

Education Policy Planning Committee of the Whole

June 17, 2009
11:30 a.m.

All open meetings will be audio cast on the Internet at: www.isbe.net

AGENDA (timeframes are estimated for planning purposes)

1. Roll Call
2. Board Member Participation by Other Means
3. Public Participation 11:30 – 11:45 a.m.
4. Minutes of the May Education Policy Planning Committee Meeting (**pp. 2-4**)
- *5. Discussion of Teacher Certification Board Recommendations 11:45–11:50 a.m. (L. Tomlinson, P. Murphy)
 - a. Review of Unit Accreditation (**pp. 5-7**)
 - 1) Lewis University
 - 2) Trinity International University
 - b. Review of Proposed New Programs (**pp. 8-10**)
 - 1) Benedictine University
 - 2) University of Illinois at Chicago
- *6. Discussion of Strategic Plan Progress Report 11:50 a.m. – 12:05 p.m. (**materials to be inserted**)
Superintendent Koch, M. Vanover, S. Morrison
- *7. Appointee to the Department of Juvenile Justice Board of Education (**pp. 11-20**)
(Superintendent Koch)
8. Committee Agenda Planning/Additional Items (no committee meetings until September)
9. Committee Wrap-up – as needed (*Superintendent Koch*)
10. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and Board action may be taken in the plenary session.

**EDUCATION POLICY PLANNING COMMITTEE OF THE WHOLE
MINUTES**

Wednesday May 20th, 2009
Board Room, 4th Floor
Springfield, Illinois

Members Physically Present

Dr. David Fields, Chair
Andrea Brown
Dean Clark
Vinni Hall
Joyce Karon
Lanita Koster
Jesse Ruiz
Chris Ward
S

Members Participating Via Phone

None

Board Members Absent

None

ISBE Staff

Superintendent Chris Koch
usie Morrison

The Education Policy Planning Committee (EPPC) meeting convened at 10:30 a.m.

1. **ROLL CALL:** Committee Chair, Dr. David Fields started the committee meeting by noting that all members were present. See above for detailed listing.
2. **BOARD MEMBER PARTICIPATION BY OTHER MEANS:** There was no participation from Board members by any other means.
3. **PUBLIC PARTICIPATION:** Jenni Purdue – Illinois Caucus for Adolescent Health – Sexual Health Education. Jenni Purdue spoke in support of a more diverse sexual education curriculum and any recommendations that were going to be given by the Student Advisory Council that day.

Jack Wuest – Alternative Schools Network – I-Hope & Race to the Top. Jack Wuest spoke about I-Hope legislation that the legislature passed and is now on the desk of the Governor. He thanked everyone for their help, including Darren Reisberg and Nicole Wills. Illinois is in a good competitive stance in the Race to the Top funds which could potentially be \$300 million.

4. **MINUTES OF THE APRIL 2009 EPPC MEETING:** Dr. Hall moved to approve the minutes from the April, 2009 Education Policy Planning Committee Meeting. Ms. Koster seconded, and the minutes passed unanimously.
5. **STUDENT ADVISORY COUNCIL FINAL REPORT & CERTIFICATE PRESENTATIONS:** Dr. Fields welcomed the Student Advisory Council (SAC). The SAC presented a PowerPoint presentation entitled: “Sex Education: The Real Deal.” During this presentation they recommended that the board mandate Health 1 sexual education classes and make Health 2 classes available to students for more detailed information on sexual education. The students presented a video they had produced which highlighted statistics & photos related to teens and sex education.

The video of statistics and photos was suggested to be posted on the ISBE website, and that the Board refer back to the information that the SAC presented when the Board discusses high school reform.

Superintendent Koch thanked Andrea Wingo, Don Evans, Ann Muraro & Matt Vanover for their three years of staffing the Student Advisory Council. He then introduced the new group that will step in: Sarah McCusker & Gilbert Downey from Curriculum & Instruction and Sally Veach from Federal Grants & Programs.

Mr. Ruiz presented certificates of appreciation to the outgoing seniors.

The students updated the Board on the Dropout Summit scheduled for August 10th with State Farm. They also have three meetings in June and two meetings in July with State Farm to prepare for the summit.

- 6. ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE LEVEL DESCRIPTORS AND CUT-SCORES:** Superintendent Koch indicated that the IAA is an assessment test for students with significant cognitive disabilities. ISBE recently re-tooled this assessment therefore the cut-scores need to be reviewed.

Ms. Zurkowski spoke about the two revisions made to the IAA:

1. The number of items per test was increased to expand coverage and increase content alignment.
- 2) The instructions to the test administrators became more specific and prescriptive to increase the reliability and the validity of the assessment.

The process began with a review by about 70 educators. There were 63 cut-scores across all content areas. The educators agreed with 58 of the cut-scores and recommended changes to 5 (2 in writing & 3 in reading). These recommendations were presented to the State Testing Review Committee for standards validation. The State Testing Review Committee recommends that the Board adopt the cut-scores that have been presented in the Board materials.

There are various methods to assist administrators in administering the test, including onsite training workshops and training videos.

- 7. RACE TO THE TOP FUNDS: STATE STRATEGIC MANAGEMENT OF HUMAN CAPITAL:** Linda Tomlinson and Superintendent Koch discussed the development of a Race to the Top funding proposal that would begin July 1st. There will be no guidance for the Race to the Top before this date. There is still a question of whether this proposal will be submitted jointly or individually, but staff believe it will be done individually.

Strategic Management of Human Capital (SMHC) has been working with the Chicago Public School District for a number of years causing this to be an appealing collaboration.

- 8. DISCUSSION OF TEACHER CERTIFICATION BOARD RECOMMENDATIONS:** *Rockford College, University of St. Francis & Western Illinois University Program Approvals.* Linda Tomlinson discussed the three programs: Rockford College, University of St. Francis, & Western Illinois University all brought a new program to the Teacher Certification Board. All programs meet the standards required and are being recommended to move forward.

Dr. Ward noted that he will be abstaining from the approval for the University of St. Francis.

National Louis University – Alternative Certification Program Approval

Linda Tomlinson discussed National Louis University and noted that it was not approved by the Teacher Certification Board. This is an alternative program which is under a different rule that have three requirements that need to be met and this program meets all three requirements. Since it meets all rules and statutes, ISBE does not feel authorized to deny this program.

Ms. Tomlinson has informed the Teacher Certification Board that their recommendation was taken into serious consideration; however, since this program meets the requirements we are recommending approval.

9. COMMITTEE AGENDA PLANNING/ADDITIONAL ITEMS

Preliminary Discussion of June Work Study – Quality School Indicator. Susie Morrison discussed that this work study will allow the Board to look at both quality school and quality system indicators which will involve both the school and district levels. There may be a panel of school administrators who are benchmarking themselves against some quality indicators in our state, such as: Strategic Plan, Progress Report, State Intervention, School, District, and Technology Improvement plans.

Dr. Brown discussed how the evaluations of these programs will help to prepare for the Race to the Top.


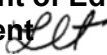
Dr. Hall expressed her concern about the violence in schools and repeated her request for a work study on that very soon.

10. COMMITTEE WRAP-UP: Superintendent summarized that the Student Advisory Council had a presentation on Sex Education and they recommended the adoption of a sex education curriculum and offering all students the opportunity to have access to such curriculum. There were two follow-up items on this topic: SAC is adding site sources to the PowerPoint and making the presentation available on the ISBE website. The second follow-up is to consider and incorporate this information in future discussions about optimal high schools. There was also discussion about the IAA cut-scores and the board will be acting on recommendations. A Race to the Top proposal was discussed using the capital resource model. Teacher Certification programs at three colleges and one alternative school program were discussed.

11. ADJOURN: _____ moved to adjourn the meeting. _____ seconded the motion and the meeting adjourned.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17 - 18, 2009

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education 
Linda Tomlinson, Ed.D., Assistant Superintendent 

Agenda Topic **Action Item: Review of Unit Accreditation**
Lewis **University**
 Trinity International University

Staff Contacts: Patrick Murphy, Diane Lacopo, Phyliss Jones, Dennis Williams

Purpose of Agenda Item

The purpose of this agenda item is to consider the State Teacher Certification Board's recommendations regarding continuing accreditation for the educational units at Lewis University and Trinity International University.

Expected Outcome(s) of Agenda Item

The State Board of Education will be asked to vote on two motions for continuing unit accreditation.

Relationship to/Implications for the State Board's Strategic Plan

The approval of professional preparation institutions has a direct linkage to Goal 2, Improving Educator Quality for All Children. Accreditation of Illinois teacher preparation institutions based on recognized and established standards, policies, and procedures ensures that the institutions prepare teachers with expertise in the discipline-specific content areas and that these teachers will demonstrate "best practices" and help all students learn.

Background Information

Lewis University is an established Illinois teacher preparation institution that offers undergraduate and graduate programs in elementary education, secondary education, special certification areas, and special education, as well as graduate level programs in reading specialist, school counseling, and two school administrative areas.

In September of 2007, the State Board of Education accepted the State Teacher Certification Board's recommendation that Lewis University should be assigned accreditation with conditions following the accreditation review visit that had been conducted by NCATE from October 27 to November 1, 2006. In accordance with Section 25.125(j)(2)(B) of ISBE's rules, NCATE conducted a focused review of the institution from February 15 to 17, 2009. The NCATE team was accompanied by a state designee who served as a consultant and *ex officio* member to ensure that the applicable Illinois standards, procedures, rules, and statutes were addressed (Section 25.125(j)(2)(D) of the rules).

In accordance with Section 25.125(j)(3)(A) of the rules, the NCATE review team reviewed the institution's report as to how it had addressed the areas for improvement that had

been cited. As part of the on-site review, the team also reviewed extensive exhibits related to the citations and interviewed administrators, faculty, support personnel, undergraduate program candidates, and members of the K-12 community who participate in the preparation of candidates and decision-making processes of the educational unit. The team forwarded to the State Teacher Certification Board a report indicating that the conditions cited in the fall of 2006 had been satisfied and all standards had been met.

On Friday, June 5, 2009, the State Teacher Certification Board conducted its review of the team's report and the institution's supporting documentation as called for in Section 25.125(j)(3)(B) of the rules. The Certification Board determined that Lewis University had met the six standards stated in *NCATE Unit Standards Edition 2002* with no new areas for improvement identified. The State Teacher Certification Board therefore voted to recommend continuing accreditation of this educational unit by the State Board of Education.

Trinity International University is an established Illinois teacher preparation institution that offers undergraduate and graduate programs in elementary education and secondary education, as well as a graduate program in school administration.

In December of 2006, the State Board of Education accepted the State Teacher Certification Board's recommendation that Trinity International University should be assigned accreditation with conditions following the accreditation review visit that had been conducted by a state review team from February 25 to March 1, 2006. In accordance with Section 25.125(j)(2)(B) of ISBE's rules, a state team conducted a focused review of the institution from March 22 to 24, 2009. The review team was accompanied by a designee appointed by the State Superintendent, who served as a consultant and *ex officio* member to ensure that the applicable Illinois standards, procedures, rules, and statutes were addressed (Section 25.125(j)(2)(D) of the rules).

In accordance with Section 25.125(j)(3)(A) of the administrative rules, the review team reviewed the institution's report as to how it had addressed the areas for improvement that had been cited. As part of the on-site review, the team also reviewed extensive exhibits related to the citations and interviewed administrators, faculty, support personnel, undergraduate program candidates, and members of the K-12 community who participate in the preparation of candidates and decision-making processes of the educational unit. The team forwarded to the State Teacher Certification Board a report indicating that the conditions cited in the spring of 2006 had been satisfied and all standards had been met.

On Friday, June 5, 2009, the State Teacher Certification Board conducted its review of the team's report and the institution's supporting documentation as called for in Section 25.125(j)(3)(B) of the rules. The Certification Board determined that Trinity International University had met the six *NCATE Unit Standards Edition 2002* with no new areas for improvement. The State Teacher Certification Board is recommending continuing accreditation by the State Board of Education.

It should be understood that the review of individual programs that occurred during these two institutions' most recent accreditation reviews (i.e., prior to the focused visits discussed above) resulted in renewed approval for all the institutions' approved programs. Consequently the only action at issue here is the continuing accreditation of the educational units *per se*.

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

Policy Implications: None.

Budget Implications: None.

Legislative Action: None.

Communication: Please see "Next Steps" below.

Pros and Cons of Various Actions

Continuing accreditation for these two educational units will allow the institutions to entitle program completers for certification in their respective approved program areas.

Superintendent's Recommendation

I recommend that the two following motions be adopted:

Motion 1

The State Board of Education hereby assigns the status of "continuing accreditation" to **Lewis University**, thereby authorizing the institution to conduct its approved programs and recommend candidates for certification by entitlement until the time of the institution's next scheduled review.

Motion 2



The State Board of Education hereby assigns the status of "continuing accreditation" to **Trinity International University**, thereby authorizing the institution to conduct its approved programs and recommend candidates for certification by entitlement until the time of the institution's next scheduled review.

Next Steps

Lewis University and Trinity International University will be notified regarding the State Board's decision in keeping with Section 25.160 of ISBE's rules. The State Teacher Certification Board will also be notified, and the State Board's Directory of Approved Institutions and Programs will be updated to reflect the accreditation status.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17-18, 2009

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education 
Linda Tomlinson, Ed.D., Assistant Superintendent 

Agenda Topic: Action Item: Review of Proposed New Preparation Programs
Benedictine University
University of Illinois at Chicago

Staff Contacts: Patrick Murphy, Phylliss Jones

Purpose of Agenda Item

The purpose of this agenda item is to consider the State Teacher Certification Board's recommendations regarding proposed new programs at Benedictine University and the University of Illinois at Chicago.

Expected Outcome(s) of Agenda Item

The State Board of Education will be asked to vote on two motions provisionally approving the new programs discussed below.

Relationship to/Implications for the State Board's Strategic Plan

This item has linkage to Goal 2. To ensure that every student will be supported by highly prepared and effective teachers and school leaders, policies and processes have been implemented that support preparation programs with a focus on instruction and student learning. These standards-based programs will prepare educators with expertise in discipline-specific content areas and ensure that teachers and administrators demonstrate best practices to help all students learn.

Background Information

Benedictine University is an established Illinois teacher preparation institution that offers undergraduate and graduate programs in elementary education, secondary education, special education, and the reading specialist and school administrative programs.

The University of Illinois at Chicago is an established Illinois teacher preparation institution that offers undergraduate and graduate programs in elementary education, secondary education areas, and special certification areas. Early childhood education, early childhood special education, learning behavior specialist I (LBS I) and two learning behavior specialist II (LBS II), reading specialist, school nurse, school social worker, and general administrative-principal programs are offered at the graduate level. The elementary program is also offered through the alternative route.

The State Teacher Certification Board considered proposals for new programs at both these institutions, as shown below, in accordance with Section 25.145 of the State Board’s administrative rules.

Institution	Program		Staff Contact
Benedictine University	Physical Education (Type 10, K-12)		Phyliss Jones
University of Illinois at Chicago	Learning Behavior Specialist II (Type 10, K-12)	Curriculum Adaptation Specialist	Phyliss Jones
		Behavior Intervention Specialist	
		Multiple Disabilities Specialist	
		Transition Specialist	

The institutions provided evidence that the applicable content-area standards for these programs (set forth in Sections 27.270, 28.300, 28.310, 28.350, 28.360 and 28.370 of the rules) will be met. The State Teacher Certification Board has therefore recommended to the State Board of Education provisional approval of these programs. Provisional approval authorizes an educational unit to conduct the affected programs and to recommend candidates for certification by entitlement until the time of the institution’s next scheduled accreditation review (see Section 25.145(d)(1)).

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

- Policy Implications:** None.
- Budget Implications:** None.
- Legislative Action:** None.
- Communication:** Please see “Next Steps” below.

Pros and Cons of Various Actions

Approval of the recommended new programs will authorize the universities to entitle graduates for the various certificates listed.

Superintendent’s Recommendation

I recommend that the two following motions be adopted:

Motion 1

The State Board of Education hereby **provisionally approves** the **Physical Education** program for **Benedictine University**, thereby authorizing the college to conduct the program and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

Motion 2


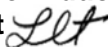
The State Board of Education hereby **provisionally approves** the **Learning Specialist II: Curriculum Adaptation Specialist, Behavior Intervention Specialist, Multiple Disabilities Specialist, and Transition Specialist** programs for the **University of Illinois at Chicago**, thereby authorizing the university to conduct these programs and to recommend candidates for certification by entitlement until the time of the institution’s next accreditation review.

Next Steps

Benedictine University and the University of Illinois at Chicago will be notified regarding the State Board's decisions in keeping with Section 25.160 of ISBE's rules. The State Teacher Certification Board also will be notified and the State Board's Directory of Approved Institutions and Programs will be updated to identify the new programs.

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17-18, 2009

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education 
Linda Tomlinson, Ph.D., Assistant Superintendent 

Agenda Topic: Appointment to the Illinois Department of Juvenile Justice School District 428 Board

Materials: Resume of Appointee

Staff Contact(s): Patrick Murphy, Division Administrator, Educator & School Development

Purpose of Agenda Item

To review and act upon the recommendation to appoint a member to the Board of Education of the Department of Juvenile Justice School District 428.

Expected Outcome(s) of Agenda Item

The anticipated outcome of this agenda item is the appointment of one member to a two-year term beginning June 19, 2009.

Background Information

Section 5/13-41 of the School Code requires that the State Board of Education appoint members to the Department of Juvenile Justice Board of Education. In June, 2008, the State Board appointed four members. This appointment will replace one of the members appointed in June, 2008, who has recently resigned.

Section 5/13-41 of the Illinois School Code authorizes the appointments to the Board of Education for the Department of Juvenile Justice as follows:

- Director of the Department of Juvenile Justice (1)
- Appointed by the Director of the Department of Juvenile Justice (2)
- Appointed by the Illinois State Board of Education (4)

The law further requires that at least one of the members shall have knowledge of, or experience in, vocational education and one of whom shall have knowledge of, or experience in, higher education and continuing education. The members appointed shall be selected so far as practicable on the basis of their knowledge of, or experience in, problems of education in correctional, vocational and general education institutions.

In accordance with the nomination procedures set forth in the School Code, the State Superintendent has received the nomination of Dr. Walter Milton, Jr., Springfield, Illinois.

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

Policy Implications: Approval of the new member will ensure compliance with the statute citation of the Illinois School Code.

Budget Implications: None

Legislative Action: None

Pros and Cons of Various Actions

It is important that this seat be filled so that the Board can continue its work with a full complement of members.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby approves that Dr. Walter Milton, Jr. be appointed to the Board of Education for the Department of Juvenile Justice School District 428.

Next Steps

The above appointment will be notified of the action taken by the State Board of Education.

Walter Milton, Jr., Ed.D.
1330 Churchill Road
Springfield, Illinois 62702
E-mail: miltonjr@springfield.k12.il.us
Home 217-546-3234
Cell 217-381-9412

Education

University of Buffalo - Buffalo, New York

Doctorate of Education (May 2006)
Program: Educational Leadership and Policy

University of Rochester - Rochester, New York

Post Graduate Courses to Necessitate Certification in Educational Administration (May 1995 Completion)

State University of New York College at Brockport - Brockport, New York

Master of Sciences (May 1991)
Program: Education and Human Development (Social Studies/History - Received Teaching Certification)

Albany State University - Albany, New York

Bachelor of Arts (December 1989)
Program: History/ African, African American Studies

Certifications

- Superintendent Certification/License 2007, IL
- School Administration Supervision (SAS), Superintendent License Permanent 1995, NY
- School District Administrator (SDA), Permanent 1995, NY
- Secondary Education Certification Permanent, Social Studies 1991, NY

Professional Memberships

- Memorial Medical Board Springfield, Illinois
- United Way Board Springfield, Illinois
- Chamber of Commerce, Continuum of Learning, Springfield, Illinois
- Boys Scouts of America, Springfield, Illinois
- Boy Scouts of America, Board Member
- Memorial Health System, Board Member

- ❑ United Way, Board Member
- ❑ Urban Superintendent Association
- ❑ Association for Supervision and Curriculum Development (ASCD)
- ❑ New York State Council of School Superintendents
- ❑ National Alliance of Black School Educators (NABSE)
- ❑ Phi Beta Sigma Fraternity (Inducted 1987)
- ❑ Phi Delta Kappa (Inducted 1999)
- ❑ Executive Committee Member For The Mid Hudson School Study Council
- ❑ National Association of Federal Education Program Administrators
- ❑ AASA – American Association of School Administrators
- ❑ IASA – Illinois Association of School Administrators
- ❑ IASB – Illinois Association of School Boards
- ❑ LUDA – Large Unit District Association
- ❑ Greater Springfield Chamber of Commerce
- ❑ Horace Mann League

Chronology of Employment

- 7/1/07 – Current** **Superintendent of Springfield Public School District
Springfield, Illinois – 15,000 Students**
- 1/2007-7/1/07** **Adjunct Professor – University Of Michigan-Flint
Flint, Michigan**
- 10/2005-7/1/07** **Superintendent of Schools-Flint School District
Flint, Michigan—19,000 students, 2,565 employees, \$226 million budget**
- ❑ Able to get board approval for major K-12 district reform as it relates to curriculum instruction, facilities, school structure, staffing, resources, etc.
 - ❑ Designed two Gender Based Schools, grades 7-12
 - ❑ Designed Classical Academy for high achieving exceptionally and nationally gifted students – seeking authority for the International Baccalaureate Program (IB)
 - ❑ Developed and maintained relationships with faith-based community
 - ❑ Developed mechanisms/systems for major cost savings measures around staffing, travel, consulting, school closings, codified all curriculum instruction Pre-k – 12
 - ❑ Make home visits on Mondays from 4-6 p.m.
 - ❑ Developed a district-wide assessment model
 - ❑ Led the charge for a district/community strategic plan
 - ❑ Developed mentors committed to excellence – Goal to produce more than 4,000 mentors for students K-12
 - ❑ Seeing Necessarily Alternatives Plots (SNAP) Graphically
 - ❑ Partnership with U of M-Flint – Students housed on University Campus for four years. Every other year a different cohort will attend. This is the introduction of the Early College Program.
 - ❑ Superintendent round table discussion with students grades 3-12
 - ❑ Superintendent one on one meeting with board members

- ❑ Developed major higher education partnerships as well as corporate partnerships locally
- ❑ Partnerships with major Fortune Five Hundred Companies
- ❑ Innovative, centralized student information system deployed throughout the district
- ❑ Established parental advisory roundtable to ensure community inclusion in district's policies
- ❑ Developed streamlined centralized budgetary processes
- ❑ Developed Leadership Academy for administrators and aspiring administrators

7/2003-10/2005

Superintendent of Schools - Fallsburg Central School District
Fallsburg, New York

- ❑ Secured the New York State Education Department's Reading First Grant. FCDS was one of 47 recipients out of more than 700 eligible school districts throughout New York State
- ❑ Developed new Comprehensive District Education Plan (CDEP) focusing on increasing student achievement K-12 through six major initiatives: 1) ongoing reliable and valid assessment of students' skills progress, 2) systematic, explicit, and research based curricula and instruction, 3) sustained and ongoing professional development for staff, 4) highly qualified and competent leadership, 5) effective fiscal management focused primarily on the educational needs of students, and 6) shoring up parent and community involvement
- ❑ Implementation of new research literacy-based core curricula K-8 in Reading, English Language Arts, Math, Science and Social Studies in order to streamline students' learning experiences
- ❑ Increase in Grade 4 students scoring in high achievement proficiency levels on NYSED English Language Arts and Math exams by more than 25% over a one-year instructional period
- ❑ Significant increase (some grade levels 25% or better) in Reading, English Language Arts, and Math scores on district-wide K-12 administration of TerraNova over a one-year instructional period
- ❑ Significant reduction of students, over a one year instructional period, in grades Kindergarten through Grade 3 scoring at "high risk" levels of not meeting reading proficiency expectations, as determined by the Dynamic Indicators of Early Literacy Skills Test (DIBELS) mandated under the Reading First Grant
- ❑ Implemented new comprehensive extended day program, K-12, aligned with 21st Century Community Learning Centers expectations; and focusing on shoring up students skills in reading, writing, and math
- ❑ Implemented summer reading initiative K-8 (*Reading is Fundamentally First - RIFF*) focusing on reading throughout the core content areas
- ❑ Maximized fiscal efficiency through realignment of administrative staff. Administrative reorganization saved the district more than \$340,000
- ❑ Implementation of Request for Proposal (RFP) process to streamline extra-services that support student achievement. New RFP process saved the district more than \$400,000. All additional dollars were re-aligned into direct classroom initiatives
- ❑ Began Education Administration Leadership Academy in collaboration with St. John Fisher University for staff interested in pursuing a career in educational leadership
- ❑ Started new collaborative programs with local and national business. (Kodak's SNAP Program; Do The Right Thing supported by local law enforcement department, restaurants, and Chamber of Commerce; and Good Grades Pay partnerships with local businesses which include retail, medical facilities, local government.)
- ❑ Invitation and admittance into *Leadership Sullivan*, a competitive leadership fellowship program for Chief Executive Officers of businesses, organizations, and institutions located in Sullivan County (New York).

- ❑ Established and nurtured an atmosphere of trust and respect between the community and school district

7/2001 – 7/2003	Principal Thomas Jefferson Middle School Rochester City School District – Rochester, New York
5/2000 – 7/2001	Principal International Finance and Economic Development Career High School Rochester City School District – Rochester, New York
10/1997 – 5/2000	Principal Temporary Tutoring Service/ Clinton Avenue Learning Center Rochester City School District – Rochester, New York
8/1996 – 10/1997	House Principal (Administrator) Thomas Jefferson Middle School Rochester City School District – Rochester, New York
8/1993 – 6/1996	Teacher (Tenured) Twelve Corners Middle School Brighton Central School District – Rochester, New York
8/1991 – 8/1993	Teacher Webster Schroeder Junior High School Webster Central School District - Webster, New York

Special Honors and Commendations

- ❑ Sullivan Peace & Justice Award, Contributions to Education (2005)
- ❑ New York State Citation, The Assembly of the State of New York (2005)
- ❑ NY Schools In Need of Improvement Review Committee (Appointed by NYSED Commissioner Spring 2004)
- ❑ Michael Jordan Man Of The Year Award, Rochester Teacher's Center (2002)
- ❑ Administrative Leadership Award, Phi Delta Kappa (2000)
- ❑ Educator Of The Year Award, Temporary Tutoring Services RCSD (1999)
- ❑ Ron Edmonds Leadership Institute Award (1999)
- ❑ Haberman Star Educator Selection (1997)
- ❑ The Urban Suburban Inter - district Award (1995)
- ❑ Recipient of the Outstanding Advocate for Quality Education Award – City of Detroit
- ❑ Certificate of Appreciation from Kwame Kilpatrick, Mayor (2006)
- ❑ Detroit City Council Testimonial Resolution (2006) State of Michigan Outstanding Advocate for Quality Education – Educator of the Year Award Through The Black Caucus Foundation of Michigan (Certificate of Tribute) (2006)

Dr. Walter Milton, Jr.

- ❑ County of Wayne Michigan Innovative Leadership Wayne County Commissioner, District 8 (2006)
- ❑ State of Michigan Special Tribute State Senator, Martha G. Scott, The Second District (2006).
- ❑ Outstanding Achievement as an Alumni of the Educational Opportunity Program – The State University of New York at Albany (2007)

Community Activities

- ❑ Community Mentoring Program; Fallsburg, New York
- ❑ Boy Scouts of America – Flint
- ❑ Rotary Club Flint
- ❑ Genesee Regional Chamber of Commerce
- ❑ Flint Athletes For a Better Education
- ❑ Lyons International (Induction 2003)
- ❑ Greater Rochester Area NAACP
- ❑ Sullivan County Golf League
- ❑ Memorial AME Zion Church (Rochester, New York)
- ❑ Black Men For Social Change
- ❑ Phi Beta Sigma

Major Presentations

- ❑ Ohio State University (2008)
- ❑ Emmanuel Temple (2008)
- ❑ Morehouse College (2008)
- ❑ National Alliance of Black School Educators – Atlanta, Georgia
- ❑ Springfield Urban League Annual Dinner (2007)
- ❑ Panelist: Michigan State Leadership Symposium (2007)
- ❑ Guest Speaker: 2006 District Wide Title One Parent Program (2006)
- ❑ Community Education Breakfast – Keynote Speaker (2006)
- ❑ Word In Season Christian Fellowship Church – Keynote (2006)
- ❑ Urban League Black Scholars Kick Off Rally – Keynote (2006)
- ❑ Brotherhood Luncheon - Vernon Chapel (Role of the AME Church in Civil Rights Struggle – Keynote Speaker (2006)
- ❑ Black Men for Social Change Summit – Keynote Speaker (2006)
- ❑ Education Symposium – Detroit, Michigan
- ❑ Afro American Hall of Fame – Keynote Speaker (2006)
- ❑ Antioch Baptist Church Men’s Day Celebration - Keynote Speaker (2006)
- ❑ Panel Discussion: Covenant Conversation on Education (2006)
- ❑ Guest Speaker: Rotarian Celebration (2006)
- ❑ Guest Lecturer: U of M-Flint (2006) School of Education (2006)
- ❑ Guest Speaker: Various Churches and Faith Based Organizations (2005-06)

- ❑ Guest Speaker: “Embracing Diversity,” State University of New York College at Brockport (April 2005)
- ❑ Guest Speaker: “Education and Economic Development,” Sullivan County Community College (January 2005)
- ❑ Guest Speaker: “Where Are We Now – Fifty Years Beyond Brown vs. Board of Topeka, Kansas,” Ellenville Chapter of the National Association for the Advancement of Colored People (NAACP) (Fall 2004)
- ❑ Guest Speaker: “Believe In Yourself,” National Youth Sports Program Annual Conference, Orlando, Florida (Spring 2002)
- ❑ Institute Trainer (Fatherhood Institute): “Parenting: Fatherhood and Early Childhood Education,” Los Angeles County Office of Education Head Start Program (Spring 2002)
- ❑ Guest Speaker: “Embracing Leadership,” Rochester, New York Chapter of Phi Delta Kappa (Spring 2001)
- ❑ Guest Speaker: “The Power of Change,” Leadership Rochester, Rochester, New York, (Spring 2002)

Published Work

Dissertation: Professional Staff and Parent Perceptions of Parental Involvement
Author of “Me In The Making – One Man’s Journey To Becoming A School Superintendent”

National Publications Where Name Appeared

School Superintendent’s Insider

AASA Daily News

NABSE Superintendents Commission

Professional Biography



"I only have a minute. Only sixty seconds in it. Forced upon me – can't refuse it. Didn't seek it, didn't choose it. But it's up to me to use it. I must suffer if I lose it. Give account if I abuse it. Just a tiny little minute; But eternity is in it." Benjamin E. Mays

Early on in my career, I came to the firm conclusion that I wanted to become a school superintendent. This interest was sparked from the experiences I had in high school and college. I strongly believe that American society is one that encourages and appreciates the value of a quality education. It has been widely held that an education is a vital tool necessary for a thriving and forward moving citizenry. In other words, education is critical to society's survival, and must be secured and protected. I have always embraced the idea that all children can learn and I am dedicated to finding the means to ensure that this occurs.

As a school district superintendent, I realize that school communities are now faced with achievement issues in ways they have never before. In contemporary public and private education, achievement equity is not a reality for **all** children regardless of their ethnic heritage, cultural background, socio-economic condition or gender. The lack of achievement equity currently affecting American education has sparked an enormous public discourse and has been the driving force for education reform and new education legislation. Education practitioners refer to this lack of equity as the "achievement gap." Research shows many factors influence this achievement gap and the factors tend to be similar in urban, suburban, and rural educational settings, I emphatically state this because I have served as an educational leader in all three of the aforementioned environments.

I lead by what I call my philosophical framework, which I refer to as my ***Ten Guiding Principles for Educational Success***. These principles describe my beliefs and value system for effective education and academic achievement:

1. Every "human life" must be viewed as important, unique, special, different and wonderful.
2. Children have an inalienable right to learn and grown in a well-structured formal educational program that is systematic, standards and research based, safe, healthy, engaging, and guided by highly qualified and competent staff.

Dr. Walter Milton, Jr.

3. Successful instructional programs give considerable consideration to the differentiated learning styles and needs of the student-scholars.
4. All children are natural learners who learn best through sensory-discovery and numerous opportunities for inquiry, exploration, investigation and engagement of complex thinking skills.
5. All academic achievement is the result of language acquisition and literacy proficiency in the four core learning areas: English Language Arts, Math, Science, and Social Studies.
6. Life success is equally the result of a positive self-concept and intellectual acuity.
7. Parents are the most important teachers and must be included in the educational process of their children.
8. School educators are the most significant teachers and must participate in ongoing sustained training that continuously builds skills sets and capacity in the latest milestones in teaching and learning.
9. Local and national community involvement is crucial in modeling expectations of excellence for children and youth.
10. Every "human life" has the right to reach their maximum potential.

I am a superintendent that is visible, accessible and approachable. Through my vision, I have had the ability to motivate my entire organization and community to develop and support initiatives/programs that encourage students to achieve at their highest potential. Also, my experiences have increased my knowledge base of quality curriculum, instruction and assessment.

My experiences have afforded me the opportunity to work with and lead a diverse population of students, parents, staff and community members. I can be characterized as a focused and disciplined leader with great vision, whether in the midst of triumph or adversity. Many consider me to have a great deal of talent for effecting positive change. I enjoy being a Superintendent!

ILLINOIS STATE BOARD OF EDUCATION MEETING
June 17-18, 2009

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education 

Agenda Topic: Strategic Plan Update - 2009

Materials: *DRAFT Strategic Plan Report to Governor Quinn and Illinois General Assembly*

Staff Contact(s): Susan C. Morrison
Matt Vanover

Purpose of Agenda Item

The purpose of this agenda item is for the Board to discuss and approve a report on the progress of the Strategic Plan as required by PA 93-1036.

Expected Outcome(s) of Agenda Item

The Board is expected to review and approve the report on the progress of the Strategic Plan, including the Board's redevelopment of the agency mission and goals.

Background Information

The State Board of Education, pursuant to PA 93-1036, must develop and maintain a continuing 5-year Comprehensive Strategic Plan for Elementary and Secondary Education. The Board is required to update and submit the Strategic Plan to the Governor and the Illinois General Assembly on or before July 1 each year.

Superintendent's Recommendation

Recommend approval of the Draft Strategic Plan Report. After discussion in the Education Policy Planning Committee meeting, the Board will direct staff to make any additional revisions prior to the deadline for submittal.

Next Steps

Forward the approved Strategic Plan Report to the Governor and General Assembly as required by PA 93-1036.