A new year is upon us with new challenges and expectations. This spring districts will administer the first on-line PARCC assessment. I hope many of you took advantage of Karen Wolfe’s professional development “Techie Tips for Teachers with PARCC”. Also, all districts are preparing for the beginning of PERA evaluation for the fall 2015. Joint Committees should be working toward accomplishing the task of having an agreed upon evaluation in place.

The Regional Office of Education appreciates the evaluation responses it received from the fall Madison County Teachers’ Institute. In the spirit of this past Super Bowl, I reminisced about the keynote address of D.D. Lewis, a five time Super Bowl star. While he was very forthcoming about his educational roots, I realize he did not connect with the entire audience. I believe there is much to learn from what he shared in relationship to many students who come to our schools from family backgrounds of poverty, alcoholism, and abuse. I regret the setting for the opening session was not more comfortable and I got the message clear about sitting at a bleacher venue. The ROE received positive feedback that we had provided a diverse program for the many different non-core subject areas. Overall, school districts rated it very favorable to separate the core and non-core faculties.

Fortunately, the Regional Office of Education was awarded an Early Care Grant from the Department of Human Services to begin a Pre-K program at Venice Elementary School. This grant is providing the resources to reinstate services in this region. The ROE also continues to reach out to all districts with services provided by the federal McKinney Vento Grant program for homeless students. As a teacher, if you observe a student who may be in need of clothing, hygiene items, school supplies, or medical care, please contact your school liaison or the Regional Office of Education.

In this issue of Educational Benchmark, I encourage you to read Karen Gauen’s feature article “Dance in the Rain”. Karen is Principal of Highland High School. She published this article in the Principal Leadership Journal. With permission of the journal, the ROE has reprinted it in this publication. I also encourage you to review the article regarding Licensure Renewal Updates and Reminders. If you have any questions about your renewal, please contact my staff.

My highlight at the start of this year has been a call from a former student who has decided to leave his career and become a Tech Ed. Teacher. I always feel one of the greatest contributions we can make to education is to encourage dynamic young people to become the teachers for tomorrow's students. So my education is to encourage dynamic young people to become the teachers for tomorrow’s students. So my new year is off to a great start and I hope your semester has rewards as well.

Dr. Robert A. Daiber, Regional Superintendent of Schools
Andrew Reinking, Assistant Regional Superintendent of Schools

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February 2015

Ethel Henke

Dr. Robert A. Daiber, Regional Superintendent of Schools
Andrew Reinking, Assistant Regional Superintendent of Schools

A Message from Regional Superintendent
Robert A. Daiber, Ed.D.

The Regional Office of Education is saying goodbye to a great friend and co-worker, Ethel Henke, who is retiring on March 31st. Ethel was hired in August 1986 as a clerk working with GED and bus driver transportation applications, testing, issuance and general record keeping. She became office manager in 1999 and is responsible for general operations, personnel, payroll and working with the Regional Board of School Trustees.

In her many years with the Regional Office, Ethel has enjoyed working with Regional Superintendents Harold “Gene” Briggs, Harry Briggs and currently Dr. Robert Daiber. Ethel has devoted many hours behind the scenes working on projects of the Regional Office to help build the general success of the office and Madison County schools. She is looking forward to her retirement and plans to spend more time with her family and friends, especially her grandchildren, Luke and Reese. She also plans to travel and golf.
"Education reform is like the Midwest climate," seasoned teacher Julie declared one day. "If you don't like yesterday's weather, just wait. It will change." Her cynicism made me wince but her perspective wasn't baseless. I began teaching in the 1970s, on the heels of New Math replacing Old Math, with school walls torn down for open classrooms. By the '90s, walls were rebuilt and whole language shoved phonics out the door. In the '90s, a vindicated phonics returned, along with Fuzzy Math and a new incarnation of IDEA called No Child Left Behind. Now, in the 21st Century, educators watch they aorl noton change on the horizon while adapting to data-driven decision-making and the Common Core State Standards.

Julie's cynicism stuck in my head as I persuaded administrators to incorporate the Instructional Practices Inventory (IPI) process in my school. IPI is the brainchild of University of Missouri Professor Jerry Valentine and her graduate student, now school principal, Brian Painter. The IPI, featured in Breaking Ranks II: Strategies for Leading High School Reform from the National Association of Secondary Schools Principals, is an evidence-driven, data-based, thoroughly researched process that encourages school-wide engagement in higher-order, deeper thinking (HO/DT). Created in 1995, it uses systematic "classroom walk-throughs" by trained teachers to document how students are cognitively engaged throughout the school day. Dr. Valentine has continued to research the relationships between the IPI and student achievement (see the ipistudentengagement.com website for research reports). Guided by the findings, he built a common-sense approach to school improvement that can positively impact student learning and school culture. The IPI not only provides teachers a data-based picture of how their students are learning, it also leads to valuable faculty collaboration.

"The success of change initiatives lies in the meaningful involvement of teachers," Dr. Valentine explains. "If teachers are invited and expected to be part of decision-making, they're more likely to be committed to successful implementation" (Painter and Valentine, 1999, p. 3). I knew Julie was not resistant to change, just to unproductive change. I set out to persuade my faculty, administration, school board – and the Julies – that IPI meant a productive change at Highland High School.

It was an easy sell to administrators. Costs are nominal. The IPI provides virtually free, immediate, reliable, relevant data to guide instruction. The teachers' union was impressed that room-by-room microscopic "classroom walk-throughs" by trained teachers to document how students are cognitively engaged throughout the school day.

The following week, I completed my first IPI walk, systematically visiting every classroom for a "mental snapshot" of how students were learning. I quietly looked at their work, asked any necessary questions, and then took notes. I provided an overview at a faculty meeting, knowing that teachers needed to understand the process to trust it. They learned that trained "coders" made classroom visits, announced in advance, on a "typical school day" three or four times a year. They became the newly created IPI team to collect data and lead the faculty analyses and discussions. Faculty meeting time became a learning time for teachers as they reviewed Bloom's Taxonomy and Webb's Depth of Knowledge. By 2012-2013, nearly a quarter of the faculty were trained coders. Department meetings focused on creating lessons aligned to Common Core Standards and incorporating a 5 or 6 in those lessons. The team created a trajectory chart so the faculty could see if the school was moving in the right direction. Teachers presented lessons on writing across the content areas (usually an IPI code 6) and a faculty committee created a school-wide rubric. I asked for volunteers to be video taped for 5 minutes to share lesson strategies with their colleagues. English teachers shared how to use Dinah Zike's "foldables" with Robert Marzano's Six Step Process to Teaching Vocabulary. Teachers who were participants in the National Writing Project shared innovative ways to incorporate writing across all content areas. Others volunteered lessons they had created, found on line or discovered in their readings. Teaching strategies became part of our faculty meetings. By now, I had received credentials as an IPI trainer and provided free training to our faculty. I also had become an assistant principal and could no longer be on the IPI team. So I became its cheerleader.

By 2011-2012, the IPI buzz encouraged more teachers to participate in IPI training to be certified as valid/reliable data collectors. They became the newly created IPI team to collect data and lead the faculty analyses and discussions. Faculty meeting time became a learning time for teachers as they reviewed Bloom's Taxonomy and Webb's Depth of Knowledge. By 2012-2013, nearly a quarter of the faculty were trained coders. Department meetings focused on creating lessons aligned to Common Core Standards and incorporating a 5 or 6 in those lessons. The team created a trajectory chart so the faculty could see if the school was moving in the right direction. Teachers presented lessons on writing across the content areas (usually an IPI code 6) and a faculty committee created a school-wide rubric. I asked for volunteers to be video taped for 5 minutes to share lesson strategies with their colleagues. English teachers shared how to use Dinah Zike's "foldables" with Robert Marzano's Six Step Process to Teaching Vocabulary. Teachers who were participants in the National Writing Project shared innovative ways to incorporate writing across all content areas. Others volunteered lessons they had created, found on line or discovered in their readings. Teaching strategies became part of our faculty meetings. By now, I had received credentials as an IPI trainer and provided free training to our faculty. I also had become an assistant principal and could no longer be on the IPI team. So I became its cheerleader.

Now, in 2014-2015, I'm HHS's principal. I write this article on the heels of a faculty meeting where my IPI team presented the latest data using Google Docs, a projector and screen. During the meeting.
IPI, from page 2

teachers typed thoughts for the Year-end Board of School Trustees Meeting. Answering, “What do you see that we can celebrate?” teachers typed that they were excited to see the 5s at 27% and HO/DT up to 37%. Others were pleased to see the 1s were at 1%. The school profile has come on the way from the first visit in 2010 to now (pie charts). Our culture has become collaborative, using a common language of the IPI.

A longitudinal look at our lower-order, surface thinking (LO/ST) to HO/DT thinking shows marked improvements. The average for LO/ST time during the 2010-2011 school year was 73.6%; HO/DT thinking time was 22.4%. For the 2012-2013 school year, the LO/ST average had dropped to 68.5% and HO/DT time had risen to 28.0%. Converted as a ratio of LO/ST to HO/DT, our annual data moved from 3.30 for the 2010-2011 school year to 2.45 for the 2012-13 school year.

Last year, when we moved from block to a traditional schedule, the IPI data in September were surprising - student engagement had decreased. During faculty collaboration time, teachers shared that with less daily class time, they lectured more and engaged less. The teachers recognized that the data were moving in the wrong direction, and worked to change the trend. If we had not used the IPI, how much time would have passed before we recognized we were losing ground? Looking at our current trend, on average, our students are engaged in HO/DT nearly 6% more time each day than were our students two years ago. Translated into minutes per school day and days per school year, that equates to approximately 21 more minutes per day. Stated from an annual perspective, it means nearly 11 more school days per year of HO/D thinking than in 2010!

From the IPI learning conversations we've had as a faculty, we have been able to make data-driven, research-based decisions to guide our movement to CCSS. And, we realize the significance of maintaining and building on those changes. From our school, we see the IPI as a bridge for our transition to Common Core State Standards. Both emphasize student engagement in “rigorous content and application of knowledge through high-order skills” (http://www.corestandards.org).

While CCSS encourages engagement, the IPI provides a collaborative way to quantify it. Stanford Professor and CCSS guru Linda Darling-Hammond stresses that such a transformation is critical:

How will teachers transform their practice to meet [CCSS] expectations? In fields like trauma care and the building trades that have seen sharp gains in quality over the past generation, the emergence of new standards for professional practice coincided with a focus on improving collaborative decision-making and inquiry to solve problems in real time. If we want to see similar gains in education, we must structure for success by understanding that effective collaboration in schools doesn’t occur by happenstance—it requires purposeful action. (Washington Post, 2013)

Why is the IPI a substantive process? Because it provides data that help create a climate of “effective collaboration” for purposeful dialogue and action.

The storms of education still loom. HHS has lost revenue, dropped block scheduling and cut some teachers. But thanks to IPI, at least there is less worry about CCSS. A seasoned department chair shared, "the IPI dovetails wonderfully with CCSS. As a veteran teacher, I believe I have a clear picture of how to improve my teaching and challenge my students." A first-year teacher said, "It helped me rethink the way I teach and approach [my instruction] from a more engaged standpoint. It was incredibly helpful." And a National Board Certified Science Teacher found that, "The IPI process brings the focus of effective teaching practices to the forefront and creates an environment where teachers are encouraged to share best practices across disciplines."

A plaque in my office reads, "Life isn’t about waiting for the storm to pass… it’s about learning to dance in the rain." Whether CCSS helps us finally get things right or simply gives way to new clouds, IPI provides a resilient umbrella.

Regional Board of School Trustees Retire

In 1999, Chuck Weiss was elected to the Regional Board of School Trustees in Madison County. During his first term Harry Briggs was superintendent. Dr. Robert Daiber became the superintendent during his second term. Mr. Weiss believes both of these gentlemen have done an excellent job for our schools, the students and the citizens of Madison County.

Mr. Weiss would like to thank his fellow trustees, the attorney, William Schooley, and ROE secretary, Ethel Henke, for making his experience very rewarding. "Again, I thank you all."

Mr. Collins was elected to the Regional Board of School Trustees in 1997 and currently serves as the Board President. Mr. Collins stated, "It is enjoyable to participate in education in any way that I can because it is a worthwhile pathway to the future of young people. The process of improving services to school districts and students is underappreciated." Mr. Collins can remember a time when school districts hired staff without proper certification and today this does not happen due to the oversight of the Regional Office of Education. Mr. Collins feels that the ROE continues to help the educational process.

Mr. Collins has enjoyed everyone he has worked with on the board over the past 18 years under both Harry Briggs and Dr. Robert Daiber. He is leaving with a high appreciation of what the Regional Board of School Trustees and the Regional Office does.

Both of these board members have served many years on the Board of Trustees for the Regional Office. Their dedication to the betterment of schools has been very much appreciated and will be dearly missed. The Regional Office of Education will miss their contributions and services; however, wishes them both well.
Licensure Renewal Updates and Reminders

Due to the constant evolution of licensure, the following bullets are able to be changed at any time by the Illinois State Board of Education. Please keep yourself updated using ISBE.net. One of the best resources we recommend is http://www.isbe.net/licensure/html/license-renewal.htm.

RENEWAL

If you haven’t already, login to your ELIS account and check your “Registered Thru” date. If your “Registered Thru” date is 2015, you will register this year. When checking your “Registered Thru” date, if your “Renewal Date” does not match it, i.e. “Registered Thru” is 2018 “Renew Date” is 2016, please contact the ROE office for instructions.

Starting April 1, 2015, if you have entered the professional development that you owe, you will be able to renew your license from your ELIS home screen. Please complete your renewal process by June 30, 2015. Your license will lapse on September 1, 2015 if you are not renewed.

If you believe the amount of professional development you owe is incorrect, please review the link at the top of your home screen labeled “Click Here to Update Your PD/Employment Status”. If you have taught full time in an Illinois Public School for the past 5 years, all of the fields will be marked “Active”. If you have only taught full time for some of those years, please mark the years you were full time as “Active”. The other years will be marked as either “Exempt”, “Retired” or “Military” depending on your circumstance:

Active: Employed in an IL public school for 50 percent or more of full-time equivalency in a school year and must complete professional development activities.

Exempt: You are not currently working as a teacher; you are teaching in a non-public school; you are currently working as a substitute teacher; you are retired, but working as a substitute. You do not have to complete professional development activities.

Part-Time: Employed in an IL public school for less than 50 percent of full-time equivalency in a school year are "exempt" and do not have to complete professional development activities.

Retired: Retired and qualify for benefits from a State retirement system. If you are working as a substitute, mark "Exempt" instead of "Retired".

Military: Educator is unavailable for employment due to military service, including service in any reserve capacity. License is on hold during period of unavailability due to military service. This exemption does not apply to military spouse.

LAPSED LICENSES

Licensees must renew licenses between April 1 and June 30 of the last year of the renewal cycle. Licenses will lapse on September 1st of the last year of the cycle if not renewed. Illinois Educators are not required to renew the class unless their license is current. It is recommended that all Illinois educators register prior to June 30.

Professional Educator Licenses that lapse for failure to complete PD requirements may be reinstated by completing any deficient PD hours, paying your back registration fees AND either paying a $500.00 penalty or completing 9 semester hours of coursework. Restrictions on coursework do apply.

Substitute Licenses do not lapse. If your license does expire, you will need to reapply.

Paraprofessional Licenses will lapse if not registered. The reinstatement for this license is $150.00 or the completion of 9 semester hours of coursework along with the back registration fees.

PROFESSIONAL DEVELOPMENT

Beginning July 1, 2015, a licensee who fails to enter completed professional development into ELIS within 60 days of completion will be prohibited from counting that professional development among the total hours required for that 5-year renewal cycle. Also, previously, if you renewed your license on April 1 you were able to use any activities earned between April 1 and June 30 for your next cycle’s renewal requirements. You are no longer able to use activities prior to June 30 of the beginning year of your new cycle.

Uniquely qualifying options (such as a new degree, endorsement, etc.) are only accepted for those who are mid-cycle. Meaning those who have cycles ending in 2015, 2016, 2017 and 2018. The activities must have been completed by August 31, 2014 and entered prior to December 31, 2014 to be accepted. If you did not enter this activity prior to this date, it will not be accepted as a uniquely qualifying option. However, you may use the course work used to receive the degree or endorsement if it was taken within the current cycle.

Requirements for renewal remain the same for mid-cycle licensees cycle ending in 2015, 2016, 2017 or 2018 as when the current cycle began.

HOURS OF EARNED CREDIT

Beginning January 1, 2015, all professional development hours are now referred to as Hours of Earned Credit. Hours of Earned Credit are issued by ROEs, ISBE, and Regionally Accredited Institutions of Higher Education that offer Illinois-approved preparation programs, Illinois Public School Districts, Charter Schools and Joint Educational Programs providing career and technical education or special education services.

The list of approved activities and purposes is no longer used for Hours of Earned Credit. If you would like to use an activity you have used in the past for Hours of Earned Credit (for example, mentoring), please see your school administrator to request an Hours of Earned Credit form for this activity. The activity must meet specific requirements to be counted towards renewal and approval is subject to your school’s administration.

One exception to the Hours of Earned Credit form requirement is courses taken from in-state accredited institutions of higher education that offer Illinois-approved preparation programs. The transcripts from these institutions will serve as the Hours of Earned Credit form. You must enter the course as an activity on your professional development page on ELIS. You will receive 15 hours of earned credit for each credit hour.

If you take courses at an out-of-state university or an in-state university that does not offer Illinois-approved preparation programs, the transcript must be submitted to your school administrator to receive Hours of Earned Credit. If they should wish to issue it. They are not required to do so. It is suggested that you contact your school district before you register for the course, they then may approve the institution as a “subcontractor” working under the authority of the approved provider. You must have your transcript and Hours of Earned Credit form to count it for professional development credit.

For all other activities, one clock hour of Hours of Earned Credit may be awarded for each hour of professional development. Activities that are part of the educator’s job responsibilities such as attending or facilitating faculty meetings; attending school board meetings; participating on text book committees; making presentations to educators or parents, maintaining membership on committees; attendance at athletic camps and any other similar activities do not count.

SPEECH LANGUAGE PATHOLOGISTS (Teaching and Non-Teaching)

If you are a Speech Language Pathologist (Non-teaching) License holder using an Illinois Department of Financial and Professional Regulation (IDFPR) License as your form of professional development, you must enter this as an activity on ELIS for it to be used towards your hours.

If you are a Speech Language Pathologist (Teaching) Licensee and you are mid-cycle (cycle ending in 2015, 2016, 2017 or 2018) you may use your IDFPR License as your professional development for this current cycle. However, if you have a cycle ending in 2019 or above, your IDFPR License cannot be used and you must complete the required 120 hours of earned credit for renewal.

ADMINISTRATIVE ENDORSEMENTS

Illinois Administrators’ Academy courses may be used for PD hours when more than one course is completed in any fiscal year.

To receive Administrators’ Academy credit for Principal Evaluation, all 8 modules must be completed.

To receive Administrators’ Academy credit for Teacher Evaluation, 4 modules must be completed, but Module 5 “Student Growth” is optional.

If you hold an Administrators’ endorsement but are not utilizing this endorsement in your current position, you must now complete 1 Administrators’ Academy per 5 year cycle starting with your next cycle. The Illinois State Board of Education is developing a specific Academy for this purpose. Please monitor our website, www.roe41.org, for further information.

CTE CHANGES

Pursuant to Public Act 98-751, effective January 1, 2015, the TAP will no longer be required for the issuance of the CTE. Rather, it will be required for the renewal of the CTE. See the following changes made to 105 ILCS 5/21B-20 (2) (E) by the public act, effective January 1, 2015.
Madison County schools have been busy with all sorts of sustainable activities this fall, and we couldn’t be more thrilled with the results so far!

We kicked off the school year with the annual Green School Coordinator Resource Day in late September. Over 50 participants gathered at St. Mary’s Middle School in Alton to hear and learn more about the Climate Reality Project and Diversity Awareness Partnership, along with presentations from a variety of local resource providers. We rounded out the day with information booths and a Share Fair where educators could donate and pick up classroom resources. The day also doubled as a US Green Building Council Green Apple Day of Service event.

Many Green School Coordinators have been busy working with their school Green Teams to complete and submit their Green Schools Benchmarking and Green Goals for the 2014-15 school year. This is the first year using the form. The goal is to get a more comprehensive overview of what, exactly, Madison County schools are doing regarding sustainability practices. We continue to receive the documents from schools and plan to utilize National Geographic’s FieldScope database (http://education.nationalgeographic.com/education/programs/fieldscape?ar_a=1) to record all the information and make it available to the public in an easy-to-use interface.

In October we worked with representatives from Illinois State University to present the first Smart Grid for Educators workshop in the Southern Illinois region on Saturday, October 25. Thirty-nine educators participated in this wonderful training and we hope to offer this workshop again, along with others, throughout the school year.

Smart Grid for Educators workshop October 25, 2014

October also brought the deadline for schools to apply for the county-sponsored “Green Seed” Environmental Grants of up to $2,000 to assist Madison County schools with their green programs and projects. A total of eight schools applied and over $12,000 was awarded to fund projects including recycling, composting, stormwater management, landscaping and energy efficient lighting to take place in the 2014-15 school year.

We have also been working with US EPA representatives to promote and roll out the Air Quality School Flag Program (http://www.airnow.gov/index.cfm?action=school_flag_program.index) at Riverbend region schools. At least two Alton schools have signed on for the program and have their flags, with more schools in the works. We are working to get 3 entire school districts in the Riverbend region to participate in this program (Alton, East Alton Wood River High School, and Wood River-Hartford). If we can accomplish this, we would be the first area in IL to get an entire school district (or 3!) to participate in the program. To encourage participation, Madison County Government will be providing the flags for the Riverbend schools, so the schools don’t have to pay for them.

In addition, schools have started conducting their own collections of aluminum can tab tops, plastic bags, eyeglasses, markers and more along with working on a variety of other sustainability projects. In addition, we’re looking forward to the upcoming revised Trashformations and the new PhotoVoice competitions/Air Quality Bookmark Competition, Tab Top Tally (Saturday, April 11), Student Sustainability Summit (date TBA), Earth Flag Celebration (tentatively Tuesday, April 28) and more!

The Madison County Green Schools Program is a project of the Madison County Government’s Planning and Development Department. For more information on any of these programs, contact Kim Petzing, Madison County Green Schools Coordinator, at kpetzing@co.madison.il.us.

In November we received a total of 306 entries from 13 different schools for the first ever Madison County Rain Barrel Design Contest. In this competition, K-12 students were asked to create a decorative design for a rain barrel that illustrated the benefits of capturing and/or reusing rainwater (a.k.a. "rainscaping" or rainwater harvesting), such as erosion control, improved water quality, reduced flooding, etc. Finalists in each of the grade categories (K-2, 3-5, 6-8 and 9-12) were judged and winners announced in the beginning of December. The first place rain barrel design from each grade category received a sign and rain barrel at their school. The “Best in Class” overall winner’s school will also have a rain garden or native landscaping installed at their school. In addition, each student winner received a certificate and Kindle Fire HD7. Awards were presented at the December Madison County Board meeting while rain barrels and the garden will be installed in spring of 2015.

To celebrate America Recycles Day in November, Madison County Government and county schools held a Shoeman Water Project collection and pickup. This collection, and others scheduled throughout the school year are part of the Well Challenge for Madison County. The staff at Shoeman are continually impressed with the number of shoes that have been collected in Madison County over the years. As a matter of fact, they have been so impressed that they have issued a challenge for the 2014-15 School Year. If we can collect 15,000 shoes, they will name a well in Panama for Madison County. During the fall collection we collected over 4,000 pairs of shoes to go towards that goal!
(E) Career and technical educator. A career and technical educator endorsement on an Educator License with Stipulations may be issued to an applicant who has a minimum of 60 semester hours of coursework from a regionally accredited institution of higher education, has passed a test of basic skills required under Section 21B-30 of this Code, and has a minimum of 2,000 hours of experience in the last 10 years outside of education in each area to be taught.

The career and technical educator endorsement on an Educator License with Stipulations is valid until June 30 immediately following 5 years of the endorsement being issued and may be renewed if the individual passes a test of basic skills (also known as the TAP test), as required under Section 21B-30 of this Code.

After January 1, 2015, current CTE applications that are deficient only the TAP will be able to be issued without having to reapply. Any other outstanding deficiencies on those applications still apply. If you have any questions regarding CTE, please contact our office.

**GENERAL ADMINISTRATIVE ENDORSEMENT**

As of September 2014, the General Administrative endorsement has been discontinued and replaced by the Principal endorsement. As of right now, if you completed a General Administrative program but did not receive an issued endorsement on your ELIS account prior to August 31, 2014, you must now complete the Principal Endorsement requirements to receive the endorsement. Please contact the university where you took your courses for your General Administrative program to see which classes you must now take for the Principal endorsement.

The Principal endorsement is now issued by entitlement only through universities with an Illinois approved program for the Principal endorsement. Currently, there are no out-of-state universities with approved programs. If you have a General Administrative endorsement on an Out-of-State license, you will need to contact an Illinois university with an approved Principal program for information.

**RETIRED**

Licensees holding a PEL in "retired" status who return to work as a substitute teacher working on that license must pay the registration fees in order for it to be valid. The registration fees are paid to be on a year-to-year basis.

**FEE INCREASE**

Application fees as of January 1, 2015:

- Professional Educator License, Educator License with Stipulations (Paraprofessional), or Substitute Teaching License - $100.00
- Fees for Out-of-State Applicants - $150.00
- Application Fee for endorsements - $50.00

**TESTING/ROE #41 TESTING CENTER**

As of September 8, 2014, APT 188 replaced all other APT tests, and is a computer based test. Any current deficiencies that reference one of the other APT tests, can be signed up for at the Illinois Licensure Testing System website http://www.il.nesinc.com/index.asp. ROE #41 operates a computer based testing facility at 1314 Niederhaus Ave. in Granite City, IL. We are open 6 days a week, with extended evening hours on Thursday, and all day Saturday. Please call the ROE #41 office at 618-296-4530 should you have any questions regarding testing and the test center.

**Vision 20/20 Evidence-Based Education Funding Reform**

State Senator Andy Manar (D-Bunker Hill), State Senator Jason Barickman (R-Bloomington) and the Vision 20/20 coalition have announced new legislation to reform the system used to fund schools in Illinois. The legislation ties school funding to actual educational outcomes and true district costs.

The Vision 20/20 backed plan will study the needs of every Illinois school district, leading to an evidence-based funding model for each school district. Once in place, lawmakers will have a scalable method to establish funding levels. Vision 20/20 is a coalition representing superintendents, school board members, principals, school business officials, the regional superintendents and the Superintendents' Commission for the Study of Demographics and Diversity.

"Vision 20/20 is a blueprint to fulfill the promise of public education to the more than 2 million schoolchildren in Illinois, and having an adequate and equitable evidence-based school funding model is a key element to accomplishing that goal," said Brent Clark, executive director of the Illinois Association of School Administrators (IASA).

"Educators from around the state look forward to working with Senators Barickman and Manar to make that promise a reality."

An Evidence-Based Professional Judgment Panel would update by December 1, 2015 a study completed in 2010 by the Illinois School Finance Adequacy Task Force that already developed an evidence-based model for Illinois. The Panel also would determine the minimal level of local and state funding for each district and provide recommendations on how to address the state’s neediest districts first in a multi-year plan to phase in the adequacy model in an equitable manner.

Senator Manar passed a rewrite of the current formula, Senate Bill 16, based on findings from EFAC, through the Senate in 2014. While that legislation did not achieve passage in the House, he has continued his work and filed new legislation, Senate Bill 1, in 2015.
Project Learning Tree is an award-winning multi-disciplinary science-focused program designed for teachers and other educators working with K-8 youth. Educators learn how to utilize the ninety-six multi-disciplinary activities within the award winning Environmental Education Activity Guide to meet personal classroom goals. Each participant will receive a free copy of the guide ($20 value).

This training series will focus on a lesson that integrates science, math and English language arts to help bring Common Core Standards and STEM applications to the existing curriculum. Each activity is filled with opportunities to build critical thinking skills, incorporate technology, and use differentiated instruction.

Presenter: Marvin Warner

Masonic Model Student Assistance Training Program - AA #810

This Administrator Academy is a one-day workshop offered in support of the Student Assistance Program. It is offered as a stand-alone workshop for Administrators who want more information on student assistance and creating a safe school.

This workshop deals with the issue of at-risk youth behaviors and the concerns of Administrators, staff and community. The Administrator Academy provides participants with a proactive step-by-step comprehensive plan to address today’s “people problems.” We focus on system-wide interventions for alcohol and drug abuse, conflict and bullying, stress, depression and suicide.

Presenter: Larry Newman, Illinois Masonic Foundation

Building Reading Lives That Last

With a focus on building reading lives that last, participants in this workshop will discuss the following:

• Strategies that enable students to move beyond surface-level comprehension and into deeper reading of difficult text
• Why teachers in all content areas should address reading motivation and recreational reading
• Understanding reading as a process, and how that helps improve student comprehension
• Understanding the importance of 2nd draft reading
• How writing deepens reading comprehension
• Utilizing the Common Core reading standards

Presenter: Kelly Gallagher

Raising Student Achievement Conference a Huge Success

More than 1,000 educators – teachers, administrators, curriculum directors, regional office and ISC staff – registered for the two day Raising Student Achievement Conference at Pheasant Run on December 7 & 8. Keynote speaker Tom Schimmer, author of 10 Things that Matter from Assessment to Grading, shared his expertise as keynote and as speaker throughout the day in sessions focusing on the need for assessment. In fact, his message was so well-received, that the IARSS has contracted with him to present his message immediately in their own workplace contexts.

Presenter: Marvin Warner

Participants may now pay online through Gov Pay.

Simply follow instructions during the registration process.
Madison County Teachers’ Institute 2014

Gearing up for Student Achievement