salaries & Benefits
Contractual Services	68,644.1	32,393.8	47.2%	2,390.4	Agency Contracts (see below); Non-Employee Travel; Conferences; Registration Fees
Travel	2,422.1	1,193.3	49.3%	103.0	Staff Travel
Commodities	657.3	131.4	20.0%	9.2	Supplies; Books
Printing	778.5	86.5	11.1%	9.0	Agency Printing
Equipment	794.3	91.7	11.5%	36.2	Computers; Printers; Furniture
Telecommunications	1,263.7	521.4	41.3%	9.0	Telecommunications Expenses
Auto Operations	20.4	20.3	99.3%	1.6	Operation of Agency Autos
Grants	7,541,843.1	6,998,365.7	92.8%	79,136.9	See Detail Below

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Agency Contracts Breakdown:					
<u>Personnel</u>					
Laner, Muchin, Dombrow, Becker, LTD GRF	115.0	97.7	85.0%	62.1	Professional confidential counseling for ISBE - contract negotiations/arbitrations, etc.
<u>General Counsel/Legal</u>					
45 - Impartial Hearing Officers GRF	46.4	43.7	94.2%	1.7	Teacher Dismissal Hearing Officers
Pugh, Jones, & Johnson GRF	70.0	17.5	0%	12.8	Investigate allegations of misconduct related to certificate suspensions
Teacher Dismissal Court Reporters GRF	35.0	28.3	80.9%	2.3	Court reporter services for Teacher Dismissal Hearings
<u>Data Systems</u>					
Viva USA, Inc. GRF	185.4	169.3	91.3%	38.6	Development and maintenance of ILSI, Schools without Walls, web claims, web apps, ILEARN, Data Warehousing Sys., e-Grants Management System, FRIS and HRMS
Other State	5.0	4.4	88.0%	0.0	
Federal	250.1	242.6	97.0%	0.0	
Ashbaugh & Associates, Inc. Other State	125.0	123.2	98.6%	12.3	Development and maintenance of the Teacher Certification Information System (TCIS) and ISBE's Entity System
E-Technology Inc. Federal	109.1	94.5	86.6%	8.5	Development, maintenance and support of ISBE applications

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Data-Core Systems Inc. Other State	133.6	133.6	100%	12.6	Enhancements and support of the CERTS System
The Innovation Group GRF	427.0	417.2	97.7%	58.4	E-Grants System
	456.5	391.2	85.7%	0.0	
SilverTrain Federal	59.3	57.6	97.1%	0.0	Development and maintenance of web-based Child Nutrition Claim Entry System
Data-Core Systems Inc. Federal	89.3	77.3	86.6%	10.6	Enhancements and support for the child nutrition system application
<u>Data Analysis & Progress Reporting</u>					
Deloitte Consulting Federal	115.9	115.9	100%	5.9	Revamp the School Report Card into a web-based interactive system
<u>Governmental Relations</u>					
Barbour Griffith & Rogers, Inc. GRF	240.0	205.7	85.7%	18.7	Assist ISBE with strategic counsel and tactical planning on legislative, long-term and political matters - Contract Renewal began 1/1/03
<u>Internal Audit</u>					
Berry, Dunn, McNeil & Parker, Inc. GRF	29.1	19.4	66.7%	0.0	EDP auditing assistance for the review of system developments
	20.0	0.0	0%	0.0	
<u>Standards Aligned Learning</u>					
Southern Illinois University Federal	50.0	48.1	96.2%	0.0	Coordinate the statewide rollout of the elementary school model program
<u>Career Development & Preparation</u>					
Metri Tech, Inc. Federal	100.0	100.0	100.0%	0.0	Development of the Illinois Workplace Skills Assessment
<u>e-Learning</u>					
Illinois State University Federal	104.2	104.2	100%	46.9	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Southern Illinois University Federal	200.0	45.8	22.9%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Eastern Illinois University Federal	179.9	123.0	68.4%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
Western Illinois University Federal	63.7	63.6	99.8%	7.2	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
University of Illinois Federal	200.0	126.2	63.1%	0.0	IVHS curriculum development; preservice and inservice training for teachers; course development; & student services - Final year of multi-year contract from earmark last year
<u>Curriculum & Instruction</u>					
National Louis University GRF	153.8	153.8	100%	153.8	Reanalysis of fall and spring 2001-2002 data to include comprehension as part of passage reading
University of Illinois Federal	87.4	87.4	100%	0.0	Evaluation of the implementation and outcomes of REA-funded reading improvement efforts

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Illinois State University Federal	145.0	90.8	62.6%	0.0	HIV Prevention Education
University of Illinois Federal	502.8	258.1	51.3%	69.7	Evaluation of IL Reading First
<u>Early Childhood</u>					
University of Illinois Federal	217.8	211.3	97.0%	40.5	Illinois Early Learning Website maintenance
<u>English Language Learning</u>					
Wisconsin Dept of Public Instruction Federal	75.0	75.0	100%	0.0	Membership to WIDA Consortium which includes English Language Proficiency Standards development
<u>Special Education Compliance</u>					
18 Hearing Officers Federal	463.1	386.2	83.4%	62.2	Impartial Hearing Officers in the local-level due process hearing/Section 14-8.02 of the School Code
19 Mediation Agreements Federal	112.5	49.7	44.2%	6.1	IDEA mandates ISBE to offer mediation services - 19 Contracts @ \$5,000
Court Reporters Federal	100.0	42.2	0.0%	7.6	Court reporters/transcripts per 23 Illinois Admin. Code 226, Subpart J
Marucco, Stoddard, Ferenbach & Walsh, Inc. Federal	255.1	255.1	100%	0.0	Identify, enhance and align special education student and school data and develop a framework for integrating and analyzing critical indicators
Marucco, Stoddard, Ferenbach & Walsh, Inc.	89.7	41.7	46.5%	15.0	ISBE's Illinois Continuous Improvement Plan per Grant Specs.
HOEN Consultants Federal	149.9	149.7	99.9%	15.5	Establishment of a Due Process Training Entity as set forth in 14-08.02(d) of the School Code of Illinois
Public Priority Systems Federal	76.2	74.4	97.6%	3.8	Develop and execute a comprehensive evaluation plan of all activities conducted under the State Improvement Grant
<u>Student & School Progress</u>					
Accountability Works Federal	87.6	87.6	100%	0.0	Assessment Framework (AF) based on the Illinois Learning Standards
Northern Illinois University Federal	139.0	139.0	100%	30.3	A "live data" website for an Illinois Interactive Report Card
<u>New Learning Opportunities</u>					
Sangamon County ROE GRF	400.0	400.0	100%	0.0	Fiscal Agent for Cook County GED Testing Program
Other State	400.0	385.4	96.4%	0.0	
<u>Student Assessment</u>					
Metri Tech, Inc. GRF	155.8	155.8	100%	0.0	Test development for ISAT and PSAT
Federal	210.9	210.9	100%	0.0	
NCS Pearson, Inc. GRF	2,605.0	2,325.0	89.3%	0.0	Printing, testing and scoring of ISAT tests for students in grades 3, 5 & 8
Federal	3,876.2	3,510.4	90.6%	668.7	

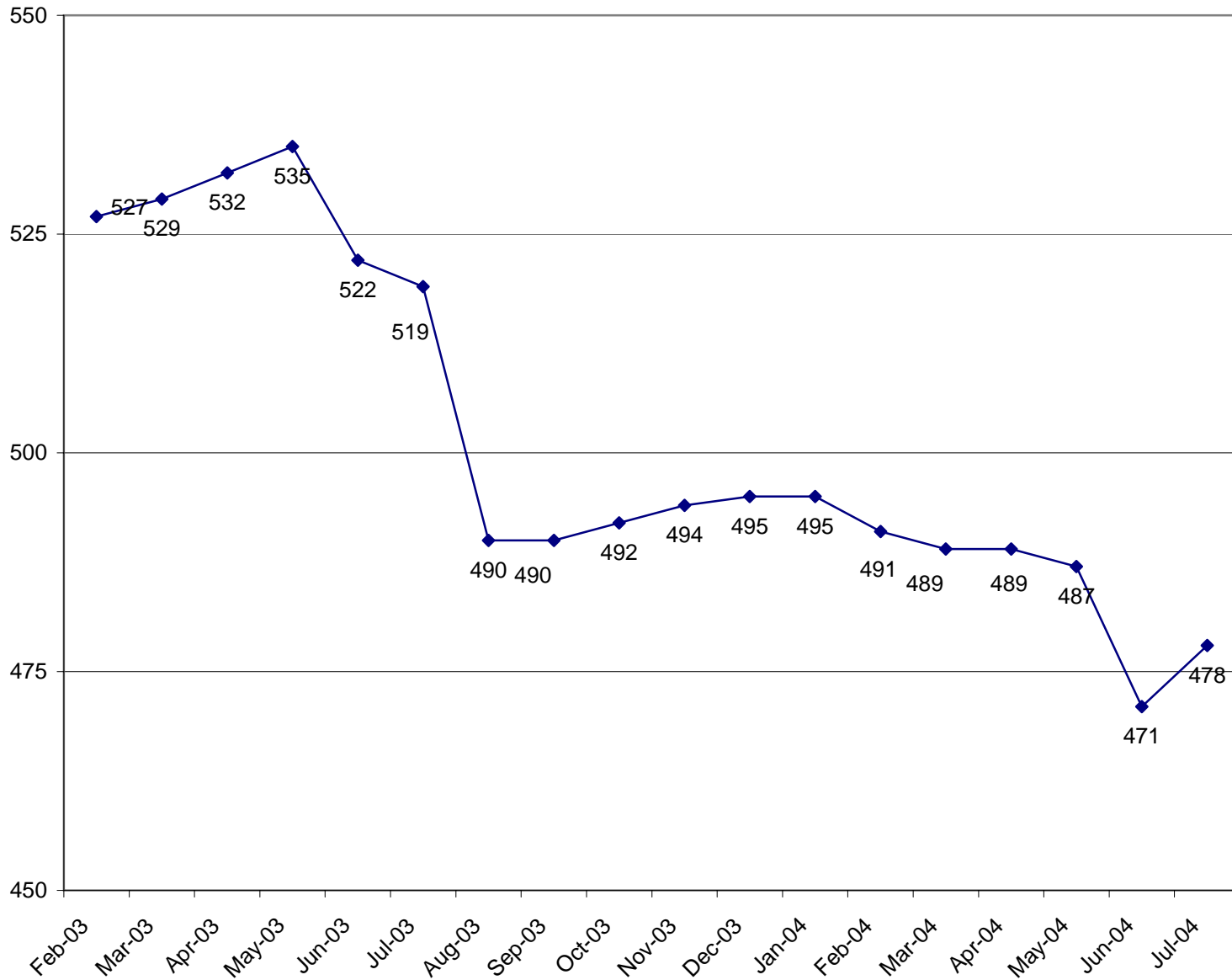
	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Metri Tech, Inc.					Statistical design and analysis for ISAT - required by legislation
GRF	110.4	110.4	100%	0.0	
Federal	152.5	152.5	100%	0.0	
Measurement Incorporated					Scoring of open-ended responses in reading, writing and mathematics for all students in Grades 3, 5, & 8
GRF	3,914.0	3,914.0	100%	0.0	
NCS Pearson, Inc.					Printing, testing and scoring of PSAE tests for all students in Grade 11
GRF	503.9	209.7	41.6%	0.0	
Federal	1,146.6	838.7	73.1%	0.0	
Metri Tech, Inc.					Statistical design and analysis for PSAE - required by legislation
GRF	90.6	90.6	100%	23.0	
Federal	44.6	44.6	100%	10.8	
Measurement Incorporated					Scoring of open-ended responses for PSAE test
GRF	2,331.4	2,331.4	100%	0.0	
NCS Pearson, Inc.					Printing all test materials, monitoring the test administration and scoring the results of IMAGE
GRF	353.4	320.1	90.6%	0.0	
Federal	396.2	368.9	93.1%	68.9	
Metri Tech, Inc.					Technical and statistical services such as equating, item analysis and technical reports
Federal	92.4	92.4	100%	23.1	
Measurement Incorporated					Scoring of bilingual students' writing essays
GRF	123.5	123.5	100%	38.1	
Federal	90.0	90.0	100%	4.6	
Metri Tech, Inc.					Development of the IMAGE test
Federal	118.0	118.0	100%	29.5	
Metri Tech, Inc.					Develop, administer, retrieve, analyze and score the Consumer Education Proficiency Test
GRF	99.5	99.5	100%	24.9	
McGraw Hill, LLC					Develop IL K-2 Achievement Test System
GRF	96.5	0.0	0%	0.0	
Measured Progress, Inc.					Assessment data collection/reporting, training, and conducting on-going evaluations and make recommendations for modification - continuation of multi-year
Federal	1,955.0	1,955.0	100%	217.2	
American College Testing, Inc.					Develop, design & analyze ACT Test - Grade 11
GRF	4,500.0	4,258.1	94.6%	258.1	
<u>Fiscal & Administrative Services</u>					
Alzina Lease-Spfd					
GRF	1191.8	1,191.8	100%	0.0	Rent - Springfield
Other State	12.0	12.0	100%	0.0	
Federal	1202.8	1,202.8	100%	0.0	
Xerox Corporation					Copier maintenance/repairs
GRF	115.8	105.5	91.1%	10.8	
Federal	46.8	46.8	100%	0.0	
Warehouse Lease (Marilyn Mason)					Warehouse Lease
GRF	69.0	69.0	100%	0.0	
Federal	40.0	40.0	100%	0.0	
Midwest Office Supply					Office Supplies
GRF	57.3	15.2	26.5%	5.5	
Other State	2.1	0.0	0.0%	0.0	
Federal	25.6	7.4	28.9%	0.0	

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Parcel Pick-up & Delivery					Parcel pick-up and delivery per agency request at published rate - multiple vendors
GRF	40.0	39.8	0%	0.0	
Federal	55.0	43.0	0%	11.2	
<u>Nutrition Program & Support Services</u>					
University of Illinois					Direct mailing to 305,000 students who qualify for free meals under the National School Lunch Program
Federal	94.3	9.7	10.3%	0.0	
Southern Illinois University					School Meals Initiative - conduct nutritional analysis
Federal	120.0	117.2	97.7%	0.0	
Fidelis Corporation					Maintain and enhance the USDA Commodity Distribution System
Federal	85.5	70.3	82.2%	1.2	
<u>Fiscal Services</u>					
Secretary of the State					Process blue slips for Drivers Education
Other State	50.0	50.0	100%	0.0	
Auditor General					
Federal	206.5	206.5	100%	206.5	Annual Audit-Federal Share
<u>School Business & Support Services</u>					
Enterprise Computing Services					Development of an integrated database management system for viewing school facilities inventory data
Federal	101.3	89.3	88.2%	0.0	
Grants Breakdown:					
General State Aid	3,484,200.0	3,482,593.1	100%	0.0	Formula
Title I - Low Income	570,200.0	494,078.8	86.7%	32,411.5	Formula
IDEA	450,000.0	372,866.3	82.9%	4,667.8	Formula
Child Nutrition	425,000.0	409,191.5	96.3%	28,773.6	Formula--Reimbursement
Spec Ed Personnel	314,860.0	312,879.7	99.4%	0.0	Formula
Transportation Spec Ed	263,081.0	259,813.7	98.8%	0.0	Formula
Transportation Reg/Voc	242,424.0	242,328.9	100%	0.0	Formula
Spec Ed Extraordinary	229,502.0	229,433.1	100%	34.6	Mandated Categorical
Early Childhood Block	213,405.7	209,023.1	97.9%	1,999.7	Block grant for Pre-K, parent training and prevention initiative
Title II Quality Teachers	150,000.0	112,313.2	74.9%	1,158.2	Formula
Spec Ed Orphanage	97,370.0	63,446.3	65.2%	0.0	Formula
Reading Imp. Block Grant	79,221.1	79,221.1	100%	26.6	Formula
Title I Reading First	66,000.0	30,129.5	45.7%	0.0	Competitive and formula grants
Early Intervention	64,447.3	64,447.3	100%	0.0	Transfer to the Department of Human Services
Spec Ed Private Facility Tuition	59,423.0	59,422.9	100%	0.0	Formula
Technology Literacy	53,000.0	25,595.5	48.3%	40.1	Competitive and non-competitive grants to school districts
Voc Ed - Federal	50,000.0	43,390.8	86.8%	639.2	Formula and Competitive - to improve student academic and career skills
School Tech. Rev. Loan	50,000.0	10,315.2	20.6%	0.0	Loans to schools to implement technology
Title IV-21st Century	45,000.0	19,480.1	43.3%	903.7	Competitive
ADA School Safety & Ed. Bl.	42,841.0	40,867.6	95.4%	0.0	Formula
Title III - English Language Acq	39,980.0	18,760.4	46.9%	789.4	Grant
Vocational Education - State	37,960.4	37,788.7	99.5%	397.7	Formula
Bilingual Education-Chicago	34,896.6	34,896.6	100%	0.0	Chicago Block Grant

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Spec Ed Personnel-Downstate	31,140.0	31,140.0	100%	0.0	Formula
Textbook Program	29,126.5	2,805.6	9.6%	0.0	Payment for textbooks purchased during year
Textbook Loan - Reapprop.	27,785.3	27,617.9	99.4%	0.0	Payment for textbooks purchased during previous year
Bilingual Ed-Downstate	27,655.4	18,558.1	67.1%	433.2	Mandated Categorical
Transportation Spec Ed-Downstate	26,019.0	26,019.0	100%	0.0	Formula
Title IV - Safe and Drug Free	25,000.0	14,590.7	58.4%	119.1	Formula
Preschool - Spec Ed	25,000.0	17,403.3	69.6%	158.6	Formula--special education, 3-5 year-olds
Summer Bridges	24,756.6	24,683.5	99.7%	0.0	Grants to districts (based on ISAT reading scores)
Title V Innovative Programs	21,000.0	15,064.1	71.7%	126.1	Formula
State Free Lunch & Breakfast	19,565.0	18,938.1	96.8%	257.2	Mandated Categorical--Reimbursement
Alternative Ed/Reg Safe School	17,023.9	16,591.9	97.5%	759.3	Formula
Driver Education	15,750.0	15,746.6	100%	0.0	Reimbursement
Truant/Dropout/Optional Ed	15,671.6	15,609.4	99.6%	175.8	Competitive--at-risk students/dropout prevention
School Renovation	15,000.0	3,288.1	21.9%	1,601.3	Competitive grants to school districts
Orphanage Tuition	14,651.0	10,391.6	70.9%	0.0	Reimbursement to school districts for children residing in orphanages
Parent/Guardian Transportation	14,470.4	14,424.9	99.7%	0.0	Formula based on appropriation level divided by eligible students
Reading Excellence	12,000.0	3,432.9	28.6%	0.0	Competitive grants to school districts
Technology for Success	9,603.6	9,211.5	95.9%	604.9	Northwestern Univ. (Collaboratory Project); IL Math and Science Academy (IVHS)
ROE Salaries	8,150.0	7,884.1	96.7%	2.2	Salaries for ROE's
School to Work - Federal	8,000.0	705.3	8.8%	68.7	Formula
Spec Ed Summer School	6,551.2	5,363.8	81.9%	1,291.3	Formula - Special ed students enrolled in summer sessions
Emergency Financial Asst	6,370.0	6,370.0	100%	0.0	Formula & loans to school districts
Standards Assmt & Acct	5,333.0	312.5	5.9%	0.0	Grants for K-6 Arts, Learn Improve, Learning Standards, Student/Teacher Assessment
Transition Assistance	5,200.0	5,154.4	99.1%	0.0	Formula
Voc Ed - Federal Tech Prep	5,000.0	3,595.6	71.9%	0.0	Grants - assists students in achieving learning/occupational skills standards
Teacher Education	4,425.0	4,324.4	97.7%	596.0	Reimbursement for National Board Certification costs; grant for Teacher of the Year
State Charter Schools	3,693.6	3,693.6	100%	0.0	Grants - Start-up funds
ROE School Services	3,250.0	3,242.7	99.8%	0.0	Formula - ROE Operations
McKinney Homeless Education	3,000.0	2,192.3	73.1%	0.0	Competitive grants to school districts
Class Size Reduction	3,000.0	0.0	0%	0.0	Formula
Philip Rock Center	2,855.5	2,855.5	100%	401.2	Targeted Initiative
Refugee Children	2,500.0	724.0	29.0%	0.0	Grants
Charter Schools-Federal	2,500.0	1,429.6	57.2%	210.5	Competitive
IDEA Part D	2,500.0	1,369.5	54.8%	6.6	Reimbursement
Learn & Serve America	2,000.0	767.4	38.4%	91.0	Competitive grants
Title VI	2,000.0	0.0	0.0%	0.0	Formula
Charter Schools-Rev Loan Fund	2,000.0	70.3	3.5%	57.8	Other/Repayment of loans
Agriculture Education	1,881.2	1,881.2	100%	0.0	Grants to school districts
Reorganization Incentive	1,669.4	995.3	59.6%	28.7	Grants to districts to encourage reorganization through consolidation/annexation
Title VI-Flex. & Acct Rural Education	1,300.0	846.1	65.1%	50.8	Grants to school districts
Temporary Relocation	1,130.0	0.0	0%	0.0	Formula grants for school emergency relocation
Mat'ls for the Visually Impaired	1,121.0	1,121.0	100%	0.0	Targeted Initiative--Springfield 186
Title II Eisenhower	1,000.0	0.0	0%	0.0	Formula
Advanced Placement Fee	900.0	679.6	75.5%	414.1	Fee reimbursement for Adv Placement Exam and Int'l Baccalaureate exam.
Illinois Breakfast Incentive	723.5	437.8	60.5%	0.0	Reimbursement and grant to public and private schools and child-care institutes
Deaf/Blind	600.0	327.7	54.6%	23.8	Grant to Philip J. Rock Center
Minority Transition	578.8	578.8	100%	0.0	Grants - serves disadvantage students from selected Chicago HS and elem. schools
Transition to Teaching	500.0	425.2	85.0%	0.0	Grant to Illinois Resource Center

	<u>Funded Amount</u>	<u>Expended Year to Date</u>	<u>% Spent Year to Date</u>	<u>July Expenditures</u>	<u>Description</u>
Teach America	450.0	439.1	97.6%	0.0	Grant for Teach for America
IDEA Model Outreach	400.0	175.0	43.8%	0.0	Competitive
South Cook ISC-Supplemental	300.0	300.0	100%	0.0	Grant to South Cook ISC
Tax Equivalent Grants	222.6	222.6	100%	0.0	Grant to Chaney-Monge School District
Metro East Consortium	217.1	180.9	83.3%	0.0	Grant to provide staff development to increase student achievement in MECCA
Training School Health Pers. (AIDS)	190.0	0.0	0%	0.0	Contract
Recording - Blind & Dyslexic	168.8	168.8	100%	0.0	Grant to increase achievement of students with visual impairments
IL Gov't Internship	129.9	129.9	100%	0.0	Grants to formula reimbursement, work-based learning, jobs for Illinois graduates
ISBE Teacher Cert Fund	125.0	0.0	0%	0.0	Other
IL Virtual High School	125.0	125.0	100%	125.0	Grant
IL Future Teachers Corps	10.0	0.0	0%	0.0	Grant to Golden Apple Foundation

ILLINOIS STATE BOARD OF EDUCATION
HEADCOUNT AS OF APRIL 2004



**ILLINOIS STATE BOARD OF EDUCATION
AGENCY STAFF DETAIL AS OF JULY 2004**

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
SUPERINTENDENT'S OFFICE						
State Superintendent	1	1	2	4	0	4
General Counsel & Legal	1	11	4	13	3	16
Governmental Relations	1	1	1	2	1	3
Internal Audit	<u>1</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>0</u>	<u>3</u>
Sub-Total	4	14	8	22	4	26
PUBLIC INFORMATION						
Public Information Admin	1	0	1	2	0	2
Public Service & Communications	<u>1</u>	<u>6</u>	<u>4</u>	<u>10</u>	<u>1</u>	<u>11</u>
Sub-Total	2	6	5	12	1	13
AGENCY SUPPORT SERVICES						
Agency Support Services Admin.	1	1	2	4	0	4
Personnel	1	4	6	11	0	11
Administrative Services	1	3	13	15	2	17
Data Systems	3	29	2	26	8	34
Technology Support	<u>1</u>	<u>16</u>	<u>3</u>	<u>19</u>	<u>1</u>	<u>20</u>
Sub-Total	7	53	26	75	11	86
SPECIAL EDUCATION SERVICES						
Special Education Admin.	1	0	1	0	2	2
Special Education Services - Spfld.	2	22	5	0	29	29
Special Education Services - Chgo.	<u>2</u>	<u>15</u>	<u>2</u>	<u>0</u>	<u>19</u>	<u>19</u>
Sub-Total	5	37	8	0	50	50
TEACHING AND LEARNING SERVICES						
Teaching and Learning Admin.	0	0	1	1	0	1
Data Analysis & Progress Reporting	1	10	4	11	4	15
Career Development & Preparation	0	6	3	3	6	9
ROE Services - Chicago	2	2	1	1	4	5
Curriculum & Instruction	0	14	3	4	13	17
Early Childhood Education	1	7	2	2	8	10
English Language Learning	1	8	2	0	11	11
Accountability	0	17	5	21	1	22
Federal Grants and Programs	1	15	4	1	19	20
Student Assessment	1	9	2	11	1	12
Certification	<u>1</u>	<u>17</u>	<u>10</u>	<u>19</u>	<u>9</u>	<u>28</u>
Sub-Total	8	105	37	74	76	150

	Mgmt.	Prof.	Support	GRF	Non-GRF	Total
FISCAL & SCHOOL SUPPORT SERVICES						
Fiscal/School Administration	1	0	1	2	0	2
Budget & Financial Management	1	7	1	6	3	9
Fiscal Services	2	12	11	22	3	25
Funding and Disbursements	2	17	12	14	17	31
Nutrition Programs	2	31	7	0	40	40
School Business & Support Services	2	8	2	11	1	12
District Field Services	1	3	0	4	0	4
External Assurance	<u>2</u>	<u>25</u>	<u>3</u>	<u>7</u>	<u>23</u>	<u>30</u>
Sub-Total	13	103	37	66	87	153
GRAND TOTAL, ALL CENTERS	39	318	121	249	229	478
	8%	67%	25%	52%	48%	100%

Personnel Transactions

Transaction Data:

	<u>FY01</u>	<u>FY02</u>	<u>FY03</u>	<u>FY04</u>	<u>FY05 *</u>
Begin Year	787	739	650	522	471
Hire Externally	27	5	29	20	8
Recall	0	0	11	19	0
Retire	-35	-37	-128	-34	0
Resign	-35	-21	-13	-24	-1
Discharge	-2	-9	-2	-2	0
Layoff	0	-25	-22	-30	0
Death	-3	-2	-3	0	0
End Year	739	650	522	471	478

* Through July

Changes to Key Personnel:

Status of Personal Services:

Generally balanced with some room to add strategic vacancies.

Management & Organizational Issues:

AFSCME negotiation discussions have begun, including economic proposals.

**Monthly Status Report on Rulemaking
August 2004**

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>School Technology Program</u> (Part 575)	Public comment period ended June 22, 2004; presented for adoption	Adoption	Computer furniture as allowable expense; requirements for collateral; responds to P.A. 93-368
<u>Certification</u> (Part 25)	Emergency rules presented for adoption; ordinary rules presented for initial review in this Board packet	Adoption of emergency amendments; authorization for release of ordinary amendments for public comment	Numerous changes in response to P.A. 93-679 (certificate renewal for teachers and administrators; initial-to-standard; testing requirements for out-of-state applicants)
<u>Gifted Education</u> (Part 227)	Public comment period ends August 16, 2004; expect adoption in September	None	Repeal of entire Part in response to P.A. 93-21
<u>Summer School for Gifted and Remedial Education</u> (Part 230)	Public comment period ends August 16, 2004; expect adoption in September	None	Elimination of references to gifted students in response to P.A. 93-21
<u>Regional Offices of Education and Intermediate Services</u> (Part 525)	Public comment period ends August 16, 2004; expect adoption in September	None	Elimination of references to gifted students in response to P.A. 93-21
<u>Driver Education</u> (Part 252)	Public comment period ends August 16, 2004; expect adoption in September	None	Certification of claims for reimbursement; responds to P.A. 93-55

Title and Part Number of Rules	Current Status	Action Needed This Month	Description/Comments
<u>Americans with Disabilities Act Grievance Procedure</u> (Part 1300)	Public comment period ends August 16, 2004; expect adoption in September	None	Establishment of grievance procedure to comply with federal regulations under the ADA
<u>Charter Schools</u> (Part 650)	Expect initial review in fall	None	Provisions regarding the closure of charter schools
<u>Nonpublic Special Education Facilities</u> (Part 401)	Expect initial review in fall	None	Technical updating to conform to rules for special education (Part 226)
<u>Public Schools Evaluation, Recognition and Supervision</u> (Part 1)	Expect initial review in fall	None	Accountability-related amendments under P.A. 93-470 and NCLB
<u>Vocational Education</u> (Part 254)	Expect initial review in fall	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