



# ILLINOIS Governor's Council on Educator Quality

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*The Governor's Council on Educator Quality is a nonpartisan coalition dedicated to one thing: improving the quality of education for every child in Illinois. As a National Commission on Teaching and America's Future (NCTAF) partner state, the members of the Council believe that the single most important thing we can do to achieve this goal is to assure there is a caring and qualified teacher in every classroom. Clearly, this is no small task. It is a complex challenge requiring many policy and infrastructure supports. In December 2001, the Council published the first inventory of policy and practice to track our collective effort to enhance teaching and learning. In August 2002, NCTAF held a symposium with its state partners to discuss a draft of its new report that will be released in January 2003. This 2002 update of the Policy Inventory on Teaching and Learning is organized around the three priority areas for quality teaching that will be highlighted in the forthcoming report, and helps to set the stage for Illinois' recommitment to its partner state status. In 2001 we committed to regularly assess progress and critically reflect on what we are learning. With this 2002 update, the Council renews its challenge to all who read it to commit to the work required to build a high quality Illinois Education System.*

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Deputy Governor

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# INTRODUCTION

In December 2001, the Governor's Council on Educator Quality prepared its first report on teaching and learning in Illinois. It committed to updating the report annually. This 2002 Policy Inventory on Teaching and Learning provides new information that documents progress during 2002.

The 2002 Policy Inventory is organized around three priority areas for quality teaching:

- Quality Teacher Preparation
- The Transition from Training to Teaching
- Professional Learning Communities for Student and Teacher Success

This framework provides an opportunity to update our assessment of Illinois' progress in putting a qualified teacher in every classroom to foster student learning. It also sets the stage for Illinois' partnership with NCTAF as it continues its work to strengthen teacher preparation and improve the conditions of professional practice for teachers nationwide.

## BACKGROUND

Since 1996, Illinois has been one of the original 14 states to engage in a formal partnership with the National Commission on Teaching & America's Future (NCTAF). The National Commission is a nonpartisan and nonprofit group dedicated to improving the quality of teaching nationwide as a means of meeting America's educational challenges. Formed in 1994 with initial funding from the Rockefeller Foundation and the Carnegie Corporation of New York, NCTAF includes a diverse cross-section of public officials, business and community leaders, and educators representing major stakeholders in education.

In September 1996, NCTAF published *What Matters Most: Teaching and America's Future*, a research-based proclamation that improving the quality of classroom instruction is the most important, direct, and cost-effective route to improving student learning in the nation's schools. The NCTAF agenda was based on three principles:

1. What teachers know and can do is the most important influence on what students learn.
2. Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.
3. School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

For each of the states (now 20) agreeing to NCTAF partnership, a teacher quality policy advisory council is formed. Like the National Commission itself, it is made up of a cross-section of educational stakeholders from teacher and administrator professional associations, from colleges and universities, state agencies, the business community, and so on (see membership of the Illinois Advisory Council on page 2). Each state's advisory council bases its work on the three NCTAF principles above and is expected to provide support and leadership to the teaching quality agenda in that state (see Appendix II for statement of purposes of the Governor's Council in Illinois).

## THE GOVERNOR'S COUNCIL ON EDUCATOR QUALITY

When Illinois became one of the original partner states in fall of 1996, two major state reports on teacher quality had just been produced. The first of these was ***Rising to the Challenge: The Future of Teaching In Illinois***, released in August 1996 by a Task Force on Teacher Preparation, Certification, and Professional Development led jointly by the Illinois State Board of Education and the University of Illinois at Chicago; and, building on that document, the subsequent ***Illinois Framework for Restructuring the Recruitment, Preparation, Licensure and Continuing Professional Development of Teachers*** released in October 1996 by the Illinois State Board of Education.

With the formal adoption of the ***Illinois Framework*** by the State Board, Illinois had a detailed document to serve as a policy inventory and strategic plan. Further, the first Illinois Policy Group on Teacher Quality, co-chaired by Sally Pancrazio, Dean of the Illinois State University College of Education and Ted Sanders, President of Southern Illinois University, produced an initial set of recommendations in April 1998 for the improvement of teaching quality in Illinois, a plan that endorsed the essential recommendations of the ***Illinois Framework***. At the same time, through legislation and through Illinois State Board action, Illinois began to implement major elements of the ***Illinois Framework*** recommendations for establishing new standards for student learning, teacher preparation and teacher certification in Illinois.

Following transitions to new leadership in the offices of the Governor, the Illinois State Board of Education, and the Illinois Board of Higher Education, the Illinois Policy Group was reconstituted in 1999 as the Governor's Council on Teacher Quality in Illinois. In 2001, the mission of the Council was extended to include school leadership, and the Council was renamed to The Governor's Council on Educator Quality.

# QUALITY TEACHER PREPARATION

Illinois is making important strides to ensure that institutions of higher education with the responsibility for preparing the state's future teachers are held to high standards of quality and performance. In 2001, the Illinois State Board of Education began using National Commission on Accreditation of Teacher Education (NCATE) 2000 standards and procedures for its reviews of teacher education programs. In 2002, Illinois legislated changes to entry into teacher preparation programs, and requirements that students must meet prior to student teaching will ensure that graduates are fully qualified to embark on a career in teaching. It is too early to expect to know whether these changes are enough to raise the level of proficiency of teachers, and in turn the performance levels of their students in the classroom.

## ILLINOIS IS RAISING REQUIREMENTS FOR TEACHER EDUCATION PROGRAMS

- ***NCATE 2000 standards apply to all preparation programs***

ISBE bases its teacher education program reviews and standards on NCATE 2000 standards and procedures. Eighteen of the 57 teacher preparation programs in the state are voluntarily NCATE accredited. These institutions graduate approximately two-thirds of the newly graduated teachers who are recommended for certification each year in Illinois. The other 39 institutions are reviewed by ISBE, not by NCATE, but the NCATE standards and procedures are applied to these institutions as well. In short, every teacher training institution in Illinois must meet the same set of rigorous standards. ISBE began using the NCATE 2000 framework for program reviews in 2001. When institutions under review are NCATE-accredited, state and NCATE teams participate jointly.

- ***Illinois has established professional teaching standards as the basis for teacher education***

Illinois PA 90-548 mandated in 1997 that professional teaching standards will be implemented as the basis of teacher preparation programs in Illinois. The Illinois Professional Teaching Standards, which consist of eleven standards based tightly on the ten Interstate New Teacher Assessment and Support Consortium (INTASC) principles (Appendix IV), are now being implemented in teacher education programs throughout the state. This implementation is monitored by the state's program review process that is modeled on that employed by NCATE.

- ***By 2003, teacher preparation programs must be redesigned to align training with state-specified standards for content and pedagogy***

Institutions will be held accountable for the new Illinois content standards when they become effective in July 2003. In 2004-2005, students will have to pass tests in relevant subjects before they can undertake student teaching. Since these content standards are aligned not only with national content standards but the Illinois Learning Standards, institutions and educational units will, in effect, be held accountable for teaching content knowledge as well as pedagogy that is aligned with both the Illinois Learning Standards and the Illinois Professional Teaching Standards.

In addition, all teacher candidates in Illinois are expected to be well prepared in such areas as learning and child development, learning differences and disabilities, use of instructional technologies, collaboration with parents, and a range of other areas of professional practice specified in the NCATE standards.

- ***2002 legislation mandates tests for entry, student teaching and certification***

A more rigorous standardized basic skills test was instituted in 2001 for teacher certification. Effective with the 2002-2003 academic year, students must pass this test before enrolling in a teacher preparation program. More rigorous content area exams are being developed, which in 2004-05 students must pass before they student teach. In 2003 candidates will have to pass a new state test of professional pedagogical knowledge before receiving certification.

- ***Illinois continues work through its federal grants to improve teacher preparation***

Illinois has three **Teacher Quality Enhancement (TQE)** grants funded through the U.S. Department of Education.

- ◆ The Illinois Professional Learners' Partnership Project. The Federal award for the first two years is \$5,002,152, with additional funding from partner institutions and the State of Illinois.
- ◆ The Illinois Teacher Education Partnership is for \$6.3 million over five years, with additional funding from partner schools and colleges. The project includes National Louis University (NLU), 10 school districts, and six community colleges.
- ◆ Illinois is the recipient of a state Teacher Quality Enhancement grant funding for \$4.6 million for three years. The grant focuses on the middle grades teacher preparation curriculum in high poverty rural and urban areas to improve teaching, delivery, learning content, and teacher quality in teacher preparation programs and school classrooms.

**Preparing Tomorrow's Teachers to Use Technology (PT3)** is in its second year of funding. The grant focuses on the creation of technology-infused postsecondary general education curricula that will provide teacher preparation candidates with opportunities to learn through a program that models appropriate use of learning technologies. Partnerships of community college and university faculty have been formed to develop curricula that they will implement at their own institutions during the 2002-2003 academic year. Illinois is also a partner in a PT3 grant led by the Education Commission of the States that will identify and reform policy barriers that impede the ability of two-year colleges to assist in the preparation of technology-proficient educators.

## **ILLINOIS IS TARGETING THE SUPPLY OF TEACHERS**

Illinois needs new teachers in all fields each year, but there are some geographic areas and fields that experience particular difficulty in finding qualified teachers. Inner city and rural environments have had the most difficulty, although all districts have unmet need for teachers with special education training, and in other specific fields. The state is expanding the paths

through which students can become teachers, and is providing incentives to students to become teachers in particular fields through its financial aid programs. What has not been addressed are incentives to encourage preparation programs to shift resources to programs that train teachers in high-need fields and away from programs that train teachers for areas where there is an over-supply. Nor has the state tackled the difficult problem of getting trained personnel to consider positions in locations that are far from family, or in unfamiliar environments.

- ***The supply of new graduates***

The major supply of new teachers continues to be through traditional teacher preparation programs. Some states require a master’s degree for teacher certification, but in Illinois, teacher preparation is largely an undergraduate professional degree. Master’s level certification programs are described in the section on Alternative Certification. Not all teachers graduate from a bachelor’s program with an Education degree. In 2000-01, for example, Illinois institutions of higher education awarded 6,384 bachelor’s degrees in Education, up from 6,259 in the prior year, 5,255 in 1990-91 and 4,746 in 1980-81. But the state is issuing initial certification to about 11,000 new teachers a year – most of whom are new graduates from Illinois institutions of higher education. Those who receive secondary certification (6-12) are required to have a degree in an academic discipline (content area). Preparing future teachers is the responsibility not only of colleges of education, but of academic units across campuses. Housed at the University of Illinois Urbana-Champaign, Illinois is building a ‘teacher data warehouse’ that could provide a more complete picture of enrollments and completions in preparation programs. Unless all Illinois colleges of education participate, however, that system cannot meet its potential to provide this critical state-level information.

The next table shows the number of people completing teacher certification programs in 1999-2001.

**Number of People Completing Teacher Certification Programs**

Data based on the self-reported institutional data reports. All of these completers did not necessarily request a certificate

	<b>1999</b>	<b>2000</b>	<b>2001</b>
Early Childhood	638	639	584
Elementary	3953	3715	4243
Secondary	2228	2882	2506
K-12	854	788	948
Spec Ed	1495	1322	1889
<b>Total</b>	<b>9168</b>	<b>9346</b>	<b>10170</b>
Science	227	341	285
Math	246	290	231

Source: Illinois State Board of Education, unpublished data.

- ***The Illinois Student Assistance Commission funds incentive programs to attract students to teaching***

The Illinois Student Assistance Commission operates several teacher scholarship grant and loan programs to encourage students to become teachers in high-need areas. These programs include the ITEACH Teacher Shortage Scholarship Program, funded at \$2,900,000 in FY 2003 (up from \$1,850,000 in FY 2001); the Minority Teachers of Illinois Scholarship Program, funded again at \$3,100,000 in FY 2003; and the Illinois Special Education Teacher Tuition Waiver Program. In 2002, the Minority Teachers of Illinois Scholarship Program and ITEACH Teacher Shortage Scholarships were modified to include freshmen and graduate-level students as well as part-time students.

The ITEACH program currently offers fellowships in the following teacher shortage fields:

- √ Early Childhood Education (includes Pre-Kindergarten and Kindergarten (K))
- √ Music (K-12)
- √ Mathematics (6-12)
- √ Science (6-12)
- √ Physical Education (K-12)
- √ Bilingual Special Education (K-12)
- √ Bilingual Teacher (K-12)
- √ Speech and Language Impaired
- √ Learning Behavior Specialist I on the Pre-K to Age 21 certificate

- ***Illinois Community Colleges are becoming active partners in teacher preparation***

During fiscal year 2002, the Illinois Community College Board identified Teacher Preparation and Professional Development as one of three special focus areas. In the Board's annual Accountability and Productivity Report (October, 2002) the ICCB reported that nearly every college has initiatives and partnerships with universities and/or other community colleges relating to teacher preparation, including specific articulation agreements, aligning courses and curricula, agreements for baccalaureate-completion programs and/or alternative certification opportunities, and working in partnership with K-12 school districts and universities to recruit and prepare teachers for hard-to-serve areas. In addition, many are developing paraprofessional programs for teacher assistant/aide positions. Barriers to be overcome include Illinois Articulation Initiative courses that are not accepted into the major upon transfer, different requirements for clinical field experiences, and limited access to senior-institution programs for transfer students. The development of an Associate in Arts in Teaching degree promises to help address some of these issues.

Two in five (42%) Illinois public university graduates receiving bachelor's degrees in Education first enrolled at an Illinois community college. Two thirds took community college credits some

time during their undergraduate education.<sup>i</sup> The IBHE, ICCB and ISBE are encouraging collaborative institutional efforts to design course sequences for teacher preparation that begin in the first two years, and can be taken at a community college. These efforts are especially important because of the need to expose potential teachers to the classroom experience early in their undergraduate programs, enabling them to better evaluate the career fit. The agencies will work together to ensure that extended programming reflects NCATE and ISBE standards for teacher preparation that begin in the first two years, and can be taken at a community college.

- ***Illinois has increased opportunities for alternative teacher certification***

Illinois has established two tracks for alternative teacher certification (and one for administrators). Alternative Certification programs are held to the same program standards as those applied to traditional programs. Participants in an alternative teacher preparation program must have a bachelor's degree, five years of related work experience (except when teaching in Chicago), pass the state's basic skills and subject matter knowledge tests, and complete an intensive course of study in education theory, instructional methods and practice teaching. At that point they receive a nonrenewable provisional alternative teaching certificate which allows them to undertake one year of full-time teaching (with mentor assistance required in one of the alternative paths.) These provisionally certified teachers are defined as 'highly qualified' under the provisions of 'No Child Left Behind' because they have passed all state tests and have a bachelor's degree before entering into this teaching internship. Upon completion of the program, participants are eligible for an Initial Teaching Certificate (or Initial Alternative Teaching Certificate if they are using the Alternative Teacher Certification route), with the usual four years of validity.

Additional paths to teaching include Resident Teacher Certification programs, Master's of Arts in Teaching/Certification programs, and a Masters of Education Plus Certification Program.

In 1997, there were no alternative teacher certification programs available through Illinois institutions of higher education. In November 2002, 10 institutions had ISBE-approved programs and additional programs are under consideration. A total of 353 students are currently enrolled (as of November 2002) and 400 have completed a program. ISBE has experienced increased interest in alternative paths to teaching during 2002, receiving 10 to 20 inquiries each week.

- ***Pay for student teaching has been liberalized***

In 2002, a change in Administrative Rules lifted the prohibition on students receiving pay for student teaching. Pay for student teaching and pre-student teaching clinical experiences is now allowable for everyone except those who hold no certificate issued under the Illinois School Code while student-teaching in a school district, or those holding only a substitute certificate while student-teaching downstate.

## ILLINOIS HAS REFORMED ITS CERTIFICATION STRUCTURE TO EMPHASIZE TEACHER PERFORMANCE

Teacher certification requirements are a critical tool for creating incentives to invest in quality teacher preparation. 1997 legislation called for major changes to the structure of teacher certification in Illinois, changes that are now being implemented across the state.

A comprehensive effort to restructure the system for teacher preparation, licensure, and continued professional development has resulted in changes to the requirements for obtaining an initial teaching license and maintaining an existing teaching license in Illinois. In 1997 the Illinois legislature established a three-tier licensing system for teachers through the passage of PA 90-548. This legislation links teacher preparation standards to the Illinois Learning Standards for students, but it also specifies that national professional teaching standards will serve as the basis for the examinations and indicators required for certification. The Illinois State Board of Education has modeled its Illinois Professional Teaching Standards on those developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) for inexperienced teachers and has adopted the standards of the National Board for Professional Teaching Standards (NBPTS) for master teachers.

Licensure in Illinois is organized by three levels of teaching certificate:

- 1 **Initial** (including Initial Early Childhood, Initial Elementary, Initial Secondary, and Initial Special K-12), valid for four years of teaching and not renewable
- 2 **Standard** (including Standard Early Childhood, Standard Elementary, Standard Secondary, and Standard Special K-12), obtainable after four years of experience and successful completion of one of several options described in the next section, valid for five years and renewable based on evidence of continuing professional development
- 3 **Master** (including Master Early Childhood, Master Elementary, Master Secondary, and Master Special K-12) Master Certificates are issued to individuals who achieve certification through the National Board for Professional Teaching Standards, are valid for ten years and also renewable based on evidence of continuing professional development.

- ***Gaining standard certification***

Illinois has grappled with requirements for gaining standard certification since the implementation of the new certification structure in 1997. The original legislation called for an ‘examination’ to attain standard certification, and a series of advisory panels were convened to address how to assess readiness for standard certification. A State Board of Education Teacher Assessment Advisory Panel in 1999 recommended portfolio-based performance assessment based on the Illinois Professional Teaching Standards, and in 2000 the State Board endorsed portfolio review as the “primary strategy” for teacher assessment for Standard Certification, tied to strong induction and mentoring programs. Resource implications derailed this approach, and in 2001 a second Standard Examination Advisory Committee (SEAC) questioned the fundamental issue of the need for and/or desirability of a high-stakes examination as a condition of Standard Certification while continuing to support a performance-based test if there were to be an examination.

In 2002, legislation (PA 92-0796) made major revisions to the requirement for gaining Standard Certification. Instead of passing an examination, those holding Initial Certification will have to complete one of a set of specific options. In October 2002, the Illinois State Board of Education issued a discussion draft of revisions to the Administrative Rules with the following options in order to qualify for a standard teaching certificate.

- √ Complete a program of induction and mentoring that meets specifically legislated requirements (see section on Transition for Training to Teaching in this report for details);
- √ 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;
- √ Complete at least four semester hours of graduate-level coursework addressing the requirements for certification by the National Board for Professional Teaching Standards;
- √ Receive an advanced degree (Master's or doctoral degree) from an accredited institution of higher education in an education-related field (related to the requirements for teaching, school service personnel or administrative certification, or any endorsements on any of these certificates); at least 8 semester hours of which must count towards a degree, certificate, or endorsement in a teaching field;
- √ Accumulate 60 continuing professional development units if initial certification was issued after August 10, 2002. For initial certifications awarded prior to that date, fewer CPDUs will be required, depending on length of teaching experience. At least half of CPDUs must be earned through activities that are pre-approved by the State Board of Education, in consultation with the State Teacher Certification Board, to ensure that they incorporate reflection on teaching practices that address all of the Illinois Professional Teaching Standards. The proposed regulations stipulate a broad list of entities that may apply for approval to offer activities that will be creditable.
- √ Complete a nationally normed, performance-based assessment, if such an assessment is made available.

- ***ISBE is seeking to strengthen the middle level endorsement***

Illinois implemented a middle school endorsement to teacher certification in 1997. More than 80% of colleges and universities now provide study for the endorsement and 21,000 teachers have appended it to their elementary or secondary certificates. Since 2000, the Illinois State Board of Education, in collaboration with an advisory panel, has been assessing the need for a more comprehensive approach to the preparation of middle level educators than is currently afforded by the six-semester hour endorsement. There is general agreement nationally that middle school teaching requires substantial content knowledge. Twenty-six states offer a distinct middle school license, 10 of which have been added in the past seven years, and 18 others provide an endorsement on an existent certificate. Iowa is the only state bordering Illinois that does not offer a middle level certificate.

Because of lingering concerns from stakeholders about establishing a separate certificate, the State Board at its October 2002 meeting directed staff to work with the stakeholders to recommend a standards and performance-based endorsement to replace the current six-semester hour requirement for endorsement. A progress report will be available in Spring 2003.

## THE TRANSITION FROM TRAINING TO TEACHING

NCTAF advocates strong support for teachers as they enter into the clinical practice of their profession. Illinois has recognized the importance of this phase of teacher development for some time, and has strived to gain legislative support for new teacher induction and mentoring programs. In 2002 this effort met with some success and some state funding support will become available for the first time in 2003.

Like other states, a troubling proportion of Illinois' new teachers leave their first schools within three to five years, and some leave the profession completely within that time frame. A 2002 Teacher Turnover Study showed an Illinois leaver rate of 32% within five years for the 1994-95 cohort of new first-time teachers<sup>ii</sup>. An additional 26% transferred from one school district to another during the same period. Districts experience an average 58% turnover rate in five years, and individual school rates will be even higher. While only about one in three new teachers are leaving teaching completely within the first five years (and many intend to return), this high turnover rate is a destabilizing factor to school improvement and student learning.

### RECRUITMENT PRACTICES MAY HINDER ENTRY INTO TEACHING

The 2002 Illinois Teacher Study documented that recruitment processes hinder entry into teaching<sup>iii</sup>.

- √ 28% of the 1999-00 new certificants who entered regular teaching positions in the IPS in 2000-01 were hired within one month of the start of school, or after the school year started. In the Chicago school district alone, 38% were hired during the same time period.
- √ Only about 22% were hired four or more months before the start of the school year.
- √ While more than three quarters of applicants stated that they were treated as professionals, only about half felt they were provided with an accessible and knowledgeable contact person, had their questions answered in a timely manner, and received timely notification of the next steps in the hiring process.
- √ Less than half of the applicants felt as if they had been actively recruited.

This evidence suggests that Illinois could improve its yield of new teachers if recruitment processes were improved.

### ILLINOIS STRENGTHENED NEW TEACHER INDUCTION AND MENTORING IN 2002

Numerous studies now demonstrate that if strong mentoring and induction support is provided to new teachers, the retention rate increases. Knowing this, some districts have been developing mentoring and/or induction programs to support new teachers from local resources. Some districts, however, do not have the resources to mount needed programs

and those are usually the ones with large teacher turnover. In 2002, the Illinois legislature acted to provide assistance at this important point in teachers' careers.

- ***Illinois passed legislation to support new teachers***

After many years of trying, legislation was passed in 2002 to provide modest state funding for teachers new to teaching. The legislative intent is to provide funding of \$1500 per teacher for mentoring and induction. Funds are contingent on approval of districts' mentoring and induction programs.

- ***Completion of a program of induction and mentoring is now an option for gaining standard teaching certification***

In 2002, legislation was passed that revised how teachers could move from initial to standard certification. The proposed range of options available to teachers is described in the previous section of this report. One of the options includes completing a program of induction and mentoring that meets specific requirements as follows:

- √ The program must have been approved by the State Board of Education in consultation with the State Teacher Certification Board. The regulations stipulate that two or more school districts or other organizations may jointly offer a program of induction and mentoring. The Board proposes to publish an annual list of approved programs.
- √ Proposed rules for approved programs include requirements that stipulate the qualifications and training of teacher mentors, limit the number of teachers mentor teachers may advise, and describe specific components of the mentoring program (see Section 25.910 of the Administrative Rules for more details).

## **TEACHERS WHO LEAVE STILL COMMITTED TO EDUCATION**

Illinois and other states are concerned about the number of teachers needed in the coming years, and recognize that the shortage could be attenuated, and selectivity increased, if more of those who are trained go into teaching, if teachers stayed longer, and if they returned after a period of absence. New evidence from the Illinois Teacher Study suggests that this 'reserve pool' of teachers is amenable to entering into, and returning to teaching. Barriers that currently exist include not only the recruitment practices highlighted earlier in this report, but also a mismatch between schools that need teachers and where teachers are interested in working, and other characteristics of the teacher labor market that may depress return rates for teachers.

- ***Illinois teachers leave their posts for other education-related jobs or are stop-outs***

New certificants in 1999-2000 were surveyed to find out what they were doing one year and two years after certification. *Most 'non-teachers' were actually working in the field of education.* About 59% of new certificants became "regular" teachers in the Illinois Public Schools (IPS) following certification. Of the 41% who did not become regular teachers in the IPS, 76% were employed in the education field. In the second part of the Illinois Teacher

Study 400 teachers who left regular teaching positions in the IPS after the 1999-2000 year, but had been regular teachers for one to five years prior to then, were surveyed to find out what they were doing and why they had left. *Again, the picture is not one of flight from education. Many 'leavers' are not leavers at all, but intended 'stop-outs' from teaching, or those choosing other opportunities within the field of education.* Three out of five of those who left within five years intended to return to teaching in IPS. Follow-up research is needed to know what other jobs in the IPS teachers were doing, how many actually return to teaching in IPS, and what barriers arise to change their intention to re-enter teaching.

- **Why we have 'hard-to-staff schools'**

Schools cannot fill all of their positions with fully qualified teachers, and yet certified teachers take aide, substitute and private school teaching positions elsewhere. The Illinois Teacher Study asked practicing teachers in the IPS, as well as the group of non/delayed entrants, whether there were schools and districts in which they would not teach. About half of the respondents in each group said that there were schools in which they would not teach. When asked what would change their minds, the top factors were:

- √ Assurance of resources to support their teaching
- √ Improvements in student discipline and behavior
- √ Greater assurance of safety in the schools and neighborhoods

In focus groups, there was general agreement that potential teachers preferred to find positions near family, friends or their college environment.

The Teacher Turnover Study showed that 'movers' appear to be able to take advantage of being especially attractive to other districts and/or motivated to move up to a 'better' district environment. Movers are likely to be

- √ Minority teachers (47% minority vs. 23% non-minority)
- √ Urban teachers (47% urban vs. 19% non-urban)
- √ Teachers in above-average poverty districts (34% vs. 16%)
- √ Special education teachers (34% special ed vs. 26% elem., 23% secondary)

# PROFESSIONAL LEARNING COMMUNITIES FOR STUDENT AND TEACHER SUCCESS

In 1996, NCTAF recommended that states create schools organized for student and teacher success. NCTAF notes that problems of teacher recruitment, retention, and student learning are integrally connected to the school environment. In this section, recent policy activities are outlined. Of course, the ultimate purpose of school improvement is improved student outcomes, and this section concludes with an update of testing results for Illinois students.

## PROFESSIONAL DEVELOPMENT FOR EXPERIENCED TEACHERS IS BEING STRENGTHENED

- ***Professional development plans required for certificate renewal***

After the achievement of the standard certificate, teachers must develop and implement a professional development plan in order to gain renewal of certification each five years. Teachers holding a standard certificate must prepare a plan for continuing professional development and submit the plan for approval to a local professional development committee comprised largely of peers. The local committee reviews the teacher's progress each five years on his or her professional development plan. This is intended to stimulate teachers' reflection and action on their own professional growth and also to encourage dialogue in the school community about the most effective providers of professional development.

Professional development activities include but are not limited to university coursework, activities designed or conducted by teachers such as study groups, committee work, and mentoring, as well as workshops, teachers' institutes, seminars, conferences, and other, similar training events. Teachers may meet the continuing professional development requirement by accruing college credits, Continuing Education Units (CEUs) and/or Continuing Professional Development Units (CPDUs) or completion of the NBPTS certification process.

In general, professional development activities outside of "study groups, committee work, and mentoring" are not designed or conducted by individual teachers, but are planned and structured by organizations such as training facilities, higher education institutions, school districts, regional offices of education, teachers' unions or professional association, or some other organization.

- ***Special education to be part of professional development plans***

Under rules implemented by the State Board of Education in 2002, regular education teachers with professional development plans approved after January 2002 are required to devote 20 percent of their continuing professional development credits in each renewal cycle to activities that will help them serve students with disabilities in the least restrictive environment. In order for the activity to meet this purpose, the evidence of completion must indicate how the activity will help the teacher meet the needs of students with disabilities. Also, some portion of at least one activity must address adapting and modifying curriculum relevant to the Illinois Learning Standards to meet the needs of children receiving special education.

The 20 percent requirement affects only teachers who are accumulating CPDUs and/or CEUs as part or all of their continuing professional development credits. It does not apply to teachers who use the NBPTS certification process to fulfill the requirement, or teachers who use

semester hours of college credit exclusively to fulfill the requirement, although there are restrictions on topic for some credits.

Special education teachers are subject to a different set of requirements. They must accumulate 50 percent of the credits they need with activities relevant to special education. Again, the 50 percent requirement affects only teachers who are using CPDUs and/or CEUs as part or all of their continuing professional development credits. It does not apply to teachers who use the NBPTS certification process to fulfill the requirement; or teachers who use semester hours of college credit exclusively to fulfill the requirement, although again there are restrictions on topic for some credits.

- ***Professional Development providers now must be approved by the State***

The law also requires that the Illinois State Board of Education and the State Teacher Certification Board approve providers of continuing professional development activities. An elaborate set of rules governs the provision of approved professional development of teachers in Illinois. In general, the State requires that professional development provider candidates submit an application to the State Board of Education identifying the areas of training they provide and the qualifications of individual providers. Additionally, professional development providers must provide participants with the opportunity to evaluate the activities and use a standard form that evidences participation. MGT of America is conducting an independent evaluation of the certificate renewal system. ISBE staff conducts site visits of approved providers on a rotating basis.

## INTEGRATING ILLINOIS LEARNING STANDARDS INTO THE CURRICULUM

Illinois has been following the implementation of the Illinois Learning Standards (ILS) into teachers' curricula for four years. In September 2002, DeStefano, Prestine and Stanhope issued their fourth and final report on the evaluation of the implementation of Illinois Learning Standards<sup>iv</sup>. This evaluation project began in January, 1999. Its purpose was to assess the extent to which local districts and schools are implementing ILS, to identify factors that enhance or inhibit implementation, and to investigate the relationship between ILS implementation and student achievement. The design included a framework for assessing the degree to which the Standards are being implemented:

- Level 1:       Becoming aware of the ILS.
- Level 2:       Exploring implementation of the ILS.
- Level 3:       Transitioning to an ILS-led education system.
- Level 4:       Attaining the benefits of an ILS-led education system.
- Level 5:       Fully implementing an ILS-led educational system.

In the final year of the study, the researchers reported that the steady rise in implementation from Level One to Level Three during the first three years of study leveled off in year four, with 43% of schools reaching Level Three. The report notes that "principals and teachers in many Level Three schools are generally satisfied with their progress and do not have either a clear sense of how to further ILS implementation or a strong desire to do so. The benefits and consequences associated with further implementation are not apparent."

In year four of the study, the researchers for the first time found that schools with positive increases in ILS implementation (controlling for poverty and mobility) had positive trends in the percentages of students scoring in the Meets/Exceeds categories in grade 3 reading, grade 5 math, and grade 8 math. The report also notes that higher levels of district and school infrastructure supportive of the Learning Standards were associated with greater numbers of “Meets” and “Exceeds” scores in grade 3 reading and in grade 5 writing.

The report outlined a number of key conclusions that suggest it is important for Illinois to continue to promote the development of curricula that are geared to the Illinois Learning Standards. The report points out the following benefits to implementing the ILS:

- The Standards have brought a new focus and clarity to school improvement efforts. This promotes systemic alignment, helping to bring all elements of schooling into a cohesive, comprehensible, connected whole. Improvement efforts now focus on instructional issues. Curriculum sequence is being adjusted and there is a gradual erosion of the domination of textbooks in classroom practices.
- ILS implementation has promoted more meaningful involvement and engagement of teachers and administrators towards the goal of student learning. Educators who are working together to align local curriculum develop a greater understanding of the “big picture” of student learning and a stronger commitment to shared goals.
- There is a growing acceptance, understanding and appreciation of ILS. The state’s consistency concerning ILS provides legitimacy and credibility to implementation efforts.
- The ILS provide a means of identifying equity concerns for student learning. The report notes that, unfortunately, adequate means for addressing the concerns remain elusive.

The report also noted some challenges and concerns that need further attention:

- Local implementation efforts face challenges, including understanding and using data, changing curriculum and instructional practices, and addressing parent and community awareness. While district and school curricula are now aligned with standards, however, changes in classroom instruction and assessments have not followed suit. Content has changed but instruction has not.
- There is concern regarding the relationship of tests (ISAT) to ILS.
- The study also found low but increasing community and stakeholder involvement, and novice teachers still not well versed in ILS.

### **ILLINOIS IS INCREASING EFFORTS TO DEVELOP AND MAINTAIN EFFECTIVE SCHOOL ADMINISTRATIVE LEADERS**

The quality of school and district administrative leadership is critical to the success of schools as learning environments for students and teachers. As teachers become change agents for school improvement, some are assuming teacher-leader roles while remaining in the classroom. For others, the path to change leads to the assumption of administrative responsibilities. Professional learning environments call for a blending of roles and responsibilities as administrators become instructional leaders, even as teachers become participant-leaders of school improvement initiatives.

In Illinois, current administrative certification requirements reflect content knowledge but are not performance based. Generally, selection is through self-identification into the pool, and few new principals receive help learning the ropes. Recognizing the shortcomings of the current system, and the critical role that administrative leaders play in creating schools that are organized for student and teacher success, several initiatives are underway to increase the effectiveness of these leaders in Illinois schools.

- ***New certification requirements introduced in 2002***

Since 1998 all administrative preparation programs have had to meet the Illinois School Leader Standards, modeled on ISLLC. New content standards for principals, superintendents, and chief school business officers are to be implemented in July 2003.

Also effective July, 2003, administrative certification renewal will require completion of professional development plans for satisfying required continuing professional development, based on purposes and goals that emphasize instructional practices and assessment of student performance. Annual participation in an Illinois Administrators' Academy course will also be required.

- ***Preparing School Administrators***

IBHE is examining the relationship between the preparation of principals and superintendents and the skills they need to initiate and implement major school reform. This includes assessing whether the standards and curricula are appropriately sequenced for preparing principals and superintendents, whether redundancy has been eliminated to save students time and money and hasten time to degree; and whether selected higher education administrator curricula align with national/state standards and best practices. ISBE and IBHE are collaborating to insure that curricula are available in Illinois' institutions of higher education.

- ***Illinois State Action for Educational Leadership (SAELP) Grant***

In 2002, Illinois was awarded a \$250,000 implementation grant from DeWitt-Wallace, sponsored by the Council of Chief State School Officers, the Education Commission of the States and the National Governors Association. The purpose of the grant is to develop and enact innovative policies and practices to strengthen school leadership. Illinois is one of 15 states to receive the grant. In addition, the Springfield School District won a five-year \$5 million grant from DeWitt-Wallace to strengthen district administrative capacity. Other pilot districts include Decatur, Peoria and Elgin.

A Consortium for Educational Leadership has been established with responsibilities for collectively establishing priorities and goals for the project. Membership includes state government and other elected officials, education profession groups, business and community groups, research institutes, pilot school districts, and project staff. Activities include policy review and development, research, innovative training programs, and implementation of ideas with pilot school districts, including Springfield. The SAELP project is scheduled for completion in the winter of 2004.

The Illinois Education Research Council is completing a study of the career paths of newly certified administrators<sup>v</sup>. Results show that 40% of the sample entered administrative positions within two years, another 31% applied for but did not hold administrative jobs, and 29% did not even apply for an administrative position. Male certificants were more likely than female certificants to be holding Type 75 jobs despite the fact that females outnumbered males by

more than two to one in the certificants pool. Those aged 40 and older had more difficulty than younger certificants in obtaining administrative positions. And those who held administrative positions were more likely to have been encouraged by others to pursue administrative work. The majority of Type 75 certificants believe that they need to become administrators in order to make positive changes for teachers and students.

The Rand Corporation in Santa Monica, CA, has a project underway to look at the early-career paths of current administrators. Other projects will be initiated during 2003 as the Consortium evaluates additional needs.

- ***Bill and Melinda Gates Foundation Grant***

Illinois has received \$2.25 million in funding from the Bill & Melinda Gates Foundation for the Illinois Technology and Leadership for Change (ITLC) project, with matching funding from state agencies, organizations and businesses. The project is housed at Illinois State University and has its own web page: [www.sadi.ilstu.edu](http://www.sadi.ilstu.edu). The project provides training and laptop computers to principals and superintendents in Illinois. Training focuses on data-based decision making, especially student achievement data.

## **ILLINOIS EXTENDS ITS COMMITMENT TO EDUCATIONAL TECHNOLOGY**

There is much that can be done to change schools into professional learning communities through the efforts of teachers, administrators and policy makers to provide environments conducive to professional practice. But schools also need adequate resources to provide a 21<sup>st</sup> Century education for Illinois' children. This includes access to technology, and funding that is adequate to attract and retain competent, highly qualified teachers and administrators. Illinois has made considerable progress in the area of learning technologies, but overall funding adequacy remains a challenge.

In 1995 the state approved the *State Plan for Information Technology in K-12 Education* to guide the systematic introduction of technology into Illinois schools and to use technology to improve the education of Illinois students. The plan has resulted in a policy and planning infrastructure that includes technology standards for students and educators, systematic planning at the local level, two state funding streams, and a statewide backbone for connectivity. Regional technology centers provide leadership and support for local school districts, and the State Board provides a wide variety of resources for educators, parents and citizens.

The ISBE reports that all local districts and the majority of school buildings are now connected to the Internet, and the State's ratio of students to computers is better than the national average. Most teachers have received some technology training, and the use of technology to support engaged learning in the classroom is increasing throughout the state. It is now possible for many Illinois students to access almost any library in the world, to take virtual field trips to museums and cultural institutions, to "work" with adults on real-world problems such as stream monitoring, and to take coursework that expands their learning options well beyond the traditional curriculum in their local school districts. Particular successes include:

- √ Establishment of Learning Technology Centers located throughout the state.
- √ Creation, in 1999, of the Illinois Century Network which adopted LincOn and provided all elementary, secondary and higher education institutions (as well as libraries and

museums) with affordable, reliable, high-speed connectivity. ICN is now governed by a multi-agency board and administered through the IBHE.

- √ New teacher certification standards included general technology standards for all teachers and specific standards in most academic content areas.
- √ For four years, districts were required to devote 25% of state technology grant funds to professional development. Technology is one of the “state priorities” for continuing professional development for certificate renewal. The regional centers have trained thousands of teachers and administrators in technology and its uses in the classroom.
- √ Internet-based resources made available to school districts through ISBE website.
- √ “Classrooms Without Walls” provides all schools access to a full array of museums/cultural resources in the state.
- √ In 2000, ISBE contracted with Westat to conduct a multi-year evaluation of the use and impact of technology in Illinois K-12 schools.

At its November 2002 meeting, ISBE approved a new five-year State Educational Technology Plan, with an estimated cost of over \$1 billion, that addresses four key factors:

- √ The unfinished agenda from the 1995 State Plan
- √ The new federal requirements for technology
- √ The Illinois vision for education in the 21<sup>st</sup> century
- √ A set of principles for policy and practice in the future

Of particular importance are the goals, indicators and benchmarks that are set for the 2002-2007 plan.

- √ ISBE will make changes to its current state assessments to align with ‘No Child Left Behind’ requirements (see the state plan for details) and improve various aspects of the assessments, including the reporting of data to school districts. ISBE will consider a transition to online state testing for all or part of the Illinois Student Achievement Test.
- √ ISBE will investigate measuring 8<sup>th</sup> grade student technology literacy.
- √ Beginning in 2003-2004, school districts/schools will be requested to complete a local education technology review that addresses educator uses of technology and system conditions essential to transformative learning through technology.
- √ School Districts will complete/update a technology infrastructure inventory annually.
- √ ISBE will document system leadership and the statewide advisory committee will provide oversight of the implementation of the state plan. Periodically, outside evaluators will be contracted to audit and report results related to this goal.

## RESOURCES FOR STUDENT AND TEACHER SUCCESS

In the 2001 Policy Inventory, the Governor's Council on Educator Quality reported the continuing funding inequities across Illinois' school districts and noted that funding constrains schools that need the best teachers from offering competitive salaries for recruitment and retention, classroom resources, special education, and professional development. Two 2002 reports call additional attention to this issue for Illinois.

- ***The Education Funding Advisory Board report recommends increased State foundation support***

In August, 2002 Illinois' Education Funding Advisory Board (EFAB) issued its preliminary report entitled "Recommendations for Systemic Reform of Funding for Elementary and Secondary Education in Illinois"<sup>vi</sup>. Hearings were subsequently held around the state, and a final report is forthcoming. The report notes that "[u]nder the No Child Left Behind law, schools must show children are learning and progressing. By 2014, all children must meet state standards and achieve at high levels. Schools not meeting that goal could be subject to severe sanctions. *That goal will be difficult if not impossible to meet given the system of funding currently in place* (emphasis added)."

The report notes that Illinois ranks 49<sup>th</sup> in the nation in tax burden as a percentage of personal income<sup>vii</sup>, and that Illinois' state share of public elementary and second education revenues ranks 48<sup>th</sup> in the nation.<sup>viii</sup>

The Board presents recommendations to deal with school district organization, property tax relief, alternative revenue sources, level of state funding, distribution of state funds and the means in which school districts receive and account for revenues. Specifically, it recommends an increase in the State foundation formula which would benefit high poverty districts.

- ***Illinois ranks poorly on school funding***

Using data reported by the Education Trust in August, 2002<sup>ix</sup>, the IERC<sup>x</sup> found that

- √ Illinois has the second largest funding gap between its highest-poverty and lowest-poverty districts (\$2,060).
- √ Illinois ranks 34<sup>th</sup> in its funding of highest-poverty districts. And these districts rely more on local taxes than is the case in other states. Illinois ranks 41<sup>st</sup> in state funding to its highest poverty districts, but 16<sup>th</sup> in local funding.
- √ Illinois ranks 19<sup>th</sup> in funding to second-quartile poverty districts and 27<sup>th</sup> in ranking to third-quartile poverty districts.
- √ If Illinois were to fund its districts at the same ranking as it funds its lowest poverty districts it would spend about \$1,400 more per student in the highest poverty districts and about \$1,000 more per student in second and third quartile districts.

- ***Teacher salaries matter***

Students who might otherwise consider teaching as a profession may be dissuaded from entering training programs if they perceive teacher salaries to be non-competitive with other opportunities available to them. This is particularly likely for high-academic-ability students. But teacher salaries matter in other ways as well. Discrepancies in district funding impede the ability of some districts to compete for, and retain, the most competent teachers. Teachers

thus have incentives to move from poorly funded districts to better-funded districts as they exercise their labor market choices. What might appear to be an 'adequate' salary in a district may still place schools in that district at a disadvantage if surrounding districts offer higher salaries that attract experienced teachers to move.

- ***Higher salaries could attract ex-teachers back into teaching***

The Illinois Teacher Study investigated whether salary was a major reason for teachers to leave teaching. While salary did not rank among the top reasons (top reasons were working conditions, non-renewal of position, family obligations or pursuit of another interest), more than 40% said that a higher salary could induce them to return. Only 9% said that nothing would induce them to return.

- ***Illinois increased incentives for National Board Certification in 2002***

Master Teacher certification is available in Illinois upon being certified by the National Board of Professional Teaching Standards (NBPTS). The State provides financial incentives to Master Teachers who are employed as a teacher by a school district. In 2002, the Legislature increased the incentive from a one-time bonus to an annual payment of \$3,000 for the life of the 10-year certificate. Master Teachers also are eligible for an additional stipend of \$1,000 if they provide 60 hours of mentoring during the year to classroom teachers, or \$3,000 if this service is provided to classroom teachers in schools on the Academic Early Warning List or schools with more than 50% of their students categorized as high-poverty.

Teachers can qualify for renewal of Standard Certification by completing the NBPTS certification process. The State reimburses the NBPTS application fee for candidates who receive certification.

In November 2002, Illinois learned that 222 Illinois teachers earned National Board certification, an increase over the 163 in November 2001. The total number of Illinois teachers now recognized by the National Board for Professional Teaching Standards is 569, placing Illinois 9<sup>th</sup> in the nation. The state, however, trails such states as North Carolina with more than 5,000 Board certified teachers and Florida with 3,489.

Average teacher salaries in Illinois rank high compared to other states - 10<sup>th</sup> nationally and 2<sup>nd</sup> in the Midwest. But salaries vary widely by district. For the period 2001-2002, the range for beginning teachers in Illinois with a bachelor's degree was \$20,040 to \$40,627, depending on their district. The median scheduled salaries for beginning teachers at the bachelor's and master's degree levels were \$27,163 and \$29,929 respectively. The range of salaries for the most experienced teachers with the highest scheduled level was \$28,319 to \$99,715, depending on their district. The median of the maximum scheduled salaries for experienced teachers at the bachelors and master's levels were \$39,864 and \$49,432 respectively, and the median for highest scheduled salaries was \$53,537.

The median scheduled salaries vary by enrollment. Districts of larger enrollment size tend to adopt higher scheduled salaries than smaller districts. The median of the highest scheduled salaries for districts with less than 500 students enrolled was \$43,570, whereas the corresponding median for districts with 12,000 or more students enrolled was \$71,809. The Northeast districts paid the highest median salaries to all categories of teachers.

Teachers' benefits have been improving. In 1992-93, for example, 32% of districts had sick leave banks, compared to 45% in 2001-02. Reimbursement of college expense went from 54% to 66%, and sick leave accumulated beyond 180 days went from 60% to 77% of districts. Only about 2% of districts use merit salary. Districts that offered early retirement beyond the statutory requirement dipped to 34% in the 1990s, but were back up to 43% in 2001-02.

Source: Illinois Teacher Salary Study 2001-2002. Karol K. Chasta. ISBE, Springfield, Illinois, March 2002.

## STRATEGIES FOR SCHOOL IMPROVEMENT

The Accountability Movement has brought with it sanctions for school that do not demonstrate improvement. That is – schools face penalties if they do not provide learning environments in which their students can achieve at specified state-mandated, and now federally mandated, levels of performance. Failure to succeed can bring public sanction and, ultimately, school closure. What the accountability system has paid less attention to is providing positive rewards for schools and districts, or to teachers, whose students move towards success.

- ***School Improvement Plans aim to foster high-performing schools***

The state requires a “school improvement plan” to be in place for each institution. Part of the planning process is identifying what is working in a school and what needs work. ISBE has developed on-line resources for schools and districts seeking assistance in school improvement. Additional resources are available for work on comprehensive school reform in low performing schools

Standardized test scores are critical to evidence of impact. Schools are put on and off probation, given additional resources, and put under additional constraints based on student performance on test scores. Currently, however, teachers and schools are not specifically rewarded for success.

- ***No Child Left Behind adds new expectations for student progress***

On January 8, 2002 President George W. Bush signed into law the revised Elementary and Secondary Education Act (ESEA), known as “No Child Left Behind” or NCLB. This major legislation specifies activities and implementation schedules covering Accountability and Assessment; Reading/Literacy; Teaching Quality; School Choice and Innovative Programs. Key incentives for improvement include the requirement that schools make ‘Adequate Yearly Progress’ (AYP) so that all students improve their performance and achieve a state-defined “proficient” level within 12 years, and to hire ‘highly qualified’ teachers. ISBE has proceeded expeditiously with plans and definitions that are required for implementation. As compliance with the law’s requirements proceeds, more information about schools’ performance will be available within the public domain. The law allows states to reward districts that exceed AYP for two years, and stipulates corrective actions for those that persistently fail to improve.<sup>xi</sup>

- ***Recognizing successful schools***

One of the few programs that involves recognition of successful schools is the Baldrige in Education initiative (BiE IN). BiE IN established a network of seven states (Illinois, Indiana, Maryland, New Mexico, North Carolina, Ohio, Texas) to share successes and practices in implementing continuous improvement processes. The Lincoln Foundation for Business Excellence, established in 1994, is Illinois’ quality award and recognition foundation. A number of Illinois school districts have been pursuing quality efforts. Some have been part of the Lincoln Quality efforts and have been recognized by Lincoln as quality award winners. Through small grants, seventeen districts are serving as official L/BiE IN pilot districts and receiving and/or providing some assistance to collaboratively implement quality principles through a network of consortia.

## STANDARDS FOR STUDENT LEARNING

- ***Illinois' Assessment System and No Child Left Behind***

Sixteen years ago (1986), Illinois introduced the Illinois Goals Assessment Program (IGAP) and six initial learning goals. Eleven years later (1997) the State adopted the Illinois Learning Standards, a set of “statements which define a core of essential knowledge and skills that all Illinois students enrolled in public schools are expected to know and be able to do.” In pursuit of ensuring a tangible connection to life after high school, the Learning Standards were developed with the cooperation of a variety of educational stakeholders including teachers, parents, school administrators, employers, community leaders, and higher education.

In 1999, Illinois implemented a new program of statewide assessment to measure student achievement. The Illinois Standards Achievement Test (ISAT) replaced the Illinois Goal Assessment Program as the measure of individual student achievement with respect to the Illinois Learning Standards. Student performance on the ISAT is evaluated relative to four levels: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. The ISAT assesses students as follows:

- Grades 3, 5, and 8 — reading, writing and mathematics (census tests)
- Grades 4 and 7 — science and social science (census tests)
- Grades 4 and 7 — fine arts and physical development/health (special studies)

In January 2002, the President signed into law the ‘No Child Left Behind’ (NCLB) act. This law requires Illinois to ensure that 100% of students meet or exceed the Illinois Learning Standards by the end of 2013-2014, and that schools make Adequate Yearly Progress (AYP) toward that goal. The State assessment system will need to be modified to assure testing in at least reading and mathematics for grades 3 through 8 by 2005-06. Science assessment will need to occur at three grades by 2007-08 (selected from 3/5, 6/9 and 10/12). It appears that Illinois is already in compliance with this requirement with ISAT at grades 4 and 7, and PSAE at grade 11.

- ***Math scores are improving***

The following tables show recent ISAT performance for 4<sup>th</sup> and 8<sup>th</sup> grade students. More ISAT results are provided in Appendix III.

Mathematics achievement in 2002 at the 8<sup>th</sup> grade level is nearly ten percentage points above 1999 scores. Science scores also showed slight improvements across all grades while most scores on other 2002 state tests were about the same as 2001. Illinois’ test data continue to show substantial gaps in achievement for low income students and for African American and Hispanic students, although the gains in mathematics were larger for low-income students and Hispanic and African American students in 2002 over 2001.

Grade 4 Statewide Performance Results Science and Social Science: ISAT 2001 and 2002												
SUBJECT AREA	Academic Warning			Below Standards			Meets Standards			Exceeds Standards		
	Scale Score	2001	2002	Scale Score	2001	2002	Scale Score	2001	2002	Scale Score	2001	2002
<b>SCIENCE (Scale 120-200)</b>	120-129 120-137	8%	8%	130-153 138-153	26%	25%	154-178	54%	53%	179-200	11%	14%
<b>SOCIAL SCIENCE (Scale 120-200)</b>	120-141	11%	10%	142-156	28%	31%	157-183	55%	54%	184-200	6%	6%

Grade 8 Statewide Performance Results Reading, Writing, and Mathematics: ISAT 1999, 2001 and 2002																
SUBJECT AREA	Academic Warning				Below Standards				Meets Standards				Exceeds Standards			
	Scale Score	1999	2001	2002	Scale Score	1999	2001	2002	Scale Score	1999	2001	2002	Scale Score	1999	2001	2002
<b>READING Scale 120-200</b>	120-128	1%	1%	1%	129-151	27%	34%	37%	152-172	54%	56%	58%	173-200	18%	10%	10%
<b>WRITING Scale 6-32</b>	6-14	5%	6%	5%	15-20	36%	32%	32%	21-27	56%	55%	57%	28-32	3%	7%	5%
<b>MATH Scale 120-200</b>	120-137	5%	7%	7%	138-161	52%	42%	40%	162-184	36%	37%	37%	185-200	7%	13%	15%

- **Illinois will participate in NAEP**

Until recently, Illinois has not had enough voluntary participation in the National Assessment of Educational Progress (NAEP) to allow for state-to-state comparisons. No Child Left Behind requires all states to participate in NAEP, and Illinois law now requires selected schools to participate. NAEP data will be used to assess whether the state's achievement benchmarks are high, low, or about at the national average. NAEP data will also be very useful to Illinois in comparing students' performance to students in other states. NAEP is a sample of schools in states, and in Illinois approximately 100 schools at grade 4 and 100 schools at grade 8 will be selected to participate in the 2003 Reading and Math assessment. NAEP tests are administered to a sample of about 64 students in each participating school. Federal contractors are responsible for sample selection and test administration.

- **The Prairie State Achievement Exam**

The Prairie State Achievement Exam (PSAE) is administered statewide to grade 11 students. Similar to the ISAT, the PSAE measures individual student achievement according to the Illinois Learning Standards. Additionally however, the PSAE is intended to evaluate the progress that *high schools* have made toward meeting the Illinois Learning Standards. The PSAE assesses students in reading, writing, mathematics, science, and social science as well as qualifies students for an "honors" designation. The PSAE consists largely of the ACT exam

used by many colleges and universities as part of their required application materials. The PSAE also uses two Work Keys assessments, one in reading and one in mathematics, to address the “Applications of Learning” part of the Illinois Learning Standards for every academic area. Finally, PSAE includes ISBE-developed tests in writing, science and social science.

The PSAE was first administered in spring of 2001 and two years of results are now available. These data allow for accurate comparisons by race/ethnicity and income level towards the end of high school because nearly all 11<sup>th</sup> graders take the PSAE. There are large differences in performance by racial/ethnic group. The data show that the percent of African American, non-Hispanic students meeting or exceeding the Learning Standards are the lowest for any racial/ethnic group in each of the five areas of assessment – from a low of 18% meeting or exceeding Science standards (up from 16% in 2001), to a high of 32% meeting or exceeding Reading and Writing standards (up from 31% and 30% respectively in 2001). For Hispanic students, the percent meeting or exceeding standards ranges from a low of 25% in Science to 36% in Reading, with small increases in most assessments over 2001. The data also highlight the major differences in performance by income level. One third or less of low income students met or exceeded standards in each category, while more than 60% of those in the not-low income group met this level of performance. Differences among racial/ethnic groups are related to, but not fully explained by family income.

**Percent of 2002 PSAE Takers Who Meet or Exceed Standards**

	Reading	Mathematics	Writing	Science	Social Science
White, non-Hispanic	66%	63%	68%	63%	66%
African American, non-Hispanic	32%	19%	32%	18%	25%
Hispanic	36%	29%	35%	25%	35%
Disabilities	17%	14%	15%	14%	18%
Without Disabilities	62%	57%	64%	57%	61%
Low Income	33%	24%	31%	21%	28%
Not Low Income	64%	60%	66%	60%	63%
Total	58%	54%	59%	53%	57%

Source: [www.isbe.net](http://www.isbe.net) 2002

- ***ACT scores, college readiness and enrollment in college***

The ACT scores of the high school graduating class of 2002 for the first time included most of Illinois' high school graduates, since the ACT was administered to them as part of the PSAE in 11<sup>th</sup> grade. Average ACT scores dropped for all groups because of the more inclusive population of test-takers, and this more complete profile continues to show large differences by race/ethnicity. For the high school graduating class of 2002, African American/black, Mexican-American/Chicano and Puerto Rican/Hispanic students averaged 16.5, 17.5 and 17.4 on the ACT respectively, while Caucasian-American/white students averaged 21.5 and Asian-American/Pacific Islanders 22.1.<sup>xii</sup> Furthermore, the average score for African-American/black 2002 high school graduates who completed a 'core curriculum' was lower than the averages for Caucasian-American/white and Asian-American/Pacific Islander students who did not complete a core curriculum (18.0 compared to 19.7 and 20.1 respectively). Average scores for other minority groups completing a 'core curriculum' were about the same as Caucasian-American/white students taking less than a core curriculum. These results again illustrate that the quality of instruction received by different ethnic groups in Illinois may be different as well.

With the inclusion of scores from 11<sup>th</sup> graders in 2001, the number of 2002 Illinois high school graduates with ACT scores rose by 39,442, to 128,753. About 65 percent of these students had ACT scores of 18 or more, approximating a measure of readiness for college. In 2000, about 60 percent of Illinois' high school graduates continued directly into college, ranking Illinois 20<sup>th</sup> in the nation.<sup>xiii</sup> (Illinois' high school graduation rate from 9<sup>th</sup> grade was 70.9%, ranking 25<sup>th</sup> in the nation that year.) Not all of these college-goers will have scores of 18 or more.

In 2002, there were about 15,000 more students in the high school graduating class with scores of 18 or above than in previous years and 24,500 more with scores below 18. In prior years, students intending to enroll in community colleges did not need to provide ACT scores, so this increase in the number of students with scores of 18 or more does not directly measure the number of college-ready students who had not been heading to college in the past. But among the almost 4,000 high school graduates who expressed no college plans, more than 800 had an ACT composite score of 18 or more. And another 10,000 students with scores of 18 or more were considering college but had no preferences for where to attend at the time of testing.

The more extended ACT profile of Illinois' 2002 graduating class offers the potential to assess the college-going rates of this population of Illinois students on a number of dimensions, including race/ethnicity, ACT scores and other background variables. Using a national database of all college enrollees, it will be possible to trace enrollments not only to public institutions of higher education in Illinois, but to also know about those who enroll in private institutions, or out of state, and in which types of institutions they enroll. This will help Illinois to further assess its success in getting students both ready for college and enrolling.

- ***Assessment and Accountability Task Force***

In the summer of 2002, the State Superintendent appointed an Assessment and Accountability Task Force to develop an appropriate, high quality statewide K-12 assessment system, based on the Illinois Learning Standards. Requirements for the system include a high level of credibility, reliability and validity; continuity from the current assessment system, and timely results (prior to the end of the school year) that are meaningful and educationally useful for educators, parents and the broader community.

As of November 2002, a draft State Assessment Proposal had been issued that calls for analysis of current norm-referenced tests and the Illinois Learning Standards; independent review of results; and issuance of a Request for Proposals inviting producers of the norm-referenced tests to provide a proposal to augment their item bank with newly created items to create criterion-referenced tests aligned to the ILS and draft performance descriptors. Data bank items must be vertically equated on a continuous scale in order to show growth in student achievement from one year to the next year. The draft sets a goal of July 2003 for a competed RFP to be awarded to develop an enhanced ISAT (ISAT 2006) criterion-referenced test for reading, math, science, social science and writing based on ILS and draft performance descriptors. Reading and math will be at grades 3-8, science at grades 4 and 7, social sciences at grades 5 and 8, and writing at grades 3,4,6,8,10 (voluntary) and 11.

## How the Prairie State Achievement Examination (PSAE) Measures Student Progress Toward the Illinois Learning Standards<sup>3</sup> (ILS)

PSAE Tests	What the Standards Require <sup>4</sup>	How the PSAE Measures the Standards	What Is in Each Test <sup>5</sup>
<b>Reading</b>	Ability to read with fluency and understanding and to comprehend a broad range of reading materials (ILS 1A – C), including literature representative of various societies, eras, and ideas (2A, B). Ability to evaluate and use information from various sources to answer questions, solve problems, and communicate ideas (5A – C).	Provides comprehensive assessment of reading skills: <ul style="list-style-type: none"> <li>Academic reading passages that include prose fiction, humanities, social science, and natural science</li> <li>Work-related informational pieces, such as policies, bulletins, letters, manuals, and governmental regulations</li> <li>Multiple-choice questions that require students to reference the text and think critically</li> </ul>	ACT Reading + Work Keys Reading for Information
<b>Writing</b>	Ability to communicate in writing for a variety of purposes (ILS 3B, C) and to compose coherent writing for specific purposes and audiences using correct grammar and mechanics (3A).	Assesses writing skills in more than one way: <ul style="list-style-type: none"> <li>Multiple-choice questions that target editing for conventions of written English (including punctuation, grammar, usage, and sentence structure) and for effective writing (including strategy, organization, and style)</li> <li>One expository or persuasive essay written on a given topic and assessed for clarity, coherence, and the extent to which ideas are developed</li> </ul>	ACT English + ISBE-Developed Writing
<b>Math</b>	Understanding and ability to apply knowledge of number sense, estimation, and arithmetic (ILS 6A – D; 7A, B; 8C); algebra (8A – D); geometry and trigonometry (9A – D); measurement (7C); and data organization and probability (10A – C).	Provides comprehensive assessment of mathematics knowledge and skills: <ul style="list-style-type: none"> <li>Assesses mathematical skills acquired in courses taken through grade 11</li> <li>Academic and work-related content assessed through increasingly complex tasks</li> <li>Multiple-choice questions require mathematical reasoning to solve practical problems</li> <li>Approved calculators may be used, and complex formulas are provided</li> </ul>	ACT Mathematics + Work Keys Applied Mathematics
<b>Science</b>	Understanding and ability to apply knowledge of experimental design (ILS 11A) and technological design (11B), including how to conduct controlled experiments and analyze and present the results; life sciences (12A, B), chemistry (12C), physics (12D), Earth science (12E), and space science (12F); laboratory safety, valid sources of data, and ethical research practices (13A); and historical interactions between science, technology, and society (13B).	Measures scientific knowledge and its application: <ul style="list-style-type: none"> <li>Interpretation, analysis, evaluation, reasoning, and problem-solving skills</li> <li>Science inquiry; life, physical, and Earth and space sciences; and science, technology, and society</li> <li>Multiple-choice questions that assess the ability of students to use critical thinking skills to evaluate information provided on the test</li> </ul>	ACT Science Reasoning + ISBE-Developed Science
<b>Social Science</b>	Understanding of U.S. political systems, including the basic principles, and structure and functions of government (ILS 14 A – F); of economic systems (15 A – E); of world geography and the effects of geography on society (17 A – D); of how social systems develop, including cultural traditions and the roles of individuals and groups (18 A – C). Comprehension of the events, trends, individuals and movement that shape the history of the United States and the world (16 A – E).	Provides comprehensive assessment of social science knowledge: <ul style="list-style-type: none"> <li>Government, economics, geography, U.S. history, and global perspectives</li> <li>Interpretation of maps, charts, and original documents, such as newspaper articles, treaties, and pictures</li> <li>Multiple-choice questions that assess social science concepts and principles as well as problem-solving skills necessary for effective citizenship</li> </ul>	ISBE-Developed Social Science

(FOOTNOTES ARE FROM ISBE WEBSITE AND ARE NUMBERED TO CORRESPOND TO ORIGINAL WEB DOCUMENT)

<sup>3</sup>Copies of *Illinois Learning Standards* are available from the Illinois State Board of Education (ISBE). Call the ISBE Information Desk, 217/782-4321, or access the ISBE Web site at <http://www.isbe.state.il.us/ils/default.html>.

<sup>4</sup> Not all standards are assessed by the PSAE. Some are difficult or impossible to test using statewide, paper-and-pencil tests. For example, ILS 4A, "Speak effectively using language appropriate to the situation and audience," is readily and most appropriately assessed at the classroom level.

<sup>5</sup> The PSAE is constructed using three components: (1) ISBE-developed writing, science, and social science assessments; (2) the ACT Assessment, which includes reading, English, mathematics, and science reasoning; and (3) two Work Keys assessments (Reading for Information and Applied Mathematics)

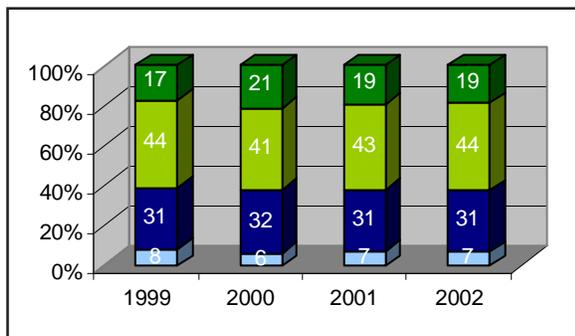
## PURPOSES AND PRIORITIES, GOVERNOR'S COUNCIL ON EDUCATOR QUALITY

- I. The purpose of the Governor's Council on Educator Quality is to support the ongoing improvement of teaching quality in every school in the state.
- II. The Advisory Council will achieve its purposes by:
  - a. Influencing and supporting action by appropriate state agencies, including the Governor's office, Illinois State Board of Education, Illinois Board of Higher Education, Illinois Community College Board, and the Joint Education Committee—and initiating action where necessary.
  - b. Providing leadership for the collection and analysis of data to assess state progress in teacher and leadership quality improvement.
  - c. Regularly assembling representatives of important stakeholder groups in Illinois to assess the progress of Illinois' responsibilities as a NCTAF partner state.
  - d. Facilitating the effective and frequent exchange of ideas among these constituencies, for purposes of shared understanding and mutual education about issues of teacher quality.
  - e. Serving as a liaison between NCTAF, its partner states, and Illinois.

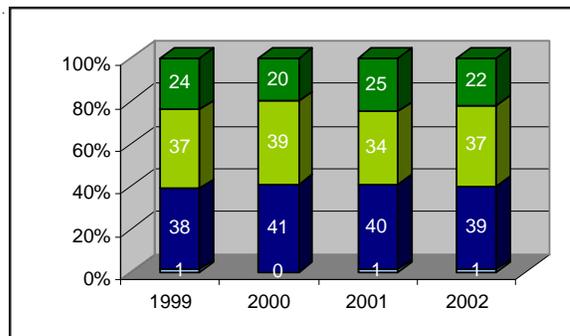
# ISAT PERFORMANCE LEVELS, 1999-2002

## READING

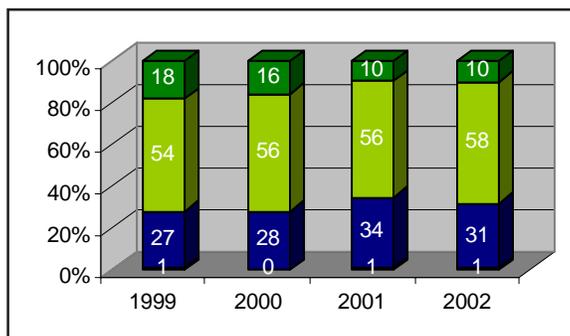
### Grade 3



### Grade 5

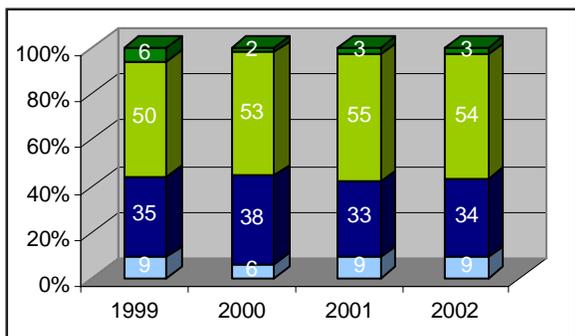


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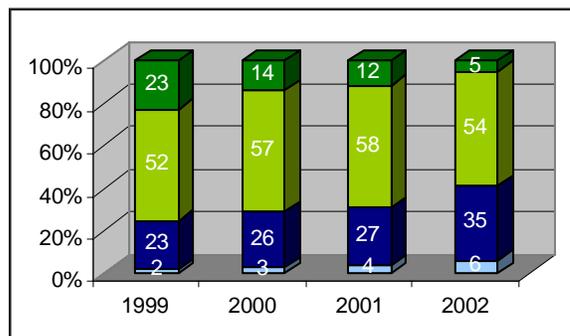


## WRITING

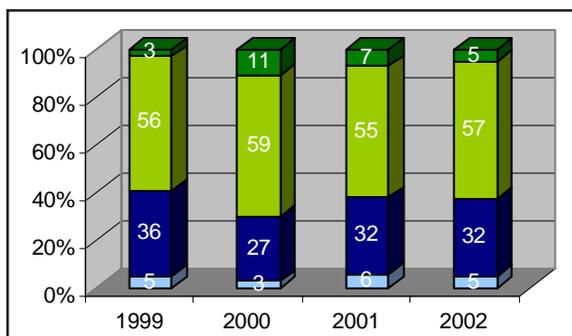
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### Grade 5



### Grade 8

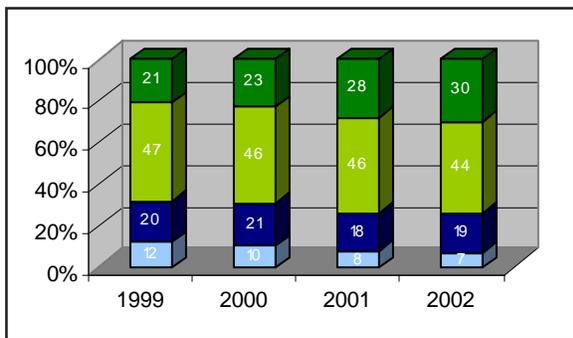


- Academic Warning
- Below Standards
- Meets Standards
- Exceeds Standards

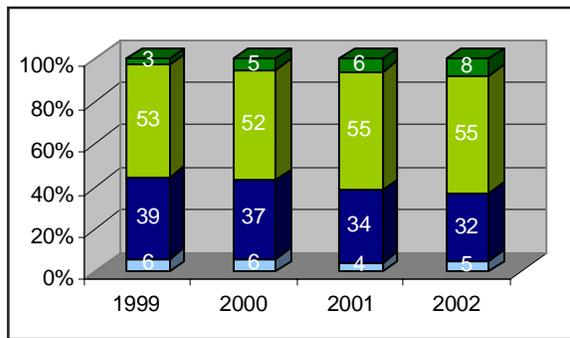
# ISAT PERFORMANCE LEVELS, 1999-2002

## MATHEMATICS

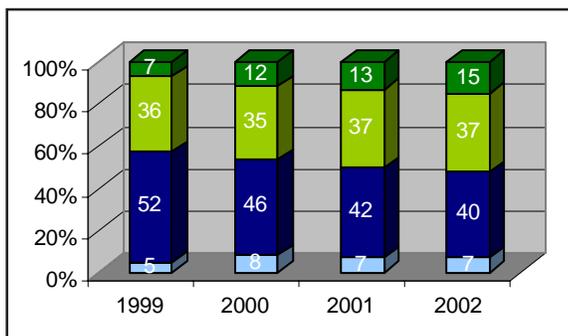
### Grade 3



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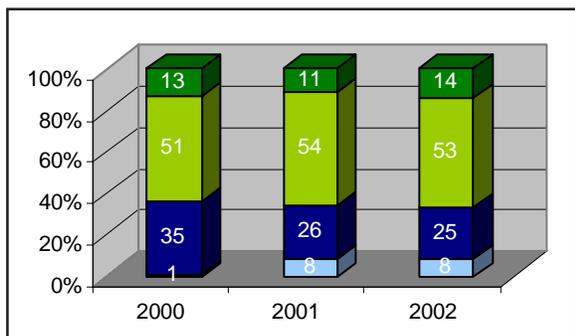


### Grade 8

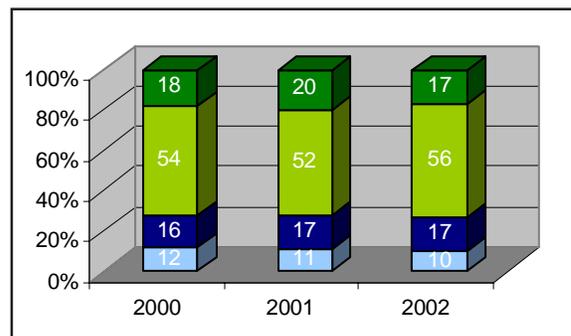


## SCIENCE

### Grade 4



### Grade 7

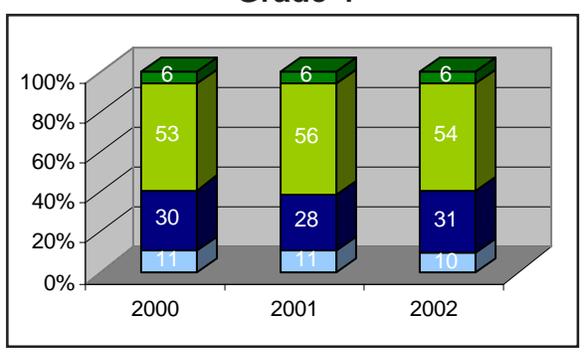


Note: Effective 2001, the Academic Warning - Below Standards cutscore for grade 4 science was raised from 130 to 138. No comparison should be made between 2000 and 2001 grade 4 science for the percentage of students in each of the performance levels.

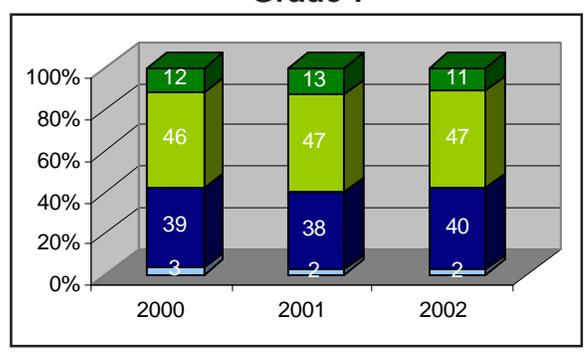


## SOCIAL SCIENCE

Grade 4



Grade 7



- Academic Warning
- Below Standards
- Meets Standards
- Exceeds Standards

# ILLINOIS PROFESSIONAL TEACHING STANDARDS

## 1. Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structure of the discipline(s) and creates learning experiences that make the content meaningful to all students.

## 2. Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

## 3. Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

## 4. Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

## 5. Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

## 6. Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

## 7. Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

## 8. Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

## 9. Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parent/guardians, and the community to support student learning and well-being.

## 10. Reflection and Professional Growth

The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally

## 11. Professional Conduct

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

## ENDNOTES

- <sup>i</sup> *The Community College Role in Teacher Education*. Tables prepared by the Illinois Community College Board using the Community College/University Shared Data Files. No date.
- <sup>ii</sup> *Teacher Turnover in the Midwest: Who Stays, Leaves and Moves?* Theobald, Neil D. and Michael, Robert S. North Central Regional Education Laboratory, Naperville, Illinois. 2002. [www.ncrel.org/quality/mobility/mobile.htm](http://www.ncrel.org/quality/mobility/mobile.htm)
- <sup>iii</sup> *Teacher Supply in Illinois: Evidence from the Illinois Teacher Study*. DeAngelis, Karen, J., Peddle, Michael T. and Trott, Charles E. with Bergeron, Lisa. Illinois Education Research Council, Edwardsville, Illinois. December 2002.
- <sup>iv</sup> *Evaluation of the Implementation of Illinois Learning Standards Year Three Report*. Lizanne DeStefano, Nona Prestine and George Stanhope. Report to the Illinois State Board of Education, Springfield, Illinois. August, 2001.
- <sup>v</sup> *In the Pipeline: An Examination Of The Early Career Paths Of Administrative Certificate Holders In Illinois*. DeAngelis, Karen D. Illinois Education Research Council, Edwardsville, Illinois. Forthcoming 2003.
- <sup>vi</sup> *Recommendations for Systemic Reform of Funding for Elementary and Secondary Education in Illinois*. Education Funding Advisory Board, Springfield, Illinois. August, 2002.
- <sup>vii</sup> *Illinois Spending in Perspective: The Challenge of Meeting Needs in a Low-Tax State*. Voices for Illinois Children, May, 2002.
- <sup>viii</sup> *Annual Survey of Local Government Finances*. United States Bureau of the Census.
- <sup>ix</sup> *Low-Income and Minority Students Receive Fewer Dollars*. Education Trust, Washington, D.C., August 2002.
- <sup>x</sup> *The School Funding Gap: How Illinois Ranks*. Presley, Jennifer B. and Randolph, I.D. Illinois Education Research Council, Edwardsville, Illinois. November 2002.
- <sup>xi</sup> *No State Left Behind: The Challenges and Opportunities of ESEA 2001*. Education Commission of the States, Denver Colorado, March 2002.
- <sup>xii</sup> *ACT High School Profile Report HS Graduating Class 2002*. ACT, Iowa City, Iowa, 2002.
- <sup>xiii</sup> *Chance for College by Age 19 by State in 2000*. Thomas G. Mortensen, Postsecondary Education Opportunity, Oskaloosa, Iowa, September 2002.

