

Illinois Professional Education Standards

Frequently Asked Questions

Why Standards?

- Standards link what teachers, school service personnel, and administrators must know and be able to do with the expectations of public school students.
- Standards define the critical knowledge and performance expectations teachers, school service personnel, and administrators must demonstrate to be eligible for an Illinois certificate. The certificate renewal requirements for veteran teachers also are guided by standards.
- Standards are based on state and national research and best practices, thereby providing a state and national focus.
- Standards reflect the recommendations of various national professional associations, such as the National Association for the Education of Young Children, the National Council of Teachers of English, and many others.
- Standards allow flexibility in the design of teacher, school service personnel, and administrator program curricula by focusing on the knowledge and skills necessary for the preparation of professional educators rather than on the completion of specific courses.

What are Indicators?

- Knowledge and performance indicators define the components necessary to satisfy the standard.
- The indicators serve to clarify the intent of the standard by providing richness of detail.
- A preponderance of the knowledge and skills identified in the indicators must be exhibited in order to meet the standard.

Are these Standards and Indicators for Programs or Candidates?

- The standards and indicators actually apply to higher education programs and candidates.
- Colleges and universities must redesign their approved programs in accordance with the standards and indicators by the established dates defined in the administrative rules (isbe.net/rules).
- Prospective teachers, school service personnel, and administrators will be required to complete certification assessments based on the standards and indicators.

When do the Standards go into Effect in terms of Program Approval?

- The Illinois Professional Teaching Standards and Illinois Professional School Leader Standards were placed into rules in February 1999.
- The content-area standards for the preparation of special education teachers are effective July 31, 2002.
- The special education expectations for general education teachers are an integral part of the Illinois Professional Teaching Standards, and are presented as knowledge and performance indicators related to the specific standards. These become effective July 1, 2003.
- By July 1, 2003, all college and university professional preparation programs for teachers and administrators must be redesigned to address the content area standards for regular education teachers and administrators. These include the content area standards that define the knowledge and performance standards necessary for the preparation of teachers in specific fields, such as elementary education, mathematics, or foreign language, and for administrators preparing for roles as principals, superintendents, and chief school business officials.
- By July 1, 2004, all college and university preparation programs for school service personnel must be redesigned to address the content area standards for the specific professional roles. These include programs preparing school counselors, school nurses, school psychologists, and school social workers.
- The rules defining these expectations are recorded in administrative rules which can be viewed at isbe.net/rules. Additional information on the implementation of Illinois' standard-based system can be found at isbe.net/profprep.

What is the Purpose of the Core Standards for all Teachers?

- The core Technology Standards and the core Language Arts Standards for all Teachers focus on specific knowledge and skills that all teachers must be able to demonstrate.
- The core Technology Standards ensure that all teachers are prepared to take full advantage of the learning potential of technology and telecommunications and to assist student learning.
- The core Language Arts Standards require teachers to be effective classroom communicators.
- All teachers, from pre-kindergarten through grade 12, need the knowledge and skills necessary to help students meet the State reading standards.

How Will You Know if the Standards have been Met?

There are four means to determine if the standards and indicators have been satisfied:

- Higher education institutions offering professional preparation programs will be required to submit a Program Report for each of their programs detailing how the course of study, including clinical experiences and performance-based assessments, ensures that candidates meet the State standards. State Board panels for each content area will examine the reports and issue a recommendation to the State Teacher Certification Board and the State Board of Education.
- Institutions are required to develop and maintain an assessment system that will help determine how well candidates meet the standards in each of their approved programs and identify areas in which the curricula must be redesigned to redress any deficiencies.
- Compliance with the standards will also be affirmed by periodic campus review visits conducted by the State Board of Education or jointly by the State Board of Education and the National Council for the Accreditation of Teacher Education. Findings of the Program Panels will be verified during the team visit.
- Candidates seeking a teaching, school service personnel, or administrative certificate must pass the State assessments that are linked to the standards. Assessment results will reflect on the candidate and also on the professional preparation program.

When will the new State Certification Assessments based on Standards be Implemented?

- Beginning with the 2002-2003 academic year, certification candidates must pass the State Basic Skills Test before being enrolled in a teacher preparation program. (PA 92-0734)
- Beginning with the 2004-2005 academic year, preservice education candidates must pass the Content-Area Test for the specific certification area they are seeking before they will be permitted to student teach. (PA 92-0734)
- Information on the Illinois certification tests can be found at isbe.net/teachers.
- The Implementation Schedule for candidates seeking a certificate follows:

Date	Test to be Implemented	Explanation
January 2003	Learning Behavior Specialist I (LBS I)	For current special education teachers seeking to remove an LBS I limitation on their certificate. This test will be required of all new candidates seeking an LBS I endorsement on a certificate as of July 2003.
July 2003	Special Education Content-Area Tests	All other special education tests implemented.
October 2003	Assessment of Professional Teaching (APT) Four Versions: Early Childhood Elementary Secondary Special (K-12)	This is a new test that will assess candidates' knowledge of the Illinois Professional Teaching Standards, Core Technology Standards, and Core Language Arts Standards.
July 2004	Content-Area Test for All Teaching and Administrative Certificates	New content tests, replacing existing content tests required of individuals seeking a teaching or administrative certificate, will be administered.
July 2005	Content-Area Test for School Service Personnel	New content tests, replacing existing content tests required of individuals seeking certification for school counselor, school nurse, school psychologist, or school social worker, will be administered.

Why are the Science and Social Science Standards Different?

- The State Board of Education has identified a need for broadly prepared science and social science teachers.
 - The prospective science teacher must satisfy the set of common core science standards, as well as the standards in one or more of the specialized designations, such as biology or chemistry.
 - The prospective social science teacher must satisfy a set of common core social science standards, as well as the standards in one or more of the specialized designations, such as history or geography.

What do these Standards Mean to Me as a Veteran Teacher or Administrator?

- Current teachers and administrators will retain all of their current endorsements.
- The Illinois Professional Teaching Standards, core Technology Standards, core Language Arts Standards, and the applicable teaching standards of the Content-Area Standards for Educators will guide the continuing professional development of teachers.
- School administrators should use the Illinois Professional School Leader Standards and the applicable administrative standards of the Content-Area Standards for Educators to guide their professional development.

Will Endorsements be Continued in the New System?

- Yes, endorsements will continue. However, the State Board of Education has expressed a commitment to eliminate many endorsement categories. For instance, the General Supervisory endorsement on the Type 75 Administrative Certificate will be deleted in 2003.