

TITLE 23: EDUCATION AND CULTURAL RESOURCES  
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CHAPTER I: STATE BOARD OF EDUCATION  
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**AUTHORITY:** Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, and 2-3.6].

**SOURCE:** Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg. 1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27, 2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill. Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002; amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744, effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October

20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28 Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005; amended at 29 Ill. Reg. 12374, effective July 28, 2005; emergency amendment at 29 Ill. Reg. 14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg. 15831, effective October 3, 2005; amended at 30 Ill. Reg. 1835, effective January 26, 2006; amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494, effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32 Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25, 2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34 Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September 21, 2010; amended at 35 Ill. Reg. 4315, effective February 23, 2011; peremptory amendment at 35 Ill. Reg. 14663, effective August 22, 2011; amended at 35 Ill. Reg. 16755, effective September 29, 2011; amended at 36 Ill. Reg. 2191, effective January 24, 2012.

## SUBPART A: DEFINITIONS

**Section 25.10 Accredited Institution**

As used in this Part, “institution” means a regionally accredited institution of higher learning as specified in Section 21-21 of the School Code [105 ILCS 5/21-21] when referring to an institution located within the United States. Accordingly, any coursework required for, or counted towards fulfilling the requirements for, a credential issued pursuant to this Part, if completed at an institution located within the United States, shall be completed at or accepted by a regionally accredited institution, and approval of preparation programs under Subpart C of this Part shall be available only to regionally accredited institutions. Coursework completed in another country shall be subject to the provisions of Section 25.425 of this Part.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

## SUBPART B: CERTIFICATES

**Section 25.11 New Certificates (February 15, 2000)**

Section 21-2 of the School Code [105 ILCS 5/21-2] established a new system of teaching certificates effective February 15, 2000. A complete list of the certificates that were available as of that date is found in Appendix B to this Part. The transition to the new system affects certified individuals and candidates for certification as set forth in this Section. No certificate-holder shall be penalized in the exchange of certificates. That is, upon exchange, each individual shall receive all the credentials he or she held prior to that time. Each endorsement held by a certificate-holder prior to February 15, 2000, shall be recorded on the appropriate certificate received pursuant to this Section.

## a) Special Education

Except as provided in Sections 25.46, 25.47, and 25.48 of this Part, qualifications accepted for particular teaching assignments prior to February 15, 2000, shall continue to be acceptable for those assignments. Special provisions apply to the exchange of certificates by individuals who are special education teachers as defined in Section 25.807 of this Part or who hold credentials that qualify them to serve as special education teachers.

- 1) Any individual whose certificate is due to be exchanged as of July 1, 2002, shall have the option of making the exchange as of July 1, 2001.
- 2) Any speech-language pathologist who exchanged a certificate pursuant to this subsection (a) prior to July 1, 2001, shall be permitted to exchange the standard certificates so received for a school service personnel certificate endorsed for non-teaching speech-language pathology, provided that he or she requests this exchange on or before June 30, 2002, to be effective July 1, 2002. No additional registration fee shall be owed for the exchange, and the certificate received shall be valid until the date on which the standard teaching certificates surrendered in the exchange would have expired.
- 3) Any speech-language pathologist who exchanges a certificate pursuant to this subsection (a) on or after July 1, 2001, may choose to receive:
  - A) a standard special preschool-age 21 certificate endorsed for speech-language pathology;

- B) both a standard elementary and a standard secondary certificate endorsed for speech-language pathology; or
  - C) a school service personnel certificate endorsed for non-teaching speech-language pathology.
- 4) In the event that a certificate exchanged pursuant to subsection (a)(2) or (3) of this Section bears one or more other endorsements, it shall be re-issued minus the speech-language pathology endorsement.
- 5) For purposes of this subsection (a), the term “speech-language pathologist” includes individuals holding endorsements or approvals for “speech correction” issued before 1980, as well as individuals holding endorsements for “speech and language impaired”.
- b) Holders of certain Illinois teaching certificates received, or shall receive, corresponding standard teaching certificates. Certificates subject to exchange are listed in Appendix C to this Part; see also Sections 25.400 and 25.450 of this Part. Out-of-state candidates who qualify for Illinois teaching certificates pursuant to Section 25.425 of this Part and who pass the applicable examinations (see Section 25.720 of this Part) shall receive either initial or standard teaching certificates, and, except as provided in subsection (b)(3) of this Section, those who receive initial certificates shall be subject to the requirements of subsection (d) of this Section in terms of their subsequent receipt of standard teaching certificates. An out-of-state applicant who does not qualify for an initial or standard certificate may qualify to receive a provisional certificate subject to the provisions of Section 21-10 of the School Code [105 ILCS 5/21-10].
- 1) *Standard certificates will be issued to candidates who present evidence of at least four years of teaching experience on a valid certificate issued by a state, territory, or possession of the United States. (Section 21-2(b-5) of the School Code [105 ILCS 5/21-2(b-5)])*
- 2) Initial certificates will be issued to qualified candidates with fewer than four years of teaching experience.
- A) A recipient of an initial certificate pursuant to this subsection (b)(2) shall be eligible to apply for a comparable standard certificate when he or she has accumulated a total of four years’ teaching experience on a valid certificate, including the time taught outside Illinois.

- B) Pursuant to Section 21-2(b-5) of the School Code, the 12 semester hours of graduate-level coursework needed to complete the option discussed in Section 25.905(d) of this Part and the 60 continuing professional development units (CPDUs) needed to complete the option discussed in Section 25.905(e) of this Part *shall be reduced in proportion to the amount of teaching time a candidate needs to accumulate in Illinois in order to complete four years of teaching.* The number of hours or CPDUs required shall be reduced by one-fourth for each full year of teaching completed outside Illinois.
  - C) Beginning on July 1, 2003, to qualify for an initial teaching certificate endorsed in any of the special education areas established in 23 Ill. Adm. Code 28 (Standards for Certification in Special Education), the subject matter assessment shall be a valid and reliable examination based on mastery of the relevant standards set forth in that Part. The State Board of Education shall take all necessary steps to ensure that the examination for the Learning Behavior Specialist I endorsement shall be developed and available for use no later than January 1, 2003.
- 3) *The requirements of Subpart K of this Part shall not apply to an individual who holds a second-tier certificate from another state.* (Section 21-2(b-5) of the School Code) A “second-tier certificate” is one that is issued after a teacher has:
- A) held a prerequisite teaching certificate that was valid for the same area or areas of assignment, other than an emergency, provisional, or substitute certificate; and
  - B) met specified additional requirements for professional development or induction to the profession of teaching.
- 4) Certificates will be endorsed in accordance with the provisions of Sections 25.100 and 25.425 of this Part.
- c) A candidate completing an approved Illinois teacher preparation program may qualify for an initial teaching certificate by passing the applicable examinations (see Section 25.720 of this Part).

- d) An individual who has completed four years of teaching on an initial certificate (or on another certificate that was issued in conjunction with an initial certificate) may qualify for a comparable standard certificate as set forth in Subpart K of this Part.
- 1) All endorsements shall be carried forward from an initial to the comparable standard certificate.
  - 2) *A holder of an initial certificate who has not completed four years of teaching within four years may renew and register the certificate for additional four-year periods without limitation. (Section 21-14(b) of the School Code [105 ILCS 5/21-14(b)])*
  - 3) A candidate who has taught for four years on an initial certificate but has not met the requirements of Subpart K of this Part may not receive another comparable initial teaching certificate. For example, a holder of an initial elementary certificate will not be eligible to receive another initial elementary certificate. *However, such an individual may receive a reinstated certificate, valid for one year, as defined in Section 25.450(c) of this Part, during which he or she may complete the option chosen as a means of qualifying for the standard teaching certificate. (Section 21-14(b) of the School Code)* The reinstatement period shall begin July 1 of the year in which the initial certificate expires. No initial certificate-holder may receive a reinstated certificate more than once pursuant to this subsection (d)(3).
  - 4) When an individual completes four years of teaching experience on an initial certificate, that certificate shall become invalid on the following June 30.
- e) A holder of an Illinois teaching certificate who has teaching experience on a valid certificate as required by Section 21-11.2 of the School Code [105 ILCS 5/21-11.2] may receive an additional certificate of another type as set forth in Section 25.37 of this Part, unless the additional certificate is to be issued based on comparable out-of-state certification. Once an individual has received a standard teaching certificate, any other subsequently issued early childhood, elementary, secondary, special K-12, or special preschool–age 21 certificate shall also be a standard certificate, with the exception of any master certificate for which the individual also qualifies.

- f) “Four years of teaching experience” means the equivalent of four years’ full-time employment, i.e., eight semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching. To permit timely processing of applications for standard certificates, the State Superintendent of Education may accept applications from individuals who are at least midway through their final semester of required teaching experience, provided that each such individual submits either data obtained from the State Board of Education’s electronic recording system for teachers employed in Illinois public schools or a letter that otherwise meets the requirements of subsection (g) of this Section but indicates that:
- 1) the individual has completed 3½ years of teaching plus the required portion of the final semester; and
  - 2) the representative of the employing entity knows of no reason why the individual will not complete four years of teaching experience during the then-current semester.
- g) “Evidence of teaching experience” may be satisfied in one of the following ways.
- 1) Verification of the teacher’s experience obtained from the State Board of Education’s electronic recording system for teachers employed in Illinois public schools.
  - 2) By submission of a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of an early childhood certificate; also see subsection (g)(4) of this Section) documenting the nature and duration of the candidate’s teaching.
  - 3) A letter signed by an official of the state education agency in another state may be substituted for an employer’s letter when the latter cannot be secured.
  - 4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which an early childhood certificate was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).

- 5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.
- h) For purposes of this Section, “valid certificate” means a certificate equivalent to an Illinois master, standard, initial, or provisional early childhood, elementary, secondary, or special certificate.
- i) Upon application, a holder of certification issued by the National Board for Professional Teaching Standards (NBPTS) shall be issued a comparable Illinois master certificate. Endorsements comparable to those held by the individual shall appear on the master certificate. The State Board shall make available the list of NBPTS certifications for which Illinois master credentials are available and shall update that list as the NBPTS expands its areas of certification.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.15 Standards for Certain Certificates (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.20 Requirements for the Elementary Certificate (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.22 Requirements for the Elementary Certificate (2004) (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.25 Requirements for “Full” Certification**

The requirements of this Section shall apply to the issuance of early childhood, elementary, secondary, special K-12, and special preschool–age 21 certificates.

- a) Each applicant shall:
  - 1) have completed an approved Illinois teacher preparation program for the type of certificate sought (see Subpart C of this Part), including coursework addressing *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* (Section 21-2a of the School Code [105 ILCS 5/21-2a]); or
  - 2) have completed a comparable program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part), including the coursework discussed in subsection (a)(1) of this Section; or
  - 3) hold a valid certificate of another type issued by Illinois, submit his or her credentials for evaluation under Section 21-11.2 of the School Code [105 ILCS 5/21-11.2], and complete such additional coursework and/or experiences as may be required pursuant to Section 25.37 of this Part.
- b) Each applicant shall have completed 32 semester hours, or a major as identified by the accredited institution on the individual’s official transcript, in early childhood education, elementary education, or a field of specialization, as applicable to the type of certificate sought.
- c) Each applicant shall have completed pre-student teaching field experiences at the grade level and in the area of specialization relevant to the certificate sought (see Section 25.610 of this Part). However, applicants with teaching experience at the applicable level, as verified by the employer, need not complete pre-student teaching field experience, except as may be required under Section 25.37 of this Part.
- d) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that:
  - 1) applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete

another student teaching experience, except as may be required under Section 25.37 of this Part; and

- 2) one full year's teaching experience on a valid certificate in the public schools of another state shall be accepted in lieu of student teaching, if the applicant was certified in a state where student teaching was not required.
- e) Each applicant shall be required to pass the tests required for the certificate as specified in Section 25.720 of this Part.
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code [105 ILCS 5/21-10].

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.30 Endorsement in Teacher Leadership**

Beginning July 1, 2007, endorsement as a teacher leader shall be available to persons who fulfill the requirements of this Section. The teacher leader endorsement shall be an optional, advanced credential and shall not be subject to the provisions of Section 25.100 of this Part, except that payment of the fee specified in Section 21-12 [105 ILCS 5/21-12] of the School Code shall be required.

- a) The teacher leader endorsement shall include a designation identifying the area of the individual's master's degree in teacher leadership, if any, or reflecting the content area in which the individual holds certification from the National Board for Professional Teaching Standards (NBPTS), holds a master's degree, or has completed a major field of specialization and demonstrates the leadership experience called for in subsection (d) of this Section. Additional subject-specific designations may be added to a teacher leader endorsement in accordance with the provisions of subsection (g) of this Section.

- b) Eligibility of Teachers

Each applicant for endorsement as a teacher leader shall hold a standard or master early childhood, elementary, secondary, special K-12, or special preschool-age 21 certificate, including an alternative certificate of one of these types, or an administrative certificate that is valid for teaching.

- c) Strand of Coursework

Only Illinois institutions of higher education that conduct approved teacher preparation programs shall be eligible to offer the "specially designed strand of teacher leadership courses" discussed in Section 21-7.5 of the School Code [105 ILCS 5/21-7.5].

- 1) Each institution's strand of coursework shall include a range of graduate-level courses addressing subject-specific content knowledge and pedagogy, as well as professional development and curriculum design and implementation. In order to avoid duplicating an individual's prior preparation or experience in these areas, the institution shall select the specific courses from the approved strand that will make up the required program for that individual.

- 2) In order to receive approval for its proposed strand of coursework, an institution shall submit to the State Superintendent of Education, in a format required by the State Superintendent, a program description that:
    - A) identifies the group of courses that will make up the strand;
    - B) describes the institution's method for selecting coursework and experiences from the approved strand for particular individuals in light of those individuals' prior preparation and achievements, in order to ensure that recipients of the teacher leader endorsement are prepared to understand and interpret research in their individual fields, exercise leadership in curriculum development and implementation, and provide professional development to other teachers to assist them in strengthening their teaching practice; and
    - C) indicates how the institution will determine that individuals who complete the teacher leader endorsement program have demonstrated the dispositions necessary to become effective instructional leaders.
  - 3) The institution may be asked to clarify or revise aspects of its proposal as necessary. The State Superintendent of Education shall seek a recommendation from the State Teacher Certification Board regarding approval of the proposal, shall present the recommendation to the State Board of Education, and shall provide a response to the institution within 90 days after receipt of the proposal or the last revisions to it. If the State Board of Education disapproves the proposal, the State Superintendent's response shall identify the specific deficiencies upon which disapproval is based. When the State Board has approved a proposal, the institution shall be authorized to recommend individuals who complete its teacher leadership program for the teacher leader endorsement with the individuals' original subject-area designations, as well as any additional subject-area designations for which individuals qualify under subsection (g) of this Section.
- d) Proven Teacher Leader

To be considered a "proven teacher leader" for purposes of this Section, an individual shall provide letters signed by the chief administrators or other designated officials of the employing school districts or nonpublic schools

documenting that the individual has no fewer than four semesters' experience in service in any of the following capacities, in any combination:

- 1) department or grade-level chair;
  - 2) mentor or peer coach;
  - 3) member of a school improvement team; or
  - 4) leader of a curriculum development team.
- e) When an institution recommends an individual for the teacher leader endorsement based on his or her completion of an approved strand of coursework, the recommendation shall signify that the institutional representative has also verified either:
- 1) that the applicant's name appears on the composite list of teachers who hold certification from the National Board for Professional Teacher Standards (NBPTS) that is posted by the NBPTS; or
  - 2) that an official transcript or, in the case of an individual prepared at an institution outside the United States, a statement from an evaluation service approved under Section 25.425 of this Part, shows that the applicant holds a master's degree in any field and that the individual has presented evidence that he or she qualifies as a "proven teacher leader" under subsection (d) of this Section.
- f) Master's Degree in Teacher Leadership

An individual seeking the teacher leader endorsement based on completion of a master's degree program in teacher leadership shall submit an application accompanied by the required fee and an official transcript showing that he or she holds an advanced degree in teacher leadership from an Illinois teacher preparation institution or a comparable degree granted by an out-of-state institution that prepares teachers.

- g) Additional Designations

An individual who earns a teacher leader endorsement in one subject area by meeting the applicable requirements of this Section may add further designations denoting those additional subject areas in which he or she is considered "highly

qualified” pursuant to Appendix D to this Part. For additional designations sought by application to the State Superintendent of Education after issuance of the original teacher leader endorsement, the fee required by Section 21-12 of the School Code shall apply.

(Source: Section repealed at 29 Ill. Reg. 15831, effective October 3, 2005; new Section adopted at 31 Ill. Reg. 10645, effective July 16, 2007)

**Section 25.32 Requirements for the Secondary Certificate (2004) (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.37 Acquisition of Subsequent Teaching Certificates (2004)**

The provisions of this Section shall apply when an individual who already holds one or more Illinois early childhood, elementary, secondary, or special teaching certificates wishes to receive an additional teaching certificate of one of those types pursuant to Section 21-11.2 of the School Code.

- a) The candidate shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C of this Part that prepares candidates for the certificate sought.
- b) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the certificate sought and, based on this comparison, may identify for the candidate a “focused program” consisting of coursework and experiences that he or she must complete in order to meet those standards.
  - 1) In formulating such a program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the certificate sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.
  - 2) The institution may revise an individual’s focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the unit assessment system (see Section 25.140 of this Part) or other assessments that are directly related to the standards for the certificate sought.
  - 3) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent certificates. An institution that uniformly requires all candidates seeking subsequent teaching certificates or subsequent teaching certificates of a particular type under this Section to complete certain coursework or field experiences, or to complete a full program without acknowledgment of

prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

- c) A candidate who completes a focused program shall be considered as having completed the institution's approved program for the certificate sought and shall be eligible to be recommended for certification by entitlement, signifying that the candidate has met all applicable standards.
- d) The provisions of subsections (a) through (c) of this Section notwithstanding, an individual who holds a valid secondary certificate may receive a special K-12 certificate by submitting an application, along with the required fee and evidence of having passed the test of basic skills and the applicable content-area test and the assessment of professional teaching relevant to the special certificate (see Section 25.720 of this Part). An endorsement valid for Grades K-12 shall be affixed to the certificate, reflecting the area in which the individual has completed a major area of specialization as provided in Section 25.25(b) of this Part. Additional endorsements may be affixed pursuant to Sections 25.100 and 25.497 of this Part.

(Source: Amended at 32 Ill. Reg. 3413, effective February 22, 2008)

**Section 25.40 Requirements for the Special Certificate (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.42 Requirements for the Special Certificate (2004) (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.43 Standards for Certification of Special Education Teachers**

- a) Beginning July 1, 2001, the Initial Special Preschool-Age 21 Certificate shall be issued in the following special education areas to persons who hold a bachelor's degree from a recognized college or university and meet the requirements of Section 25.25 of this Part and the requirements of subsections (b) and (c) of this Section: Learning Behavior Specialist I (LBS I), Teacher of Students who are Blind or Visually Impaired, Teacher of Students who are Deaf or Hard of Hearing, and Speech-Language Pathologist (master's degree required). Until July 1, 2003, the LBS I endorsement shall be issued in conjunction with the endorsements that reflect the individual's preparation, and the required test of subject matter knowledge shall continue to be as specified in Section 25.710 of this Part.
- b) Area of Specialization: 32 semester hours, with work in each of the following areas:
  - 1) Survey of characteristics, needs and education of children with all types of disabilities.
  - 2) Measurement and evaluation of children with all types of disabilities.
  - 3) Nature, needs and problems of children with particular disabling conditions (physical, mental, social and educational), including history and philosophy.
  - 4) Other areas of exceptionality related to the particular disabling condition.
  - 5) Curricular adjustments: methods and materials in educating the particular group of children with disabilities, including implications of theory and research.
  - 6) Laboratory and field experiences, including observation, demonstration, participation and student teaching in areas of special needs.
- c) Coursework must be completed in each of the above areas to total 32 or more semester hours. Completion of more than one course is required with respect to each of the areas identified in subsections (b)(4), (5), and (6) of this Section.
- d) Beginning on July 1, 2003, subsections (b) and (c) of this Section shall have no further effect, and an initial special preschool-age 21 certificate shall be issued only to an individual who completes an approved program and demonstrates that

he or she meets the relevant standards by passing the examination required pursuant to Section 25.11(c) of this Part applicable to endorsement as:

- 1) Learning Behavior Specialist I (23 Ill. Adm. Code 28.200);
  - 2) Teacher of Students who are Blind or Visually Impaired (23 Ill. Adm. Code 28.210);
  - 3) Teacher of Students who are Deaf or Hard of Hearing (23 Ill. Adm. Code 28.220); and/or
  - 4) Speech-Language Pathologist (23 Ill. Adm. Code 28.230; also requires a master's degree).
- e) A holder of an LBS I endorsement on the special preschool-age 21 certificate shall not serve students in early childhood special education programs unless he or she has also acquired an early childhood special education approval pursuant to 23 Ill. Adm. Code 226.810(f) (Special Education Teaching Approval). This requirement shall not apply to teachers of students who are blind or visually impaired or deaf or hard of hearing or to speech-language pathologists.
- f) Beginning on July 1, 2003, an initial (or, if applicable, a standard) early childhood certificate endorsed for early childhood special education shall be issued to an individual who completes an approved program and demonstrates that he or she meets the standards set forth at 23 Ill. Adm. Code 28.240.
- g) Beginning July 1, 2003, an additional endorsement (Learning Behavior Specialist II) shall be available to holders of standard or master certificates only. This shall be an optional credential issued to candidates who complete approved programs and meet the standards applicable to one or more of the areas of specialization identified in 23 Ill. Adm. Code 28.310 through 28.370:
- 1) LBS II/Transition Specialist;
  - 2) LBS II/Technology Specialist;
  - 3) LBS II/Bilingual Special Education Specialist;
  - 4) LBS II/Deaf-Blind Specialist;
  - 5) LBS II/Behavior Intervention Specialist;

- 6) LBS II/Curriculum Adaptation Specialist; and/or
- 7) LBS II/Multiple Disabilities Specialist.

(Source: Amended by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.45 Standards for the Initial Special Preschool -- Age 21 Certificate--Speech and Language Impaired**

The requirements of this Section apply through June 2003.

- a) The individual holding the teaching certificate in Speech and Language Impaired must have a master's degree and have completed a course of study in communicative disorders and related disciplines designed to develop academic and clinical competence in the areas identified below.
- b) The academic preparation as outlined requires a total of 66 to 75 semester hours of the designated areas of course credit, including up to six semester hours for the required practicum, distributed as suggested.
  - 1) Field of Specialization--Speech and Language Impaired
    - A) Knowledge and understanding of the normal development, use of speech, hearing, and language (16-18 Semester Hours).
      - i) Competencies specifically required include the ability to know anatomy and physiology of the speech and hearing mechanism and to know and professionally apply phonetics and the principles of speech and language development.
      - ii) Additionally, the clinician should possess a broad and general spectrum of knowledge derived from the study of fields such as acoustics, communication theory, psychology of speech and language, linguistics, semantics, and speech science.
    - B) Understanding of the nature of communicative disorders and their etiologies as well as clinical competence in the evaluation and management of speech and language impairments, specifically including disorders of articulation, voice, fluency, structural and neuromuscular impairments of speech, and disorders of expressive and receptive language; and knowledge concerning such methodological details as program development, case finding scheduling, referrals, record keeping, and reporting (\*28-30 Semester Hours).

- C) Understanding the fundamentals of hearing testing techniques, and their clinical applications, ability to interpret auditory tests, clinical competence in the administration of basic hearing tests and aural rehabilitation procedures (7-9 Semester Hours).
- 2) Professional Education and Related Areas
- A) A general understanding of the public schools through the study of areas such as history and philosophy of education, structure and function of the schools, procedures in directing learning; general knowledge about the procedures used for other educational handicaps (6-9 Semester Hours).
  - B) Knowledge and competence in the application of psychological principles derived from the study of areas such as general psychology, human growth and developmental processes, educational psychology, tests and measurements, abnormal psychology, and the psychology of learning (9 Semester Hours).
- 3) Clinical Practicum in Communicative Disorders. Clinical competence in the evaluation and management of communicative disorders, including specifically those listed below.
- A) Understanding, through at least 100 clock hours of supervised practicum involving diagnostic and therapeutic experience with children in school, of the specific problems, methods and procedures applicable in public education.
  - B) Competence in the evaluation and management of speech, language and auditory disorders in clinical settings other than the public schools, involving diagnostic and therapeutic experience with clients achieved through not less than 200 clock hours of supervised clinical practicum.
  - C) Ability to prepare histories, reports, letters, lesson plans, and other materials required in clinical management, and competence in counseling, interviewing and staffing through achieving an additional 100 clock hours of such activity under supervision both in the school setting and in other clinical settings.

- D) The practicum described above should include experience with each of the following types of problems. There should be a reasonable distribution of clock hours among various age groups.
- i) impairments of fluency,
  - ii) impairments of articulation,
  - iii) impairments of voice,
  - iv) speech and language impairments associated with structural and neuromuscular disabilities,
  - v) impairments of expressive and receptive language, and
  - vi) impairments of hearing.

\*Not more than six (6) semester hours in this category may be earned in clinical practicum courses.

(Source: Amended by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.46 Special Provisions for the Learning Behavior Specialist I Endorsement**

- a) As of July 1, 2001, all existing initial, standard, and master elementary, secondary, and special preschool-age 21 certificates that are endorsed for serving students who are educable mentally handicapped (EMH), trainable mentally handicapped (TMH), or physically handicapped (PH) or who have learning disabilities (LD) or social/emotional disorders (S/ED) shall automatically be reissued, endorsed as Learning Behavior Specialist I (LBS I). The period of validity of such certificates shall not be affected by the reissuance.
- b) The LBS I endorsement shall ultimately be “unlimited,” i.e., valid for serving students with any of the disabilities (or any combination of the disabilities) enumerated in the Individuals with Disabilities Education Act [20 USC 1401 et seq.] and the rules of the State Board of Education for Special Education (23 Ill. Adm. Code 226), except those who are deaf or hard of hearing, blind or visually impaired, or speech- or language-impaired and except as limited by the provisions of Section 25.43(e) of this Part. However, an LBS I endorsement issued before July 1, 2003, shall be “unlimited” only if, at the time of receipt of the LBS I endorsement, the certificate-holder either:
  - 1) held at least two endorsements (or another state’s comparable credentials), one of which was valid for serving students with either learning disabilities or social/emotional disorders and the other of which was valid for serving trainable mentally handicapped, educable mentally handicapped, or physically handicapped students; or
  - 2) held a combination of endorsements, approvals (issued pursuant to the rules for special education at 23 Ill. Adm. Code 226.810), and authorizations for assignment (issued pursuant to 23 Ill. Adm. Code 226.820) that covers the areas required by subsection (b)(1) of this Section, provided that such a combination:
    - A) shall include at least one endorsement in an area required by subsection (b)(1) of this Section, and
    - B) shall rely upon an authorization for assignment only if that authorization was issued without an expiration date (because the individual in question had completed the coursework required for a comparable teaching approval under 23 Ill. Adm. Code 226.810(b)).

- c) The LBS I endorsement of an individual to whom subsection (b) of this Section does not apply shall originally be considered “limited” according to the recipient’s pre-existing endorsements. An individual with a limited LBS I endorsement may be assigned to teach only students with the disabilities covered by the pre-existing endorsements, except that the individual may serve students with one additional disability at the same time as he or she is serving students whose disabilities are reflected in the limitations on his or her LBS I endorsement. An individual who held a pre-existing endorsement for either EMH or TMH but not both shall be considered to be using the extra assignment capacity afforded by this subsection (c) if he or she is assigned to serve students with an expanded range of severity of mental retardation, and students with yet another disability beyond the pre-existing endorsements shall not be assigned to such an individual in that instance. (That is, a teacher holding an LBS I endorsement limited to mental retardation that was based on a pre-existing endorsement for EMH may be assigned to teach students with mental retardation ranging from mild to very severe. If such a teacher is so assigned, he or she may not also be assigned to teach students with any other disability. On the other hand, if such a teacher is assigned to students whose mental retardation is in the mild range only, students with an additional disability may also be assigned to that teacher.) Such an LBS I endorsement shall originally be stated in any of the following ways, or in combinations thereof.
- 1) LBS I/Limited – Learning Disabilities
  - 2) LBS I/Limited – Social/Emotional Disorders
  - 3) LBS I/Limited – Mental Retardation
  - 4) LBS I/Limited – Physically Handicapped
- d) Each individual who exchanges his or her certificates in 2001 or 2002 pursuant to Section 25.11 of this Part shall receive any applicable LBS I endorsements.
- e) Each individual who receives an initial certificate before July 1, 2003, shall receive any applicable LBS I endorsements (see Section 25.43(a) of this Part).
- f) Each individual receiving a limited LBS I endorsement shall make a transition to an “unlimited” endorsement.
- 1) Standard and Master Certificates

Once the holder of a standard or master certificate begins teaching on the LBS I endorsement, the limitations shall apply through the June 30 that concludes the third consecutive year of certification. That is, intermittent use of the certificate after July 1, 2001, shall not delay the expiration of the limitations. However, the limitations shall expire in any case no later than the June 30 that concludes the seventh year of certification as an LBS I.

2) Special Education Administrators

The limitations on an LBS I endorsement held by an individual who is serving as an administrator in a special education program shall persist for three years after the issuance of that endorsement and shall expire on the June 30 that concludes the third year of certification, calculated from the date of issuance.

3) Initial Certificates

The limitations on an LBS I endorsement shall be carried forward throughout the period of initial certification and shall automatically expire on the June 30 that concludes the third consecutive year of certification, calculated from the date when the individual begins teaching on the comparable standard certificate, but no later than the June 30 that concludes the seventh year of standard certification.

4) Individuals whose LBS I endorsements become unlimited shall thereupon be assignable to teach the groups of students referred to in subsection (b) of this Section.

g) An individual who wishes to remove the limitations on a limited LBS I endorsement prior to the time of their automatic expiration may:

- 1) complete the training sequence developed on or before November 1, 2001, by the State Board of Education or its contractual agent working in collaboration with a committee of administrators, master teachers, and teacher educators from across the State for this purpose, which shall be based upon the standards set forth in Sections 28.100 and 28.200 of the Board's rules at 23 Ill. Adm. Code 28 (Standards for Certification in Special Education); or
- 2) complete college coursework covering the characteristics of students with one of the disabilities referred to in subsection (b) of this Section that are

- not reflected in the individual's pre-existing endorsements, as well as methods appropriate for teaching students with that disability, such that the combination of the individual's endorsements, approvals, and coursework covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (b)(1) of this Section; or
- 3) pass the test of subject matter knowledge relevant to one of the areas of disability not already encompassed by his or her pre-existing endorsements or approvals, such that the combination of the individual's endorsements, approvals, and examinations passed covers the combination of disability areas required for an unlimited endorsement as set forth in subsection (b)(1) of this Section; or
  - 4) demonstrate that he or she qualifies for an additional endorsement or for approval under 23 Ill. Adm. Code 226.810(b) in one of the additional areas of disability and receive the additional endorsement or approval through the relevant application process, such that the resulting combination of the individual's endorsements and approvals complies with the specifications of subsection (b)(1) of this Section; or
  - 5) demonstrate that he or she meets the standards for the LBS I endorsement referred to in subsection (g)(1) of this Section by passing the test of subject matter knowledge for that endorsement; or
  - 6) demonstrate, by submitting a signed verification form supplied by the State Board of Education, that he or she meets the criteria established by the State Board and set forth on the verification form for experience in teaching students with one of the disabilities relevant to the combination discussed in subsection (b) of this Section but missing from the individual's pre-existing credentials; or
  - 7) demonstrate, by submitting a signed verification form supplied by the State Board of Education, that he or she meets the criteria established by the State Board and set forth on the verification form for experience in teaching students with autism or traumatic brain injury.
- h) An individual who has completed any of the options outlined in subsection (g) of this Section shall use a form provided by the State Board of Education to notify the State Superintendent of this fact and shall furnish any applicable transcripts or supporting documentation. The State Superintendent shall thereupon reissue the individual's certificate with an unlimited LBS I endorsement and notify the

regional superintendent of schools to this effect. The certificate-holder shall be eligible for assignment as discussed in subsection (b) of this Section.

(Source: Added by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.47 Special Provisions for the Learning Behavior Specialist I Approval**

The provisions of this Section shall apply to individuals holding special education teaching approval pursuant to 23 Ill. Adm. Code 226.810.

- a) Approvals Issued Before January 1, 2002
  - 1) A certificate-holder who holds approval issued before July 1, 2001, for serving students who are educable mentally handicapped, trainable mentally handicapped, or physically handicapped or who have learning disabilities or social/emotional disorders shall automatically receive approval as an LBS I. This approval shall be limited or unlimited, as described in Section 25.46 of this Part for endorsements, and the individual's assignment shall respect any applicable limitation as set forth in Section 25.46(c) of this Part.
  - 2) Each approval issued from July 1 through December 31, 2001, shall be for service as an LBS I. This approval shall be limited or unlimited, as described in Section 25.46 of this Part for endorsements, and the individual's assignment shall respect any applicable limitation.
  - 3) Each individual who holds a limited approval issued before January 1, 2002, shall make a transition to an "unlimited" LBS I approval valid for serving all the students described in Section 25.46(b) of this Part. The expiration of limitations on LBS I approvals shall be as set forth in Section 25.46(f) of this Part for endorsements. Unlimited LBS I approval received pursuant to this subsection (a) shall not expire.
  - 4) An individual who wishes to remove the limitations on a limited LBS I approval prior to the time of their automatic expiration may complete any of the options described in Section 25.46(g)(1) through (g)(4), (g)(6), and (g)(7) of this Part. Alternatively, an individual may receive an unlimited LBS I endorsement by passing the applicable test of subject matter knowledge.
  - 5) An individual who has completed any of the options set forth in subsection (a)(4) of this Section shall notify the State Superintendent of Education to this effect. The State Superintendent shall thereupon reissue the individual's certificate with an unlimited LBS I approval or endorsement, as applicable, and notify the regional superintendent of schools to this

effect. The certificate-holder shall be eligible for assignment as discussed in Section 25.46(b) of this Part.

b) Approvals Issued Beginning January 1, 2002

Special education teaching approval issued on or after January 1, 2002, shall be valid for three years and shall be nonrenewable. Within that time, the certificate-holder shall be required to make a transition to an unlimited LBS I endorsement by passing the applicable test of subject matter knowledge. An individual who does not receive an unlimited endorsement shall thereafter not be eligible to serve as an LBS I.

(Source: Added by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.48 Short-Term Emergency Certification in Special Education**

Beginning January 1, 2002, no further authorizations to assign individuals to special education teaching positions shall be issued pursuant to 23 Ill. Adm. Code 226.820. As of that date, the provisions of this Section shall apply instead to school districts, special education cooperatives and joint agreements, regional superintendents of schools, and nonpublic special education facilities approved by the State Board of Education pursuant to 23 Ill. Adm. Code 401 (Nonpublic Special Education Facilities).

- a) An individual who wishes to receive short-term emergency certification shall:
  - 1) hold an Illinois elementary, secondary, early childhood, special, or transitional bilingual certificate (which need not be valid for the grade levels to be taught under temporary emergency certification as otherwise required by Appendix A to 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision));
  - 2) present evidence of having completed college-level coursework encompassing a “survey of exceptional children” as well as any one of the three other areas required pursuant to 23 Ill. Adm. Code 226.810(b); and
  - 3) submit the required fee along with an application to the State Board of Education, on a form supplied by the Board, that:
    - A) includes a plan for the individual’s acquisition of an unlimited LBS I approval by completing a supervised clinical experience that qualifies for college credit, as well as coursework covering:
      - i) diagnosis of, and the characteristics of children with, all the disabilities encompassed by the LBS I credential,
      - ii) methods appropriate for teaching children with all the disabilities encompassed by the LBS I credential, and
      - iii) adaptations or modifications of the general curriculum to meet the needs of students with the disabilities encompassed by the LBS I credential; and
    - B) describes the supervision the individual will receive from an individual certified or approved to provide this supervision pursuant to 23 Ill. Adm. Code 226 (Special Education).

- b) Each applicant's plan shall be validated by an authorized representative of the college or university that operates the approved teacher preparation program under whose auspices the applicant will complete necessary coursework.
- c) Each applicant's plan shall be validated by an authorized representative of the employing entity. In addition to verifying that the required supervision will be provided, this representative shall verify that the employing entity has been unable to secure the services of an individual who is appropriately certified or approved for the teaching position in question and shall describe the entity's recruitment efforts in this regard.
- d) Approval of an individual's application shall be specific to the teaching assignment and employer described therein but shall be transferrable to a new employer, provided that the conditions of subsection (c) of this Section are met by the new employer.
- e) Upon approval of an application by the State Superintendent of Education, the individual shall have three years, beginning with the next academic term, in which to complete the coursework described in subsection (a)(3)(A) of this Section and receive unlimited LBS I approval under 23 Ill. Adm. Code 226.810. This three-year period shall not include intervals during which any of the following circumstances apply:
  - 1) serious illness or the onset or exacerbation of a disability;
  - 2) care of an immediate family member during serious illness or disability;
  - 3) destruction of the certificate-holder's dwelling; or
  - 4) other circumstances that cause the time the individual could otherwise devote to acquiring additional credentials to be taken up with other responsibilities that cannot be avoided without serious financial hardship or other family disruption (e.g., death of a spouse that results in the need to take a second job or assume operation of a business).
- f) An individual who experiences any of the circumstances discussed in subsection (e) of this Section may submit information to the State Superintendent of Education describing the situation. This information shall be accompanied by relevant evidence such as a physician's statement, insurance claim, or other applicable documentation of the facts. The State Superintendent shall issue a

response indicating the period of time for which the three-year deadline shall toll, which shall take into account the relationship of the academic term to the individual's circumstances.

- g) Short-term emergency certification shall not be renewed.
  - 1) An individual who does not obtain the unlimited LBS I approval within the time allotted shall not be assigned to a special education teaching position.
  - 2) An individual who does obtain the unlimited LBS I approval shall thereupon become subject to the provisions of Section 25.47 of this Part.

(Source: Added by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.50 General Certificate (Repealed)**

(Source: Repealed at 24 Ill. Reg. 12930, effective August 14, 2000)

**Section 25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects  
(Repealed)**

(Source: Repealed at 25 Ill. Reg. 16031, effective November 28, 2001)

**Section 25.65 Alternative Certification**

- a) Section 21-5b of the School Code [105 ILCS 5/21-5b] provides for the issuance of provisional alternative teaching certificates and initial alternative teaching certificates to eligible candidates, as defined in that Section, who successfully complete a program consisting of:
- 1) a course of study approved by the State Board of Education;
  - 2) one year's full-time teaching on the provisional alternative certificate:
    - A) in the public schools; or
    - B) in a nonpublic school, provided that:
      - i) the nonpublic school meets the recognition criteria set forth in rules governing Voluntary Registration and Recognition of Nonpublic Schools (23 Ill. Adm. Code 425);
      - ii) as of July 1, 2014, the majority of individuals who provide non-religious instruction to students hold a valid Illinois teaching certificate in accordance with Article 21 of the School Code [105 ILCS 5/ Art. 21] and rules governing Certification (23 Ill. Adm. Code 25);
      - iii) the individual who serves as the principal holds a valid Illinois administrative certificate in accordance with Article 21 of the School Code and rules governing Certification; and
      - iv) as of January 1, 2010, the school has a written policy stating that all new teachers hired to provide non-religious instruction to students will hold a valid Illinois teaching certificate in accordance with Article 21 of the School Code and rules governing Certification; or
    - C) in the case of the early childhood certificate, in a position for which an early childhood certificate was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant); or

- D) in a facility operated by a provider approved by the State Superintendent to contract with school districts for the provision of special education services pursuant to Section 14-7.02 of the School Code [105 ILCS 5/14-7.02] and 23 Ill. Adm. Code 401 (Special Education Facilities Under Section 14-7.02 of the School Code); and
- 3) a comprehensive assessment of the candidate's teaching performance, culminating in a favorable recommendation by the entity responsible for the course of study.
- b) Proposals seeking to establish programs meeting the specifications of subsection (a) of this Section shall be addressed as follows:
- State Board of Education  
Alternative Certification Program  
100 North First Street  
Springfield, Illinois 62777-0001
- c) Each proposal shall indicate the maximum number of teaching candidates to be served by the proposed program in each of its sessions.
- d) Each proposal, simultaneously with State Board of Education staff's review, will be reviewed by the State Teacher Certification Board, which shall provide its recommendation to the State Board of Education so that the State Board of Education may comply with the timeline set forth in Section 21-5b of the School Code.
- e) A proposed course of study will be approved by the State Board of Education if the proposal demonstrates how candidates will acquire the knowledge of the content and the skills equivalent to the content and skills contained in the participating entity's preparation program approved pursuant to Subpart C of this Part with regard to:
- 1) educational theory;
  - 2) instructional methods; and
  - 3) practice teaching.

- f) The assessment of the candidate's teaching performance for the year referred to in this Section shall include components that are designed to demonstrate that the candidate is:
- 1) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
  - 2) skilled in managing and monitoring students' learning.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.67 Alternative Route to Teacher Certification**

- a) Section 21-5c of the School Code [105 ILCS 5/21-5c] provides for the issuance of provisional alternative teaching certificates to eligible candidates, as defined in that Section, who successfully complete an intensive course of study approved by the State Board of Education.
- b) Section 21-5c of the School Code further provides for the issuance of initial teaching certificates to candidates who, after completing the course of study referred to in subsection (a) of this Section, complete an alternative program that also includes:
  - 1) one year's full-time teaching on the provisional alternative certificate, in accordance with the requirements set forth in Section 25.65(a)(2)(B) of this Part; and
  - 2) a comprehensive assessment of the candidate's teaching performance, culminating in a favorable recommendation by the entity responsible for the course of study.
- c) Proposals for the establishment of programs meeting the specifications of subsections (a) and (b) of this Section shall be approved if they comply with Section 21-5c of the School Code and this Section. Proposals shall be addressed as follows:

State Board of Education  
Alternative Certification Program  
100 North First Street  
Springfield, Illinois 62777-0001
- d) Proposal Requirements
  - 1) Each proposal shall describe the role and responsibilities of the sponsor of the alternative program.
  - 2) Each proposal shall demonstrate how the program will evaluate the congruence of a candidate's baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and certification.

- 3) Each proposal shall state that all candidates must:
  - A) pass the test of basic skills required pursuant to Section 21-1a of the School Code [105 ILCS 5/21-1a] prior to beginning the proposed course of study; and
  - B) pass the content-area test required pursuant to Section 21-1a of the School Code prior to beginning the teaching assignment that is a part of the alternative program.
- 4) Each proposal shall describe the proposed course of study.
  - A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in a preparation program approved pursuant to Subpart C of this Part with regard to:
    - i) educational theory;
    - ii) instructional methods; and
    - iii) practice teaching.
  - B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon such factors as their experience and the type of program offered. In all cases, the amount of time needed shall be less than that required to complete the entity's preparation program approved pursuant to Subpart C of this Part.
  - C) Each program shall include a preservice assessment of each candidate's performance, to be conducted by the entity responsible for the program at the conclusion of the course of study in order to determine the candidate's readiness for the year-long teaching assignment. Each proposal shall state the criteria for the entity's determination of candidates' readiness.
- 5) Each proposal shall describe the proposed arrangements for candidates' teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating entity

responsible for the program and the school districts where candidates will practice. Each such agreement shall address:

- A) the nature and intensity of the support to be provided to candidates by experienced teachers and other staff members of the district, including:
    - i) the qualifications and experience of the assisting teachers and staff;
    - ii) the estimated amount of time assisting teachers and staff will devote to advising and assisting candidates; and
    - iii) the specific roles of the assisting teachers and staff; and
  - B) provisions enabling candidates to compensate for teaching time lost due to emergencies.
- 6) Each proposal shall describe the proposed method of assessing candidates' teaching performance for the year referred to in this Section and shall provide for such methods to be set forth in a formal, written agreement between the participating entity responsible for the program and the school districts where candidates will practice. Each such agreement shall describe:
- A) the roles of all parties who will participate in the evaluation of candidates; and
  - B) assessment methods capable of demonstrating whether a candidate is:
    - i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
    - ii) skilled in managing and monitoring students' learning.
- 7) Each proposal shall delineate the criteria by which candidates will be recommended for initial certification by the participating entity responsible for the program.

- e) Each alternative program established pursuant to this Section shall be subject to the requirements set forth in Section 25.115 of this Part.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.70 Provisional Vocational Certificate**

- a) Each applicant for a provisional vocational certificate shall present evidence of having completed 60 semester hours of college coursework from a regionally accredited institution and 2,000 hours of work experience outside the field of education in each area to be taught. The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual's employment, affidavits by the applicant describing the work experience.
- b) Each provisional vocational certificate issued on or after July 1, 2009 shall be valid for five years and shall be renewable contingent upon the certificate-holder's fulfillment of the applicable requirements set forth in this Section.
- c) Each provisional vocational certificate issued on or before June 30, 2009 shall be valid for five years from the date of issue or the date of its most recent registration, whichever is later. When any such certificate is next registered after June 30, 2009, the registration shall be for a five-year period of validity, and renewal of the certificate after that five-year period shall be contingent upon the certificate-holder's fulfillment of the applicable requirements of this Section.
- d) For purposes of this subsection (d), coursework shall be considered "related to education" if it leads to teaching, administrative, or school service personnel certification or endorsement or if it relates to the field of an individual's current teaching assignment or any other field of teaching assignment. Each affected certificate-holder shall complete:
  - 1) eight semester hours of undergraduate or graduate-level coursework related to education, of which no fewer than two semester hours must address advancing the certificate-holder's knowledge and skills as a teacher in relation to the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24.100) and the content-area standards in his or her area of certification, endorsement, or assignment; or
  - 2) 120 continuing professional development units (CPDUs) in accordance with Section 25.875 of this Part; or
  - 3) any combination of the types of activities described in subsections (a)(1) and (2) of this Section, provided that the total effort represents the

- equivalent of 120 CPDUs, and provided that one semester hour of college credit shall be considered the equivalent of 15 CPDUs; or
- 4) an advanced degree from a regionally accredited institution in an education-related field; or
  - 5) all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS); or
  - 6) four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards; or
  - 7) four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards.
- e) Each professional development activity used to fulfill the requirements of this Section, other than those identified in subsections (d)(4)-(7) of this Section, shall be required to address one or more of the purposes identified for the renewal of standard and master certificates in Section 21-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]. At least 20 percent of the units required must address the purpose identified in Section 21-14(e)(2)(E) of the School Code.
- f) CPDUs shall be generated for completion of activities in accordance with provisions of Section 25.875 of this Part, provided that the activity described in subsection (h) of that Section shall not be used to generate CPDUs for holders of the provisional vocational certificate and references to Section 21-14 of the School Code [105 ILCS 5/21-14] are not applicable in the case of the provisional vocational certificate.
- g) The provisions of Sections 25.855, 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of CPDUs for activities offered by providers, provided that:
- 1) the references to Section 21-14 of the School Code are not applicable to the provisional vocational certificate; and
  - 2) references to Subpart J of this Part shall be understood as referring to this Section where necessary to the context.

- h) Each provisional vocational certificate shall be maintained as “valid and active” or “valid and exempt” for each semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.880(a) of this Part. In addition, the number of continuing professional development units needed to renew the certificate shall be reduced by 50 percent for any amount of time during which the certificate-holder has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term.
- i) Credit earned for any activity that is completed (or for which the certificate-holder receives evidence of completion) on or after April 1 of the final year of a certificate’s validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.
- j) Each certificate-holder shall:
  - 1) maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the certificate based on completion of the activities documented; and
  - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under Section 25.840 of this Part.
- k) Each holder of a provisional vocational certificate shall apply for renewal of that certificate as set forth with respect to standard teaching certificates in Section 25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that:
  - 1) each application for certificate renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district; and
  - 2) references to standard certificates in that Section shall be understood to apply to provisional vocational certificates as necessary to the context.
- l) Within 14 days after receiving an application for the renewal of a provisional vocational certificate, the regional superintendent shall forward to the State Teacher Certification Board a recommendation for renewal or nonrenewal on a form prescribed by the State Superintendent of Education.

- 1) The regional superintendent shall transmit a list identifying all the certificate-holders with respect to whom the regional superintendent is recommending renewal of provisional vocational certificates, along with verification that:
    - A) each certificate-holder has completed professional development or otherwise qualifies for certificate renewal in accordance with this Section; and
    - B) each certificate-holder has submitted the statement of assurance required in accordance with subsection (k) of this Section.
  - 2) If the recommendation is not to renew the certificates held, or if information provided on the application makes the individual subject to the requirements of any of Sections 25.485 through 25.490 of this Part, the certificate-holder's copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent's rationale.
- m) A certificate-holder with respect to whom a regional superintendent has recommended nonrenewal of the provisional vocational certificate may appeal to the State Teacher Certification Board in accordance with the provisions of Section 25.835(h) of this Part, except that references to the requirements of Section 21-14 of the School Code shall not apply in the case of the provisional vocational certificate.
  - n) The State Teacher Certification Board shall review regional superintendents' recommendations regarding the renewal of provisional vocational certificates and notify the affected certificate-holders in writing as to whether their certificates have been renewed or not renewed. This notification shall take place within 90 days after the State Teacher Certification Board receives regional superintendents' recommendations, subject to the right of appeal set forth in this subsection (n).
    - 1) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent's recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.

- 2) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
  - 3) The State Teacher Certification Board may request that the certificate-holder appear before it. The certificate-holder shall be given at least ten days' notice of the date, time, and place of the hearing.
  - 4) In verifying whether the certificate-holder has met the renewal criteria set forth in this Section, the State Teacher Certification Board shall review the recommendation of the regional superintendent of schools and all relevant documentation.
- o) The State Teacher Certification Board shall notify the certificate-holder in writing, within seven days after completing its review, as to whether the certificate has been renewed. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the certificate, the notice to the certificate-holder shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of the State Teacher Certification Board is final and subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].
- p) An individual whose certificate is not renewed because of his or her failure to meet the requirements of this Section may apply for a reinstated certificate valid for one year, as defined in Section 25.450(c) of this Part. The reinstatement period shall begin July 1 of the year in which the certificate expires. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable provisional vocational certificate only if he or she presents evidence of having:
- 1) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and
  - 2) earned five additional semester hours of credit from a regionally accredited institution of higher learning relevant to the field of certification.
- q) The provisions of Section 25.840(d) of this Part shall apply to the renewal of the provisional vocational certificate.

- r) The application for renewal shall identify by certificate number all the certificates the person holds, including any certificate that was issued after the beginning of the validity period of the provisional vocational certificate being renewed and is therefore not yet due to expire.
  - 1) If the provisional vocational certificate that is due to expire is renewed, then any more recently issued certificates, including additional provisional vocational certificates, shall be renewed at the same time, thereby establishing the same five-year period of validity for all the certificates held.
  - 2) If the provisional vocational certificate that is due to expire is not renewed, the original period of validity of any more recently issued certificate shall continue to apply to that certificate only.
- s) An individual who performs services on a provisional vocational certificate and concurrently also on some other type of certificate that is subject to renewal requirements shall be subject to the provisions of Section 25.475 of this Part.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.72 Temporary Provisional Vocational Certificate**

Pursuant to Section 21-10(C)(2) of the School Code [105 ILCS 5/21-10(C)(2)], the temporary provisional vocational certificate is renewable for a one-year period after any year in which the certificate-holder earns three semester hours of college credit. Coursework presented as part of any application submitted for a renewal that will be effective on or after July 1, 2011, shall be accepted only in the career and technical education content area of the individual's assignment (i.e., agricultural education; business, marketing, and computer education; family and consumer sciences; health careers; or technology education) or in pedagogy.

(Source: Added at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.75 Part-time Provisional Certificates**

- a) Pursuant to Section 21-10 of the School Code [105 ILCS 5/21-10], a part-time provisional certificate valid for teaching no more than two courses of study in grades 6-12 shall be issued to professionals and craftsmen who present evidence of meeting one of the following requirements:
  - 1) 60 semester hours of credit from a recognized institution of higher learning, 9 semester hours of which are to be in the skill to be certified for teaching, or
  - 2) 4,000 hours of work experience in the skill to be certified for teaching.
- b) A skill area shall be certified for teaching if:
  - 1) The skill area is identified by a school district as part of its curriculum, and
  - 2) The skill area evidenced by coursework or experience is one taught to students in grades 6-12 (e.g., a craftsman jeweler may be issued a part-time provisional certificate for teaching a course on jewelry design as part of a 6-12 art program).
- c) The holder of a part-time provisional certificate may teach no more than two courses of study.
- d) Pursuant to Section 21-10 of the School Code, *a part-time provisional teacher's certificate shall be valid for 2 years and may be renewed at the end of each 2 year period.*

Source: Added at 19 Ill. Reg. 16826, effective December 11, 1995)

**Section 25.80 Requirements for the Early Childhood Certificate (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.82 Requirements for the Early Childhood Certificate (2004) (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified**

The provisions of this Section shall apply when individuals who hold Illinois certification in one or more fields wish to teach a foreign language but either lack certification appropriate to the grade level of the assignment or have not completed 20 hours of coursework as required to obtain an endorsement in the language (see 23 Ill. Adm. Code 1.730(h)).

- a) The provisions of this subsection (a) shall apply to each individual who holds a certificate endorsed for a particular language but whose certification does not extend to other grade levels as needed for an available assignment. (Example: A holder of a secondary (6-12) certificate endorsed for French who wishes to teach French in the fourth grade.)
  - 1) An individual to whom this subsection (a) applies may receive an endorsement valid for teaching the specified language at the remaining grade levels by:
    - A) submitting the required application for the endorsement, and
    - B) passing the assessment of professional teaching relevant to the remaining grade levels.
  - 2) With regard to major teaching assignments in departmentalized grades 5 through 8, the requirements of 23 Ill. Adm. Code 1.720 (Minimum Requirements for Teachers of Middle Grades) shall apply to any individual who has not passed an assessment of professional teaching relevant to a certificate other than the early childhood certificate.
- b) The provisions of this subsection (b) shall apply to each individual who holds an early childhood, elementary, secondary, special K-12, or special preschool–age 21 certificate and wishes to teach a language in which he or she has not completed 20 semester hours of coursework, except that the provisions of Section 25.86 of this Part shall also continue to be available to an affected individual who seeks a language endorsement after receiving an Illinois certificate. (Example: A holder of a secondary (6-12) certificate endorsed for mathematics who wishes to teach Korean.)
  - 1) In order to qualify under this subsection (b), an individual shall submit an application for an endorsement in the specified language at the grade levels of his or her certificate and shall be required to have passed the test

relative to that language as listed in Section 25.710 of this Part or, if the language is not listed in that Section, another test identified by the State Board of Education. If the language is listed more than once in that Section, the required test shall be the test not listed under “Transitional Bilingual Education”. (Example: Spanish)

- 2) An individual who has received an endorsement pursuant to this subsection (b) may receive an endorsement for other grade levels as provided in subsection (a)(1) of this Section.

(Source: Amended at 31 Ill. Reg. 10645, effective July 16, 2007)

**Section 25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified**

- a) The provisions of this Section shall apply when an individual who does not hold an Illinois initial, standard, or master certificate:
  - 1) has completed a teacher preparation program, whether for the specified language or not, in another state or country,
  - 2) holds a degree that is at least the equivalent of a bachelor's degree issued in the United States (see Section 25.90 of this Part), and
  - 3) passes the test of basic skills, the applicable language proficiency test required under subsection (d) of this Section, and, beginning October 1, 2003, the assessment of professional teaching relevant to the certificate sought.
- b) An individual to whom subsection (a) of this Section applies and who meets the requirements of Section 21-1 of the School Code may obtain certification valid for teaching a specified language to which either of the following applies:
  - 1) no test relative to the language is listed in Section 25.710 of this Part; or
  - 2) a test relative to the language is listed only under "Transitional Bilingual Education" in Section 25.710 of this Part.
- c) The individual shall receive an Illinois certificate valid for the grade levels applicable to the program completed (see Section 25.425 of this Part) and shall receive either an initial or a standard certificate, as applicable to the individual's years of teaching experience (see Section 25.11 of this Part).
- d) Applicable language proficiency test(s)
  - 1) If English was the language of instruction at the institution the individual attended, he or she shall be required to pass the relevant test of language proficiency listed under "Transitional Bilingual Education" in Section 25.710 of this Part or, if the language is not listed, another test of language proficiency administered by the State Board of Education.
  - 2) If the language to be taught was the language of instruction at the institution the individual attended, he or she shall be required to pass the

test of English language proficiency identified in Section 25.710 of this Part.

- 3) If neither English nor the language to be taught was the language of instruction at the institution the individual attended, he or she shall be required to pass both the tests identified in subsections (d)(1) and (d)(2) of this Section.

(Source: Added at 26 Ill. Reg. 11867, effective July 19, 2002)

**Section 25.90 Transitional Bilingual Certificate and Examination**

Requirements for the Transitional Bilingual Certificate, issued pursuant to Section 14C-8 of the School Code, shall be as follows:

- a) General Requirements. The applicant shall meet the following general requirements:
  - 1) Be in good health.
  - 2) Be of sound moral character.
  - 3) Be legally present in the United States and possess legal authorization for employment.
  - 4) Comply with certification application procedures.
- b) Requirements of Prior Education or Certification. The applicant shall:
  - 1) Possess a current and valid certificate issued by the State of Illinois, or
  - 2) Have possessed within five years prior to the date of application a valid teaching certificate or comparable legal authorization issued by a foreign country or by a state or possession or territory of the United States, or
  - 3) *Hold a degree from an institution of higher learning in a foreign country which the Certification Board determines to be the equivalent of a bachelor's degree from a recognized institution of higher learning in the United States (Section 14C-8 of the School Code; 105 ILCS 5/14C-8).* The applicant must submit a certified transcript from the foreign institution. The Certification Board will determine equivalency by comparing the applicant's course of study to that required for a bachelor's degree from a recognized institution of higher learning in the United States on factors including:
    - A) the applicant's length of study at the foreign institution (which shall be equivalent to four years of postsecondary study after the age of eighteen);

- B) the number of credit hours or similar units of instruction which the applicant has successfully completed (which shall be the equivalent of 120 semester hours);
  - C) the content of the applicant's courses and the distribution of courses among the various disciplines constituting a bachelor's degree program in the United States (which shall include the equivalent of a 32-semester-hour major field of study);
  - D) the applicant's grades or similar evidence of successful academic performance;
  - E) the foreign institution's accreditation status, if any.
- c) Language Requirements
- 1) The applicant must demonstrate adequate speaking, reading, writing, and grammar skills in a non-English language in which transitional bilingual education is offered in Illinois. This requirement may be fulfilled in one of the following ways:
    - A) The applicant presents evidence of having graduated from a teacher preparation institution or an institution of higher education in which the medium of instruction was in a non-English language in which transitional bilingual education is offered in Illinois and for which certification is sought.
    - B) The applicant successfully completes the required examination (see Section 25.710 of this Part) in the non-English language in which transitional bilingual education is offered in Illinois and for which certification is sought. If no examination for transitional bilingual education in the target language is listed in Section 25.710 of this Part, the required examination shall be another examination administered by the State Board of Education. The selection, development, and administration of each such examination shall conform to the requirements of Section 25.715 of this Part to the extent feasible in light of the rate of incidence of the target language in Illinois.

- 2) The applicant must demonstrate adequate speaking, reading, writing, and grammar skills in English. This requirement may be fulfilled in one of the following ways:
  - A) The applicant presents evidence of having graduated from an institution of higher education in which the medium of instruction was English.
  - B) The applicant successfully completes the English Language Proficiency Examination (see Section 25.710 of this Part).
- 3) An individual enrolled in an approved bilingual certification program who passed the Spanish language proficiency examination required by the program prior to July 1, 2001, shall be exempt from retaking a Spanish language proficiency test after that date, provided that:
  - A) the university that operates the program forwards to the State Board of Education no later than November 1, 2001, a list of the names and Social Security numbers of those persons in its program who have passed the examination;
  - B) the individual's name appears on the list submitted by the university in whose program he or she is enrolled; and
  - C) the individual submits an application for bilingual certification based upon the institution's recommendation for certification no later than June 30, 2006.
- d) Appeals - Re-scoring

A limited appeal shall be available to applicants found ineligible for certification because of failure to meet the language requirements on the basis of an examination in a language not listed in Section 25.710 of this Part. An affected individual wishing to initiate such an appeal shall notify the State Board of Education in writing within six weeks after release of the test results to candidates. The appeal shall be limited to a request for re-scoring. The State Board of Education shall honor each such request unless no individual with the necessary language competency who was not involved in the original scoring is available for re-scoring.

(Source: Amended at 25 Ill. Reg. 16031, effective November 28, 2001)

**Section 25.92 Visiting International Teacher Certificate**

The procedure and requirements described in this Section shall apply when Illinois school districts conduct formal recruitment programs outside the United States to secure the services of qualified teachers.

- a) The school district that is seeking to recruit teachers shall enter into a written agreement with the State Board of Education regarding its recruitment program, shall provide such assurances as the State Board may require regarding compliance with applicable procedures, training of representatives, and support for candidates employed under the program, and shall be responsible for preliminary verification that each candidate:
  - 1) holds the equivalent of a bachelor's degree issued in the U.S.;
  - 2) has been prepared as a teacher at the grade level for which he or she will be employed;
  - 3) has adequate content knowledge in the subject matter to be taught; and
  - 4) has an adequate command of the English language.
- b) A representative of the recruiting school district shall review the equivalence of each candidate's degree to a bachelor's degree earned in the U.S., the concentration of the candidate's coursework in the area of potential teaching assignment, and the grade levels for which the candidate has been prepared, using reports of foreign educational systems furnished by the National Association of Foreign Student Affairs (AFSA) and the American Association of Collegiate Registrars and Admission Officers (AACRAO).
- c) A representative of the recruiting school district who has been trained by the State Board of Education or its designee in the use of the required instruments shall:
  - 1) administer the Nelson-Denny Reading Assessment to evaluate each candidate's English-language vocabulary and reading comprehension against a passing score expressed as the grade-level equivalent of 10.7; and
  - 2) administer the Oral Proficiency Interview described in "ACTFL Proficiency Guidelines – Speaking" (1999), published by the American Council on the Teaching of Foreign Languages (ACTFL), 6 Executive

Plaza, Yonkers, NY 10701 (no later amendments to or editions of these standards are incorporated) and evaluate the candidate's oral English-language proficiency against a minimum passing score of 2+ (Advanced Plus) on the rating rubric of the ACTFL.

- d) The recruiting school district shall provide a report to the State Board of Education outlining the district's conclusions regarding each candidate whose eligibility it considers to have been verified. This report shall provide or summarize at least:
  - 1) the information that has led the district to conclude that the individual's degree should be considered the equivalent of a bachelor's degree earned in the U.S.;
  - 2) how the district has identified the grade levels for which the individual has been prepared;
  - 3) the information that has led the district to conclude that the coursework completed by the individual is at least comparable to a major in the field of specialization and that the individual has passed an examination that provides evidence of subject-matter competency; and
  - 4) the scores achieved by the candidate on the Nelson-Denny Reading Assessment and the Oral Proficiency Interview.
- e) Either the recruiting district or the candidate shall furnish to one of the evaluation services identified in Section 25.425(f) of this Part the candidate's university transcript, his or her diploma reflecting the degree granted, and his or her results from the comprehensive terminal examination or the periodic formal examinations required by the university where he or she completed teacher preparation, as applicable, along with translations of all these materials into English.
- f) The recruiting school district shall review and analyze the procedures that exist in the country where recruitment is being conducted for ascertaining individuals' criminal history. The district shall provide the State Board of Education with a description of those procedures and shall affirm:
  - 1) that the procedures have, to the district representative's knowledge, been performed with respect to each potential candidate; and

- 2) that each potential candidate is in good health and of sound moral character; and
  - 3) that no candidate recommended by the district as potentially eligible to teach in Illinois would be disqualified under Section 10-21.9(c) of the School Code.
- g) Upon receipt of the information and documents identified in subsections (d) and (f) of this Section, confirmation of the individual's eligibility from the evaluation service to which credentials were submitted under subsection (e) of this Section, and an application for the certificate from the individual, accompanied by the fee required by Section 21-12 of the School Code, the State Board of Education shall issue a Visiting International Teacher Certificate endorsed for the field and grade levels the individual is qualified to teach. He or she shall not be required to pass any test that forms part of the Illinois Certification Testing System (see Subpart I of this Part) in order to qualify for this certificate. An individual may receive an additional endorsement on the Visiting International Teacher Certificate to teach his or her native language even if he or she was not prepared as a teacher of that language, provided that it was the language of instruction in the program completed.
- h) The Visiting International Teacher Certificate shall be valid for three years, subject to Section 21-22 of the School Code, and shall not be renewable. The certificate-holder shall pay the fee required by Section 21-16 of the School Code to register the certificate with the regional superintendent in the region where the teaching will be done.
- i) A holder of a Visiting International Teacher Certificate shall be permitted to teach in bilingual education programs in the language that was the medium of instruction in his or her teacher preparation program, provided that he or she passes the English Language Proficiency Examination (see Section 25.710 of this Part) or another test of writing skill in English if identified by the State Board of Education in consultation with the State Teacher Certification Board.

(Source: Added at 27 Ill. Reg. 16412, effective October 20, 2003)

**Section 25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate  
(Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.99 Endorsing Teaching Certificates (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.100 Endorsing Teaching Certificates (2004)**

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates was changed. Appendix E to this Part provides a list of the available endorsements, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and were discontinued or replaced. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded for the coursework by a regionally accredited institution of higher education. All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than “C” or equivalent in order to be counted towards fulfillment of the applicable requirements.

- a) Subject-area “designations” shall be required in conjunction with some endorsements, as shown in Appendix E to this Part. Except in the case of foreign language, a certificate-holder shall be authorized to teach all the subjects encompassed by a particular endorsement, regardless of the designation or designations received in conjunction with that endorsement. However, a certificate-holder may not teach honors courses, as these are defined by the employing district, or Advanced Placement courses in a subject for which he or she does not hold the specific designation, unless he or she holds an applicable master certificate. For example, a secondary science teacher with a biology designation may not teach honors physics or chemistry unless he or she holds a master certificate endorsed for sciences.
- b) Endorsements at Time of Issuance

*Pursuant to Section 21-1b of the School Code [105 ILCS 5/21-1b], all certificates initially issued under this Article...shall be specifically endorsed by the State Board of Education for each subject the holder of the certificate is legally qualified to teach.*

- 1) For each application for certification received on or before September 30, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related test passed by the candidate, as well as for any additional subject in which the candidate completed the required coursework.

- 2) For each application received on or after October 1, 2004, but no later than January 31, 2012, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the candidate and, except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section:
  - A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript; and
  - B) any additional area in which the individual presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); and
  - C) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section.
- 3) For each application received on or after February 1, 2012, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the candidate and for any other subject in which the individual:
  - A) meets the requirements of subsection (e), (g), (h), (i), (j), (k), (m), or (n) of this Section; or
  - B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.
- c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special

preschool–age 21 certificate would have been endorsed. An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (f)(3) of this Section.

- d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of this Section.
- e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.
  - 1) For an applicant who is receiving an Illinois teaching certificate, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular designation, except that the requirements of subsection (n) of this Section shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.
  - 2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation in one of these subjects, other than an endorsement in safety and driver education, shall:
    - A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or
    - B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or
    - C) present evidence of at least one year's teaching experience on a valid certificate in the area covered by the endorsement or designation sought.

- 3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q) through January 31, 2012. Beginning with applications received on or after February 1, 2012, the requirements stated in subsection (n) of this Section shall apply.

f) Addition of Endorsements to Previously Issued Certificates

Individuals seeking to endorse previously issued certificates shall apply for such endorsements, using a format specified by the State Superintendent of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].

- 1) When an applicant qualifies for an endorsement, its issuance shall be reflected on the electronic certification system that is maintained by the State Superintendent of Education for use by applicants, school districts, and regional superintendents of schools.
- 2) Except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section, for applications received on or after July 1, 2005, but no later than January 31, 2012, an endorsement will be issued to each applicant who:
  - A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript; or
  - B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or
  - C) has met the applicable requirements of subsection (e) of this Section.
- 3) For applications received on or after February 1, 2012, an endorsement will be issued for any subject in which the individual:

- A) meets the requirements of subsection (e), (g), (h), (i), (j), (k), (m), or (n) of this Section; or
  - B) has accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.
- g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool–age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having “split” a special or special preschool–age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement. However, an individual with an early childhood or a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.
- h) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (h)(1) through (h)(4) of this Section relate to endorsements and designations based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260.
- 1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to pass the content-area test for the designation sought and either:
    - A) be recommended for the endorsement and the designation by an institution with an approved program in the subject area based on

- having completed coursework sufficient to address the applicable content-area standards; or
- B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:
- i) at least 12 semester hours of credit must have been earned in the subject area of the designation sought; and
  - ii) some portion of the coursework completed must have addressed at least two additional designations within the field; and
  - iii) in the case of the sciences, the coursework completed must have included both biological and physical science.
- 2) The requirement stated in subsection (h)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.
- 3) An individual may receive a subsequent designation in the same field if he or she has:
- A) passed the applicable content-area test and, effective with applications received on or after February 1, 2012, completed 12 semester hours of coursework in the subject area of the designation; or
  - B) completed a major in the content area of the designation.
- 4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a designation in that field under the new structure by passing the content-area test for the designation sought and, effective with applications received on or after February 1, 2012, completing 12 semester hours of coursework in the subject area of the designation. He or she may then qualify for additional designations in the field pursuant to subsection (h)(3) of this Section.

- i) Special provisions shall apply to the issuance of endorsements for reading teachers and reading specialists. A reading teacher is one whose assignment involves teaching reading to students, while a reading specialist is one whose assignment involves the provision of technical assistance and/or professional development to other teachers and may also include teaching reading to students.

1) Reading Teacher

This endorsement shall not be issued alone as an individual's first teaching credential. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate, or who receives one of these certificates endorsed for some field other than reading, shall be eligible to receive this additional endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:

- A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher's preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a practicum involving clinical experience with two or more students and at two or more grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois; or
- B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:
- i) foundations of reading,
  - ii) content-area reading,
  - iii) assessment and diagnosis of reading problems,
  - iv) developmental and remedial reading instruction and support,

- v) developmental and remedial materials and resources, and
  - vi) literature appropriate to students across all grade ranges; or
- C) having completed, on or before June 30, 2006, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case the individual shall apply for the endorsement no later than March 31, 2010, and passage of the content-area test or test of subject matter knowledge shall not be required.
- 2) Reading Specialist
- A) Each candidate for the reading specialist's endorsement shall hold an Illinois early childhood, elementary, secondary, or special certificate and have at least two years of teaching experience on one or more of those certificates in an Illinois school. Each candidate shall be eligible to receive this endorsement on that certificate or on a separate special K-12 certificate when he or she presents evidence of having completed the required teaching experience.
  - B) Each candidate shall hold a master's degree or higher degree awarded by a regionally accredited institution of higher education.
  - C) Each candidate shall have completed a K-12 reading specialist's program approved pursuant to Subpart C of this Part that includes clinical experiences with five or more students at both the elementary (i.e., kindergarten through grade 8) and secondary levels and leads to the issuance of a master's or higher degree, provided that a person who holds one master's degree shall not be required to obtain a second one. For purposes of the clinical experiences, a candidate shall work with at least one student enrolled in elementary grades and at least one student enrolled in secondary grades and may work with students one on one or in a group. Each candidate shall have been recommended for the endorsement by the institution offering the program.
  - D) Each candidate shall be required to pass the content-area test for reading specialist.

- 3) An individual who qualifies for the reading specialist's endorsement may receive the endorsement on his or her early childhood, elementary, secondary, or special certificate or may elect to receive a separate special K-12 certificate. In the latter instance, the individual shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.
- j) Special provisions shall apply to the addition of endorsements and designations in foreign languages.
- 1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual's official transcript.
  - 2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours of college credit in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). The 20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual's prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved).
  - 3) Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).
  - 4) Sections 25.85 and 25.86 of this Part set forth additional provisions for certification in foreign languages under specified circumstances.
- k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 1.720 shall

be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

- l) Each individual who is first assigned to teach a particular subject on or after July 1, 2004, based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.
- m) An additional endorsement for “technology specialist” shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education and has passed the relevant content-area test.
- n) Beginning with applications received on or after February 1, 2012, an endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, distributed as follows:
  - 1) 3 semester hours in injury prevention or safety;
  - 2) 12 semester hours in driver education that include:
    - A) driving task analysis (introduction to driver education);
    - B) teaching driver education in the classroom;
    - C) teaching the laboratory portion of the driver education course, including:
      - i) on-street teaching under the supervision of a qualified driver education teacher;

- ii) the equivalent of at least one semester hour's preparation in and use of driving simulation;
    - iii) the equivalent of at least one semester hour's preparation in and use of multiple-car programs; and
  - D) advanced driver education and emergency evasive driving;
- 3) 3 semester hours in first aid and cardiopulmonary resuscitation; and
- 4) 6 semester hours chosen in any combination from:
  - A) the use of technology in instruction;
  - B) safety issues related to alcohol and other drugs;
  - C) driver education for students with disabilities; and
  - D) any other safety-related area.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.105 Temporary Substitute Teaching Permit**

An individual who holds a bachelor's degree and who resided in an area outside Illinois that has been declared a disaster area by a federal or state authority shall be eligible for an Illinois temporary substitute teaching permit as provided in this Section.

- a) In recognition of the unavailability of written or electronic records in this situation, the State Board of Education shall require an individual seeking a permit under this Section only to:
  - 1) supply one form of personal identification, which may include not only a passport, driver's license, or other government-issued document but also a credit card, a bill, or any other piece of correspondence showing the individual's name;
  - 2) provide a notarized written affirmation that he or she has received a bachelor's degree from a regionally accredited institution of higher education; and
  - 3) identify the institution and the year when the degree was issued.
- b) No application fee shall be charged for a temporary substitute teaching permit, and no registration fee shall apply to its use.
- c) A permit issued under this Section shall be valid for teaching in all grades of the common schools and shall be subject to the limitations set forth in Section 21-9 of the School Code [105 ILCS 5/21-9].
- d) A permit issued under this Section shall be valid for the remainder of the school year in which it is issued and shall be renewable for subsequent six-month periods only if the State Superintendent of Education determines that conditions in the permit-holder's home state continue to be such that the individual cannot reasonably be expected to supply records substantiating the field of his or her certification in that state so that a corresponding Illinois provisional certificate or a substitute teaching certificate can be issued.
- e) A temporary substitute teaching permit may be rescinded at any time if the State Superintendent of Education determines, in his sole discretion, that the individual has misrepresented his or her eligibility under this Section or that other sufficient cause exists.

- f) Employment of an individual holding a temporary substitute teaching permit shall be subject to the requirements of Section 10-21.9 of the School Code [105 ILCS 5/10-21.9].

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

SUBPART C: APPROVING PROGRAMS THAT PREPARE PROFESSIONAL  
EDUCATORS IN THE STATE OF ILLINOIS

**Section 25.110 System of Approval: Levels of Approval (Repealed)**

(Source: Repealed at 23 Ill. Reg. 7231, effective June 14, 1999)

**Section 25.115 Recognition of Institutions and Educational Units, and Approval of Programs**

As used in this Subpart C, “institution” shall be defined as an Illinois institution of higher education, an out-of-state college or university granted authorization to operate by the Illinois Board of Higher Education as an out-of-state institution, an out-of-state college or university granted authorization to operate by the state in which it is located, or a not-for-profit educational entity subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5].

- a) In order for an institution to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for such programs must be recognized, by the State Board of Education in consultation with the State Teacher Certification Board. “Educational unit” means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals. Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. “Program” or “preparation program” means a program that leads to certification. Electronic transmission of written materials pursuant to this Subpart C is required.
- b) In order to be considered for recognition under Section 25.155 of this Part, a degree-granting institution of higher education shall:
  - 1) be regionally accredited;
  - 2) be approved by the Illinois Board of Higher Education to operate as a postsecondary degree-granting institution under the provisions of the Private College Act [110 ILCS 1005] and the Academic Degree Act [110 ILCS 1010] or, if the out-of-state institution is not required to seek authorization to operate from the Illinois Board of Higher Education, be approved to offer educator preparation programs by the state that granted it operating authority; and
  - 3) sponsor a course of study leading to a certificate issued under Article 21 of the School Code [105 ILCS 5/Art. 21] and this Part.

- c) In order to be considered for recognition under Section 25.155 of this Part, an eligible not-for-profit educational entity shall conduct or propose to conduct at least one approved program that will prepare professional educators and leads to a certificate issued pursuant to Article 21 of the School Code and this Part.
- d) In order to be considered for recognition under Section 25.155 of this Part, an educational unit shall meet the standards enumerated in “Professional Standards for the Accreditation of Teacher Preparation Institutions” (2008), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section).
- e) In order to be considered for approval under Section 25.145 of this Part, a recognized institution shall propose a preparation program that:
  - 1) meets the national content standards accepted by the State Board of Education and listed on the State Board of Education’s website at [www.isbe.net](http://www.isbe.net) or, if no national content standards are specified, then the applicable content standards set forth at 23 Ill. Adm. 23, 26, 27, or 29;
  - 2) meets the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at <http://www.npbea.org/projects.php> (no later additions to or editions of these standards are incorporated by this Part), as applicable;
  - 3) will produce candidates for certification in areas defined as “shortage areas” by the State Superintendent of Education (e.g., the number of individuals holding a particular certificate and the number of positions that are currently vacant or predicted to be available in the next five years; the number of approved programs in Illinois and their capacity). Evidence of need shall be presented in the application submitted under Section 25.145 of this Part; and
  - 4) beginning July 1, 2014, meets the State Board of Education’s Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555.Appendix A.
- f) In the case of a not-for-profit entity, all advertising materials, candidate handbooks, catalogues, and candidate contracts shall display prominently the fact

that the entity does not offer higher education credit and that there is no guarantee that the Illinois certificate or endorsement earned by the candidate will be honored or accepted for exchange in another state.

- g) The recognition of an educational unit shall be subject to review every four years beginning in 2012. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee. The approval of the educational unit's programs shall be subject to review in each year after the unit receives initial State recognition.
- h) Each recognized educational unit shall submit a separate annual program report for each approved program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than October 1 and no later than November 30. Subject-area designations (see Section 25.100(a) of this Part) shall be considered separate programs for reporting purposes. The annual program report shall:
  - 1) update any information previously provided;
  - 2) summarize data about the program's overall structure, faculty, and candidates, and the results of various assessments, including the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for teachers beginning in 2018):
    - A) If at least 80 percent of an institution's teacher preparation program completers have passed the content area test and applicable form of the assessment of professional teaching (APT) in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24;
    - B) If at least 80 percent of an institution's administrative certification program completers have passed the applicable content-area examinations for administrative certification in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2) of this Section; and

- 3) as relevant to the institution, report on all programs provided by the institution that have been approved as an alternative route to certification under Sections 25.65 and 25.67 of this Part.
- i) In conjunction with the review set forth in subsection (g) of this Section, each educational unit shall submit a unit report to the State Superintendent, in a format specified by the State Superintendent, no sooner than October 1 and no later than November 30 of the academic year (i.e., September 1 through August 31) in which the review is scheduled. The report shall include:
- 1) a description of how the unit has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (h) of this Section submitted in each of the last four years preceding the review;
  - 2) any changes in the institution or in the educational unit that affects the operation of the unit;
  - 3) any new programs approved in the last four years;
  - 4) the percentage of individuals in the last four years who completed the program and received a certificate or endorsement who were hired into a related school position in the field for which the certificate or endorsement was issued; and
  - 5) data regarding the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for teachers beginning in 2018).
- j) No later than April 7 of each year, each institution shall report to the State Board of Education, using a form supplied by the Board, on its program completers' pass rates on the examinations required for initial certification pursuant to this Part and other information required by Title II of the Higher Education Act (20 USCA 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, guidance counselors, and prospective employers of the institution's program completers.
- k) State Board of Education staff may visit a recognized institution at any time with one day's advance notice and may ask to speak with faculty, candidates, or

administrators. All records shall be made available to State Board of Education staff upon request.

(Source: Amended at 36 Ill. Reg. 2191, effective January 24, 2012)

**Section 25.120 Standards and Criteria for Institutional Recognition and Program Approval (Repealed)**

(Source: Repealed at 23 Ill. Reg. 7231, effective June 14, 1999)

**Section 25.125 Accreditation Review of the Educational Unit (Repealed)**

(Source: Repealed at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.127 Review of Individual Programs (Repealed)**

(Source: Repealed at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.130 Interventions by the State Board of Education and State Teacher Certification Board**

The provisions of this Section shall apply when the State Superintendent of Education receives information through the annual program report or unit report required under Section 25.115 of this Part, or by other means indicating that any educational unit recognized pursuant to this Subpart C or any approved preparation program may not be addressing any applicable standard or may otherwise be failing to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators.

- a) The State Superintendent or designee shall inform the affected educational unit of the areas of concern and invite the unit's representatives to appear on a date specified by the State Superintendent before the State Teacher Certification Board ("STCB") to discuss the concerns identified.
- b) If the STCB determines, either after the educational unit's appearance or in advance of the appearance, that the concerns raised were unfounded or that the issues have been remedied, the STCB shall recommend to the State Superintendent that no further action is needed with regard to the matter, and the State Superintendent or designee shall notify the institution accordingly.
- c) If the institution does not respond to or declines the invitation to appear before the STCB, or if the STCB concludes that the institution, after its appearance, has not satisfied the concerns raised, the STCB shall recommend to the State Superintendent or designee that the program or unit and one or more of its programs be placed on probation. "Probation" is the period of time in which no new candidates shall be enrolled in the unit or any of its programs, regardless of whether an individual program has received "probation" status. The State Superintendent shall notify the institution of the probation status of the program or unit and one or more of its programs.
  - 1) A program, a unit, or a unit and one or more of its programs placed on probation shall submit the applicable report required under subsection (c)(1)(A) or (c)(1)(B) of this Section (in a format to be specified by the State Superintendent) to the State Superintendent or designee, who shall forward the report to the STCB for consideration. The required report shall be submitted within one year after the date on which the program or unit was scheduled to appear before the STCB pursuant to subsection (a) of this Section. If no report is received within this year, then the approval of the program or recognition of the unit and approval of all of its programs shall be revoked. (See subsection (c)(2)(C) of this Section.)

- A) In the case of one or more individual programs being placed on probation, each program about which concerns have been identified shall submit to the STCB a program report, with special emphasis on the areas of concern identified by the STCB and how those concerns will be addressed.
  - B) In the case of only a unit being placed on probation, the unit shall submit a report that details the concerns identified about any of the NCATE unit standards and the solutions that have been put into place to remedy those concerns.
  - C) In the case of both a unit and one or more of its programs being placed on probation, both subsections (c)(1)(A) and (B) shall apply.
- 2) The STCB, after considering the report submitted by the program or unit and the actions the program or unit has taken in response to the concerns identified, shall:
- A) determine that the concerns have been remedied and recommend to the State Superintendent that the program or unit and any of its programs for which concerns have been identified be removed from probation and that no further action is needed with regard to the matter, and the State Superintendent or designee shall notify the institution accordingly; or
  - B) determine that the concerns have been acted upon but have not been remedied and recommend to the State Superintendent that the probation period be extended for not more than an additional 12 months, beginning on the date on which the STCB met to consider the report submitted under subsection (c)(1)(A) or (c)(1)(B):
    - i) Within the 12-month extension period, the program, or the unit and any of its programs for which concerns have been identified shall resubmit the program proposal required under Section 25.145 of this Part or a report (in the case of a program or unit, respectively), and reappear before the STCB;

- ii) If at the time that the program or unit reappears before the STCB or at the end of the 12-month extension period, the program or the unit and any of its programs for which concerns have been identified have not sufficiently addressed the concerns, then the STCB shall recommend to the State Superintendent that approval of the program or recognition of the unit and approval of all of its programs be revoked pursuant to the provisions of subsection (c)(2)(C) of this Section; and
    - iii) The State Superintendent shall notify the program or the unit and each of its programs of any action taken pursuant to this subsection (c)(2)(B); or
  - C) determine that the concerns have not been acted upon and that the program proposal or actions taken as identified in the report indicate that the standards are not being met or that the program or unit may be failing otherwise to offer candidates any of the learning opportunities that are necessary to their preparation as professional educators and that these concerns cannot be remedied before the end of the 12-month extension period and recommend to the State Superintendent that the State Board of Education revoke approval of the program or recognition of the unit and approval of all of its programs. The actions to be taken upon the recommendation of the STCB to the State Superintendent under this subsection (c)(2)(C) shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval or revocation of recognition, in the case of an educational unit, shall be subject to the requirements of Section 25.165(b) of this Part.
- 3) The State Superintendent may accept, modify or reject any of the recommendations of the STCB issued in accordance with this subsection (c). In cases where the State Superintendent's modification or rejection results in an action that has negative consequences for the program or the unit and one or more of its programs, then the actions to be taken shall be as described in Section 25.160 of this Part.

(Source: Amended at 36 Ill. Reg. 2191, effective January 24, 2012)

**Section 25.135 Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000, through Fall Visits of 2001 (Repealed)**

(Source: Repealed at 32 Ill. Reg. 13263, effective July 25, 2008)

**Section 25.136 Interim Provisions for Continuing Accreditation -- Institutions Visited from Spring of 2002 through Spring of 2003 (Repealed)**

(Source: Repealed at 32 Ill. Reg. 13263, effective July 25, 2008)

**Section 25.137 Interim Provisions for Continuing Accreditation and Approval -- July 1, 1999, through June 30, 2000 (Repealed)**

(Source: Repealed at 26 Ill. Reg. 348, effective January 1, 2002)

**Section 25.140 Requirements for the Institution's Educational Unit Assessment Systems**

Each educational unit shall be required to establish and maintain an assessment system for collecting and analyzing information on applicants' qualifications, candidates' and graduates' performance, and the unit's operations for the purpose of evaluating and improving the unit and its programs.

- a) The assessment system shall describe the unit's design for collecting, analyzing, summarizing, and using information from the assessments of candidates, including measures that provide evidence of candidates' proficiency with respect to professional, State, and institutional standards.
- b) The assessment system shall be designed to collect information that enables the unit and its programs to:
  - 1) make decisions about candidates' qualifications and performance at the time of admission to the program, at appropriate transition points (including entry to and exit from clinical practice), and at program completion.
  - 2) demonstrate that admission requirements are related to candidates' success.
  - 3) use the results from assessments of candidates to evaluate and make improvements in the unit and its programs, courses, teaching, and field and clinical experiences.
  - 4) use the results of assessments of unit operations (e.g., faculty evaluations, graduate surveys, employer surveys) to evaluate and make improvements in the unit and its programs, courses, teaching, and field and clinical experiences.
- c) The assessment system shall identify the major assessments that are used by the unit and the programs and at what points during the unit's programs these assessments of candidates' performance occur.
- d) Each unit report submitted pursuant to Section 25.115(i) of this Part shall present the performance data it has collected and analyzed since the submission of its last unit report, including the results of State certification testing, along with evidence that:
  - 1) The unit's assessment system is being implemented, evaluated, and refined;
  - 2) Performance assessments are being tested for accuracy, consistency, and fairness; and

- 3) Data on candidates' performance from internal assessments as well as external measurements have been compiled and are being used to improve the unit and its programs.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.142 Assessment Requirements for Individual Programs**

## a) Teacher Preparation Programs

Subject to the provisions of Section 25.720 of this Part, the applicable Assessment of Professional Teaching and the applicable content-area test are key assessments for candidates in teacher preparation programs. Beyond these assessments, each program shall require all candidates to complete at least the following additional key assessments:

- 1) An additional content assessment focused on program standards;
- 2) An assessment of candidates' ability to plan instruction;
- 3) An assessment of clinical practice;
- 4) An assessment of candidates' impact on students' learning; and
- 5) An assessment of the candidates' dispositions demonstrated, as described in the unit's conceptual framework submitted pursuant to Section 25.145(a) of this Part.

## b) Programs for Administrators and School Service Personnel

Subject to the provisions of Section 25.720 of this Part, the applicable content-area test is a key assessment for candidates in programs that prepare administrators and school service personnel. Beyond this assessment, each program shall require all candidates to complete at least the following additional key assessments:

- 1) An additional content assessment focused on program standards;
- 2) An assessment of candidates' ability to plan an appropriate environment;
- 3) An assessment of clinical practice;
- 4) An assessment of candidates' impact on providing a supportive environment for students' learning; and

- 5) An assessment of the candidates' dispositions demonstrated, as described in the unit's conceptual framework submitted pursuant to Section 25.145(a) of this Part.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.145 Approval of New Programs Within Recognized Institutions**

The procedures set forth in this Section shall apply to the initial approval of additional educator preparation programs established by institutions that are already recognized, including those that have been granted initial recognition.

- a) The institution shall submit to the State Superintendent of Education a program proposal meeting the requirements set forth in this subsection (a), showing how each proposed program meets the applicable professional education and content-area standards established by the State Board of Education.
  - 1) A description of the program's alignment with the unit's conceptual framework.
  - 2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the institution and how the key assessments used in the program are derived from or informed by the unit's assessment system (see Section 25.140 of this Part).
  - 3) A description about how data on the candidates enrolled in the program and candidates completing the program will be used as part of the assessment system required under Section 25.142 of this Part. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, or graduate, or as an alternative program), data shall be considered separately for each of these arrangements.
  - 4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.
  - 5) A description of the course of study, including required courses, State standards addressed, related field experiences or clinical practice as applicable to specified courses, and the proportion of coursework offered by distance learning or video-conferencing technology.
  - 6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program's requirements for faculty supervision of these experiences.

- 7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:
    - A) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1) through (5) or Section 25.142(b)(1) through (5), as applicable;
    - B) a summary of findings based on data from all the assessments described under subsection (a)(7)(A) of this Section, from the applicable content-area test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching, if applicable; and
    - C) a discussion of how the assessment data demonstrate candidates' mastery of the identified standards.
  - 8) A description of information related to two or three additional assessments that address relevant standards, if inclusion of this information is desired by the unit offering the program.
  - 9) A description of the need for individuals holding the type of certification to be awarded upon program completion, including, but not limited to, evidence of a shortage of these types of educators (e.g., special education, math, science), either across the State or in certain geographical areas. If the shortage is specific to a certain area, describe the steps to be taken to recruit candidates from that area of the State or to place candidates in positions in schools located there.
- b) After consideration of the proposal, the State Teacher Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:
- 1) Approve the proposed new educator preparation programs, thereby authorizing the educational unit to conduct the programs and to recommend candidates for certification by entitlement; or
  - 2) Deny approval of the proposed programs, thereby prohibiting the conduct of the affected programs (a program denied by the State Board of Education will be allowed to resubmit its program proposal for reconsideration at a later time or, after notification of a denial recommendation, a program may withdraw its proposal from consideration

within the timelines set forth in Section 25.160(b) of this Part, at which time no denial action will be taken).

- c) Actions following upon the recommendation of the State Teacher Certification Board to the State Superintendent of Education shall be as described in Section 25.160 of this Part.
- d) When a unit submits a proposal for an alternative program under any of Sections 21-5b, 21-5c, and 21-5d of the School Code [105 ILCS 5/21-5b, 21-5c, and 21-5d], that proposal shall not be considered a new program subject to this Section. The review of such a proposal shall be as delineated in Section 25.65, 25.67, or 25.313 of this Part, as applicable.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.147 Approval of Programs for Foreign Language Beginning July 1, 2003**

- a) Beginning July 1, 2003, approval of programs for foreign language shall no longer be specific to individual languages. That is, as of that date, an institution with an approved program in any language shall be considered as having approval for any combination of languages, subject to the provisions of this Section.
  - 1) An institution with an approved foreign language program may add one or more languages to that program at the discretion of the educational unit, provided that the institution shall notify the State Superintendent of Education to this effect in writing no later than three months before instruction in that language is to begin, except when notification is required further in advance under subsection (a)(2) of this Section. The State Superintendent shall provide this information to the State Teacher Certification Board at the next available meeting of the State Teacher Certification Board.
  - 2) An institution that intends to add one or more languages to its approved program for which no examination is listed in Section 25.710 of this Part shall notify the State Superintendent of Education no later than six months before instruction in that language is to begin, in order to allow time for the identification of an appropriate language proficiency examination if needed.
  - 3) An institution that intends to delete one or more languages from its approved foreign language program shall be subject to the requirements of Section 25.165(a) of this Part.
  - 4) An institution without an approved program in foreign language may apply for approval of a new program under Section 25.145 of this Part. Such an application shall indicate which languages the program will initially offer. After initial approval of the program, the institution may add or delete languages as provided in this Section.
- b) Each foreign language program shall, as a requirement for program completion on or after July 1, 2004, require its candidates for certification, other than candidates in Latin and Classical Greek, to complete the Oral Proficiency Interview described in “ACTFL Proficiency Guidelines – Speaking” (1999), published by the American Council on the Teaching of Foreign Languages (ACTFL), 6 Executive Plaza, Yonkers, NY 10701 (no later amendments to or editions of these standards are incorporated by this Section) and to attain a score at the “intermediate high”

level. As an alternative to the ACTFL interview, a program may administer another measure of oral proficiency, provided that approval for that measure is first obtained from the State Board of Education based on evidence that it permits identification of proficiency equivalent to the “intermediate high” level on the ACTFL interview.

- c) Pursuant to the standards set forth in 23 Ill. Adm. Code 27.340 (Foreign Language), beginning July 1, 2003, each approved preparation program in foreign language shall lead to candidates’ eligibility for a special K-12 certificate. Beginning July 1, 2004, each individual completing an Illinois approved program shall be required to take and pass the assessment of professional teaching relevant to the special certificate. However, passage of the APT relevant to the secondary certificate prior to July 1, 2004, will be accepted for issuance of a special K-12 certificate. The provisions of Section 25.720 of this Part shall apply to each individual already certified in Illinois who seeks an additional certificate in order to teach a foreign language.
- d) Beginning October 1, 2003, out-of-state applicants certified at the K-12 level shall be required to take and pass the assessment of professional teaching relevant to the special certificate. Beginning October 1, 2003, out-of-state applicants certified at the secondary level may take and pass either the APT relevant to the secondary certificate or the APT relevant to the special certificate and, if eligible, shall receive the applicable certificate. The validity of secondary certification in the language to be taught may be extended to the elementary level pursuant to Section 25.85(a)(2) of this Part.

(Source: Amended at 30 Ill. Reg. 8494, effective April 21, 2006)

**Section 25.150 The Periodic Review Process (Repealed)**

(Source: Repealed at 23 Ill. Reg. 7231, effective June 14, 1999)

**Section 25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit**

The procedures set forth in this Section shall apply to initial recognition of an institution and the concurrent recognition of the educational unit. The approval of the educator preparation programs within that institution shall follow the procedures set forth in Section 25.145 of this Part.

- a) An institution shall notify the State Board of Education of its desire to initiate the initial recognition process by submitting a letter of intent to the State Superintendent of Education. Within 30 days after receipt of such a notification, the State Superintendent shall respond to the institution, identifying the staff member who will be responsible for assisting the institution and inviting the institution to submit its required materials to that individual.
- b) The State Superintendent shall designate a time for a pre-visit or review visit conducted pursuant to subsection (h) of this Section. The institution shall agree:
  - 1) for visits conducted in Illinois, to provide housing (including a work room) for the team chair and State consultant or designee in the case of a pre-visit or for all of the team members specified in subsection (i) of this Section, including the ex officio member, in the case of a review visit; or
  - 2) for visits conducted out of state, provide housing (including a work room), transportation and meals for the team chair and State consultant or designee in the case of a pre-visit or for all of the team members specified in subsection (i) of this Section, including the ex officio member, in the case of a review visit.
- c) The institution shall submit to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, a report containing:
  - 1) information indicating that the institution meets the conditions described in Section 25.115(b) and (c) of this Part;
  - 2) a written description of the educational unit, including:
    - A) identification of the unit, its mission, purposes, or goals, its authority and responsibilities for professional education, and its coordination of the institution's various educator preparation programs;

- B) identification of the dean, chair, or director who is officially designated to represent the educational unit and is assigned the authority and responsibility for its overall administration and operation;
  - C) a chart of the administrative and organizational structure of the unit;
  - D) an organizational chart of the institution, indicating the position of the unit and its reporting authority;
  - E) the written policies and procedures which guide the operations of the educational unit;
  - F) the unit's policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates; and
  - G) the unit's published criteria for admission to and exit from all initial and advanced preparation programs for professional educators, and provision for summary reports of candidate performance at exit; and
- 3) a complete description of how the unit will develop the unit's conceptual frameworks that shall address each of the "structural elements" of conceptual frameworks found in the standards referred to in Section 25.115(d) of this Part.
- d) Review of conceptual frameworks for institutions seeking initial recognition shall be conducted as needed by a panel convened by the State Superintendent. The State Superintendent or designee will provide notice of the review at least 10 days in advance of the date of the review. The review shall encompass all materials postmarked no later than six months prior to the date of the review, if a review date has been set. No later than 30 days after the panel completes its review, the State Board of Education shall notify the institution either that the description of its conceptual frameworks is adequate or that certain structural elements were not adequately addressed.
  - e) If the description of the conceptual frameworks is not found to be adequate, no further review of the institution shall occur unless the institution submits a revised

conceptual framework. If the description of the conceptual frameworks is found to be adequate, a review visit pursuant to subsection (h) of this Section shall be scheduled at a time that is mutually agreed upon by the institution and State Superintendent or designee.

- f) The State Teacher Certification Board shall consider the program proposal as required under Section 25.145 of this Part at the next meeting in which it considers recognition requests following the review visit pursuant to subsection (h) of this Section.
- g) The institution shall submit to the State Superintendent an institutional report incorporating an overview of the institution, an overview of the unit's conceptual frameworks, an overview of the information required under subsection (c) of this Section and evidence that it will meet each of the standards referred to in Section 25.115(d) of this Part. This report shall be submitted in a format and quantity prescribed by the State Superintendent of Education.
- h) The State Superintendent of Education shall authorize the scheduling of an on-site review visit to the institution at the mutual convenience of the affected institution and the review panel when:
  - 1) its conceptual framework is found to be adequate;
  - 2) the institution has submitted the narrative required under subsection (g) of this Section; and
  - 3) the program proposal required under Section 25.145 of this Part has been submitted.
- i) From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the review visit to verify the information provided by the institution as required by subsection (g) of this Section. A staff member of the State Board of Education or designee shall accompany the team, serving as a consulting, ex officio member to ensure that applicable standards, procedures, rules, and statutes are addressed.
- j) The review team shall prepare a draft report during the review visit, incorporating an overview of the unit and its conceptual frameworks and summarizing information provided by the institution as required by subsection (g) of this Section. The draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30

days to correct any factual errors. The team chair shall review the institution's suggested revisions and make appropriate corrections in consultation with the ex officio consultant who is serving pursuant to subsection (i) of this Section. The final report shall be submitted to the State Superintendent of Education by the team's chair within 30 days after the chair's receipt of the institution's suggested corrections. The State Superintendent shall provide the final report to the institution within ten business days after receiving it.

- k) Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report's findings or a rejoinder to those findings.
  - 1) The rejoinder must indicate the grounds for disagreement with one or more of the team's findings and include documentation to support the institution's position.
  - 2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the unit after the visit will not be considered.)
  - 3) All documentation must relate directly to the standards and procedures that applied at the time of the review visit.
- l) Staff of the State Board of Education shall convey to the State Teacher Certification Board the review team's report, the institution's letter of agreement or rejoinder, a response to that rejoinder provided by the team's chair, and any other relevant documentation that was available to the review team.
- m) The State Teacher Certification Board, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Board of Education:
  - 1) Recognize the institution, recognize the educational unit, and approve one or more proposed educator preparation programs, thereby authorizing the educational unit to conduct the approved programs and to recommend candidates for certification by entitlement; or
  - 2) Recognize the institution, recognize the educational unit, and deny approval of one or more proposed educator preparation programs, thereby authorizing the educational unit to conduct the approved programs and to recommend candidates for certification by entitlement for the approved

programs and prohibit the conduct of the proposed programs denied approval. Programs denied approval may resubmit a request for program approval at a later date; or

- 3) Deny recognition of the institution or recognition of the affected educational unit, and approval of one or more educator preparation programs, thereby prohibiting the conduct of the proposed programs.
- n) Actions following upon the recommendation of the State Teacher Certification Board to the State Superintendent of Education shall be as described in Section 25.160 of this Part.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.160 Notification of Recommendations; Decisions by State Board of Education**

- a) The secretary of the State Teacher Certification Board shall notify an affected institution in writing not later than 10 days after action has been taken of the recommendation from the State Teacher Certification Board pursuant to the provisions of this Subpart C and, except as provided in this subsection (a), shall await the institution's response (see subsection (b) of this Section) prior to forwarding that recommendation to the State Board of Education. The secretary of the State Teacher Certification Board shall not await a response from an institution if, as applicable to the nature of the review:
- 1) the State Teacher Certification Board has recommended the initial recognition of the institution, the initial recognition of its educational unit, and the approval of all of its proposed programs under Section 25.155(m)(1) of this Part;
  - 2) the State Teacher Certification Board has recommended continuing the recognition of the educational unit and the approval of all the unit's existing preparation programs under Section 25.130(b) or (c)(2)(A) of this Part;
  - 3) the State Teacher Certification Board has recommended approval of each proposed new preparation program under Section 25.145(b)(1) of this Part;  
or
  - 4) the State Teacher Certification Board has recommended continuing approval of a preparation program under Section 25.130(b) or (c)(2)(A) of this Part.
- b) Within 10 days after receipt of written notification from the secretary of the State Teacher Certification Board, an affected institution may either submit a notice of objection to the State Teacher Certification Board's recommendation or withdraw its application for approval. The institution's narrative explanation of its objections shall conform to the requirements for rejoinders stated in Section 25.155(k) of this Part but may also be based upon an objection to the State Teacher Certification Board's review; this narrative and any supporting documentation shall be submitted to the State Superintendent not later than 30 days after the institution submits its notice of objection.
- c) The State Superintendent shall forward to the State Board of Education for consideration at its next available meeting the recommendation made by the State

Teacher Certification Board and the institution's narrative explanation of its objections and shall inform the State Teacher Certification Board that these materials have been submitted for the State Board's consideration. The State Board of Education may accept, modify or reverse a recommendation of the State Teacher Certification Board.

- d) No more than 30 days after the State Board of Education makes its decision, the State Superintendent shall notify the institution in writing of the State Board's action.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.165 Discontinuation of Programs**

- a) An institution that intends to discontinue an approved program or cease offering preparation programs altogether shall so notify the State Superintendent of Education no later than 30 days prior to taking that action, except that voluntary discontinuation of a program shall also be subject to the following additional requirements:
  - 1) The institution shall assure the State Superintendent that all candidates currently enrolled in any program scheduled for discontinuation will have an opportunity to complete the program.
  - 2) The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program scheduled for discontinuation.
- b) When approval of a program or recognition of an educational unit is revoked, the State Board of Education may require the continued operation of the affected programs for three additional academic years to permit currently enrolled candidates either to complete the program or to seek enrollment in another institution for that purpose. However, if the State Board determines in consultation with the State Teacher Certification Board that the program is unable to offer candidates learning opportunities that contribute to their competence as professional educators, the Board shall require that the program cease operating at the end of the then-current semester. The institution shall supply to the State Superintendent the names, anticipated dates of completion, and Social Security numbers of all candidates currently enrolled in any program whose approval, or the recognition of its educational unit, is revoked.
  - 1) An educational unit that has had its recognition revoked may seek re-approval by completing the processes outlined in Section 25.155 for recognition and in Section 25.145 of this Part for each program for which it seeks approval.
  - 2) A recognized educational unit that has had the approval of one or more of its programs revoked may seek re-approval of the programs by completing the process outlined in Section 25.145 of this Part.
- c) A program in which no candidates have been enrolled for a consecutive three-year period shall be considered to have been discontinued. An institution desiring to

resume offering such a program shall be required to comply with the requirements for initial approval stated in Section 25.145 of this Part.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

## SUBPART D: SCHOOL SERVICE PERSONNEL

**Section 25.200 Relationship Among Credentials in Subpart D**

Each school service personnel certificate held by an individual shall bear only one of the endorsements discussed in this Subpart D. Each of these endorsements requires separate certification.

(Source: Added at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.210 Requirements for the Certification of School Social Workers (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.215 Certification of School Social Workers (2004)**

- a) Each candidate for the school service personnel certificate endorsed for school social work shall hold a master's or higher degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social Work Education.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school social workers pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work, and a school social work internship of at least 600 contact hours in a school setting or have one year's professional experience as a school social worker on a valid out-of-state school social work certificate or an Illinois provisional school service personnel certificate endorsed for school social work.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part. (See also 23 Ill. Adm. Code 23.140.)
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.220 Requirements for the Certification of Guidance Personnel (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.225 Certification of School Counselors (2004)**

An individual who qualifies for an Illinois master school service personnel certificate in school counseling under Section 21-25(d) of the School Code shall not be subject to the requirements of this Section.

- a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master's or higher degree awarded by a regionally accredited institution of higher education in school counseling, another counseling or related field (e.g., social work or psychology), or an educational field.
- b) Each applicant shall have completed an Illinois program approved for the preparation of school counselors pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have completed a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Except as provided in subsection (e) of this Section, each applicant shall have completed a structured and supervised internship that is part of an approved program.
  - 1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.
  - 2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.

- 3) An institution may recommend certification of a candidate who was enrolled in an approved program prior to July 1, 2004, and has completed an internship meeting the requirements applicable at the time of his or her enrollment.
- d) Except as provided in subsections (e) and (f) of this Section, each applicant shall either:
  - 1) hold or be qualified to hold a teaching certificate; or
  - 2) have completed, as part of an approved program, coursework addressing:
    - A) the structure, organization and operation of the educational system, with emphasis on P-12 schools;
    - B) the growth and development of children and youth, and their implications for counseling in schools;
    - C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
    - D) effective management of the classroom and the learning process.
- e) An applicant who holds another state's certification in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) of this Section if he or she presents evidence of at least one year's full-time experience as a school counselor on a valid out-of-state school counseling certificate or an Illinois provisional school service personnel certificate endorsed for school counseling.
- f) An applicant who has completed an approved school counseling program in another state that includes an internship meeting the requirements of subsection (c) of this Section shall not be subject to the requirements of subsection (d) of this Section.
- g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part. (See also 23 Ill. Adm. Code 23.110.)
- h) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.227 Interim Certification of School Counselor Interns (2004)**

- a) An individual who wishes to participate in an internship enabling him or her to meet the requirements described in Section 25.225 of this Part may obtain interim certification as a school counselor intern. Each applicant for this certification shall either:
  - 1) have completed, as part of an approved program, all the coursework described in Section 25.225(d)(2) of this Part; or
  - 2) hold a master's or higher degree in the field of community counseling and be working toward completion of all requirements necessary for certification as a school counselor as described in Section 25.225 of this Part.
- b) Each applicant shall be in good health and of sound moral character and shall be a citizen of the United States or be legally present in the United States and possess legal authorization for employment.
- c) Each applicant shall submit the required fee along with an application to the State Board of Education and a transcript indicating compliance with subsection (a) of this Section.
- d) Interim certification as a school counselor intern shall be valid for three years, subject to Section 21-22 of the School Code, and shall not be renewable.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.230 Requirements for the Certification of School Psychologists (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.235 Certification of School Psychologists (2004)**

- a) Each candidate for the school service personnel certificate endorsed for school psychology shall hold a master's or higher degree in psychology or educational psychology with a specialization in school psychology.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school psychologists pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have completed both a supervised field experience of at least 250 hours in a school setting and/or child study center and either a one-year, full-time internship under the direction of an intern supervisor or one year's full-time work experience as a school psychologist on a valid out-of-state school psychology certificate or an Illinois provisional school service personnel certificate endorsed for school psychology.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part. (See also 23 Ill. Adm. Code 23.130.)
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.240 Standard for School Nurse Endorsement (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.245 Certification of School Nurses (2004)**

- a) Each candidate for the school service personnel certificate endorsed for school nursing shall hold a bachelor's degree.
- b) Each candidate shall be licensed as a registered professional nurse in Illinois pursuant to the Nursing and Advanced Practice Nursing Act [225 ILCS 65].
- c) Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country.
- d) Each candidate shall have met the requirements of either subsection (d)(1) or subsection (d)(2) of this Section.
  - 1) Completion of an internship that:
    - A) was determined by the approved program to be sufficient in length for the candidate to meet the standards set forth at 23 Ill. Adm. Code 23.120, but in no case consisted of fewer than 300 hours of experiences; and
    - B) was supervised by a certified school nurse with at least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.
  - 2) Completion of two years of experience as a school nurse prior to July 1, 1972.
- e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part. (See also 23 Ill. Adm. Code 23.120.)
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 29 Ill. Reg. 12374, effective July 28, 2005)

**Section 25.250 Standards for Non-Teaching Speech-Language Pathologists**

Beginning July 1, 2001, endorsement as a Non-Teaching Speech-Language Pathologist shall be available to holders of the school service personnel certificate who demonstrate that they meet the standards set forth at 23 Ill. Adm. Code 28.230 by completing an approved program and passing the relevant examination. These individuals shall not be required to meet the Illinois Professional Teaching Standards set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24) or the Common Core of Standards for All Special Educators (23 Ill. Adm. Code 28.100).

- a) An individual who holds a non-teaching speech-language pathologist's credential may serve as part of a team that includes a certified teacher and may provide instructional support to that teacher or to students in regard to academic subjects. However, he or she shall not be the educator responsible for the academic instruction of students in a class or the sole teacher in a classroom.
- b) An individual who holds a non-teaching speech-language pathologist's credential may provide any service that constitutes speech-language therapy, regardless of the setting in which the service is delivered. That is, the non-teaching speech-language pathologist may provide therapeutic services as the sole professional in an individual or group setting.

(Source: Added by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.252 Certification of Non-Teaching Speech-Language Pathologists**

Certain individuals may qualify for a school service personnel certificate with a non-teaching speech-language pathologist's endorsement, as provided in Section 14-1.09b of the School Code [105 ILCS 5/14-1.09b].

- a) Each applicant shall hold one of the licenses identified in Section 14-1.09b(b)(1) of the School Code [105 ILCS 5/14-1.09b(b)(1)].
- b) Each applicant shall hold a master's or doctoral degree earned through completion of a program that meets the requirements of Section 14-1.09b(b)(2) of the School Code [105 ILCS 5/14-1.09b(b)(2)]. For the purposes of this subsection (b), *a course of study or program approved or accredited* (Section 14-1.09b(b)(2) of the School Code) includes those courses of study or programs that hold either accreditation or the status of "accreditation candidate" issued by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association at the time that the applicant completed the program.
- c) Each applicant shall have met the requirements of Section 14-1.09b(b)(3) of the School Code [105 ILCS 5/14-1.09b(b)(3)].
  - 1) *A program of study that meets the content-area standards for speech-language pathologists approved by the State Board of Education in consultation with the State Teacher Certification Board* is a relevant preparation program that has been approved pursuant to Subpart C of this Part.
  - 2) A comparable out-of-state program is one that leads to qualification as either a teaching or a non-teaching speech-language pathologist.
  - 3) A comparable out-of-state certificate is one authorizing employment in the public schools in either capacity.
  - 4) The required 150 clock hours of supervised, school-based professional experience shall consist of activities related to the aspects of practice that are addressed in the content-area standards for speech-language pathologists (see Section 25.250 of this Part and 23 Ill. Adm. Code 28 (Standards for Certification in Special Education)) with respect to:
    - A) planning and intervention;

- B) the learning environment;
  - C) service delivery;
  - D) professional conduct and ethics; and
  - E) facilitation and advocacy.
- 5) The required evidence of completion for the 150 clock hours of supervised, school-based professional experience shall be a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the individual's experience with students with disabilities in a school setting. This letter shall indicate how the experience related to the knowledge and/or performance aspects of each of the standards identified in subsection (c)(4) of this Section.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part.
  - e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 36 Ill. Reg. 2191, effective January 24, 2012)

**Section 25.255 Interim Certification of Speech-Language Pathologist Interns**

An individual who has met the requirements of Section 14-1.09b(b)(1) and (b)(2) of the School Code and who wishes to participate in an internship enabling him or her to complete the supervised, school-based professional experience described in Section 14-1.09b(b)(3) of the School Code may obtain interim certification as a speech-language pathologist intern.

- a) Each applicant for this certification shall be in good health and of sound moral character and shall be a citizen of the United States or be legally present in the United States and possess legal authorization for employment.
- b) Each applicant shall submit an application to the State Board of Education along with:
  - 1) the application fee required by Section 21-12 of the School Code;
  - 2) evidence that he or she meets the licensing requirements of Section 14-1.09b(b)(1) of the School Code; and
  - 3) evidence that he or she holds an advanced degree in conformance with Section 14-1.09b(b)(2) of the School Code.
- c) Interim certification as a speech-language pathologist intern shall be valid for three years, subject to Section 21-22 of the School Code, and shall not be renewable.

(Source: Added at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.275 Renewal of the School Service Personnel Certificate**

The requirements set forth in this Section apply to renewal of school service personnel (SSP) certificates in accordance with Section 21-25 of the School Code [105 ILCS 5/21-25].

- a) Pursuant to Section 21-25 of the School Code, the renewal of school service personnel certificates held by individuals employed and performing services in certain types of public schools is contingent upon certificate-holders' presentation of evidence of continuing professional development. Renewal of any affected SSP certificate whose period of validity begins on or after July 1, 2008 shall require the certificate-holder's:
  - 1) possession of one of the State licenses identified in Section 21-25(e) of the School Code, that is:
    - A) current licensure as either a clinical professional counselor or a professional counselor under the Professional Counselor and Clinical Professional Counselor Licensing Act [225 ILCS 107];
    - B) current licensure as either a clinical social worker or a social worker under the Clinical Social Work and Social Work Practice Act [225 ILCS 20]; or
    - C) current licensure as a speech-language pathologist under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110]; or
  - 2) possession of one of the national certifications identified in Section 21-25(e) of the School Code; or
  - 3) completion of sufficient professional development activities to satisfy the requirements of Section 21-25 of the School Code.
- b) An individual who wishes to qualify for certificate renewal based on licensure or national certification as permitted by Section 21-25 of the School Code shall maintain documentation related to the relevant license or certificate, including its date of issue, period of validity, and issuing body. This information shall be included in the individual's application for certificate renewal in place of the statement of assurance called for in subsection (k) of this Section.

- c) Completion of the certification process conducted by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill the entire requirement for professional development under subsection (a)(2) of this Section for the renewal cycle during which completion occurs. Evidence of completion of this process shall be the inclusion of the certificate-holder's name on NBPTS' composite list of those who have completed the certification process (as distinct from having received certification).
- d) Except as provided in subsections (b) and (c) of this Section, *each professional development activity used to fulfill the requirements of this Section shall be required to address one or more of the purposes set forth in Section 21-25(e) of the School Code, and four of the five purposes must be addressed.* No later than 60 days after the State Board of Education votes to establish or change the list of *areas determined by the Board to be critical for all school service personnel* (Section 21-25 of the School Code), the State Superintendent of Education shall notify each school district superintendent, each regional superintendent of schools, and any organization that requests this notification. The notice shall include a list of the areas and state the date upon which the list takes effect.
- e) CPDUs shall be generated for completion of activities in accordance with the provisions of Section 25.875 of this Part, provided that, as necessary to the context:
- 1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;
  - 2) references to teachers, teaching, and instruction shall be understood to mean holders of the school service personnel certificate and their performance of services;
  - 3) references to the classroom shall be understood to mean the setting where services are provided;
  - 4) references to classes directly taught by the certificate-holder (Section 25.875(e) and (n) of this Part) shall be understood to mean students directly served by the certificate-holder;
  - 5) references specific to the supervision or preparation of candidates for teaching certificates (Section 25.875(h) and (m) of this Part) shall be understood to mean the supervision or preparation of candidates for the school service personnel certificate;

- 6) references to content-area standards (Section 25.875(i) of this Part) shall be understood to mean the relevant standards set forth at 23 Ill. Adm. Code 23 (Standards for the School Service Personnel Certificate); and
  - 7) the reference to State priorities (Section 25.875(k) of this Part) shall be understood to mean the critical areas identified by the State Board of Education pursuant to Section 21-25(e)(2) of the School Code.
- f) The provisions of Sections 25.855, 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of CPDUs for activities offered by providers, provided that, as necessary to the context:
- 1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;
  - 2) references to Subpart J of this Part shall be understood as referring to this Section; and
  - 3) references to teachers shall be understood to include holders of the school service personnel certificate.
- g) Each school service personnel certificate shall be maintained as “valid and active” or “valid and exempt” for each semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.880(a) of this Part. In addition:
- 1) *the number of continuing professional development units needed to renew the certificate shall be reduced by 50 percent for any amount of time during which the certificate-holder has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term; and*
  - 2) *a certificate-holder who is employed as a substitute on a part-time basis or a day-to-day basis shall only be required to pay the registration fee in order to renew his or her certificate (Section 21-25(e) of the School Code).*
- h) Credit earned for any activity that is completed (or for which the certificate-holder receives evidence of completion) on or after April 1 of the final year of a

certificate's validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

- i) Each certificate-holder shall:
  - 1) maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the certificate based on completion of the activities documented; and
  - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section.
- j) An Illinois master SSP certificate shall have a ten-year period of validity. When an individual receives an Illinois master SSP certificate, any other SSP certificate held by the same individual shall be renewed as of the date of issuance of the master certificate. Any other SSP certificate shall automatically qualify for renewal at the end of its five-year period of validity, as long as the individual continues to hold the master certificate.
  - 1) When an Illinois certificate-holder successfully renews his or her National Board certification, he or she shall be entitled to renew the Illinois master SSP certificate and any other SSP certificate held if the applicable requirements of this Section have also been met.
  - 2) The holder of an Illinois master certificate whose certification through the NBPTS is not renewed shall nevertheless be entitled to renew the master certificate when it expires, provided that the applicable requirements of this Section have been met during the master certificate's period of validity.
- k) Each holder of an SSP certificate shall apply for renewal of that certificate as set forth with respect to teaching certificates in Section 25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that:
  - 1) each application for certificate renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district; and

- 2) references to “standard” certificates in that Section shall be understood to apply to SSP certificates.
- l) Within 14 days after receiving an application for the renewal of a school service personnel certificate, the regional superintendent shall forward to the State Teacher Certification Board a recommendation for renewal or nonrenewal on a form prescribed by the State Superintendent of Education.
    - 1) The regional superintendent shall transmit a list identifying all the certificate-holders with respect to whom the regional superintendent is recommending renewal of SSP certificates, along with verification that:
      - A) each certificate-holder has completed professional development or otherwise qualifies for certificate renewal in accordance with the requirements of Section 21-25 of the School Code and this Section; and
      - B) each certificate-holder has submitted the statement of assurance required in accordance with subsection (k) of this Section.
    - 2) If the recommendation is not to renew the certificates held, or if information provided on the application makes the individual subject to the requirements of any of Sections 25.485 through 25.490 of this Part, the certificate-holder’s copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent’s rationale.
  - m) A certificate-holder with respect to whom a regional superintendent has recommended nonrenewal of the SSP certificate may appeal to the State Teacher Certification Board in accordance with the provisions of Section 25.835(h) of this Part, except that the requirements of Section 21-25 of the School Code shall be understood to apply rather than those established by Section 21-14 of the School Code.
  - n) The State Teacher Certification Board shall review regional superintendents’ recommendations regarding the renewal of SSP certificates and notify the affected certificate-holders in writing as to whether their certificates have been renewed or not renewed. This notification shall take place within 90 days after the State Teacher Certification Board receives regional superintendents’ recommendations, subject to the right of appeal set forth in this subsection (n).

- 1) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent's recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.
  - 2) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
  - 3) The State Teacher Certification Board may request that the certificate-holder appear before it. The certificate-holder shall be given at least ten days' notice of the date, time, and place of the hearing.
  - 4) In verifying whether the certificate-holder has met the renewal criteria set forth in Section 21-25 of the School Code, the State Teacher Certification Board shall review the recommendation of the regional superintendent of schools and all relevant documentation.
- o) The State Teacher Certification Board shall notify the certificate-holder in writing, within seven days after completing its review, as to whether the SSP certificate has been renewed. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the certificate, the notice to the certificate-holder shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of the State Teacher Certification Board is final and subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].
- p) An individual whose certificate is not renewed because of his or her failure to meet the requirements of Section 21-25 of the School Code and this Section may apply for a reinstated certificate valid for one year. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable SSP certificate only if he or she presents evidence of having:
- 1) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and
  - 2) earned five additional semester hours of credit from a regionally accredited institution of higher learning relevant to the field of certification.

- q) The provisions of Section 25.840(d) of this Part shall apply to the renewal of the school service personnel certificate.
- r) If fewer than five years remain in the period of a certificate's validity as of July 1, 2008, the number of CPDUs required in order to renew the certificate at the conclusion of that period shall be proportionately reduced.
- s) An individual who performs services both on an SSP certificate and concurrently also on some other type of certificate to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

(Source: Amended at 36 Ill. Reg. 2191, effective January 24, 2012)

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

**Section 25.300 Relationship Among Credentials in Subpart E**

Except as provided in Section 25.365 of this Part, each of the credentials discussed in this Subpart requires separate certification.

(Source: Amended at 30 Ill. Reg. 1835, effective January 26, 2006)

**Section 25.310 Definitions (Repealed)**

(Source: Repealed at 9 Ill. Reg. 1046, effective January 16, 1985)

**Section 25.311 Administrative Certificate (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.313 Alternative Route to Administrative Certification**

The purpose of the administrative route established under Section 21-5d of the School Code [105 ILCS 5/21-5d] is to provide an expedited means by which experienced administrators may acquire the knowledge and skill that will enable them to serve as public school administrators in positions other than principal and assistant principal. For purposes of this Section, and beginning with candidates who begin the course of study on or after January 1, 2010, the one year's full-time administrative assignment that makes up the second phase of this program shall not consist of work performed as a principal or assistant principal and must include a range of tasks that are inherent to the roles covered by the endorsement sought.

- a) Section 21-5d of the School Code provides for the issuance of provisional alternative administrative certificates to eligible candidates, as defined in that Section, who successfully complete a course of study approved by the State Board of Education in consultation with the State Teacher Certification Board.
- b) Section 21-5d of the School Code further provides for the issuance of standard administrative certificates to candidates who, after completing the course of study referred to in subsection (a) of this Section, complete an alternative program that also includes:
  - 1) one year's full-time administrative work in a school district's central office;
  - 2) a comprehensive assessment of the candidate's performance; and
  - 3) a favorable recommendation by the institution of higher education responsible for the course of study.
- c) Proposals for the establishment of programs meeting the specifications of subsections (a) and (b) of this Section shall be approved if they comply with Section 21-5d of the School Code and this Section. In making this determination, the State Board of Education shall consult with the State Teacher Certification Board and the advisory panel established pursuant to Section 21-5d of the School Code. Proposals shall be addressed as follows:

State Board of Education  
Alternative Certification Program  
100 North First Street  
Springfield, Illinois 62777-0001

- d) Proposal Requirements
- 1) Each proposal shall describe the roles and responsibilities of the participating university and the school districts in which candidates will be assigned for the year of practice as full-time administrators.
  - 2) Each proposal shall indicate how candidates who do not possess master's degrees in management shall be determined eligible for the program based on life experience equivalent to a master's degree. In making this determination, institutions shall take into consideration candidates' length and breadth of experience in such areas as:
    - A) personnel management, supervision, and evaluation;
    - B) long-range planning and evaluation of program effectiveness;
    - C) community and public relations;
    - D) organizational development and improvement;
    - E) finance and budgeting; and
    - F) work involving public schools and other educational units.
  - 3) Each proposal shall describe the proposed course of study.
    - A) Each proposal shall describe how individual candidates' education and experience will be used in determining the portions of the course of study he or she will be required to complete.
    - B) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in the participating institution's program approved pursuant to Subpart C of this Part with regard to:
      - i) educational management;
      - ii) governance and organization; and
      - iii) planning.

- C) Each program shall include a preservice assessment of each candidate's performance to be conducted by the institution of higher education at the conclusion of the course of study in order to determine the candidate's readiness for the year-long administrative assignment. Each proposal shall state the criteria for the institution's determination of candidates' readiness.
- 4) Each proposal shall describe the proposed arrangements for candidates' assignment to administrative positions under this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school districts where candidates will practice. Each such agreement shall address the nature and intensity of the support to be provided to candidates by experienced district-level administrators, university staff, and/or other professionals with relevant experience, including at least:
    - A) the qualifications and experience of such individuals;
    - B) the estimated amount of time these individuals will devote to advising and assisting candidates; and
    - C) the specific roles of the assisting individuals.
- 5) Each proposal shall describe the proposed method of assessing candidates' performance for the year referred to in this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school districts where candidates will practice. Each such agreement shall include:
    - A) the roles of all parties who will participate in the evaluation of candidates; and
    - B) assessment methods capable of demonstrating whether a candidate has acquired knowledge and skills equivalent to those required of candidates pursuing the respective institution's program approved pursuant to Subpart C of this Part.
- 6) Each proposal shall delineate the criteria by which candidates will be recommended for certification by the participating institution of higher education.

- e) Each alternative program established pursuant to this Section shall be subject to the Accreditation Review described in Subpart C of this Part.
- f) The sponsoring institutions of programs established pursuant to this Section shall provide annual reports to the State Teacher Certification Board that describe the programs offered, the number and categories of the candidates who apply to each program, the completion rate for each program, and data regarding placement of individuals who complete each program.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.314 Alternative Route to Administrative Certification for Teacher Leaders**

- a) Section 21-5e of the School Code [105 ILCS 5/21-5e] provides for the issuance of administrative certificates to “teacher leaders”, i.e., teachers who:
  - 1) hold certification from the National Board for Professional Teaching Standards (NBPTS); and
  - 2) hold endorsements as teacher leaders under Section 25.30 of this Part; and
  - 3) hold master’s degrees in teacher leadership.
- b) Section 21-5e provides that a candidate for administrative certification who is eligible under subsection (a) of this Section shall complete a 15-semester-hour approved course of study leading to *competencies for organizational management and development, finance, supervision and evaluation, policy and legal issues, and leadership*. Proposals for the establishment of courses of study for this purpose shall be approved if they meet the requirements of subsection (c) of this Section. In making this determination, the State Board of Education shall consult with the State Teacher Certification Board. Proposals shall be addressed as required under Section 25.313(c) of this Part.
- c) Each proposal shall describe the proposed course of study and demonstrate how candidates will acquire knowledge and skills equivalent to those addressed in a preparation program approved pursuant to Subpart C of this Part with respect to the standards described at:
  - 1) 23 Ill. Adm. Code 29.100(c); and
  - 2) 23 Ill. Adm. Code 29.120(a), (c), (d), and (f).
- d) Section 21-5e also provides that an eligible candidate shall pass the “Illinois Administrator Assessment”. For purposes of this Section, the test identified as “General Administrative” in Section 25.710 of this Part is the “Illinois Administrator Assessment”, and the general administrative endorsement shall be affixed to the certificate earned pursuant to this Section.
- e) Each alternative program established pursuant to this Section shall be subject to the Accreditation Review described in Subpart C of this Part.

- f) Institutions of higher education conducting programs approved pursuant to this Section shall provide annual reports to the State Teacher Certification Board that describe the programs offered, the number of candidates who apply to each program, the completion rate for each program, and data regarding placement of individuals who complete each program.

(Source: Added at 31 Ill. Reg. 10645, effective July 16, 2007)

**Section 25.315 Renewal of Administrative Certificate**

The requirements set forth in this Section apply to renewal of administrative certificates in accordance with Section 21-7.1 of the School Code [105 ILCS 5/21-7.1].

a) Professional Development Required

Pursuant to Section 21-7.1 of the School Code, renewal of administrative certificates held by public school administrators who are serving in positions requiring administrative certification is contingent upon certificate-holders' presentation of evidence of continuing professional education. For the purposes of this Section, the terms "continuing professional education" and "continuing professional development" shall be considered synonymous. Renewal of any affected administrative certificate whose period of validity begins on or after July 1, 2003, shall require the certificate-holder's completion of professional development activities sufficient to satisfy the requirements of Section 21-7.1 of the School Code and presentation, upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section, of evidence of completion of the activities.

b) Each activity shall be required to address one or more of the following purposes:

- 1) *improving the administrator's knowledge of instructional practices and administrative procedures;*
- 2) *maintaining the basic level of competence required for initial certification; and*
- 3) *improving skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of levels of student performance. (Section 21-7.1 of the School Code)*

c) Activities selected to fulfill the requirement for 100 hours of professional development (see Section 21-7.1(c-10) of the School Code) shall be subject to the provisions of this subsection (c).

- 1) Activities chosen for this purpose may include but need not be limited to:
  - A) Completion of college/university courses;

- B) Participation in state and national conferences of professional organizations or in workshops, seminars, symposia, or other, similar training events;
  - C) Teaching college/university courses or making presentations at conferences, workshops, seminars, symposia, or other, similar training events;
  - D) Providing formal mentoring to one or more other administrators;
  - E) Independent study; and
  - F) Other activities related to the Illinois School Leader Standards and other applicable standards (see 23 Ill. Adm. Code 29) such as developing or revising school programs, participating in Administrators' Academy courses, research, and other, similar projects.
- 2) Continuing professional development hours for the activities chosen pursuant to this subsection (c) shall be credited as follows.
- A) Fifteen hours shall be credited for each semester hour of college credit earned.
  - B) One hour shall be credited for each hour of the administrator's direct participation in a relevant activity other than college coursework, as verified by a log the administrator shall maintain and present upon request by the regional superintendent or a representative of the State Board of Education, or if required as part of an appeal under this Section, describing what was done with respect to each activity, with dates and amounts of time spent in each case.
- d) Required Administrators' Academy Courses
- 1) An individual who fails to complete an Administrators' Academy course in a given year as required by Section 21-7.1(c-10)(B) of the School Code shall be required to complete two courses for each one missed. He or she may make these up at any time during the remainder of the certificate's validity or while holding a reinstated certificate pursuant to subsection (e)(5) of this Section.

- 2) Each administrator who completes an Administrators' Academy course shall receive written, dated verification that indicates the title of the course and the number of hours to be credited toward the applicable requirement.
- e) Application for Renewal of Certificate
- 1) Each application for renewal of an administrative certificate, other than an application of a regional superintendent of schools, shall be submitted to the regional superintendent and shall be accompanied by *a verification format developed by the State Board of Education certifying that the required number of hours of professional development activities and the required number of Administrators' Academy courses have been completed.* (Section 21-7.1(c-10) of the School Code) A certificate-holder who fails to submit this material so as to ensure its receipt by the regional superintendent no later than April 30 may not be able to preserve his or her right of appeal under subsection (f) of this Section.
  - 2) Based on the available information regarding the individual's compliance with the requirements for certificate renewal set forth in this Section, the regional superintendent shall, within 30 days after receipt of an individual's application, forward a recommendation for renewal or non-renewal of the administrative certificate to the State Superintendent of Education and notify the certificate-holder in writing of that recommendation.
  - 3) A certificate-holder who is a regional superintendent of schools shall submit the verification format referred to in subsection (e)(1) of this Section to the State Superintendent of Education along with his or her application for certificate renewal.
  - 4) Within 30 days after receiving an application, the State Superintendent of Education shall notify the affected certificate-holder as to whether the administrative certificate has been renewed or not renewed, including the rationale for nonrenewal. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region's institute fund.
  - 5) An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Section may

apply for a reinstated certificate, as defined in Section 25.450(c) of this Part, valid for one year. The reinstatement period shall begin July 1 of the year in which the certificate expires. With respect to the year of reinstatement, completion of one Administrators' Academy course and one or more additional professional development activities meeting the requirements of subsections (b) and (c) of this Section and totaling no fewer than 20 hours shall be required. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable administrative certificate only if he or she also presents evidence of having made up activities missed during the preceding renewal cycle by completing the requirements of subsection (e)(5)(A) of this Section, subsection (e)(5)(B) of this Section, or both, as applicable.

- A) The certificate-holder shall complete two Administrators' Academy courses for each year during which he or she failed to complete one, if not already made up as discussed in subsection (d)(1) of this Section.
- B) If the certificate-holder failed to complete the applicable number of professional development activities or hours, he or she shall complete the balance of that requirement and ten additional hours of professional development meeting the requirements of subsections (b) and (c) of this Section.
- 6) The period of validity of an administrative certificate issued after a year of reinstatement or held after the reinstatement of a teaching certificate shall be adjusted to coincide with the validity of the holder's teaching certificate.
- f) Appeal to State Teacher Certification Board

Within 14 days after receipt of notice from the State Superintendent that his or her administrative certificate will not be renewed based upon failure to complete the requirements of this Section, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.

- 1) Each appeal shall state the reasons why the State Superintendent's decision should be reversed and shall be sent by certified mail, return receipt requested.

- A) Appeals shall be addressed to:
- State Teacher Certification Board  
Secretary  
100 North First Street  
Springfield, Illinois 62777
- B) No electronic or facsimile transmissions will be accepted.
- C) Appeals postmarked later than 14 calendar days after receipt of the non-renewal notice will not be processed.
- 2) In addition to the appeal letter, the certificate-holder shall submit the following material when the appeal is filed:
- A) evidence that he or she has satisfactorily completed the required types and quantity of activities; and
- B) any other relevant documents.
- 3) The State Teacher Certification Board shall review each appeal regarding renewal of an administrative certificate in order to determine whether the certificate-holder has met the requirements of this Section. The Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:
- A) the regional superintendent's rationale for recommending nonrenewal of the certificate, if applicable;
- B) any evidence submitted to the State Superintendent along with the individual's application for renewal; and
- C) the State Superintendent's rationale for non-renewal of the certificate.
- 4) If the Certification Board holds an appeal hearing, it may request the certificate-holder to appear before it, in which case no less than ten days' notice of the date, time, and place of the hearing shall be given to the affected individual.

- 5) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
  - 6) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal by certified mail, return receipt requested, no later than 30 days after reaching a decision. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region's institute fund.
  - 7) The State Teacher Certification Board shall not renew any certificate if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through 25.490 of this Part. The decision of the State Teacher Certification Board is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].
- g) Proportionate Reduction; Part-Time Service

The requirements of this Section regarding continuing professional development are subject to reduction in accordance with Section 21-7.1(c-15) of the School Code.

- 1) The requirements of this Section shall be subject to reduction on the same annual basis as provided in Section 21-7.1(c-15) of the School Code in relation to years when a certificate-holder is not employed in a position requiring administrative certification.
- 2) The number of hours required under subsection (c) of this Section shall also be reduced by 50 percent with respect to periods of time when a certificate-holder is serving on an administrative certificate only and performing services for less than 50 percent of the school day or school term, unless the individual is one whose continued retirement status is subject to the limitations of Section 16-118 of the Illinois Pension Code. Each such individual shall be subject only to the requirement for completion of one Administrators' Academy course for each year during which he or she is employed on the administrative certificate, provided that his or her employment does not exceed the limitations of Section 16-118.

- h) An individual who performs services on an administrative certificate and concurrently also on some other type of certificate to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.
- i) Section 21-7.1(c-10) of the School Code provides that *those persons holding administrative certificates on June 30, 2003 who are renewing those certificates on or after July 1, 2003 shall be issued new administrative certificates*. The certificates that are subject to this provision include:
- 1) Limited Supervisory (Type 60);
  - 2) All-Grade Supervisory (Type 61);
  - 3) Limited Elementary Supervisory (Type 62);
  - 4) Limited High School Supervisory (Type 63);
  - 5) Life General Supervisory (Type 70); and
  - 6) Life Supervisory (Type 71).

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.320 Application for Approval of Program (Repealed)**

(Source: Repealed at 9 Ill. Reg. 1046, effective January 16, 1985)

**Section 25.322 General Supervisory Endorsement (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.330 Standards and Guide for Approved Programs (Repealed)**

(Source: Repealed at 9 Ill. Reg. 1046, effective January 16, 1985)

**Section 25.333 General Administrative Endorsement (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.335 General Administrative Endorsement (Through June 30, 2014)**

This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.705. (See also 23 Ill. Adm. Code 29.120.) The requirements of this Section shall apply to the issuance of this endorsement except as otherwise provided in Sections 21-5d and 21-5e of the School Code [105 ILCS 5/21-5d and 5/21-5e] and Sections 25.313 and 25.314 of this Part.

- a) Each candidate for the general administrative endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education and shall have completed the coursework in educational administration and supervision required by Section 21-7.1(e)(2) of the School Code [105 ILCS 5/21-7.1(e)(2)]. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate shall have completed either:
  - 1) an Illinois program approved for the preparation of administrators pursuant to Subpart C of this Part; or
  - 2) a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have *two years' full-time teaching or school service personnel experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards* (Section 21-7.1(e)(2) of the School Code). Beginning with applications submitted on or after February 1, 2012, in order to be acceptable toward fulfillment of this requirement:
  - 1) teaching experience shall have been accrued while the individual held a valid early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate; and
  - 2) school service personnel experience shall have been accrued while the individual held a valid school service personnel certificate.

- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.
- e) A candidate who receives the general administrative endorsement on or before June 30, 2014 may continue to be employed in the positions listed in this Section after July 1, 2014. (Also see Section 25.337(c) of this Part.)
- f) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.337 Principal Endorsement (2012)**

- a) This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.705. (See also 23 Ill. Adm. Code 29.120.)
- b) A principal endorsement shall be affixed to an administrative certificate provided that the candidate successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or has completed a comparable approved program in another state or country or holds a comparable certificate issued by another state or country (see Section 25.425 of this Part). For the purposes of this subsection (b), “comparable” means:
  - 1) The out-of-state program is offered by an institution that has received approval under Subpart C of this Part to offer a principal preparation program (see 23 Ill. Adm. Code 30); or
  - 2) The individual seeking the endorsement has had his or her coursework and preparation program reviewed by an institution approved to offer a principal preparation program in Illinois; has successfully completed any deficiencies in that preparation that the institution has identified, as applicable; and has been recommended for entitlement by that institution.
- c) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21-7.6 of the School Code [105 ILCS 5/21-7.6].

(Source: Added at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.338 Designation as Master Principal**

An individual who has served as a principal for at least three years may participate in a program under this Section in order to qualify for a “master principal” designation, as provided in Section 21-7.10 of the School Code [105 ILCS 5/21-7.10]. The master principal designation shall be an optional, advanced credential and shall not be subject to the provisions of Section 25.100 of this Part, except that payment of the fee specified in Section 21-12 of the School Code [105 ILCS 5/21-12] shall be required. Each individual seeking the designation shall apply for admission to the program through a provider approved pursuant to this Section. An individual may transfer between programs approved under this Section.

- a) *Statewide organizations representing principals, institutions of higher education, regional offices of education, and a school district or organization representing principals employed in a school district organized under Article 34 of the School Code [105 ILCS 5/Art. 34] shall be eligible to apply for approval to offer the master principal program under this Section (see Section 21-7.10 of the School Code).*
- b) The approved program to be offered under this Section shall be designed to help public school principals increase their knowledge and skills related to their role in school leadership, including change management, teaching and learning, collaborative relationships, and accountability systems. The program will consist of a modular sequence of experiences lasting approximately two to three years for most participants and including a mixture of interactive, electronic professional development with structured face-to-face observations and working sessions. Participants will apply the approaches learned to specific, immediate and long-term issues within their schools.
- c) Each entity that is approved as a provider under this Section shall have the following responsibilities:
  - 1) receiving applications for admission to the program, verifying applicants’ eligibility to participate, and maintaining documentation of their eligibility;
  - 2) delivering the standardized training program furnished by the State Superintendent of Education and owned by the State Board of Education as described in subsection (b) of this Section and in conformance with the prescribed sequence and timetable;

- 3) ensuring that participants meet the performance benchmarks throughout the program before they are allowed to progress to subsequent modules; and
  - 4) verifying whether participants complete the entire program, recommending successful participants for the master principal designation, and maintaining records to substantiate these recommendations.
- d) Each entity seeking approval to offer the program for purposes of this Section shall submit an application to the State Superintendent of Education, in a format prescribed by the State Superintendent. Each application shall be required to address:
- 1) the organization's qualification for and experience with the provision of professional development to educators;
  - 2) the organization's capacity and plans for delivering the standard program as specified by the State Superintendent, including a description of relevant personnel and their expertise, available physical facilities, and telecommunications capabilities; and
  - 3) the minimum number of principals the organization must enroll in order to offer the program cost-effectively, the maximum number the organization can serve, and any applicable geographic focus or limitations.
- e) Approval of an entity as a provider of the master principal program shall be contingent upon the level of need in various parts of the State and the provider's demonstration of:
- 1) on-going involvement with the work of public school principals;
  - 2) the ability to deliver on-line instruction and interactive communication;
  - 3) sufficient capacity for conducting the required face-to-face sessions, performing observations, and providing feedback to the principals served in one or more geographic areas of the State, in keeping with the requirements of the standardized program; and
  - 4) access to trainers who hold administrative certification and have experience as public school principals within the previous five years.

- f) Each approved entity shall be required to enter into a contract with the State Board of Education to offer the standard program on behalf of ISBE and to perform the duties enumerated in subsection (b) of this Section. An entity approved pursuant to this Section shall be authorized to charge a fee not to exceed \$3,500 of each eligible individual who is seeking the master principal designation. No other entity shall be authorized to charge any fee for offering the standard program discussed in this Section.
- g) The State Superintendent of Education may evaluate any approved provider at any time to ensure compliance with the requirements of this Section and Section 21-7.10 of the School Code. Each approved provider must permit ISBE staff to attend or observe any portion of the program at no charge to ISBE.
- h) The State Superintendent of Education shall maintain a current list of approved providers for the master principal program on the web site of the State Board of Education. Notwithstanding the fact that the standard program is in the public domain, the master principal designation shall be available only to candidates who complete the program under the supervision of a provider approved under this Section. No other entity shall advertise or claim that the master principal designation is available under its auspices, and no other entity shall charge a fee of any individual for completing the program.

(Source: Added at 32 Ill. Reg. 3413, effective February 22, 2008)

**Section 25.344 Chief School Business Official Endorsement (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.345 Chief School Business Official (2004)**

This endorsement is required for chief school business officials. (See also 23 Ill. Adm. Code 29.110.)

- a) Each candidate for the chief school business official's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate, other than a candidate whose master's degree was earned in *public administration, business administration, finance, or accounting* (Section 21-7.1(e)(3) of the School Code [105 ILCS 5/21-7.1(e)(3)]), shall:
  - 1) have completed an Illinois program approved for the preparation of school business officials pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part); and
  - 2) have *two years' administrative experience in school business management* (Section 21-7.1(e)(3) of the School Code).
- c) Each candidate whose master's degree was earned in *public administration, business administration, finance, or accounting shall complete an internship in school business management equivalent to six semester hours from a regionally accredited institution of higher education* (Section 21-7.1(e)(3) of the School Code) that is conducted under the supervision of an individual who holds a current Illinois endorsement for chief school business official or who serves as the school district's chief financial official. Institutions may consider a candidate's work experience in a school business office that is comparable to the responsibilities of a chief school business official as meeting a portion or all of the six-semester-hour internship requirement. For purposes of this subsection (c), one semester hour shall be equivalent to a minimum of 15-clock hours of experience that a candidate documents as completing.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 36 Ill. Reg. 2191, effective January 24, 2012)

**Section 25.355 Superintendent Endorsement (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.360 Superintendent (2004)**

This endorsement is required of school district superintendents. (See also 23 Ill. Adm. Code 29.130.)

- a) Each candidate for the superintendent's endorsement shall hold a master's degree or equivalent awarded by a regionally accredited institution of higher education. For the purposes of this subsection (a), "equivalent" shall mean the completion of a degree beyond the bachelor's degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).
- b) Each candidate shall have completed an Illinois program approved for the preparation of superintendents pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have *at least two years' full-time administrative or supervisory experience in schools* on a general supervisory, general administrative, director of special education, chief school business official or all-grade supervisory endorsement on an administrative certificate, or a comparable out-of-state credential. (See Section 21-7.1(e)(4) of the School Code [105 ILCS 5/21-7.1(e)(4)]; the superintendent's endorsement shall not be issued as an individual's first endorsement on the administrative certificate unless issued on the basis of a comparable out-of-state credential.) Experience as a dean of students shall count toward fulfillment of this requirement only for time when the individual had authority for, and performed administrative functions such as, evaluation of certified staff or suspension of students.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.
- e) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.365 Director of Special Education**

This endorsement shall be required for directors and assistant directors of special education beginning July 1, 2005.

- a) Each candidate for the director of special education endorsement shall hold a master's degree or a higher degree awarded by a regionally accredited institution of higher education.
- b) The requirements of this subsection (b) shall apply to applications received on or before January 31, 2012. Later applications shall be subject to the requirements set forth in subsection (c) of this Section. Each candidate shall:
  - 1) have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part); or
  - 2) submit, along with the application for the endorsement and the applicable fee, a copy of a letter of approval as an administrator of special education issued by the State Board of Education at any time; or
  - 3) submit, along with the application for the endorsement and the applicable fee, evidence of holding an administrative certificate, and having completed 30 semester hours of coursework, distributed among all the areas listed in this subsection (b)(3).
    - A) Survey of exceptional children.
    - B) Special methods courses covering at least three areas of disability.
    - C) Educational and psychological diagnosis and remedial techniques.
    - D) Guidance and counseling.
    - E) Supervision of programs for children with disabilities.
- c) The requirements of this subsection (c) shall apply to applications received on or after February 1, 2012. Each candidate shall:

- 1) have completed an Illinois program approved for the preparation of directors of special education pursuant to Subpart C of this Part or a comparable approved program specific to directors of special education in another state or country or hold a comparable certificate issued by another state or country, provided that the requirements met by the applicant for the out-of-state program or certificate included completion of at least one course each in:
  - A) special education law;
  - B) special education finance;
  - C) supervision of programs for children with disabilities; and
  - D) cross-categorical special education methods; or
- 2) submit, along with the application for the endorsement and the applicable fee, a copy of a letter of approval as an administrator of special education issued by the State Board of Education at any time; or
- 3) submit, along with the application for the endorsement and the applicable fee, evidence of holding an administrative certificate and having completed 30 semester hours of coursework, distributed as specified in this subsection (c)(3).
  - A) at least one course in each of the areas described in subsection (c)(1) of this Section; and
  - B) additional coursework to reach the required total of 30 semester hours, chosen from the areas of:
    - i) curricular adaptations/modifications and assistive technology;
    - ii) facilitation of the least restrictive environment for all students;
    - iii) characteristics of students with disabilities;
    - iv) collaboration with parents and school personnel;

- v) transition services for students with disabilities; and
  - vi) educational and psychological diagnosis and remedial techniques.
- d) The requirements of this subsection (d) shall apply to applications received on or before January 31, 2012. Later applications shall be subject to the requirements set forth in subsection (e) of this Section. Each candidate shall have two years' full-time teaching experience or school service personnel experience in a field other than school nursing in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards.
- e) The requirements of this subsection (e) shall apply to applications received on or after February 1, 2012. Each candidate shall have two years' full-time experience providing special education services:
- 1) in the public schools, as a special education teacher, a speech-language pathologist, a school social worker, or a school psychologist; or
  - 2) in a nonpublic school, if the candidate holds the appropriate corresponding Illinois certificate as a special education teacher, a speech-language pathologist, a school social worker, or a school psychologist.
- f) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills if its passage would be required for receipt of a subsequent certificate pursuant to Section 25.720 of this Part.
- g) Nothing in this Section is intended to preclude the issuance of a provisional certificate under Section 21-10 of the School Code.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

## SUBPART F: GENERAL PROVISIONS

**Section 25.400 Registration of Certificates; Fees**

Section 21-16 of the School Code [105 ILCS 5/21-16] requires the registration of an individual's teaching certificates and establishes the amount of the registration fee to be paid for each type of certificate. Registration fees and requirements applicable in specified situations shall be as set forth in this Section.

- a) Any fee paid to register a certificate for a given year shall cover the registration of all other certificates held by the same individual. An individual shall be required to register all certificates held but shall pay only one registration fee for any year.
- b) An individual is required to register his or her certificate in each region where he or she teaches but, except as provided in Section 21-9 of the School Code [105 ILCS 5/21-9], is required to pay a registration fee in only one region. Therefore, an individual who moves from one region to another after paying a registration fee for a particular period of time:
  - 1) shall be required to register his or her certificates in the new region, but
  - 2) shall not be required to pay any additional registration fee except as provided in subsection (c) of this Section.
- c) Under Section 21-16 of the School Code, a holder of a substitute certificate is required to pay a registration fee in each region where the certificate is used. Therefore, a holder of such a certificate who moves from one region to another after paying a registration fee for a particular period of time:
  - 1) shall be required to register his or her certificates in the new region, and
  - 2) shall be required to pay a registration fee for the remaining years of the substitute certificate's validity.
- d) When a registration fee is paid, the amount due shall be the amount required to register the certificate for its entire period of validity, except that a life certificate may be registered for a maximum of five years (see Section 21-16 of the School Code).
- e) Except as provided in subsection (f) of this Section, an individual who receives and registers one or more additional certificates after paying a registration fee for

a particular period of time shall not be required to pay an additional registration fee until the period covered by the original fee has elapsed. That is, no registration fee shall be charged for a new certificate as long as the current registration period of another certificate covers a portion of the new certificate's registration period.

- f) An individual who receives a standard certificate after paying a registration fee covering four years of teaching on an initial certificate without "using" all four of those years (e.g., an individual from another state who came to Illinois already having accumulated some teaching experience) shall be required to pay the registration fee for the new standard certificate's five-year period of validity, less "credit" equaling the amount paid for the unused years for which the initial certificate was registered.
- g) Pursuant to Section 25.450 of this Part, a certificate that has lapsed may be reinstated by payment of all accumulated registration fees. The amount due for each year shall be the fee that was in effect at that time, rather than the annual amount applicable at the time when the fees are paid.
- h) The amount of the fee that was in effect for any given year shall remain in effect for that year, regardless of when the fee is paid.
- i) The other provisions of this Section notwithstanding, no fee paid in connection with the registration of one or more certificates shall have the effect of extending the period of validity of any other certificate that is subject to additional renewal requirements that have not been met.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.405 Military Service**

- a) The provisions of this Section shall apply to any individual who:
  - 1) holds a teaching, school service personnel, or administrative certificate; and
  - 2) is unavailable for employment on that certificate due to military service, including service in any reserve capacity.
- b) For any individual subject to this Section, the period of validity of any certificate held shall be tolled during the period of his or her unavailability.
  - 1) The time remaining on any certificate held, and the time when the individual can continue to hold any type of certificate held, shall be the same when he or she becomes available for employment on the certificate as was the case when he or she became unavailable under this Section.
  - 2) An individual subject to this Section shall not owe a fee for any period of time when his or her certificate's validity is tolled pursuant to this Section.
  - 3) An individual subject to this Section shall give written notification to the appropriate regional superintendent of schools that he or she has been called to active military service and shall enclose a copy of the military order. Upon return from active duty, the individual shall provide written notification of his or her availability and shall enclose a copy of the release order. This information shall be used to establish the tolling period.

(Source: Amended at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.410 Revoked Certificates**

When a certificate is revoked in Illinois, all other states and possessions of the United States shall be informed of such action.

(Source: Amended at 4 Ill. Reg. 28, p. 336, effective August 1, 1980)

**Section 25.415 Credit in Junior College (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.420 Psychology Accepted as Professional Education (Repealed)**

(Source: Repealed at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.425 Individuals Prepared in Out-of-State Institutions**

An applicant who holds or is eligible to hold another state's or another country's teacher, school service personnel, or administrative certificate may be granted a corresponding Illinois certificate if he or she meets all the generally applicable requirements of Article 21 of the School Code (e.g., age; good character; or citizenship or legal presence) and the requirements for the certificate sought, as specified in the applicable Sections of this Part. As used in each of those Sections, a "comparable program" is one that leads to eligibility for service in the same specific capacity in the public schools of the state where the program was completed. A program completed in the United States shall be considered comparable only if it was offered by a regionally accredited institution of higher education.

- a) The certificate sought must be comparable to the out-of-state certificate for which the applicant is eligible. A comparable Illinois certificate is that which is most nearly like that of the other state (e.g., a K-6 certificate from another state most nearly approximates the Illinois elementary (K-9) certificate).
- b) Each out-of-state applicant for an Illinois teaching certificate must have met certification requirements that are similar to Illinois requirements.
  - 1) For those who have completed traditional preparation programs, these requirements include college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, student teaching or equivalent experience, and a major in a subject area that is relevant to the area of certification.
  - 2) For those who have completed alternative certification programs, these requirements include graduation from a regionally accredited institution with a bachelor's degree, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program.
  - 3) An applicant who holds a certificate from another state, territory, or possession of the U.S. but has not completed a preparation program approved by that state shall be required to present a written statement, signed by a representative of the agency issuing the certificate indicating that, at the time when the applicant was certified, the state of certification had certification requirements related to general education, professional education, and an area of specialization for the certificate issued and the applicant met the requirements in all three areas.

- c) An individual may receive additional endorsements on a teaching certificate by meeting the applicable requirements of Section 25.100 of this Part.
- d) Special provisions apply to applicants from states that do not require certification of school psychologists or school social workers or do not require any certificate for administrative positions for which certification is required in Illinois. When an applicant presents evidence of having served in such a position in a state where certification for the position is not required, eligibility for the Illinois certificate sought shall be contingent upon evidence that the applicant:
  - 1) has met all applicable requirements of Illinois law relative to the certificate and endorsement sought;
  - 2) has passed the Illinois test of basic skills and the relevant Illinois content-area test; and
  - 3) has met any three of the conditions described in subsections (d)(3)(A) through (E) of this Section.
    - A) The individual has completed a degree program that prepares candidates for service in the endorsement area sought in the public schools of the state where the program was completed or the state where the service was provided.
    - B) The individual has completed a program at an institution that was accredited by NCATE at the time of completion.
    - C) The individual has completed a program that formerly served as a basis for certification in the state where the program was completed.
    - D) The titles or content descriptions of courses listed on the individual's official transcript indicate that the courses were designed to address standards substantially comparable to those that apply to the Illinois certificate or endorsement sought.
    - E) The individual presents evidence of work experience in the public schools in the position for which Illinois certification is sought.
- e) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service

whose evaluations are accepted by the State Board pursuant to subsection (f) of this Section.

- 1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.
  - 2) The transcript provided by the service pursuant to subsection (e)(1) of this Section shall be reviewed to determine whether the individual qualifies for a certificate; if so, he or she shall receive such a certificate with all endorsements indicated by the coursework completed.
  - 3) If the review of the individual's transcript indicates that he or she does not qualify for a certificate, he or she shall receive a notification of the deficiencies for the certificate.
- f) Evaluation services shall be approved to review foreign credentials for purposes of Illinois certification if they demonstrate experience working on behalf of either the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.427 One-Year Limitation**

- a) An evaluation for purposes of issuing a certificate (rather than an additional endorsement on a previously held certificate) will be binding on the State Board of Education for only one year after it is given.
- b) A recommendation for certification of a candidate by entitlement shall be valid for only one year after its issuance by the institution.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.430 Institutional Approval (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.435 School Service Personnel Certificate--Waiver of Evaluations (Repealed)**

(Source: Repealed at 24 Ill. Reg. 12930, effective August 14, 2000)

**Section 25.437 Equivalency of General Education Requirements (Repealed)**

(Source: Repealed at 24 Ill. Reg. 7206, effective  
May 1, 2000)

**Section 25.440 Master of Arts NCATE (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

### Section 25.442 Illinois Teacher Corps Programs

Section 21-11.4 of the School Code [105 ILCS 5/21-11.4] establishes the Illinois Teacher Corps Program to permit school districts, colleges, and universities to enter into collaborative programs to educate and induct qualified professionals into elementary and secondary teaching as a second career.

- a) Descriptions of Teacher Corps programs shall be submitted by a recognized teacher education institution or institutions, in collaboration with one or more school districts, to the State Superintendent of Education. The Superintendent, in consultation with the State Teacher Certification Board, shall approve such programs in accordance with the following requirements:
  - 1) The participating teacher education institution must have existing approved programs in the areas for which Teacher Corps programs are proposed.
  - 2) Each Teacher Corps program shall establish the following requirements:
    - A) Program participants *must earn a resident teacher certificate as defined in Section 21-11.3 of the School Code [105 ILCS 5/21-11.3] and must possess the certificate upon entry into the program.*
    - B) Program participants must possess *a bachelor's degree from a regionally accredited institution of higher education with at least a 3.00 out of a 4.00 grade point average or its equivalent.*
    - C) Program participants must:
      - i) *possess a minimum of five years of professional experience in the area in which the candidate wishes to teach; professional experience shall mean experience in the workforce directly related to a teaching field (e.g., five years of professional experience as a chemist would qualify for preparing to teach high school chemistry); or*
      - ii) *participate in a one-year teacher preparation internship in a school district, which shall be developed collaboratively by the school district and the institution and approved by the State Teacher Certification Board.*

- D) Program participants must pass *the test of basic skills required by Section 21-1a of the School Code [105 ILCS 5/21-1a]*.
  - E) Program participants must be enrolled in *a master's of education degree program approved by the State Superintendent of Education in consultation with the State Teacher Certification Board*.
- 3) Teacher Corps Program participants must complete a six-week summer intensive teacher preparation program designed by the participating teacher education institution or institutions and the participating school district or districts as the first component of a master's program.
  - 4) *Teacher Corps program participants must obtain a passing score on the subject matter knowledge test required by Section 21-1a of the School Code by the time of completing the Teacher Corps Program.*
  - 5) The participating school district must provide in a written and signed document the following support to Teacher Corps Program participants:
    - A) *a salary and benefits package as negotiated through the teacher contracts,*
    - B) *a certified teacher who will provide guidance to one or more candidates under a program developed collaboratively by the school district and the participating teacher education institution, and*
    - C) *at least quarterly evaluations of each candidate performed jointly by the mentor teacher and the principal of the school or the principal's designee.*
- b) Upon successful completion of the master's degree Teacher Corps Program and passage of the assessment of professional teaching (APT) relevant to the certificate sought, the participant shall be awarded a standard elementary, secondary, or special certificate(s), as applicable, *and all other general education academic coursework deficiencies shall be waived.*

(Source: Amended at 27 Ill. Reg. 12523, effective July 21, 2003)

**Section 25.444 Illinois Teaching Excellence Program**

The annual payments and incentives established under Section 21-27 of the School Code [105 ILCS 5/21-27] shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (a) of this Section). For purposes of this Section, “State Superintendent of Education” means the State Superintendent or a designee, and an “eligible individual” is one who holds the certificate or certificates specified in the portion of Section 21-27 of the School Code that applies to the payment sought. When permitted or required by the State Superintendent, documentation called for in this Section may be submitted via electronic means.

- a) When the funding available in any fiscal year is inadequate to cover all the payments described in this Section, payments shall be prioritized as specified in this subsection (a). No funds shall be allotted for use under any subsection of this Section until all higher-priority expenditures have been covered. Therefore, although a “qualifying individual” is someone who meets the requirements for a particular payment, not all qualifying individuals in any given year will be assured of receiving the applicable payments.
  - 1) As a first priority, funds shall be allotted for the annual stipends described in subsection (b) of this Section.
  - 2) As a second priority, funds shall be allotted for the incentive payments for the first 30 hours of service described in Section 21-27(a)(3) of the School Code.
  - 3) As a third priority, funds shall be allotted for the incentive payments for the first 30 hours of service described in Section 21-27(a)(2) of the School Code.
  - 4) As a fourth priority, funds shall be allotted for the incentive payments for the additional 30 hours of service described in Section 21-27(a)(3) of the School Code.
  - 5) As a fifth priority, funds shall be allotted for the incentive payments for the additional 30 hours of service described in Section 21-27(a)(2) of the School Code.
  - 6) If funds remain after accounting for all the payments described in subsections (a)(1) through (5) of this Section, funds shall be allotted for

the expenditures described in subsections (g) through (j) of this Section, in accordance with the order of priority established in Section 21-27(a)(4) of the School Code. The State Superintendent shall use funds appropriated for a given fiscal year to reimburse only individuals whose fees were paid during that fiscal year, as reflected in the electronic database maintained for this purpose on behalf of the State Board of Education.

- 7) If funds are available for use under a particular subsection of this Section but are insufficient to cover all the payments that would be due under that subsection, the State Superintendent shall pro-rate the amount available among all those who qualify, except as further specified in subsection (i) of this Section.
  - 8) In order to facilitate the use of funds for payments in priority order for each fiscal year, the State Superintendent may establish deadlines for the submission of forms and other documentation required under this Section. An individual who fails to comply with any relevant deadline may forfeit his or her claim to the affected payment.
- b) An eligible individual shall qualify for an annual payment as called for in Section 21-27(a)(1) of the School Code for each school year during which:
- 1) he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, as the individual originally assigned to a full-year, full-time position whose functions:
    - A) are specifically authorized by a teaching certificate and include the provision of instruction to students; or
    - B) are specifically authorized by a school service personnel certificate endorsed for school counseling and include the provision of counseling services to students; and
  - 2) he or she was certified by NBPTS prior to October 1 and, as of October 1, was employed as specified in subsection (b)(1) of this Section, or was certified by NBPTS on or after October 1 and, as of January 1, was employed as specified in subsection (b)(1) of this Section, as verified by the employer using a format specified by the State Superintendent of

Education, which shall be submitted by the individual as documentation of eligibility for the payment.

- c) An eligible individual shall qualify for one or more incentive payments under Section 21-27(a)(2) or (a)(3) of the School Code for each year during which:
- 1) he or she is either:
    - A) employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a position that meets the requirements of subsection (b)(1) of this Section, as verified by the employer using a format specified by the State Superintendent of Education; or
    - B) retired (i.e., drawing an annuity from either the Teachers' Retirement System of the State of Illinois pursuant to Article 16 of the Illinois Pension Code [40 ILCS 5/Art. 16] or the Public School Teachers' Pension and Retirement Fund -- Cities Over 500,000 Inhabitants -- pursuant to Article 17 of the Illinois Pension Code [40 ILCS 5/Art. 17]); and
  - 2) *he or she agrees in writing, using a format prescribed by the State Superintendent of Education, to provide at least 30 hours of mentoring to classroom teachers that conforms to the requirements of Section 21-27(a)(2) or (a)(3) of the School Code and consists of:*
    - A) *high-quality professional development for new and experienced teachers or school counselors, as applicable; and/or*
    - B) *assistance to candidates for certification by the National Board for Professional Teaching Standards in completing that certification process. (Section 21-27(a)(2) of the School Code; Section 21-27(a)(3) of the School Code)*
- d) Requirements for Professional Development and Assistance to NBPTS Candidates
- 1) As verification that he or she qualifies for the applicable incentive payment, an eligible individual who provides professional development to new or experienced teachers or school counselors under subsection (c) of

this Section shall submit to the State Superintendent of Education a written log of the assistance provided, using a format specified by the State Superintendent, demonstrating that he or she addressed one or more of the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) as relevant to the classroom-based needs of the recipient teachers, or one or more of the standards set forth in 23 Ill. Adm. Code 23.110 (Standards for the School Counselor), as applicable. Each recipient of professional development shall be identified by name, shall be working in an Illinois public educational setting, and shall sign the log as verification of the dates and hours of service indicated.

- 2) As verification that he or she qualifies for the applicable incentive payment, an eligible individual who assists other Illinois educators in preparing for certification by the National Board for Professional Teaching Standards under subsection (c) of this Section shall submit to the State Superintendent of Education a written log of the assistance provided, using a format specified by the State Superintendent. This record shall identify the activities performed and verify that these activities addressed specific requirements candidates must meet for NBPTS certification.
- e) Requirements for Mentoring
- 1) Mentoring provided in accordance with subsection (c) of this Section shall be conducted either:
    - A) as part of and in conformance with a mentoring program formally established by a school district; or
    - B) under the terms of a written agreement among the mentor, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipients, and those recipients, that describes the goals of the mentoring, the duration of the mentor's involvement, and the amount of time expected to be devoted to each recipient.
  - 2) Mentoring may be provided to recipients either individually or in groups, provided that the mentor must address one or more of the areas of practice enumerated in subsection (d)(1) of this Section as relevant to the needs of each recipient.

- 3) An individual who provides mentoring under this Section shall notify his or her employing district (if different from that of the recipients) to this effect and, as verification that he or she qualifies for the applicable incentive payment, shall submit to the State Superintendent of Education a written log that:
- A) meets the requirements of subsection (d)(1) of this Section; and
  - B) discusses how the mentoring was related to the academic needs of the recipient teachers' students or the needs of the students served by the recipient counselors, as applicable.
- f) Certified teachers shall receive incentive payments only for providing mentoring and professional development to other teachers, and certified school counselors shall receive incentive payments only for providing mentoring and professional development to other school counselors. In any given school year, and in addition to the annual payment discussed in Section 21-27(a)(1) of the School Code, a particular individual may qualify for any combination of the payments discussed in Section 21-27(a)(2) and (a)(3) of the School Code, provided that the logs submitted by the individual demonstrate that no portion of the individual's service to other teachers or school counselors is counted toward more than one incentive payment.
- g) First-Time Application Fees
- If sufficient funds are available for all the qualifying individuals who have submitted timely requests, the State Superintendent shall reimburse each individual in the amount of \$2,000 or the actual amount of the application fee, whichever is less.
- h) Take One! Subsidy
- NBPTS permits an individual to submit one portfolio entry for review and scoring before making the decision to become a candidate for National Board certification. For purposes of reimbursement under this subsection (h), the schools *deemed to be a priority by the State Board of Education* (Section 21-27(a)(4)(B) of the School Code) shall be those in academic watch status, and teachers shall be considered members of cohorts whenever at least three from the same school sign up for Take One! If sufficient funds are available for all the qualifying individuals who have submitted timely requests, the State

Superintendent shall reimburse each individual in the amount of \$395 or the actual amount of the Take One! fee, whichever is less.

i) Retake Subsidy

NBPTS permits a candidate to submit portfolio entries and assessment exercises as “retakes” if the required fee for each has been paid by the January 31 that follows the release of original scores in November. If sufficient funds are available for all qualifying individuals who have submitted timely requests, the State Superintendent shall reimburse each individual for the fees paid for as many as three portfolio entries or assessment exercises, in any combination. However, all qualifying individuals shall receive reimbursement for one retake before any individual receives reimbursement for a second retake, and all qualifying individuals shall receive reimbursement for two retakes, as applicable, before any individual receives reimbursement for a third retake.

j) Renewal Subsidy

NBPTS establishes a schedule for certificate renewal and for payment of the required fee. If sufficient funds are available for all qualifying individuals who have submitted timely requests, the State Superintendent shall reimburse each individual in the amount of \$850 or the actual amount of the NBPTS renewal fee, whichever is less.

k) In the event that funds remain available for any fiscal year after accounting for all payments described in subsections (a) through (j) of this Section and for necessary expenditures related to the electronic system identified in Section 21-27(c) of the School Code, those remaining funds shall be devoted to one or more initiatives under Section 21-27(d) of the School Code, as the State Superintendent may deem appropriate in light of the amount available and the needs of Illinois public schools.

- 1) “Candidate support” shall include efforts designed to support candidates in completing NBPTS’ certification process, such as mentoring and observation.
- 2) “Candidate recruitment” shall include efforts designed to increase the pool of candidates for certification by NBPTS, particularly in areas of shortage identified by the State Board of Education.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.445 College Credit for High School Mathematics and Language Courses  
(Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.450 Lapsed Certificates**

- a) A lapsed certificate, one that has not been registered or renewed for a period of five or more years since expiration of its last registration, shall be reinstated for a one-year period upon payment of all accumulated registration fees.
- b) The Regional Superintendent shall notify the holder of a reinstated certificate of:
  - 1) The specific time of reinstatement, including beginning and ending dates.
  - 2) The requirement that, in order to renew the certificate at the end of the period of reinstatement, the certificate holder must:
    - A) Have earned, within the six-year period that encompasses the certification year of reinstatement and the five-year period immediately prior to the year of reinstatement, five semester hours of college credit from one or more regionally accredited institutions of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties, or
    - B) Present evidence of holding a valid regular certificate of some other type, whether issued by Illinois or by another state, territory, or possession of the U.S.
- c) As a reinstated certificate is a reissued certificate, the expiration of all reinstated certificates shall be on June 30 following the date of reinstatement in accordance with Section 21-22 of the School Code.
- d) The Regional Superintendent shall stamp the back of a lapsed certificate with the date of reinstatement.
- e) Standard Certificates issued between July 1, 1929, and July 1, 1951, do not lapse.
- f) When a lapsed certificate that was issued prior to February 15, 2000, has been reinstated and then is to be renewed pursuant to this Section, it shall be exchanged for a comparable standard teaching certificate in accordance with Section 25.11 and Appendix C of this Part. The certificate-holder shall thereupon become subject to the requirements of Sections 21-2 and 21-14 of the School Code and Subpart J of this Part regarding continuing professional development.

- 1) Subsequent renewals of such an individual's certificate(s) shall be contingent upon his or her completion of continuing professional development activities in accordance with the requirements of Subpart J of this Part.
- 2) College credit earned pursuant to subsection (b)(2)(A) of this Section shall not be used to satisfy any portion of the continuing professional development requirements of Section 21-14 of the School Code.

(Source: Amended at 29 Ill. Reg. 10068, effective June 30, 2005)

**Section 25.455 Substitute Certificates**

Pursuant to Section 21-9 of the School Code [105 ILCS 5/21-9], a Substitute Certificate may be issued to an applicant who has had two years of teaching experience. Such an individual shall present evidence of having a minimum of 60 semester hours of college credit, including six semester hours in the field of professional education earned in a recognized institution of higher learning, effective July 1, 1966. Teaching experience for a Substitute Certificate is defined as teaching in an elementary or secondary school.

(Source: Amended at 24 Ill. Reg. 12930, effective August 14, 2000)

**Section 25.460 Provisional Special and Provisional High School Certificates (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled**

Subject to the provisions of this Section, an entity that is required to employ certified teachers may receive short-term approval to employ an individual who does not hold the qualifications required for a vacant teaching position, other than a special education teaching position, when the employing entity has been unable to recruit a fully qualified candidate for that position. Short-term authorization as described in this Section shall be available not only with respect to individuals who lack full qualifications in a subject area, but also with respect to individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)). The requirement expressed in subsection (a)(2) of this Section shall not apply when the employing entity's need for short-term authorization has arisen due to the unforeseen departure of a teacher who was fully qualified for the assignment in question.

- a) The employing entity shall file with the regional superintendent:
  - 1) a description of the vacant position, including the subject area and the grade level;
  - 2) evidence of inability to fill the position with a fully qualified individual;
  - 3) a statement that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;
  - 4) the name and Social Security number of the individual the entity wishes to employ for the position, as well as a list of the certificate numbers and types held by that individual;
  - 5) a written assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;
  - 6) one of the following:
    - A) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C of this Part that leads to certification in the subject area to be taught that the individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or

- B) a written assurance from the certification officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or
  - C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed, or
  - D) a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and
- 7) a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100 of this Part or 23 Ill. Adm. Code 1.720, as applicable) within three school years after the issuance of authorization under this Section.
- b) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:
- 1) holds an initial, standard, or master certificate that is valid for the grade level of the proposed assignment;
  - 2) has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and
  - 3) has filed the statement of intent called for in subsection (a)(7) of this Section.
- c) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short-term authorization for the named individual to teach in the specific position for which the application was made.
- 1) Such a letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such it shall not be

transferable to any other individual, employing entity, or teaching assignment.

- 2) Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent's letter on file and make it available for inspection by representatives of the State Board of Education upon request.
- d) Short-term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 of the third school year following the date of issuance.
- e) After the end of the validity of authorization received under this Section, the individual shall not be eligible to teach in the subject area for which approval was granted unless he or she has received an endorsement for that subject.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.465 Credit (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.470 Meaning of Experience on Administrative Certificates (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.475 Renewal Requirements for Holders of Multiple Types of Certificates**

Special provisions shall apply when an individual is performing services on multiple certificates of different types that are subject to renewal requirements, i.e., standard or master teaching certificates, provisional vocational certificates, school service personnel certificates, and administrative certificates. Completion of one set of requirements shall suffice for renewal of all the affected certificates.

- a) When two types of certificates are being used at the same time, the certificate used by the individual for 50 percent or more of the school day or school term shall govern the continuing professional development required of the individual with respect to that period of time.
  - 1) Example: An individual who performs duties on the administrative certificate for 60 percent of the time and teaches for 40 percent of the time on a standard, master, or provisional vocational certificate shall be subject only to the requirements of Section 25.315 of this Part with regard to continuing professional development.
  - 2) Example: An individual who serves on a school service personnel certificate for 60 percent of the time and performs duties on the administrative certificate for 40 percent of the time shall be subject only to the requirements of Section 25.275 of this Part with regard to continuing professional development.
  - 3) Example: An individual who performs services for 50 percent of the time on a provisional vocational certificate and 50 percent of the time on a school service personnel certificate shall choose either the requirements of Section 25.70 or those of Section 25.275 of this Part to fulfill.
- b) If an individual is serving on more than two types of certificates at the same time, he or she shall be subject to the requirements that apply to the certificate used for the greatest share of the time. If multiple certificates are used for equivalent shares of an individual's time, the individual shall choose one set of requirements to fulfill.
- c) If a local professional development committee is operating in the district where the individual is employed and the individual holds a standard or master teaching certificate, the individual shall notify the committee as to which set of requirements he or she will meet.

(Source: Old Section repealed at 25 Ill. Reg. 16031, effective November 28, 2001; new Section added at 32 Ill. Reg. 13263, effective July 25, 2008)

**Section 25.480 Credit for Certification Purposes (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.485 Certification of Persons with Certificates Previously Denied, Suspended, or Revoked**

A previous denial of certification or another action against an individual's certificate may indicate that issuance, renewal, or registration of a certificate would also currently be inappropriate. Accordingly, each applicant for the issuance, renewal, or registration of an Illinois certificate or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has ever had a certificate denied, suspended or revoked in Illinois or any other state.

- a) Each individual providing an affirmative response to this question shall be required to submit a copy of the notice issued by the responsible agency in the state where the action occurred that includes:
  - 1) the date of the action;
  - 2) the reasons for the action;
  - 3) any penalties that were imposed; and
  - 4) the ending date of each penalty, if applicable.
- b) Subject to subsection (c) or (d) of this Section, the State Superintendent of Education shall review the information submitted pursuant to subsection (a) of this Section and shall determine whether issuance, renewal, or registration of a certificate or issuance of one or more additional credentials, as applicable, is appropriate in light of the circumstances surrounding the previous denial, or suspension (including the applicant's age and the background of the applicant at the time of the action), any penalty that was imposed, and any evidence the applicant has provided concerning his or her good character that may mitigate the defect in his or her record.
- c) An application shall not be evaluated from an individual whose previous denial occurred five or fewer years from the date of application. An application from an individual who has had a certificate revoked either in Illinois or another state shall not be considered.
- d) An application from an individual whose certificate had been suspended shall not be evaluated for a period of time that is equal to the length of the suspension. The

start date of this waiting period shall begin on the day following the date on which the suspension was lifted. The provisions of this subsection (d) shall not apply to:

- 1) any application to register or renew the certificate that was subject to the suspension, provided that the certificate was maintained as valid during the term of the suspension; and
  - 2) any application to renew other certificates that were not subject to the suspension.
- e) Submission of the application following the time period specified in subsection (c) or (d) of this Section is not a guarantee that the application will be approved and a certificate, endorsement, approval or designation issued. An individual may appeal the decision to deny the application in accordance with procedures set forth in the Illinois Administrative Procedure Act [5 ILCS 100/Art. 10] and 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings).
- f) An individual shall not be entitled to a refund of the application fee in the event that his or her application is subsequently denied.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.486 Certification of Persons Who Are Delinquent in the Payment of Child Support**

Pursuant to Section 10-65 of the Illinois Administrative Procedure Act [5 ILCS 100/10-65], each State agency must require an applicant for a license to affirm on the application form, under penalty of perjury, that he or she is not more than 30 days delinquent in complying with a child support order. Accordingly, each applicant for the issuance, renewal, or registration of an Illinois certificate or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to make this affirmation on the relevant form.

- a) Each individual who fails to provide the affirmation required pursuant to this Section shall be ineligible to receive, register, or renew a certificate or to receive an additional credential until he or she provides to the State Superintendent of Education a statement from the Illinois Department of Healthcare and Family Services, issued on that agency's letterhead, indicating the status of the current child support arrangements.
- b) The State Superintendent shall review the documentation provided by the applicant and determine whether issuance, renewal, or registration of a certificate or issuance of one or more additional credentials, as applicable, is appropriate based on whether the individual has remedied the delinquency and made satisfactory arrangements to meet future obligations.

(Source: Added at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.487 Certification of Persons with Illinois Tax Noncompliance**

Pursuant to Section 21-23(a) of the School Code [105 ILCS 5/21-23(a)], *the State Board may refuse to issue or may suspend the certificate of any person who fails to file a return, or to pay the tax, penalty or interest shown in a filed return, or to pay any final assessment of tax, penalty or interest, as required by any tax Act administered by the Illinois Department of Revenue, until such time as the requirements of any such tax Act are satisfied.* Accordingly, each applicant for the issuance, renewal, or registration of an Illinois certificate or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has failed to comply with any of these requirements.

- a) Each individual providing an affirmative response to this question shall be ineligible to receive, register, or renew a certificate or to receive an additional credential until he or she provides to the State Superintendent of Education either:
  - 1) a tax clearance form issued by the Illinois Department of Revenue, indicating that the individual has remedied the failure; or
  - 2) a statement from the Illinois Department of Revenue, issued on that agency's letterhead, that includes an explanation of the matter, including the relevant tax year, the amount owed, and the status of any disputed amount.
- b) If an individual provides the tax clearance form referred to in subsection (a)(1) of this Section, he or she shall no longer be ineligible for certification, certificate registration, certificate renewal, or issuance of one or more additional credentials based on the tax matter at issue. If an individual provides a statement under subsection (a)(2) of this Section, the State Superintendent shall review the documentation provided and determine whether issuance, renewal, or registration of a certificate or issuance of one or more additional credentials, as applicable, is appropriate based on whether the individual has made arrangements to remedy the failure that are satisfactory to the Department of Revenue.

(Source: Added at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.488 Certification of Persons Named in Reports of Child Abuse or Neglect**

Pursuant to Section 21-23(b) of the School Code [105 ILCS 5/21-23(b)], *a certificate may be suspended for an appropriate length of time upon evidence that the holder has been named as a perpetrator in an indicated report filed pursuant to the Abused and Neglected Child Reporting Act and upon proof that the holder has caused a child to be an abused child or neglected child as defined in the Act.* Accordingly, each applicant for the issuance, registration, or renewal of an Illinois certificate or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has been named as a perpetrator by a state agency responsible for child welfare in Illinois or any other state if the report was not reversed after exhaustion of any appeal.

- a) Each individual providing an affirmative response to this question shall be ineligible to receive, register, or renew a certificate or to receive an additional credential until he or she provides to the State Superintendent of Education:
  - 1) an official copy of the report, including the child's age and sex, the report number assigned by the Department of Children and Family Services or comparable out-of-state agency, the date of the report, and the status of the report ("indicated", "unfounded", or other) with supporting documentation for the determination;
  - 2) an explanation of the event in his or her own words, including a detailed explanation of his or her relationship to the child;
  - 3) original, signed statements from employers, civic leaders, college instructors, and others clearly indicating that they have knowledge that the applicant has been found to be a perpetrator of child abuse or neglect but can also attest to the individual's good character and rehabilitation; and
  - 4) an explanation of the status of any request to expunge, amend, or remove the report from the responsible state agency's records.
- b) The State Superintendent shall review the documentation provided by the applicant pursuant to subsection (a) of this Section and determine whether issuance, renewal, or registration of a certificate or issuance of one or more additional credentials, as applicable, is appropriate based on whether the evidence of good character and rehabilitation provided is convincing when taken together

with the gravity of the offense, the individual's age and background at the time of the offense, and any criminal penalty that was imposed.

(Source: Added at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.489 Certification of Persons Who Are in Default on Student Loans**

Pursuant to Section 21-23(a) of the School Code, a certificate may be suspended *for failure to establish satisfactory repayment on an educational loan guaranteed by the Illinois Student Assistance Commission*. Accordingly, each applicant for the issuance, registration, or renewal of an Illinois certificate or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she is in default on an Illinois student loan for which no satisfactory repayment plan has been established with the Commission. Each individual providing an affirmative response to this question shall be ineligible to receive, register, or renew a certificate or to receive an additional credential until he or she provides to the State Superintendent of Education a statement from the Commission, issued on the Commission's letterhead, indicating that the individual has entered into a satisfactory payment plan.

Source: Added at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.490 Certification of Persons Who Have Been Convicted of a Crime**

Pursuant to Section 21-23a of the School Code [105 ILCS 5/21-23a], convictions related to certain offenses lead to revocation of certificates. Further, convictions related to certain other offenses may lead to refusal of certification if they demonstrate individuals not to be of good character as required by Section 21-1 of the School Code [105 ILCS 5/21-1]. Accordingly, each applicant for the issuance, registration, or renewal of an Illinois certificate or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has ever been convicted of a felony or of any sex, narcotics, or drug offense in Illinois or any other state.

- a) Each individual providing an affirmative response to this question shall be ineligible to receive, register, or renew a certificate or to receive an additional credential if the offense was one of those enumerated in Section 21-23a of the School Code or, if the offense was not one of those enumerated, until he or she provides to the State Superintendent of Education:
  - 1) a certified court record of the conviction;
  - 2) evidence that at least one year has elapsed since the end of the sentence for the criminal offense, where “sentence” includes any period of probation that was imposed either alone or in combination with a period of incarceration;
  - 3) an explanation of the event in his or her own words; and
  - 4) original, signed statements from employers, civic leaders, college instructors, and others clearly indicating that they have knowledge of the conviction but can also attest to the individual’s good character and rehabilitation.
- b) The State Superintendent shall review the information submitted pursuant to subsection (a) of this Section and determine whether certification, certificate registration, certificate renewal, or issuance of one or more additional credentials, as applicable, is appropriate, based on whether the offense was one of those enumerated in Section 21-23a of the School Code and, if not, whether the evidence of good character and rehabilitation provided is convincing when taken together with the gravity of the offense, the individual’s age and background at the time of the offense, and any criminal penalty that was imposed.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.493 Part-Time Teaching Interns (Repealed)**

(Source: Repealed at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.495 Approval of Out-of-State Institutions and Programs (Repealed)**

(Source: Repealed at 28 Ill. Reg. 8556, effective June 1, 2004)

**Section 25.497 Supervisory Endorsements**

A special K-12 or special preschool–age 21 teaching certificate or a school service personnel certificate may be endorsed for supervision in accordance with the provisions of Section 21-4 or 21-25 of the School Code, as applicable, provided that the eight semester hours of graduate professional education required by the relevant Section shall include at least one course that relates primarily and explicitly to the supervision of personnel and one course that relates primarily and explicitly to the administration and organization of schools. A supervisory endorsement affixed to a special certificate shall be identified by subject area, to reflect the individual's major area of specialization.

(Source: Amended at 29 Ill. Reg. 12374, effective July 28, 2005)

SUBPART G: PARAPROFESSIONALS AND  
OTHER NONCERTIFICATED PERSONNEL

**Section 25.510 Paraprofessionals; Teacher Aides**

- a) The terms “paraprofessionals” and “teacher aides” shall be used to refer to the noncertificated personnel authorized by Section 10-22.34 of the School Code [105 ILCS 5/10-22.34] to be employed to assist in instruction. The terms “paraprofessional” and “teacher aide” shall be considered synonymous.
- b) Approval of Paraprofessionals
  - 1) Employment as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board, any certificate indicative of completion of at least a bachelor’s degree, or a provisional vocational certificate.  
Paraprofessionals first employed in programs for students with disabilities on or before June 30, 2005, shall be subject to this requirement as of July 1, 2007.
  - 2) Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent of Education, accompanied by evidence that he or she meets the requirements of subsection (c) of this Section. Each individual who wishes to serve as a paraprofessional in a targeted assistance program and is paid with federal funds provided under Title I, Part A, or in a school-wide program that is supported with those funds, other than an individual who holds a certificate indicative of completion of at least a bachelor’s degree or a provisional vocational certificate, shall submit an application for approval accompanied by evidence that he or she meets the requirements of subsection (d) of this Section. Each applicant who qualifies shall be issued a statement of approval, which shall indicate whether it applies to programs supported with federal Title I, Part A, funds.
- c) Each paraprofessional shall be of good character and shall be a citizen of the United States or legally present and authorized for employment. Each paraprofessional shall be subject to that portion of Section 24-5 of the School Code [105 ILCS 5/24-5] that requires physical fitness and freedom from communicable disease, including evidence of freedom from tuberculosis. Each

paraprofessional shall hold a high school diploma or its recognized equivalent. To receive approval to serve as a teacher aide, an individual shall:

- 1) present evidence of having completed 30 semester hours of college credit at a regionally accredited institution of higher education; or
  - 2) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the State Teacher Certification Board; or
  - 3) pass the Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the State Teacher Certification Board.
- d) In addition to meeting the requirements of subsection (c) of this Section, each paraprofessional employed to assist with instruction in a targeted assistance program and paid with federal funds provided under Title I, Part A, or employed in a school-wide program that is supported with such funds is subject to the additional requirements of Section 1119 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110; see also 34 CFR 200.58 (2003), no later editions of or revisions to these regulations are included). No paraprofessional may be assigned to serve in such a capacity after the deadline established in federal law for the group of which he or she is a member unless he or she holds a statement of approval that is specific for this purpose, any certificate indicative of completion of at least a bachelor's degree, or a provisional vocational certificate. To qualify for this approval, an individual shall either have completed two years of study at an institution of higher education, hold an associate's or higher degree, or successfully complete a formal State or local assessment.
- 1) Completion of "two years of study at an institution of higher education" means completion of at least 60 semester hours of college coursework at an accredited institution of higher education.
  - 2) "Formal State assessment" means:
    - A) either of the tests discussed in subsections (c)(3) and (c)(4) of this Section; or

- B) possession of a statement of approval issued under subsection (c)(1) or (c)(2) of this Section and presentation to the State Superintendent of Education of evidence that the individual has accumulated 300 Professional Training Points (PTPs).
- i) Work experience as a paraprofessional in a public or nonpublic school shall be credited at the rate of 30 PTPs per year, up to a maximum of 150 PTPs. The required evidence of completion for this experience shall be a letter signed by the chief administrator or other designated official of the employing district, other public entity, or nonpublic school documenting the nature and duration of the individual's employment.
  - ii) College coursework shall be credited at the rate of 15 PTPs per semester hour. The required evidence of completion for college coursework shall be official transcripts issued by the institutions at which it was completed.
  - iii) Completion of the Paraprofessional Test Preparation Curriculum developed by the Illinois Community College Board in partnership with the Illinois State Board of Education shall be credited as 15 PTPs. The required evidence for completion of this curriculum shall be a certificate of completion issued to the individual.
  - iv) Additional training activities shall be credited at the rate of one PTP per hour of the individual's direct participation, provided that training activities shall be creditable only if they address or enhance the paraprofessional's ability to assist in the academic content areas of reading/language arts, writing, or mathematics or in reading readiness, writing readiness, or mathematics readiness. The required evidence of completion for each training activity that occurred prior to July 1, 2004, shall include a description of the event, including its subject, date, location, and provider if known; and, if available, a program, outline, or completion form supplied by the provider to indicate the individual's attendance at the event. The required evidence of completion for each training activity that occurred on or

after July 1, 2004, shall include a description of the event, including its subject, date, location, and provider; a program or outline if available; and a completion form supplied by the provider to indicate the individual's attendance at the event. In all cases the required evidence shall include a signed statement by the individual indicating the length of his or her participation and verifying that the activity addressed one of the areas required by this subsection (d)(2)(B)(iv).

- 3) "Formal local assessment" means a local assessment that conforms to the guidelines established in section C-5 of the Draft Non-Regulatory Guidance of November 15, 2002, published on the subject of Title I Paraprofessionals by the United States Department of Education, Office of Elementary and Secondary Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.
- e) Revocation of Approval
- 1) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been designated as a "sex offender" as defined in Section 2 of the Sex Offender Registration Act [730 ILCS 150/2] or as a "child sex offender" as defined in Section 11-9.3 of the Criminal Code of 1961 [720 ILCS 5/11-9.3], or has been named as a perpetrator in an indicated report filed pursuant to the Abused and Neglected Child Reporting Act [325 ILCS 5/Art.1], the State Superintendent may revoke an individual's approval after the individual has had an opportunity for a hearing before the State Teacher Certification Board pursuant to 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings). The State Superintendent's decision shall be considered an "administrative decision" for purposes of the Administrative Review Law [735 ILCS 5/Art. III].
  - 2) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been convicted of any sex offense or narcotics offense as defined in Section 21-23a of the School Code [105 ILCS 5/21-23a] or has been convicted of first degree murder, attempted first degree murder, or a Class X felony, the State Superintendent shall forthwith revoke the individual's approval. The State Superintendent's decision

shall be considered an “administrative decision” for purposes of the Administrative Review Law.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.520 Other Noncertificated Personnel (Repealed)**

(Source: Repealed at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.530 Specialized Instruction by Noncertificated Personnel (Repealed)**

(Source: Repealed at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.540 Approved Teacher Aide Programs (Repealed)**

(Source: Repealed at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.550 Approval of Educational Interpreters**

Each educational interpreter who serves students with hearing impairments in the public schools shall be of good character and shall be a citizen of the United States or legally present and authorized for employment. Each educational interpreter shall be subject to that portion of Section 24-5 of the School Code that requires physical fitness and freedom from tuberculosis. Each educational interpreter shall hold a high school diploma or its recognized equivalent. Beginning July 1, 2006, each individual newly assigned as an educational interpreter in the public schools shall require a statement of approval from the State Superintendent of Education, which shall be identified as valid either for sign language interpreting or for cued speech interpreting. Interpreters first employed on or before June 30, 2006, shall be subject to this requirement as of July 1, 2007. Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent, accompanied by the fee required under Section 21-12 of the School Code and evidence that he or she meets the requirements applicable to the type and level of approval sought.

- a) Initial Approval
  - 1) Each applicant shall have:
    - A) completed 30 semester hours of college credit from one or more regionally accredited institutions of higher education; or
    - B) passed the Educational Interpreter Knowledge Assessment (EIKA); or
    - C) passed the written examination administered by the Registry of Interpreters for the Deaf (RID); or
    - D) achieved the score identified as passing by the Illinois State Board of Education on either of the examinations for paraprofessionals discussed in Section 25.510(c)(3) and (4) of this Part.
  - 2) Each applicant for initial approval as a sign language interpreter shall have:
    - A) attained a rating of Level 3.0 or above on the Educational Interpreter Performance Assessment (EIPA); or
    - B) received a certificate issued by the RID; or

- C) scored at the “passing” level or above on the examination of the American Consortium of Certified Interpreters (ACCI).
- 3) Each applicant for initial approval as a cued speech interpreter shall have:
- A) attained a rating of Category 4 or above on the Basic Cued Speech Proficiency Rating administered by Testing, Evaluation and Certification Unit, Inc. (TEC Unit); or
  - B) attained Transliteration Skills Certification from TEC Unit at level 3 or above.
- b) Standard Approval
- 1) Each applicant shall:
- A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; or
  - B) hold an associate’s degree issued by a regionally accredited institution of higher education; or
  - C) have passed one of the examinations required for initial approval under subsection (a) of this Section.
- 2) Each applicant for standard approval as a sign language interpreter shall:
- A) have attained a rating of Level 3.5 or above on the EIPA; or
  - B) provide evidence that he or she was employed as a sign language interpreter in the Illinois public schools during the 2005-06 school year and holds certification from the RID.
- 3) Each applicant for standard approval as a cued speech interpreter shall have attained Transliteration Skills Certification at Level 3 or above.
- c) Master Approval

- 1) Each applicant shall have met the requirements of subsection (b)(1) of this Section.
  - 2) Each applicant for master approval as a sign language interpreter shall have attained a rating of Level 4.5 or above on the EIPA.
  - 3) Each applicant for master approval as a cued speech interpreter shall have attained Transliteration Skills Certification at Level 4 or above.
- d) Emergency Approval
- 1) Each applicant shall have completed 10 semester hours of college credit from one or more regionally accredited institutions of higher education.
  - 2) Each applicant for approval as a sign language interpreter shall have:
    - A) attained a rating of Level 3.0 or above on the EIPA; or
    - B) received a certificate issued by the RID; or
    - C) scored at the “passing” level or above on the examination of the ACCI.
  - 3) Each applicant for approval as a cued speech interpreter shall have:
    - A) attained a rating of Category 4 or above on the Basic Cued Speech Proficiency Rating; or
    - B) attained Transliteration Skills Certification at level 3 or above.
- e) Validity; Renewal
- 1) Initial approval shall be valid for four years of interpreting within the eight-year period following its issuance, provided that the approval of an individual who completes four years of interpreting shall continue to be valid through the immediately following June 30. Initial approval shall not be renewable. However, an individual whose initial approval has expired may receive another initial approval by meeting the requirements of this Section as applicable at the time. An individual need not have held initial approval to qualify for standard or master approval.

- 2) Standard approval shall be valid for five years, subject to the provisions of Section 21-22 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval's validity, the individual has:
    - A) completed 40 hours of continuing education; or
    - B) completed 25 hours of continuing education and received certification from RID or from ACCI.
  - 3) Master approval shall be valid for ten years, subject to the provisions of Section 21-22 of the School Code, and shall be renewable upon presentation of evidence that, during the ten-year period of the approval's validity, the individual has:
    - A) completed 80 hours of continuing education; or
    - B) completed 65 hours of continuing education and received certification from RID or from ACCI.
  - 4) Emergency approval shall be valid for two years, subject to the provisions of Section 21-22 of the School Code, and shall not be renewable.
- f) Continuing Education
- 1) An individual may accrue hours of continuing education by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:
    - A) are designed to improve the skills and knowledge of interpreters for the deaf; or
    - B) are organized by an entity that is approved pursuant to Section 25.855 or 25.860 of this Part and address educational concerns.
  - 2) An individual may accrue the required credit for continuing education by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. One course of at least three semester

hours may be used to fulfill 100 percent of the requirement for renewal of standard approval or 50 percent of the requirement for renewal of master approval. Two courses totaling at least six semester hours may be used to fulfill 100 percent of the requirement for renewal of master approval.

- 3) Holders of approval at the standard level only may accrue 100 percent of the required credit for continuing education for a given approval period by having taken the EIPA examination during that period and having earned a score of at least 4.0.
- 4) Holders of approval at the master level only may accrue up to 20 hours of continuing education for mentoring provided to holders of initial or standard approval.
- 5) Except as provided in subsection (f)(3) of this Section, each individual shall be required to accrue at least 60 percent of the required hours of continuing education in activities under subsection (f)(1)(A), (f)(2), or, if applicable, (f)(4) of this Section, in any combination.
- 6) Evidence of Completion
  - A) Along with his or her statement of approval, each individual who will be required to complete continuing education as a condition of renewal shall be furnished with a log format enabling him or her to record the activities completed. For any activity completed under subsection (f)(1) of this Section, the individual shall present the attendance form provided by the entity organizing the event, except that the organizer's signature on the log form shall suffice in cases where participants receive no other written verification of their attendance.
  - B) As evidence of completion for college coursework, the individual shall present a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.
  - C) As evidence of completion for mentoring, the individual shall present the signature of an authorized representative of the employing entity on the log format provided, documenting the formal mentoring arrangement and the time spent.

g) Revocation

The provisions of Section 25.510(e) of this Part shall apply to the revocation of approval for educational interpreters.

(Source: Added at 29 Ill. Reg. 12374, effective July 28, 2005)

## SUBPART H: CLINICAL EXPERIENCES

**Section 25.610 Definitions**

"Clinical Experiences". That part of the professional preparation program enabling candidates preparing for certificated roles to acquire practical experience along with theoretical knowledge prior to entering into the full responsibilities of the role for which they are seeking certification. These practical and structured experiences include pre-student teaching field experiences and student teaching and insure gradual and sequential introduction to, and eventual assumption of, the full range of experiences associated with a certificated role. At appropriate times the candidate shall demonstrate mastery of skills and techniques necessary for effective performance as a beginning practitioner and to enable evaluation by qualified personnel. The sequence of experiences brings the candidate into contact with a variety of populations and educational situations, including public school settings, encountered by practitioners.

"Clinical Practice". Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

"College Supervisor". That person employed by the institution of higher education to supervise candidates engaged in clinical experiences.

"Cooperating Teacher". That person employed by a school district directly engaged in teaching pupils in a school and who is immediately responsible for a student engaged in clinical experiences.

"Directed Observation". A clinical experience involving observation of practitioners working under the direction of representatives of schools or educator preparation institutions. This experience is planned, guided and evaluated by a mentor or supervisor and can occur in a variety of educational settings and situations.

"Dispositions". Professional attitudes, values and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues and communities.

"Field Experiences". A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

"Intern Supervisor". That person employed by a school district directly engaged in school service personnel work in a school building and who is immediately responsible for a school service personnel intern.

"Internship". A sustained, continuous, structured and supervised experience lasting for a substantial period of time in which the candidate engages in performance of various aspects of the role and is gradually introduced to the full range of responsibilities associated with the role. Internships take place in all types of situations and settings. The use of internship is usually restricted to school service personnel and administrative programs.

"Practicum". A type of clinical experience characterized by intensive work with students, in a group or one on one, which is carefully designed as part of an approved program; is supervised by a designated representative of the institution offering the program; and provides evidence that the candidate for the endorsement is able to apply the knowledge and skills relevant to that endorsement area.

"Student Teaching". A form of internship established by Illinois statute calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel. (Student teaching is referred to as "clinical practice" by NCATE.)

"Supervised Participation". A wide range of experiences in which the candidate assists or engages in purposeful interaction with students and school personnel under the guidance and evaluation of qualified personnel. These experiences are carried out under continuous supervision by appropriate personnel who can appropriately modify the candidate's behavior.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.620 Student Teaching**

- a) The State Teacher Certification Board recognizes and accepts student teaching only when it is earned after completion of the sophomore year.
- b) Student teaching shall be structured as part of comprehensive field experiences and clinical practice, as a supervised part of a teacher preparation program approved pursuant to Subpart C of this Part, and in accordance with the standards referred to in Section 25.115(b) of this Part.
- c) Student teaching shall be completed at the grade level(s) and in the area of specialization appropriate to the certificate sought. Additional student teaching may occur in areas for which the candidate meets the relevant requirements related to staff qualifications in 23 Ill. Adm. Code 1.
- d) Student teaching must be done under the active supervision of a cooperating teacher who is certificated and qualified to teach in the area and who is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching, unless the student teacher:
  - 1) is serving on a transitional bilingual certificate, a provisional vocational certificate, or a temporary provisional vocational certificate; or
  - 2) is working in a school that is not legally required to employ certified teachers and either has two years' teaching experience at that school or presents to the employer the evidence described in Section 25.11(g) of this Part documenting that he or she has two years' teaching experience in one or more other schools exclusive of home schools; or
  - 3) holds a substitute certificate and is not subject to the limitations of Section 21-9 of the School Code [105 ILCS 5/21-9].
- e) In order for a recognized Illinois teacher education institution to award credit for student teaching, the following requirements must be met:
  - 1) The student teacher must be enrolled in a student teaching course at the institution;
  - 2) The student teaching placement and plans must have the prior approval of a designated representative of the teacher education institution; and

- 3) Plans for the student teaching experience must have been previously discussed and approved by the cooperating teacher if the involvement of such a teacher is required pursuant to subsection (d) of this Section.
- f) An individual may receive credit for student teaching or pre-student teaching clinical experiences that are completed during the time for which the individual is paid as a teacher, unless the individual:
- 1) holds no certificate issued pursuant to the School Code [105 ILCS 5], performs the student teaching or pre-student teaching clinical experiences in a school district, and is not subject to the authorization for payment stated in Section 25(g) of the Grow Your Own Teacher Education Act [110 ILCS 48/25(g)] or Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]; or
  - 2) holds only a substitute certificate and is subject to the limitations of Section 21-9 of the School Code.

(Source: Amended at 31 Ill. Reg. 10645, effective July 16, 2007)

**Section 25.630 Pay for Student Teaching (Repealed)**

(Source: Repealed at 26 Ill. Reg. 11867, effective July 19, 2002)

## SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

**Section 25.705 Purpose – Severability**

- a) This Subpart establishes procedures and requirements for the Illinois Certification Testing System, as required by Section 21-1a of the School Code [105 ILCS 5/21-1a].
- b) When specific tests are made available both as paper-and-pencil tests and as computer-based tests, certain testing procedures shall differ according to the format selected by a particular examinee, as described in the relevant provisions of this Subpart I.
- c) If any provision of this Subpart or application of that provision to any person or circumstance is held invalid, its invalidity shall not affect other provisions or applications of this Subpart that can be given effect without the invalid provision or application, and to this end the provisions of this Subpart are declared to be severable.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.710 Definitions**

For the purposes of this Subpart, the following definitions apply:

"Passing raw score" is the minimum number of multiple choice items that must be answered correctly on a given test or the combination of required correct responses to multiple choice items and required numerical value of constructed responses.

"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

"Re-scoring" means the process of reviewing an examinee's answers and the scores assigned to them to confirm that a test score reported to an examinee is the score earned by him or her.

"Retake" is the opportunity for a person who has taken a test of the Illinois Certification Testing System at one test administration to take the test in the same area as given at subsequent administrations.

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score, the maximum score, and the passing score are set. Through May 31, 2006, for the tests of subject matter knowledge and language proficiency, the minimum scaled score is 0, the maximum score 100, and passing score 70. Beginning in June 2006, for the tests of subject matter knowledge (content-area tests) and language proficiency, the minimum scaled score is 100, the maximum score 300, and the passing score 240. For the assessment of professional teaching, the basic skills test, and any new content-area test first administered after December 31, 2002, the minimum scaled score is 100, the maximum score 300, and the passing score 240.

"Subarea score" is the scaled score for the subset of test items on a subject matter test or content-area test that measures specific content, and, for any test administration for which scores are reported before September 30, 2010, the "subarea score" is the scaled score for each subset of test items on the basic skills test which measures specific content in reading comprehension, writing, language arts, and mathematics.

“Test” or “Tests/Examination” or “Examinations” refers to the test of basic skills, the assessment of professional teaching, the language proficiency tests, and the tests/examinations of subject matter knowledge (or “content-area tests”) for the Illinois Certification Testing System. Through June 30, 2004, these tests/examinations are:

- Agriculture
- Art (K-12)
- Art (6-12)
- Assessment of Professional Teaching – Early Childhood
- Assessment of Professional Teaching – Elementary
- Assessment of Professional Teaching – Secondary
- Assessment of Professional Teaching – Special
- Basic Skills
  - Language Arts
  - Mathematics
  - Reading Comprehension
  - Writing
- Biological Science
- Blind and Partially Sighted
- Business/Marketing/Management
- Chemistry
- Chief School Business Official
- Computer Science
- Dance
- Deaf and Hard of Hearing
- Early Childhood
- Educable Mentally Handicapped (required through June 30, 2003)
- Elementary/Middle Grades (K-9)
- English
- English as a Second Language
- English Language Proficiency
- French
- General Administrative
- General Science
- General Supervisory (available through June 30, 2003)
- German
- Guidance
- Health
- Health Occupations

Hebrew  
History  
Family and Consumer Sciences  
Industrial Technology Education  
Italian  
Latin  
Learning Disabilities (required through June 30, 2003)  
Learning Behavior Specialist I (required beginning July 1, 2003)  
Learning Behavior Specialist II/Behavior Intervention Specialist (available July 1, 2003)  
Learning Behavior Specialist II/Bilingual Special Education Specialist (available July 1, 2003)  
Learning Behavior Specialist II/Curriculum Adaptation Specialist (available July 1, 2003)  
Learning Behavior Specialist II/Deaf/Blind Specialist (available July 1, 2003)  
Learning Behavior Specialist II/Multiple Disabilities Specialist (available July 1, 2003)  
Learning Behavior Specialist II/Technology Specialist (available July 1, 2003)  
Learning Behavior Specialist II/Transition Specialist (available July 1, 2003)  
Mathematics  
Media  
Music (K-12)  
Music (6-12)  
Physical Education (K-12)  
Physical Education (6-12)  
Physically Handicapped (required through June 30, 2003)  
Physical Science  
Physics  
Reading  
Russian  
School Nurse  
School Psychology  
School Social Work  
Social/Emotional Disorders (required through June 30, 2003)  
Social Science  
Spanish  
Speech

Speech-Language Pathologist: Nonteaching (available May 1, 2002)

Speech-Language Pathologist: Teaching (available May 1, 2002)

Superintendent

Theatre Arts

Trainable Mentally Handicapped (required through June 30, 2003)

Transitional Bilingual Education

Arabic

Cantonese

Greek

Gujarati

Hindi

Japanese

Korean

Lao

Mandarin

Polish

Russian

Spanish

Urdu

Vietnamese

Beginning July 1, 2004, the Illinois Certification Testing System shall consist of the following tests in addition to the content-area tests applicable to certification in special education. Beginning with score reports issued after September 30, 2010, “test” or “tests” will also refer to subtests (reading comprehension, writing, language arts, and mathematics) of the basic skills test.

Agricultural Education

Assessment of Professional Teaching (through June 2013)

Early Childhood

Elementary

Secondary

Special

Assessment of Professional Teaching (prekindergarten through grade 12)  
(required beginning July 1, 2013)

Basic Skills

Business, Marketing, and Computer Education

Chief School Business Official

Computer Science

Dance

Director of Special Education (required beginning July 1, 2005)  
Drama/Theatre Arts  
Early Childhood Education  
Early Childhood Special Education  
Elementary/Middle Grades (K-9)  
English Language Arts  
English Language Proficiency  
English as a New Language  
Family and Consumer Sciences  
Foreign Languages  
    Arabic (available in September 2008)  
    Chinese (Cantonese or Mandarin)  
    French  
    German  
    Hebrew  
    Italian  
    Japanese  
    Korean  
    Latin  
    Russian  
    Spanish  
General Administrative (through August 2014)  
Guidance (through June 30, 2005)  
Health Education  
Health Careers  
Learning Behavior Specialist I  
Learning Behavior Specialist II/Behavior Intervention Specialist  
Learning Behavior Specialist II/Bilingual Special Education Specialist  
Learning Behavior Specialist II/Curriculum Adaptation Specialist  
Learning Behavior Specialist II/Deaf/Blind Specialist  
Learning Behavior Specialist II/Multiple Disabilities Specialist  
Learning Behavior Specialist II/Technology Specialist  
Learning Behavior Specialist II/Transition Specialist  
Library Information Specialist  
Mathematics  
Music  
Physical Education  
Principal (beginning September 1, 2012)  
Reading Teacher  
Reading Specialist

School Counselor (beginning July 1, 2005)

School Nurse

School Psychologist

School Social Worker

Sciences

Biology

Chemistry

Earth and Space Science

Environmental Science

Physics

Social Sciences

Economics

Geography

History

Political Science

Psychology

Sociology and Anthropology

Special Education General Curriculum (available May 1, 2005)

Speech-Language Pathologist: Nonteaching

Speech-Language Pathologist: Teaching

Superintendent

Technology Education

Technology Specialist

Transitional Bilingual Education – Language Proficiency

Arabic

Assyrian

Bosnian

Bulgarian

Cantonese

Filipino

Greek

Gujarati

Hindi

Japanese

Korean

Lao

Malayalam

Mandarin

Polish

Russian

Serbian  
Spanish  
Urdu  
Vietnamese  
Visual Arts

"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written or oral response.

"Test objective" is a statement of the behavior or performance measured by test items.

"Unauthorized aids" are materials and devices that candidates are prohibited from bringing to a test administration. These include notes, calculators, calculator watches, calculator manuals, cellular phones, electronic communication devices, visual or audio recording or listening devices, and any other items whose use may compromise the security or validity of a test. However, any material or device that is permitted as part of an accommodation arranged pursuant to Section 25.740 of this Part shall not be considered an unauthorized aid. Furthermore, a calculator shall not be considered an unauthorized aid when its use is authorized pursuant to the current ICTS registration bulletin and the contractor's web site.

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.715 Test Validation**

The State Board of Education will validate all tests as part of the Illinois Certification Testing System, using reviews of test objectives and test items by committees of Illinois educators and a survey of Illinois educators to determine the relationships of these objectives to the knowledge required by entry-level Illinois educators in order to perform their jobs. All validation procedures will conform to the accepted professional standards promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association, as presented in the "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, 1230 17<sup>th</sup> Street, N.W., Washington, D.C. 20036. No later amendments to these standards are incorporated by this rule.

(Source: Amended at 25 Ill. Reg. 16031, effective November 28, 2001)

**Section 25.717 Test Equivalence**

- a) The State Board of Education will implement the following procedures to maintain uniformity in the difficulty level of each form of the basic skills test, each form of the assessment of professional teaching, each language proficiency test, and each subject matter knowledge test from test-to-test and from year-to-year. These procedures will conform to the accepted professional standards for test score comparability and equating promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association as presented in the "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, 1230 17<sup>th</sup> Street, N.W., Washington, D.C. 20036. No later amendments to these standards are incorporated by this subsection.
- b) To achieve uniformity of test form difficulty, all test content advisory committees (see Section 25.715) shall be given identical orientation and training sessions throughout each step in test development and in standard setting. As a further measure to maintain test equivalence, when a new test form is produced, new items shall be matched to the items they are replacing in terms of average item difficulty statistics. Following the administration of a new test form, test scores for new test forms shall be made comparable in difficulty with the test scores on the previous test form by statistical test equating. The method to be used is set forth in Appendix A.

(Source: Amended at 26 Ill. Reg. 16167, effective October 21, 2002)

**Section 25.720 Applicability of Testing Requirement and Scores**

- a) It is the individual's responsibility to take the appropriate tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.
- b) Basic Skills Test

Except as provided in subsections (b)(1) and (3) of this Section, each candidate seeking his or her first Illinois certificate (teaching, administrative, or school service personnel) shall be required to pass the test of basic skills. Further, Section 21-1a(d) of the School Code requires passage of this test as a prerequisite to enrollment in an Illinois teacher preparation program beginning with the 2002-2003 academic year.

- 1) A person who has passed the test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C of this Part shall not be required to retake that test.
- 2) A person who has passed the basic skills test and has been issued an Illinois certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.
- 3) *A person who passed another state's test of basic skills as a condition of certification or of admission to a teacher preparation program shall not be required to pass this State's test of basic skills. (Section 21-1a of the School Code [105 ILCS 5/21-1a])*
- 4) The provisions of subsection (b)(3) of this Section notwithstanding, any individual who has attempted the Illinois basic skills test without passing it shall be required to pass it in order to qualify for an Illinois certificate.
- 5) When a person who was not required to take the basic skills test pursuant to subsection (b)(3) of this Section seeks a subsequent Illinois certificate, he or she shall be required to pass the Illinois test of basic skills. However, a person applying for another Illinois certificate based on an additional out-of-state certificate or qualifications shall be treated as an out-of-state applicant and shall be subject to subsection (b)(3) of this Section.

- 6) The basic skills test will be administered as four separate subtests: reading, language arts, mathematics, and writing.
  - A) Individuals may take all four subtests or any combination of the individual subtests during a single test administration.
  - B) Scores on basic skills subtests can be “banked”, and an individual will not be required to take a subtest again once he or she has achieved a passing score.
  - C) Each test administration of the basic skills test in which an examinee participates shall count toward the testing limit established under subsection (h) of this Section, regardless of the number of subtests the examinee includes as part of that particular test administration.
- c) Content-Area Tests
  - 1) Each candidate seeking an Illinois certificate, whether his or her first certificate or a subsequent certificate, shall be required to pass a content-area test. The required content-area test is that which corresponds to the approved program completed or the endorsement for which the applicant otherwise qualifies. Further, Section 21-1a(d) of the School Code requires passage of this test for program completion. No waivers or exemptions are available.
  - 2) A person who has passed a test of language proficiency in order to qualify for a transitional bilingual certificate and received that certificate shall not be required to retake that test in order to qualify for a bilingual education credential on another certificate received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program shall also not be required to retake that test.
- d) Assessment of Professional Teaching (APT)

Each candidate seeking his or her first Illinois early childhood, elementary, secondary, or special certificate shall be required to pass the APT relevant to the certificate sought (see Section 25.710 of this Part). A candidate seeking a subsequent teaching certificate of one of these types must also pass the APT relevant to the certificate sought, unless he or she either:

- 1) has already passed an APT that encompasses the grade levels of the subsequent certificate sought; or
  - 2) already holds another Illinois teaching certificate that encompasses the grade levels of the certificate sought.
- e) Except as provided in subsections (b)(1), (c)(2), and (d)(1) of this Section, for each person seeking an Illinois certificate, no score on a required test may be more than ten years old at the time application is made. The ten-year period shall be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Scores more than ten years old will not be accepted as part of an application.
- 1) The ten-year period discussed in this subsection (e) shall apply to each score that forms part of an application received on or after July 1, 2008.
  - 2) The ten-year period discussed in this subsection (e) shall also apply to each score that forms part of an application that is pending as of June 30, 2008, and to each score that forms part of an application for which an evaluation is still valid as of that date pursuant to Section 25.427 of this Part.
- f) Subject to registration in accordance with the provisions of this Subpart I, the provisions of Section 25.755(g)(1) of this Part, and the limitations of subsection (h) of this Section, an individual who has taken a paper-and-pencil test may retake that test during any subsequent, regularly scheduled administration of that test in paper-and-pencil format and may retake that test by computer during any subsequent computer-based test administration.
- g) Subject to registration in accordance with the provisions of this Subpart I, the provisions of Section 25.755(g)(1) of this Part, and the limitations of subsection (h) of this Section, an individual who has taken a computer-based test may retake that test by computer after no fewer than 120 days but also may retake that test during any subsequent, regularly scheduled administration of the test in paper-and-pencil format.
- h) Subsequent to January 12, 2010, no individual may attempt to pass the same test more than five times in any combination of the two formats (i.e., computer-based test or paper-and-pencil format).

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.725 Applicability of Scores (Repealed)**

(Source: Repealed at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.728 Use of Test Results by Institutions of Higher Education**

- a) Beginning with the 2002-2003 academic year, each institution shall use the Illinois Certification Testing System's test of basic skills to satisfy the requirement of Section 21-2b of the School Code [105 ILCS 5/21-2b] -- Teacher Education Program Entrance.
- b) Until the beginning of the 2004-2005 academic year, an institution shall have the option of using an Illinois Certification Testing System subject matter test as a requirement for completion of a teacher education program approved pursuant to Subpart C of this Part or for candidates' progression among the components of a program.
- c) Beginning with the 2004-2005 academic year, each institution shall use the content-area tests in the disciplines relevant to individuals' program completion as provided in Section 21-1a(d) of the School Code.
- d) An institution shall have the option of using the Illinois Certification Testing System's assessment of professional teaching as a requirement for completion of a teacher education program or for candidates' progression among the components of a program.
- e) In using any test that forms part of the Illinois Certification Testing System, institutions shall abide by all the rules governing the Testing System set forth in this Subpart, including, but not limited to, passing score, registration, and fees; and shall make no requirement for the use or administration of this test beyond those set forth in this Subpart.
- f) Institutions shall be responsible for informing their students of all requirements related to taking the tests and for providing students with registration materials and any other pertinent information in a timely manner. Neither the State Board of Education nor its testing contractor shall assume responsibility for any candidate's inability to progress through or complete an approved program because of failure to take one or more certification tests in a timely manner.

(Source: Amended at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.730 Registration – Paper-and-Pencil Testing**

Information about the tests and registration will be available from the State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001, and at [www.isbe.net](http://www.isbe.net).

- a) Registration may be submitted by mail or conducted on line at [www.icts.nesinc.com](http://www.icts.nesinc.com) or by mail. If accomplished electronically, an individual's registration must be received by the testing contractor chosen by the State Board of Education on or before the emergency registration deadline. If sent through the mail, an individual's registration must be either received by the testing contractor on or before the registration deadline or must be postmarked by the United States Postal Service on or before the registration deadline and received by the testing contractor by the late registration deadline as specified in Section 25.732 of this Part. An individual's registration must include the following:
  - 1) Registrant's name, mailing address, both daytime and evening telephone numbers, Social Security number, date of birth, and gender;
  - 2) Name and identification number of tests;
  - 3) Test date and first and second test site identification numbers;
  - 4) An assurance that the registrant will abide by all the conditions of testing set forth in Section 25.750 of this Part;
  - 5) An assurance that the registrant has not had and will not seek access to any secure test materials, either prior to or after the test date, and will not disclose any of the content of test materials to any individual for a period of ten years after the date of the test administration; and
  - 6) The registrant's signature, which shall signify that the facts and assurances presented are true to the best of the registrant's knowledge and that the registrant agrees to abide by the testing conditions.
- b) The testing contractor will acknowledge receipt of registrations within four weeks after their receipt.
- c) An individual may amend or cancel his or her registration by submitting a properly completed change notice to the testing contractor. The change notice must be received by the testing contractor on or before the late registration

deadline as specified in Section 25.732 of this Part. Changes that may be made by an individual to his or her registration are:

- 1) changing the test site or test date;
  - 2) adding a test or tests; and
  - 3) deleting a test or tests.
- d) All requests for changes to a registration, except for deletion of a test or tests, must be accompanied by payment of the appropriate fee.
- e) An individual who cancels her or his registration in accordance with this Section, including meeting the specified deadline, will receive a partial refund. An individual who cancels his or her registration other than in strict accordance with this Section, or who is absent from the test administration, will receive no refund or credit of any kind.
- f) The registration deadline for each test administration will be six calendar weeks prior to the test administration date.
- g) The testing contractor may issue a fee credit to an individual who is absent from a test administration for which he or she was registered because of a medical emergency or death, provided that:
- 1) a written request is received by the State Board of Education no later than six months after the date of the missed test administration, and
  - 2) a written statement from a member of the medical profession or funeral home documenting the reason for the absence accompanies the request.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.731 Registration – Computer-Based Testing**

Information about the tests and registration will be available from the State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001, and at [www.isbe.net](http://www.isbe.net).

- a) Registration shall be accomplished on line at the contractor's web site identified in the registration bulletin that is applicable to the time period of testing and shall be completed no later than three business days prior to the date of the test administration. An individual's registration must include the following:
  - 1) Registrant's name, mailing address, both daytime and evening telephone numbers, Social Security number, date of birth, and gender;
  - 2) Name and identification number of tests;
  - 3) An assurance that the registrant will abide by all the conditions of testing set forth in Section 25.750 of this Part;
  - 4) An assurance that the registrant has not had and will not seek access to any secure test materials, either prior to or after the test date, and will not disclose any of the content of test materials to any individual for a period of ten years after the date of the test administration; and
  - 5) An assurance that the facts and assurances presented are true to the best of the registrant's knowledge and that the registrant agrees to abide by the testing conditions.
- b) The testing contractor will electronically send an authorization to test within 24 hours after receipt of an individual's registration, which will permit the individual to schedule a testing appointment with the contractor.
- c) An individual may amend or cancel his or her registration by submitting the relevant information electronically no later than 24 hours prior to the scheduled testing time. Changes that may be made by an individual to his or her registration are:
  - 1) changing the test site or test date;
  - 2) adding a test or tests; and

- 3) deleting a test or tests.
- d) No fees shall apply to changes in registration relative to computer-based testing.
- e) An individual who cancels his or her registration under this Section no later than 24 hours prior to the scheduled time of test administration will receive a partial refund. An individual who cancels his or her registration other than in strict accordance with this Section, or who is absent from the test administration, will receive no refund or credit of any kind.
- f) An individual requesting special accommodations should register as soon as possible in order to be reasonably assured that the accommodations can be provided.
- g) The testing contractor may issue a fee credit to an individual who is absent from a test administration for which he or she was registered because of a medical emergency or death, as provided in Section 25.730(g) of this Part.

(Source: Added at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.732 Late Registration**

Late registration for individuals not meeting the deadlines established in Section 25.730 of this Part will be permitted. This Section shall not apply to registration for computer-based testing.

- a) An individual's late registration must be received by the testing contractor no later than the close of business three weeks before the date of test administration and must include the information specified in Section 25.730(a) of this Part.
- b) The testing contractor will acknowledge receipt of late registrations within two weeks after their receipt.
- c) All requests for a late registration must be accompanied by payment of a late fee in addition to the payment for each test to be taken.
- d) The late registration fee will be waived for examinees who failed the examination at its most recent administration but whose score reports were not released before the next regular registration deadline.
- e) Late registration requests for the accommodation of persons with special needs as specified in Section 25.740 of this Part or a special test date as specified in Section 25.745 of this Part will be honored by the testing contractor only if space, staff, and time constraints allow.
- f) An individual may amend or cancel his or her registration or late registration by submitting a properly completed change notice. The notice must be received by the testing contractor by the late registration deadline. Changes that may be made by an individual to his or her registration or late registration are:
  - 1) changing the test site or test date;
  - 2) adding a test or tests; and
  - 3) deleting a test or tests.
- g) All requests for changes to a late registration, except for deleting of a test or tests, must be accompanied by the appropriate fee for a change in registration.
- h) The late registration deadline for each test administration will be three calendar weeks prior to the test administration date.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.733 Emergency Registration**

A limited number of emergency registrations per test administration will be allowed on a space-available basis and for paper-and-pencil testing only. This Section shall not apply to registration for computer-based testing.

- a) Emergency registration will be offered at a limited number of test sites throughout the state, as identified in each year's "Illinois Certification Testing System Registration Bulletin."
- b) Emergency registrations will be accepted up until the close of business on the Tuesday before the Saturday test date.
- c) All requests for emergency registration must be made by telephone or via the Internet to the testing company identified in the "Illinois Certification Testing System Registration Bulletin." Fees will be payable only by Visa or Master Card as specified in Section 25.780(j) of this Part.
- d) All individuals registering by emergency registration over the telephone must complete, prior to testing, a registration form and sign an assurance that they will abide by all the conditions set forth in Section 25.750 of this Part. Registration forms and assurance statements will be available at the test sites on the day of the test.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.735 Frequency and Location of Examination**

- a) The tests of basic skills and subject matter knowledge will be administered in paper-and-pencil format no fewer than three times a year and at no fewer than six sites each time at locations throughout the State. The English language proficiency test and the target language proficiency test in Spanish will be administered in paper-and-pencil format four times per year at one site in the Chicago area. Target language proficiency tests in languages other than Spanish will be administered in paper-and-pencil format twice per year at one site in the Chicago area. Specific tests may be administered in paper-and-pencil format at such additional times and locations as the State Board of Education deems advisable.
- b) Each test that is made available as a computer-based test will be offered during no fewer than four “testing windows” annually, and each examinee may register to take an available computer-based test at any of the testing sites in the United States that are operated by the contractor chosen by the State Board of Education. Testing sites and testing windows shall be identified in the registration bulletin and any other published material pertaining to the testing system, as well as on the web sites of the State Board and its testing contractor.
- c) Registration deadlines and procedures for paper-and-pencil testing may vary from those stated in Section 25.730 of this Part when testing is conducted outside the fixed schedule set forth in subsection (a) of this Section.
- d) All test sites will be accessible to persons with disabilities.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.740 Accommodation of Persons with Special Needs**

- a) Persons with special needs include those with visual, physical, or other disabilities who would not be able to take the required tests under standard conditions. Each request for an accommodation shall be submitted on a form specified by the State Superintendent of Education and made available on the web site of the testing contractor.
- b) Each request for an accommodation must include a signed statement from a medical or human services professional licensed in this or any other state, such as but not limited to a physician, psychiatrist or psychologist, describing the handicapping condition and specifying the exact nature of the needed accommodations. If an examinee's registration is being sent through the mail, this statement shall accompany the registration materials. If an examinee's registration is being accomplished electronically, the signed statement shall be sent either through the mail or by facsimile to be matched with the registration materials.
  - 1) Each request for special accommodations in connection with paper-and-pencil testing must be submitted with the examinee's registration materials and in time to ensure receipt by the testing contractor no later than the regular registration deadline for the desired test administration. The testing contractor will notify each person of the disposition of his or her request no later than two weeks prior to the date of testing.
  - 2) Requests for special accommodations in connection with computer-based testing will be honored if possible, subject to the capabilities of the testing location requested. An examinee needing accommodations is advised to register and submit his or her request well in advance of the applicable deadline, in order to provide the greatest possible amount of time for the testing contractor to make the necessary arrangements. The testing contractor will notify each person requesting an accommodation for computer-based testing as soon as the disposition of the request has been determined.
- c) Special test administration procedures may include, but will not be limited to:
  - 1) testing arrangements for visually handicapped persons, such as:

- A) a special examiner to read the test and/or execute the examinee's choice of answers; and/or
  - B) permission to circle answers directly in the test booklet; and/or
  - C) permission to use magnifying devices; and/or
  - D) the use of either a large print or Braille version of the test;
- 2) testing arrangements for hearing-impaired persons, such as:
- A) providing written instructions for administering the tests; and/or
  - B) providing a sign language interpreter for any audio-taped material or the testing instructions; and
- 3) other arrangements determined on a case-by-case basis, as warranted by the individual's needs and the availability of appropriate means for meeting them.
- d) Special test administration procedures for persons for whom English is not the first language shall be limited to the allotment of extra time and shall be available in conjunction with paper-and-pencil testing only.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.745 Special Test Dates**

This Section shall not apply to computer-based testing. All paper-and-pencil tests will be administered on Saturdays, except that arrangements will be made to accommodate persons whose religious convictions prohibit their taking tests on the regularly scheduled test administration date, provided that each such person submits, along with his or her registration materials, a written request for an alternate test date accompanied by a letter signed by a member of the clergy and corroborating the religious basis of the request.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.750 Conditions of Testing**

All candidates shall abide by the rules of test participation and other terms, conditions, and policies stated in the applicable ICTS registration bulletin and on the contractor's web site. These include, but are not limited to, the conditions set forth in this Section.

a) Identification and Admission – Paper-and-Pencil Testing

On the day of the test, each person shall present the admission ticket received following test registration and two pieces of positive identification, one of which is government-issued and includes a photograph taken within the last four years. Positive identification includes, but is not limited to, a driver's license, student identification card, Illinois identification card, passport, employee identification card, Social Security card, birth certificate, or selective service registration card. Any person lacking sufficient identification will be required to sign a declaration of identity statement. Any person lacking sufficient identification and refusing to sign a declaration of identity statement will be refused admission. Copies of proof of identity may be made at the discretion of staff at the testing site.

b) Identification and Admission – Computer-Based Testing

On the day of the test, each person shall present one piece of current, government-issued identification, issued in the name in which the examinee registered and bearing a photograph and the examinee's signature.

c) On-Site Verification of Identity

- 1) Each person taking a paper-and-pencil test shall be required to provide a right thumbprint in a designated area on the personalized answer document in order to be admitted to the test site, except that a person who is unable to provide a right thumbprint due to a physical condition shall be admitted if he or she provides a print of the left thumb or, if unable to provide a left thumbprint, a print of another finger. The test proctor shall indicate which finger was used, if other than the right thumb.
- 2) Each person taking a computer-based test shall be required to provide a digital fingerprint or palm print and a digital signature.

- 3) Any person refusing to provide a thumbprint, other fingerprint, palm print, or signature in accordance with this subsection (c) shall be refused admission.
  - 4) Additional procedures that are designed to confirm examinees' identities or provide for test security, such as video recordings and repeated photographing of examinees, may be employed during test administration. Any person refusing to accede to these procedures shall be refused admission.
- d) Late Arrival – Paper-and-Pencil Testing
- Persons arriving more than 30 minutes after a test administration has begun will be refused admission. Persons arriving within 30 minutes after a test administration has begun will be required to sign an acknowledgment of late arrival specifying that no additional time will be allotted beyond that already given to the other examinees for the session.
- e) Late Arrival – Computer-Based Testing
- Persons arriving after their respective scheduled testing times will be refused admission if admitting them would cause a delay in subsequent testing appointments.
- f) No refund of fees will be made to any person refused admission under subsection (a), (b), (c), (d), or (e) of this Section.
- g) Each person admitted to a testing site shall abide by the instructions of the proctors administering the test in all matters relating to the test, including but not limited to seating arrangements and security measures. Each person authorizes the proctors to serve as his or her agents in maintaining a secure test administration.
- h) Each person beginning a test shall take every section of that test. The score of a person not completing all sections of a test will be reported as set forth in Sections 25.765 and 25.775 of this Part, unless the person cancels that score as provided in Section 25.755 of this Part.
- i) No refund will be made to any person canceling his or her score, nor will credit be given toward the fee for any future test.

- j) Examinees may perform intermediate work that is necessary to enable them to answer test questions. Persons taking paper-and-pencil tests shall use as scratch paper only the blank sheets furnished as part of the test materials. Persons taking computer-based tests shall use only the erasable noteboard and marker provided for this purpose.
- k) No person may:
- 1) bring written notes into a testing site or use written notes during a test;
  - 2) make notes or copies of the contents of a test or remove any test materials from the testing site;
  - 3) bring into the testing site or use unauthorized aids (see Section 25.710 of this Part);
  - 4) bring any personal item into a computer-based testing room or use any personal item during computer-based testing, unless permitted as part of an accommodation arranged pursuant to Section 25.740 of this Part;
  - 5) communicate in any way with other examinees or any person other than the proctors during a test session;
  - 6) engage in behavior that disrupts or gives unfair advantage or disadvantage to other examinees;
  - 7) fail to sign the documents on which he or she is directed to record his or her answers; or
  - 8) fail to follow the oral or written instructions or directions of the proctors dealing with the administration of the test.
- l) An individual who wishes to object to any of the testing conditions or procedures set forth in this Section shall notify the testing contractor in writing of the basis for this objection no later than six weeks prior to the test administration date. An individual who wishes to object shall not register using the late or emergency registration procedures described in Sections 25.732 and 25.733 of this Part.

- 1) The testing contractor shall inform the registrant as to whether his or her objection will be honored.
- 2) If an individual's objection is not honored, the testing contractor shall inform the individual that he or she will not be registered for the test administration.
- 3) An individual who objects to a condition of testing after using late or emergency registration procedures for paper-and-pencil testing may be prohibited from taking the test, or his or her score may be voided.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.755 Cancellation of Scores; Voiding of Scores**

- a) A person shall have the right to cancel his/her test scores. A cancellation request must be submitted in writing and received by the State Superintendent of Education within seven calendar days after the date of the test. However, a person's right to cancel his or her scores shall be superseded by the right of the State Superintendent of Education to void scores when subsection (b) or (c) of this Section applies.
- b) A person's scores will be voided by the State Superintendent of Education due to violation by the person of any of the conditions of testing enumerated in Section 25.750(g) and (k) of this Part.
- c) The Illinois State Superintendent of Education will also void any affected test score in situations such as, but not limited to, the following:
  - 1) any person taking the test violates any of the rules of test participation or terms, conditions, or policies stated in the current ICTS registration bulletin and website, having the purpose or effect of:
    - A) giving any person taking the test an unfair advantage over other examinees,
    - B) affecting, either positively or negatively, the performance of any person taking the test, or
    - C) representing the performance of the named registered examinee by the performance of another person;
  - 2) there is any testing irregularity that calls into question:
    - A) the accuracy of the test scores as measures of the actual performances of the examinees, or
    - B) the validity of the test scores as measures of the performances of the examinees in light of the conditions and circumstances under which the test was administered.
- d) The State Superintendent of Education shall notify the person of the action taken within six weeks after the test date. If any person's test materials reveal

irregularities that warrant further investigation, the State Superintendent shall forward those materials, including the person's thumbprint, fingerprint, or palm print, as applicable, to the appropriate law enforcement authority and shall notify the affected person within ten days after taking that action. The State Superintendent of Education may require the person to provide a thumbprint or alternate print, if applicable, to the appropriate law enforcement authority for comparison with that provided on the personalized answer document and may void the test score earned by a person who refuses to do so.

- e) No refund will be given to any person whose score is cancelled or voided.
- f) If a score is cancelled or voided for any reason, it will not be reported or entered on any records. Cancellation of an individual's score shall not limit his or her right to retake the test. Voiding of an individual's score shall not limit his or her right to retake the test unless subsection (g) of this Section applies.
- g) In some instances, scores are voided for reasons that render individuals ineligible for certification in Illinois. When an individual is found to have violated a condition of testing with the intent of falsifying his or her identity or unfairly affecting his or her performance in the current or a future test administration, the violation shall be taken as evidence that the individual is not of good character as required by Section 21-1 of the School Code [105 ILCS 5/21-1].
  - 1) In addition to voiding of the person's score on the test at which the violation occurred, any other score achieved by the person during the same test administration shall be voided, and the individual shall be ineligible for any future certification testing in Illinois.
  - 2) A person who is subject to this subsection (g) shall be ineligible to receive any certificate in Illinois.
  - 3) If a person who is the subject to this subsection (g) already holds any Illinois certificate, the State Superintendent of Education shall initiate the suspension or revocation of that certificate as provided in Section 21-23 of the School Code [105 ILCS 5/21-23].
- h) In the instances described in subsection (g) of this Section, records of the individuals' test responses may be maintained by the testing contractor and by ISBE for further investigation. In all other cases when scores are cancelled or

voided, examinees' answer documents, including electronic media, will be destroyed and will be irretrievable.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.760 Passing Score**

- a) The passing raw score will be established for each test by the State Board of Education, in consultation with the State Teacher Certification Board, based upon the professional judgments and recommendations of committees of Illinois educators about the acceptable, minimal level of performance for entry-level educators in Illinois classrooms.
- b) Through May 31, 2006, the raw score for each test of subject matter knowledge and for each language proficiency test shall be transformed to a scaled score ranging from 0 to 100, with 70 established as the passing score. The passing raw score shall always be equal to a scaled score of 70. The following formula shall be used to transform raw scores to scaled scores, where MAX means the maximum raw score, CUT means the passing raw score and X means the number of multiple choice items correctly answered or the number of holistic score points assigned to a constructed-response item or section, as applicable:
- 1) If X is greater than or equal to CUT, then the scaled score is  $70 + 30[(X - CUT)/(MAX - CUT)]$ .
  - 2) If X is less than CUT, then the scaled score is  $70X/CUT$ .
- c) The raw score for the basic skills test and the assessment of professional teaching, and for new subject matter knowledge tests first administered after December 31, 2002, shall be transformed to a scaled score ranging from 100 to 300, with 240 established as the passing score. Beginning June 1, 2006, the raw score for each test that forms part of the Illinois Certification Testing System shall be transferred to a scaled score ranging from 100 to 300, with 240 established as the passing score. The passing raw score shall always be equal to a scaled score of 240. The following formula shall be used to transform raw scores to scaled scores, where MAX means the maximum raw score, CUT means the passing raw score and X means the number of multiple choice items correctly answered or the number of holistic score points assigned to a constructed-response item or section, as applicable:
- 1) If X is greater than or equal to CUT, then the scaled score is  $240 + 60[(X - CUT)/(MAX - CUT)]$ .
  - 2) If X is less than CUT, then the scaled score is  $100 + 140X/CUT$ .

- d) Scaled scores are rounded to the nearest integer except between 69 and 70 and between 239 and 240. To ensure that a score just below passing is not equated with a scaled score of 70 or 240, scaled scores between 69 and 70 will be considered 69, and scaled scores between 239 and 240 will be considered 239.
- e) In order to pass the basic skills test, a person must receive a passing score on the test as a whole and must also receive at least the minimum acceptable score in each of the subareas of reading, writing, grammar and language arts, and mathematics, at the same time.

(Source: Amended at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.765 Individual Test Score Reports**

- a) The State Board of Education will report each individual's test scores only to:
  - 1) the individual candidate earning such scores;
  - 2) the Illinois teacher education institutions and community colleges to which the candidate requested the scores be sent; and
  - 3) any other institution, entity, or person authorized or required by law.
- b) The score report released to each individual by the State Board of Education will:
  - 1) indicate the test date and whether or not the person has passed the test; and
  - 2) report the person's total score and the applicable subarea or subtest scores as scaled scores.
- c) No test scores will be released via facsimile or over the telephone.
- d) A person shall have the right to request additional copies of his or her score report, subject to payment of the required fee.
- e) Beginning with the score reports issued after September 30, 2010, an Illinois institution with an approved educator preparation program will be able to access any of an examinee's test results (i.e., pass or fail) posted to the Teacher Certification Information System.

(Source: Amended at 34 Ill. Reg. 15357, effective September 21, 2010)

**Section 25.770 Re-scoring**

- a) A person shall have the right to request re-scoring of the basic skills test, the APT, or a test of subject matter knowledge, provided such a request is submitted in writing and received by the State Board of Education within three months after the test administration date and is accompanied by payment of the applicable fee. A person shall also have the right to request re-scoring of a language proficiency test. However, no re-scoring service shall be available for the constructed-response portions of a language proficiency test; re-scoring on such a test shall be limited to the multiple-choice items only.
- b) In the case of any discrepancy discerned as a result of re-scoring, the State Board of Education will correct its records and inform all parties to whom the test score was reported as to the person's score.

(Source: Amended at 32 Ill. Reg. 3413, effective February 22, 2008)

**Section 25.775 Institution Test Score Reports**

After each test administration, a report will be provided to each Illinois teacher preparation institution having one or more applicants taking the tests. This report will include aggregate information on pass/fail status, total scores, and subarea scores for all examinees who requested that their scores be sent to the institution, and for the State as a whole for each test.

(Source: Amended at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.780 Fees**

Each fee or refund required pursuant to this Section shall be established by the State Superintendent of Education in consultation with the testing contractor and published in all written materials related to the testing program. The fee schedule shall be maintained in the offices of the State Board of Education and shall also be available upon request.

- a) Each registration shall be accompanied by payment of a fee for each test to be taken. The registration fee for a test to be administered by the testing contractor outside the United States may be different from other registration fees.
- b) Each request for re-scoring of a test shall be accompanied by payment of a fee, which shall be refunded if the original scoring is found to be in error.
- c) Each request for an additional individual score report shall be accompanied by payment of a fee.
- d) Each request for a change in the tests, test date or test site for which the individual is scheduled, other than changes related to computer-based testing, shall be accompanied by payment of a fee.
- e) Each request to add a test or tests to an individual's registration shall be accompanied by payment of a fee.
- f) An individual who cancels his or her registration in accordance with Section 25.730 of this Part shall receive a partial refund for each test for which he or she registered.
- g) Each late registration for paper-and-pencil testing shall be accompanied by payment of a fee in addition to the payment of the fee for each test to be taken.
- h) A fee of \$20 shall be charged for any test payment that does not clear.
- i) Only cashiers' checks and money orders will be accepted for payment of fees by mail; payment of fees associated with registration transactions made via the Internet shall be made by Visa or Master Card only. Payment for computer-based testing shall be made via the Internet only and by VISA or MasterCard only.

- j) Payment of fees for emergency registration (applicable to paper-and-pencil testing only) must be made by Visa or Master Card only, as identified in the current year “Illinois Certification Testing System Registration Bulletin”.
- 1) A fee in addition to the fee for each test to be taken as specified in subsection (a) of this Section will be charged for each emergency registration.
  - 2) No refund or credit of any kind shall be made to any person who registers by emergency registration.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

## SUBPART J: RENEWAL OF STANDARD AND MASTER TEACHING CERTIFICATES

**Section 25.800 Professional Development Required**

- a) Pursuant to Section 21-2 of the School Code [105 ILCS 5/21-2], renewal of standard and master teaching certificates is contingent upon certificate-holders' presentation of proof of continuing education or professional development. For the purposes of this Subpart J, the terms "continuing education" and "professional development" shall be considered synonymous.
- b) Except as provided in Section 25.880 of this Part and in subsection (d) of this Section, renewal of an individual's standard or master certificate(s) shall require the certificate-holder's completion of professional development activities sufficient to satisfy the requirements of Section 21-14 of the School Code [105 ILCS 5/21-14], as modified by Section 21-2(c)(8) of the School Code [105 ILCS 5/21-2(c)(8)] if applicable. Each certificate-holder shall:
  - 1) maintain the required form of evidence of completion for each activity, as specified in Sections 25.805, 25.865, and 25.875 of this Part, throughout the period of validity that follows the renewal of the certificate based on completion of the activities documented; and
  - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart J.
- c) *A certificate-holder with multiple certificates shall complete professional development activities that address the certificate or certificates that are required for his or her certificated teaching position, if the certificate-holder is employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, or that certificate or those certificates most closely related to his or her teaching position, if the certificate-holder is employed in a charter school [105 ILCS 5/21-14(e)(2)]. An individual who performs services on a teaching certificate and concurrently also on some other type of certificate to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.*
- d) *A speech-language pathologist or audiologist who is licensed under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110] and has*

*met the continuing professional development requirements of that Act and the rules of the Illinois Department of Professional Regulation at 68 Ill. Adm. Code 1465 shall be deemed to have satisfied the requirements of this Subpart J.*  
(Section 21-14(e)(2) of the School Code)

- 1) Upon application for certificate renewal, a speech-language pathologist licensed as provided in this subsection (d) shall provide to the regional superintendent of schools a copy of his or her currently valid license and a written assurance that the professional development requirements for that license were met.
- 2) Upon application for certificate renewal, a speech-language pathologist licensed as provided in this subsection (d) who held a valid and active standard certificate issued before July 1, 2002, shall also be required to demonstrate to the regional superintendent that he or she has completed the prorated portion of continuing professional development that was required for the period of the certificate's validity prior to that date.

(Source: Amended at 32 Ill. Reg. 13263, effective July 25, 2008)

**Section 25.805 Continuing Professional Development Options**

- a) Except as provided in subsections (b) through (h) of this Section, professional development activities shall generate credit for purposes of certificate renewal only if they address one or more of the purposes identified in Section 21-14(e)(2) of the School Code. The following proportions apply to the distribution of professional development activities devoted to *the needs of serving students with disabilities, including adapting and modifying the curriculum related to the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D) to meet the needs of students with disabilities and serving such students in the least restrictive environment (Section 21-14(e)(2)(E) of the School Code).*
- 1) For special education teachers, as defined in Section 25.807(a) of this Part, 50 percent of the activities must be devoted to these purposes.
  - 2) For teachers holding certificates other than those endorsed for special education, 20 percent of these activities must be devoted to these purposes.
    - A) Topics to be discussed shall include multi-modality instruction, applied techniques for teaching academic content, making adaptations and modifications to the curriculum, managing student behavior, and team teaching.
    - B) An identified portion of at least one activity shall address adapting and modifying curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities.
- b) *Completion of an advanced degree from a regionally accredited institution in an education-related field may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)])*
- c) *Eight semester hours of college coursework in an undergraduate or graduate-level program related to education may be used to fulfill 100% of the requirement for continuing professional development, provided that at least 2 semester hours are chosen to address the purpose described in Section 21-14(e)(2)(A) of the School Code. (Section 21-14(e)(3)(B) of the School Code [105 ILCS 5/21-14(e)(3)(B)])*

- d) *Completion of all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill 100% of the requirement for continuing professional development (Section 21-14(e)(3)(D) of the School Code [105 ILCS 5/21-14(e)(3)(D)]). The presence of an individual's name on NBPTS' composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.*
- e) *Receipt of a subsequent Illinois certificate or endorsement may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(K) of the School Code [105 ILCS 5/21-14(e)(3)(K)])*
- f) *Becoming "highly qualified" in an additional teaching area may be used to fulfill 100% of the requirement for continuing professional development. (Section 21-14(e)(3)(L) of the School Code [105 ILCS 5/21-14(e)(3)(L)]) The criteria applicable to Illinois teachers and the required evidence of completion shall be as set forth in Appendix D to this Part. Each individual using this option shall have completed at least some portion of the requirements in the additional field during the period of validity to which the professional development credit is attributed.*
- g) *Successful completion of four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(c)(2)(B) of the School Code [105 ILCS 5/21-2(c)(2)(B)] and Section 25.915 of this Part. (Section 21-14(e)(3)(M) of the School Code [105 ILCS 5/21-14(e)(3)(M)])*
- h) *Successful completion of four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards may be used to fulfill 100% of the requirement for continuing professional development, provided that the coursework meets the requirements of Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)] and Section 25.920 of this Part. (Section 21-14(e)(3)(N) of the School Code [105 ILCS 5/21-14(e)(3)(N)])*
- i) Except as specified in Section 25.807 of this Part, completion of 120 continuing professional development units ("CPDUs"; see Section 25.875 of this Part) may be used to fulfill 100% of the requirement, subject to the provisions of subsection (a) of this Section.

- j) A certificate-holder may choose any combination of the types of activities described in subsections (b) and (h) of this Section, provided that the total effort represents the equivalent of 120 CPDUs. For purposes of calculating combinations from different categories, one semester hour of college credit shall be considered the equivalent of 15 CPDUs.
- k) The provisions of subsections (c), (i), and (j) of this Section shall be subject to the proportionate reductions specified in Section 21-14 of the School Code with respect to part-time teaching and periods when certificates have been maintained valid and exempt and shall also be subject to any applicable reductions provided in Section 21-2(c)(8) of the School Code for any individual whose application for certificate renewal is received or processed on or after July 1, 2004. (See Section 25.880 of this Part.)
- l) A given professional development activity may be attributed to all of the purposes to which it relates. However, the units of credit awarded for a particular activity may be counted only once in calculating the total earned.
- m) Credit earned for any activity that is completed (or for which the certificate-holder receives evidence of completion) on or after April 1 of the final year of a certificate's validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

(Source: Amended by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.807 Additional Specifications Related to Professional Development Activities of Special Education Teachers**

- a) For purposes of this Subpart J, a “special education teacher” is any teacher who holds an Illinois standard or master certificate and provides services using that certificate to special education students pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 226 (Special Education), including those serving pursuant to 23 Ill. Adm. Code 226.810 and 226.820; those serving pursuant to Section 25.48 of this Part when applicable; and those substitute teaching in special education programs for more than 90 paid school days or 450 paid school hours in any one district in any one school term.
- b) Special provisions apply to special education teachers’ compliance with the required distribution of credits stated in Section 25.805(i) of this Part. That is, not only must at least half the number of credits needed by each special education teacher be earned with respect to activities that address the purposes described in Section 25.805(a) of this Part, but also:
  - 1) if a teacher’s activities are based upon an assignment for which the LBS I endorsement or approval is required, and if the individual holds a limited credential, the activities used to address Section 21-14(e)(2)(A) of the School Code (areas of certification) [105 ILCS 5/21-14(e)(2)(A)] shall either:
    - A) relate to the needs of students with disabling conditions other than the conditions reflected by the individual’s pre-existing endorsements or approvals, or
    - B) be designed to broaden the teacher’s preparation to serve students with all the disabilities encompassed by the LBS I credential, with reference to specific standards among those set forth in 23 Ill. Adm. Code 28.200; and
  - 2) except as provided in subsection (d) of this Section, at least the amount of credit each special education teacher needs to devote to Purpose B (the State priorities) in order to reach the 50 percent threshold in combination with the credits attributed to Purpose A shall be devoted to the State priority of special education; and

- 3) some portion of the activities used by each special education teacher to fulfill Purpose A or B shall address adapting and modifying curriculum related to the Illinois Learning Standards (see Public Schools Evaluation, Recognition and Supervision, 23 Ill. Adm. Code 1, Appendix D) to meet the needs of students receiving special education; and
  - 4) a special education teacher whose activities provide exclusively for semester hours of college credit shall devote the portion that is required to address the purpose set forth in Section 21-14(e)(2)(A) to the study of content area standards in special education, i.e., any of the standards set forth in 23 Ill. Adm. Code 28.200 through 28.370.
- c) A teacher who becomes a special education teacher for one or more semesters during his or her certificate's period of validity shall be subject to the requirements of this Section in proportion to that period of time.
- 1) An individual shall be considered a special education teacher for any semester during which he or she meets the definition set forth in subsection (a) of this Section for at least 45 school days.
  - 2) In compliance with Section 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)] and Section 25.830 of this Part, the individual shall submit his or her statement of assurance attesting to the completion of the professional development activities required under this Subpart J to the regional office of education or the local professional development committee (LPDC), as applicable.
  - 3) The regional office of education or LPDC, as applicable, shall maintain a record of the semesters during which any certificate-holder for whom it is responsible is a special education teacher.
- d) An individual who was a special education teacher for purposes of this Subpart J before July 1, 2001, shall be subject to the provisions of this subsection (d).
- 1) If an individual has fulfilled the requirements of an approved plan prior to July 1, 2001, the requirement of subsection (b)(2) of this Section shall be reduced to 25 percent. The individual shall not be required to revise his or her plan for continuing professional development, even if such a revision would otherwise be needed in order to encompass additional activities related to special education.

- 2) Other special education teachers whose standard certificates expire in 2004 or 2005 shall be subject to the requirements of subsection (b)(2) of this Section for only the second half of the current period of their certificates' validity. That is, the requirement of subsection (b)(2) of this Section shall equal 25 percent unless further reduced pursuant to the provisions of Section 25.880 of this Part.

(Source: Added by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.810 State Priorities**

The “State priorities” referred to in Section 21-14(e)(2)(B) of the School Code shall periodically be identified by the State Board of Education.

- a) No later than 60 days after the State Board votes to establish or change the list of such priorities, the agency shall so notify each school district superintendent, each regional superintendent of schools, and any organization that requests such notification. This notice shall include a list of the priorities and state the date upon which the list takes effect.
- b) A certificate-holder who has completed activities that address one or more of the State priorities shall be allowed to count their completion toward fulfilling the requirements of this Subpart J, even if changes are made to the list of priorities during his or her certificate’s period of validity.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.815 Submission and Review of the Plan (Repealed)**

(Source: Repealed at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.820 Review of Approved Plan (Repealed)**

(Source: Repealed at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.825 Progress Toward Completion (Repealed)**

(Source: Repealed at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.830 Application for Renewal of Certificate(s)**

No sooner than September 1 and no later than April 1 of the final year of his or her certificate's period of validity and using a form or format supplied by the State Board of Education, each certificate-holder shall submit to the responsible LPDC, if any, on a form provided by the State Board of Education, a unified application for the renewal of his or her standard teaching certificate(s). (See Section 25.832 of this Part for additional provisions relating to master certificates.) Any individual for whom no responsible LPDC is in operation, including any individual who is not employed in the public schools at the time of application, shall submit the required materials to the regional superintendent of schools. Access to these documents shall be limited to the certificate-holder and to those members of local and regional committees and other individuals who are responsible for reviewing them pursuant to this Subpart J. Each individual who has access to these documents and the information contained in them shall maintain the confidentiality of the documents and information at all times.

- a) The application shall identify by certificate number all the certificates the person holds, including any certificate that was issued after the beginning of the period covered by the plan and is therefore not yet due to expire.
  - 1) If the standard certificates that are due to expire are renewed, any more recently issued standard certificate shall be renewed at the same time, thereby establishing the same five-year period of validity for all the certificates held.
  - 2) When a master certificate is renewed, any standard certificate(s) held by the same individual shall be renewed at the same time.
  - 3) If the certificates that are due to expire are not renewed, the original period of validity of any more recently issued standard certificate shall continue to apply to that certificate only.
- b) The application shall provide *a statement of assurance regarding the professional development activities completed, including a list of the activities, the provider offering each, the number of credits earned for each, and the purpose or purposes to which each activity is attributed.* (Section 21-14(e)(4) of the School Code [105 ILCS 5/21-14(e)(4)])
- c) A certificate-holder who wishes to receive evidence of an LPDC's receipt of his or her application shall include a receipt for the LPDC's use.

- d) Submission of this application form shall not entitle the certificate-holder to renewal of the certificate. Renewal of the holder's certificate shall be determined by the State Teacher Certification Board.
- e) A certificate-holder who does not apply by April 1 may not be able to preserve his or her right of appeal regarding a recommendation for nonrenewal of his or her standard teaching certificate(s).

(Source: Amended at 32 Ill. Reg. 13263, effective July 25, 2008)

**Section 25.832 Validity and Renewal of Master Certificates**

- a) Each application for renewal of a master teaching certificate shall be subject to the provisions of Section 25.830 of this Part.
- b) An Illinois master certificate shall have a ten-year period of validity. When an individual receives an Illinois master certificate, any standard certificate(s) held by the same individual shall be renewed as of the date of issuance of the master certificate. Any such standard certificate shall automatically qualify for renewal at the end of its five-year period of validity, as long as the individual continues to hold the master certificate.
- c) When an Illinois certificate-holder successfully renews his or her National Board certification, he or she shall be entitled to renew his or her Illinois master certificate and any other certificate(s) held if the applicable requirements of this Subpart J have also been met. However, a holder of a master certificate may also use completion of the NBPTS' process for renewal of certification (as distinct from renewal of NBPTS certification) to fulfill 100% of the requirement for continuing professional development.
- d) The holder of an Illinois master certificate whose certification through the NBPTS is not renewed shall nevertheless be entitled to renew the master certificate when it expires, provided that the applicable requirements of this Subpart J have been met during the master certificate's period of validity.
- e) A holder of a standard teaching certificate endorsed for speech-language pathology who has also received a Certificate of Clinical Competence from the American Speech-Language Hearing Association shall be subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code [105 ILCS 5/21-2(d)], provided that his or her assignment requires the speech-language pathology endorsement. Each such individual shall be required to renew his or her standard teaching certificate at the end of its original five-year period of validity and to pay the applicable registration fee but shall not be required to submit evidence of continuing professional development in order to qualify for renewal of the certificate at that time.
  - 1) An individual who held both a standard teaching certificate endorsed for speech-language pathology and a Certificate of Clinical Competence on June 1, 2002, shall become subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code, beginning with the first year of the

teaching certificate's validity. The individual shall supply a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, under cover of a letter calling the LPDC's or regional superintendent's attention to the applicability of the ten-year cycle.

- 2) An individual who holds a standard certificate and later receives a Certificate of Clinical Competence shall be subject to the ten-year renewal cycle set forth in Section 21-2(d) of the School Code, beginning with the first year of the certificate's then-current period of validity. The individual shall supply a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, under cover of a letter calling the LPDC's or regional superintendent's attention to the applicability of the ten-year cycle.
- 3) An individual who holds a Certificate of Clinical Competence and later receives a standard teaching certificate shall submit a copy of the Certificate of Clinical Competence to the responsible LPDC or regional superintendent, as applicable, to support the applicability of the ten-year cycle.
- 4) All standard certificates held by an individual to whom this subsection (e) applies shall qualify for renewal along with the standard teaching certificate endorsed for speech-language pathology.
- 5) At the conclusion of a ten-year renewal cycle, an individual who renews his or her standard teaching certificate shall be subject to another ten-year cycle only if the individual submits to the responsible LPDC or regional superintendent, as applicable, a copy of a then-current Certificate of Clinical Competency.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.835 Review of and Recommendation Regarding Application for Renewal**

- a) An LPDC shall review each application it receives that conforms with the requirements of Section 25.830 of this Part and, within 30 days after receiving it, shall forward the application to the regional superintendent of schools accompanied by the LPDC's recommendation regarding certificate renewal, provided on a form supplied by the State Board of Education.
- b) If the recommendation is for nonrenewal of the affected certificates, notification to this effect shall be provided concurrently to the certificate-holder, including a return receipt and an explanation of the LPDC's rationale for recommending nonrenewal.
- c) The certificate-holder may appeal to the responsible RPDC for consideration of his or her application for renewal if the LPDC does not respond within the time allowed under subsection (a) of this Section.
- d) Within 14 days after receiving notice that a recommendation for nonrenewal has been forwarded by an LPDC, the certificate-holder may appeal the recommendation to the RPDC. Such an appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and shall include:
  - 1) the required evidence of completion for the activities upon which the appeal is based; and
  - 2) any other relevant documents.
- e) Within 45 days after receiving such an appeal, the RPDC shall make a recommendation to the regional superintendent in keeping with the requirements of Section 21-14(g)(2) of the School Code [105 ILCS 5/21-14(g)(2)]. The RPDC shall use a form provided by the State Board of Education for this purpose and shall include the rationale for its recommendation. To assist it in arriving at its recommendation, the RPDC may require the submission of additional information or may request that the certificate-holder appear before it. The RPDC shall also forward to the regional superintendent the material received from the certificate-holder under subsection (d) of this Section.
- f) Within 14 days after receiving the last recommendation required under subsections (a) through (e) of this Section, the regional superintendent shall

forward his or her recommendation to the State Teacher Certification Board along with the information required pursuant to Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)]. Forms supplied by the State Board of Education shall be used for this purpose. A copy of any recommendation for nonrenewal shall be sent to the certificate-holder concurrently. If the recommendation is not to renew the certificates held, or if information provided on the application makes the individual subject to the requirements of any of Sections 25.485 through 25.490 of this Part, the certificate-holder's copy shall be sent by certified mail, return receipt requested.

- 1) The regional superintendent shall forward to the Secretary of the State Teacher Certification Board a list that identifies each certificate-holder with respect to whom the regional superintendent is concurring with an LPDC's recommendation for certificate renewal or is recommending renewal without the involvement of any LPDC. This list shall be prepared on a form supplied by the State Board of Education.
- 2) If the regional superintendent is recommending certificate renewal despite a local or regional committee's recommendation for nonrenewal, the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:
  - A) the material received from the certificate-holder under subsection (e) of this Section;
  - B) the RPDRC's recommendation and any additional material received by the RPDRC pursuant to subsection (e) of this Section; and
  - C) the regional superintendent's rationale for recommending renewal.
- 3) If the regional superintendent is recommending nonrenewal (regardless of local and/or regional recommendations) the regional superintendent shall forward to the Secretary of the State Teacher Certification Board:
  - A) the LPDC's recommendation, if any;
  - B) the RPDRC's recommendation, the material called for in subsection (d) of this Section, and the material received pursuant to subsection (e) of this Section, if any; and

- C) the regional superintendent's rationale for recommending nonrenewal.
- g) Within 14 days after receipt of notice that the regional superintendent has recommended nonrenewal of his or her certificates, the certificate-holder may appeal that recommendation to the State Teacher Certification Board, using a form provided by the State Board of Education.
- 1) The appeal must state the reasons why the recommendation of the regional superintendent should be reversed and must be sent by certified mail, return receipt requested.
    - A) Appeals shall be addressed to:

State Teacher Certification Board  
Secretary  
100 North First Street  
Springfield, Illinois 62777
    - B) No electronic or facsimile transmissions will be accepted.
    - C) Appeals postmarked later than 14 calendar days following receipt of the nonrenewal notice will not be processed.
  - 2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:
    - A) evidence that he or she has satisfactorily completed activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable;
    - B) any other relevant documents.
- h) Grounds for a recommendation that a certificate not be renewed shall be limited to the certificate-holder's failure to satisfactorily complete activities sufficient to meet the requirements of Section 21-14 of the School Code, as modified by Section 21-2(c)(8) of the School Code if applicable.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.840 Action by State Teacher Certification Board; Appeals**

- a) The State Teacher Certification Board shall review each recommendation regarding the renewal of a certificate within the time allotted by Section 21-14(h) of the School Code [105 ILCS 5/21-14(h)] and verify that the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)], subject to the certificate-holder's right of appeal as specified in that Section.
- b) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent's recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.
  - 1) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
  - 2) *The State Teacher Certification Board may request that the certificate-holder appear before it. (Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]) The certificate-holder shall be given at least ten days' notice of the date, time, and place of the hearing.*
  - 3) In verifying whether the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code, *the State Teacher Certification Board shall review:*
    - A) *the recommendation of the regional superintendent of schools;*
    - B) *the Regional Professional Development Review Committee's recommendation, if any;*
    - C) *the Local Professional Development Committee's recommendation, if any; and*
    - D) *all relevant documentation.*
- c) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal as set forth in Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]. Upon receipt of notification of renewal,

the certificate-holder shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the individual's certificates, the notification shall state the reasons for that decision.

- 1) An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may apply for a reinstated certificate, as defined in Section 25.450(c) of this Part, valid for one year. The reinstatement period shall begin July 1 of the year in which the certificate expires.
- 2) After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable standard certificate only if he or she presents evidence of having:
  - A) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and
  - B) earned five additional semester hours of credit in a recognized institution of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties.
- d) The State Teacher Certification Board shall not renew any certificate if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through 25.490 of this Part. Any disciplinary action taken against a certificate-holder under any of those Sections shall be in accordance with the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)

**Section 25.845 Responsibilities of School Districts**

As used in this Section, the term “school district” shall be understood to include charter schools, cooperatives, and joint agreements.

- a) Each school district shall designate an employee who will have the responsibility for making all forms required pursuant to this Subpart J available to certificate-holders, members of local professional development committees, and others who need to use them.
- b) Each school district, in conjunction with its exclusive representative, if any, shall determine the number and type(s) of any LPDCs that will be established at the local level.
- c) Each school district shall publicize to certificate-holders:
  - 1) the number and respective areas of responsibility of the district’s LPDCs, if any;
  - 2) the name of each committee’s chairperson; and
  - 3) the method by which individuals may contact the LPDCs and the address to which materials shall be submitted.
- d) Each school district shall file with the regional superintendent, on a form supplied by the State Board of Education, a list of its LPDCs, indicating for each LPDC the area(s) of responsibility, the chairperson’s name, and the other members’ names. Revisions to these lists shall be submitted as changes occur. Each district shall notify the regional superintendent whenever there is a change in this information.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.848 General Responsibilities of LPDCs**

- a) Each LPDC shall post the schedule of its meetings.
- b) Each LPDC shall comply with the applicable timelines set forth in this Subpart J and shall maintain records demonstrating such compliance.
- c) Each LPDC shall acknowledge in writing its receipt of an application for renewal of an individual's certificate(s) if such an acknowledgment is requested by the certificate-holder pursuant to Section 25.830(c) of this Part.
- d) Each LPDC shall request from the exclusive representative the appointment of such alternates for its teacher members as may be necessary to ensure that no certificate-holder participates in recommending renewal or nonrenewal of his or her own certificate or that of another individual who supervises or evaluates, or is supervised or evaluated by, him or her. If another LPDC is operating within the same school district, such alternates shall be chosen from among the teacher members of that LPDC.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.850 General Responsibilities of Regional Superintendents**

- a) Each regional superintendent of schools shall designate an employee who will be responsible for making all forms required pursuant to this Subpart J available to certificate-holders, members of local and regional professional development committees, and others who need to use them. Each regional superintendent of schools shall also designate an employee who will be responsible for tracking the receipt and distribution of the written materials called for in this Subpart J that are submitted to or through the regional office. Nothing shall preclude the same individual from fulfilling both the functions specified in this subsection (a).
- b) Each regional superintendent shall determine the number of regional professional development review committees needed in the region.
  - 1) The number of committees that will operate in a region shall be at the regional superintendent's discretion, so long as the committees established are able to accomplish the functions assigned to them in accordance with the timelines set forth in this Subpart J.
  - 2) Each regional superintendent may distribute responsibility among RPDRCs according to district, building, grade level, type of certificate, subject matter area, or any other factor the regional superintendent deems appropriate.
  - 3) Each regional superintendent shall ensure that sufficient alternate members are available to the region's RPDRC or RPDRCs to ensure that no member reviews any matter raised by an individual for whom he or she is either a supervisor or a subordinate and to avoid other potential conflicts of interest.
- c) Each regional superintendent shall publicize the way in which certificate-holders can contact the RPDRCs. In each case, the address of the regional superintendent's office shall be identified as the address of the RPDRC. If a schedule for RPDRC meetings is set, the regional superintendent shall publicize that schedule.
- d) Each regional superintendent shall provide written information to members of the RPDRCs concerning the method for reimbursement of their expenses, identification of reimbursable items, and rates of reimbursement.

- e) Each regional superintendent shall review all recommendations for certificate renewal or nonrenewal in light of the assurances and other information presented and, using a form supplied by the State Board of Education, shall forward those recommendations to the State Teacher Certification Board along with an indication of his or her concurrence or non-concurrence. The regional superintendent shall forward the documentation specified in Section 25.835(g) of this Part as applicable in each case.
- f) If any individual's application indicates that he or she may be or is out of compliance with Section 10-65 of the Illinois Administrative Procedure Act with regard to child support payments, the regional superintendent shall separate any such application or applications from those pertaining to certificates that are recommended for renewal and shall forward them to the Secretary of the State Teacher Certification Board whenever he or she forwards the remainder of the materials called for in subsection (e) of this Section, calling the Secretary's attention to the potential noncompliance.
- g) Each regional superintendent shall notify all LPDCs and RPDCs in his or her region of the State priorities referred to in Section 25.810 of this Part.
- h) Based upon information provided by the certificate-holders in his or her region, each regional superintendent shall enter data into the centralized registry indicating the valid and active or valid and exempt status of each certificate for each semester of its validity.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.855 Approval of Illinois Providers**

Illinois-based entities that offer professional development activities, such as training organizations, institutions, school districts, regional offices of education, firms, teacher unions and professional associations, and universities and colleges, may apply to the State Board of Education and the State Teacher Certification Board for approval to issue CPDUs for conferences, workshops, institutes, seminars, symposia, or other similar training events whose goal is the improvement of teaching skills and knowledge. A certificate-holder may not receive credit for CPDUs with respect to activities offered by Illinois-based entities that are not so approved, unless the activity is offered under the auspices of the State Board of Education or Section 25.872 of this Part applies.

- a) Except as provided in subsection (b) of this Section, each provider wishing to receive such approval shall submit an application on a form supplied by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall include:
  - 1) a description of the intended offerings in terms of relevant standards to be addressed;
  - 2) the qualifications and experience the provider will require of presenters to be assigned in each area; and
  - 3) assurances that the requirements of subsection (c) of this Section and the requirements of Section 25.870 of this Part will be met.
- b) An organization that has affiliates based in Illinois may apply for approval on their behalf.
  - 1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) of this Section with respect to each one.
  - 2) The applicant organization's provision of the assurances required pursuant to subsection (a)(4) of this Section shall be understood to apply to each affiliate for which approval is sought.
  - 3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be added to or removed from the list of approved providers or that the areas of training

should be changed for one or more of the affiliates. For affiliates to be added, the applicant organization shall supply the information required pursuant to subsection (a) of this Section.

- 4) The approval status of the applicant organization shall be contingent upon its affiliates' compliance with the applicable requirements of this Subpart J.
- c) Each provider approved to issue CPDUs shall:
    - 1) verify attendance at its training activities, provide to participants the standard forms referred to in Section 25.865 of this Part, and require completion of the evaluation portion of these forms;
    - 2) maintain participants' evaluation forms for a period of not less than three years and make them available for review upon request by staff of the State Board of Education; and
    - 3) maintain attendance records for each event or activity it conducts or sponsors for a period of not less than five years.
  - d) Applicants may be asked to clarify particular aspects of their materials.
  - e) The State Superintendent of Education, on behalf of the State Board of Education and the State Teacher Certification Board, shall respond to each application for approval no later than 30 days after receiving it.
  - f) A provider shall be approved to issue CPDUs for a given type of activity only if the provider's application provides evidence that:
    - 1) the activities and events it sponsors or conducts will be developed and presented by persons with education and experience in the applicable subject matter areas; and
    - 2) there is an apparent correlation between the proposed content of the training activities, the relevant standards set forth in Subpart B of this Part, and one or more of the purposes the recipients are required to address in their continuing professional development plans pursuant to Section 21-14(e)(2) of the School Code.

- g) The State Board of Education will maintain and publicize the list of all approved providers. The list shall indicate any limitations on the types of activities for which an entity has received approval.
- h) Approval of a provider shall be valid for three years. To request renewal of approval, a provider shall, no later than March 1 of the year of expiration, submit an application on a form supplied by the State Board of Education and containing:
  - 1) a description of any significant changes in the material submitted as part of its approved application; or
  - 2) a certification that no such changes have occurred.
- i) A provider's approval shall be renewed if the application conforms to the requirements of subsection (h) of this Section, provided that the Boards have received no evidence of noncompliance with the requirements of this Subpart J.
- j) The State Board of Education may evaluate any approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of training events, which the State Board may, at its discretion, monitor at any time.
  - 1) In the event an evaluation indicates that applicable standards have not been met, the State Board of Education and the State Teacher Certification Board may jointly withdraw approval for one or more types of activities or of the provider.
  - 2) Staff of the State Board of Education shall periodically report to the State Teacher Certification Board on the providers reviewed and any changes in their approval status.
  - 3) Pursuant to Section 21-14(e)(3)(H) of the School Code [105 ILCS 5/21-14(e)(3)(H)], *a teacher may not receive credit for any activity that is designed for entertainment, promotional, or commercial purposes or that is solely inspirational or motivational, and the State Board and the State Teacher Certification Board may jointly disapprove any activity found to be of this nature.*
    - A) When an activity is disapproved under this subsection (j)(3), the provider may continue to offer the activity but shall immediately

revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each such notice or advertisement that the activity generates no credit applicable to certificate renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

- B) Individuals who have completed an activity that is later disapproved under this subsection (j)(3) shall not be penalized with respect to continuing professional development credit accrued for that activity.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.860 Out-of-State Providers**

The requirements for approval of providers not based in Illinois shall be as set forth in this Section unless Section 25.872 of this Part applies.

- a) Entities not based in Illinois that offer professional development activities for which the target audience is groups of Illinois teachers shall be subject to the requirements of Section 25.855 of this Part. A certificate-holder may not receive credit with respect to activities offered by such an entity unless it has been approved pursuant to that Section.
- b) When an entity not based in Illinois conducts an activity outside Illinois, a certificate-holder may receive CPDUs with respect to that activity, provided that:
  - 1) the certificate-holder documents his or her participation by maintaining on file:
    - A) the program, agenda, or other announcement of the event; and
    - A) a completion form supplied by the provider to indicate the certificate-holder's attendance at the event or, if no such form was supplied, a signed statement by the certificate-holder to that effect; and
  - 2) if the certificate-holder's records are audited pursuant to Section 21-14(e)(4) of the School Code, the program, agenda, or other announcement of the event is found to demonstrate that there is an apparent correlation between the content of the training received and one or more of the purposes the recipient must address in his or her continuing professional development.
- c) When a national or regional activity (e.g., the annual conference of the National Council of Teachers of Mathematics) happens to be held in Illinois, that activity shall not be treated as one for which the target audience is groups of Illinois teachers. That is, provider approval shall not be required and credit shall be available as described in subsections (b) and (c) of this Section.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010)

**Section 25.865 Awarding of Credit for Activities with Providers**

The State Teacher Certification Board and the State Board of Education shall develop the requirements for a standard form that shall be used by approved providers. These forms shall serve two purposes: evaluation of the activity by the certificate-holder and evidence of completion for the certificate-holder with respect to the activity. The State Board of Education shall make available information about the required format and contents of this form so that providers may generate them for their own use, other than providers who are subject to the requirements of Section 25.872 of this Part.

- a) This form shall be provided to each participant who completes the activity, who shall maintain it as evidence of completion (see Section 25.875(k) of this Part). In the case of a conference, workshop, or other event having more than one session, each session shall be considered an “activity” for purposes of this Subpart J.
- b) The provider shall complete the standard form to indicate the title, time, date, location, and nature of the event.
- c) The number of CPDUs to be credited shall be in keeping with the provisions of Section 25.875(k) of this Part. Time spent on multiple topics at the same event may be combined to generate CPDUs.
- d) If the certificate-holder’s records are audited pursuant to Section 21-14(e)(4) of the School Code, CPDUs claimed shall be affirmed only when the standard form is presented.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.870 Continuing Education Units (CEUs) (Repealed)**

(Source: Repealed at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development**

The requirements of this Section shall apply to the approval of providers and the awarding of credit for activities that are electronically delivered, such as electronically mediated study groups, seminars, and conferences, interactive CD-ROMs, and on-line professional development curricula. The provisions of Sections 25.855, 25.860, and 25.865 of this Part shall apply to such activities only to the extent set forth in this Section.

- a) A certificate-holder may accrue professional development credit for an activity under this Section if the provider of the activity is approved for the applicable subject area pursuant to subsections (b) through (f) of this Section. Alternatively, a certificate-holder may accrue credit for an activity without an approved provider by meeting the requirements of subsection (h) of this Section.
- b) Each provider wishing to receive approval under this Section shall submit an application using a format prescribed by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall describe:
  - 1) the intended offerings in terms of relevant standards to be addressed;
  - 2) the qualifications and experience the provider will require of the presenters, moderators, and facilitators to be assigned in each area;
  - 3) the means by which individuals' participation and participants' identities will be verified, consistent with subsection (e)(4) of this Section;
  - 4) the assistance that the provider will furnish to participants to foster their understanding of the material covered in the activity and their ability to complete the activity's requirements successfully; and
  - 5) the documentation that the provider will furnish to each individual who completes a continuing professional development activity.
- c) Each application shall provide assurances that the following requirements will be met.
  - 1) The provider shall verify individuals' participation in its training activities, provide documentation indicating whether those who participated in a

- particular activity have completed it, and require participants to complete evaluations of the activities that will gather at least the information specified by the State Board of Education. The evidence of completion provided to participants shall indicate the average or expected time required so that one CPDU per hour of participation may be documented.
- 2) The provider shall maintain participants' evaluations for a period of not less than three years and make them available for review upon request by staff of the State Board of Education.
  - 3) The provider shall maintain records of participation and completion for each activity it conducts or sponsors for a period of not less than five years.
- d) Applicants may be asked to clarify particular aspects of their materials.
- e) A provider shall be approved under this Section only if all of the following conditions are met.
- 1) There is an apparent correlation between the content of the training activities, the standards applicable to their intended participants, and one or more of the purposes the participants are required to address in their continuing professional development pursuant to Section 21-14(e)(2) of the School Code.
  - 2) The activities will be developed and presented by persons with education and experience in the applicable subject areas.
  - 3) The provider makes available to participants a mentor or facilitator who is qualified by education and experience to serve as a presenter of the activity.
  - 4) Participation in or completion of any portion of the activity that is not designed to be attended in person is verified by some other means. That is, each individual's participation yields either a product (e.g., a lesson plan, a tape of teaching performance, a completed test) or a record of interaction with a representative of the provider or with other participants (e.g., a discussion board). These products and records are available for evaluation by the provider, and each participant's receipt of the evidence of completion for the activity is contingent upon their presentation to the

provider along with a brief written statement in which the certificate-holder discusses the skills and/or knowledge acquired and indicates, where applicable, how the skills or knowledge will be applied in the context of his or her teaching. Alternatively, if the certificate-holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case.

- 5) Each participant who completes the activity receives verification from the provider to that effect.
- f) The State Superintendent of Education, on behalf of the State Board of Education and the State Teacher Certification Board, shall respond to each application for approval no later than 30 days after receiving it.
- g) A certificate-holder may receive continuing professional development credit for an activity conducted by a provider approved under this Section to the extent that the activity is relevant to one of the purposes applicable to the certificate-holder.
- h) A certificate-holder may receive continuing professional development credit for an activity not conducted by a provider approved under this Section (to the extent that the activity is relevant to one of the purposes applicable to the certificate-holder) by meeting the requirements of this subsection (h).
  - 1) The certificate-holder shall maintain a syllabus, program, or summary prepared by the provider or a summary written by the certificate-holder.
  - 2) The certificate-holder shall maintain any documents or other products developed during the activity and any verification of completion supplied by the provider.
  - 3) The certificate-holder shall maintain a brief written statement meeting the requirements of subsection (e)(4) of this Section.
  - 4) The certificate-holder shall maintain a statement issued by the provider indicating the average or expected amount of time required for completion of the activity, which shall serve as the basis for credit in the form of CPDUs at a rate of one per hour of direct participation.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.875 Continuing Professional Development Units (CPDUs)**

The number of CPDUs to be awarded for completion of specific activities and the required evidence of completion for each shall be as set forth in this Section.

- a) *Participation on collaborative planning and professional improvement teams and committees* [105 ILCS 5/21-14(e)(3)(E)(i)]
  - 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is planning for professional development activities that will benefit groups of teachers and/or the school.
  - 2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
  - 3) Evidence of Completion: Written description of the purpose and intended product of the team or committee; a record of the team's meetings demonstrating the member's attendance; and the plan, activity description, or other product that results from the group's work.
- b) *Peer review and coaching* [105 ILCS 5/21-14(e)(3)(E)(ii)]
  - 1) Definitions
    - A) Peer review: A process of one-on-one assistance between pairs of teachers that is formally established by agreement between a school district and its teachers or their exclusive representative, in which the participants establish specific goals for the teacher being reviewed and conduct a program of intervention to assist that teacher with particular aspects of his or her teaching that includes observation and assessment of the teacher's performance in sessions lasting at least 20 minutes each, discussion of the observations made by the reviewing teacher, and preparation of a written summary by the reviewing teacher.
    - B) Peer coaching: A process of one-on-one assistance between pairs of teachers, whether by formal arrangement under the auspices of the employing district or by mutual agreement, in which the

participants observe each other's teaching and discuss the observations made.

- 2) Credit: For peer review, nine CPDUs shall be credited per semester in which there are three to five observations; 11 CPDUs shall be credited per semester in which there are six or more observations. For peer coaching, five CPDUs shall be credited per semester in which there are three to five observations; eight CPDUs shall be credited per semester in which there are six or more observations.
- 3) Evidence of Completion
  - A) For peer review: The school's, district's, or exclusive representative's written program description or policy; a record of the certificate-holder's assignment and observation schedule; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.
  - B) For peer coaching: A log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.
- c) *Mentoring in a formal program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of the School Code [105 ILCS 5/24A-5] [105 ILCS 5/21-14(e)(3)(E)(iii)]*
  - 1) Definitions
    - A) For a mentor: A formally established sequence of sessions lasting no less than one quarter of a school year and involving preparation with the recipient teacher prior to observing that teacher in the classroom; observations; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.
    - B) For a consulting teacher: Participation in the remediation process, involving assistance in the development of a remediation plan, provision of advice to the teacher under remediation; and
      - i) meetings lasting at least 20 minutes each with the remediating teacher to discuss how to improve teaching

## SUBTITLE A

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- skills and successfully complete the remediation plan, to review lesson plans, to conduct demonstrations, or to provide feedback on observations conducted by an administrator; or
- ii) meetings of the same length with an administrator or other personnel to discuss the remediating teacher's progress or classroom observation; or
  - iii) classroom observation of the remediating teacher, including preparation with the remediating teacher prior to the observation and provision of feedback, suggestions, and techniques to the remediating teacher in response to each period of observation.
- C) For a recipient or remediating teacher: A formally established sequence of sessions lasting no less than one quarter of a school year and involving consultation with the mentor or consulting teacher in preparation for the lessons to be observed; teaching under observation of the mentor or consulting teacher; and interaction with the mentor or consulting teacher after each such teaching session to reflect upon the teaching and learning, receive feedback, discuss alternatives and suggestions, and determine how this information will be integrated into the teacher's future work.
- 2) Credit
- A) For a mentor or for a recipient or remediating teacher: Nine CPDUs shall be credited for a semester in which there are three to five observations; 11 CPDUs shall be credited for a semester in which there are six or more observations.
  - B) For a consulting teacher: Six CPDUs shall be credited for a semester in which there are three to five meetings; eight CPDUs shall be credited for a semester in which there are six or more meetings; nine CPDUs shall be credited for a semester in which there are three to five meetings and one or more observations; 11 CPDUs shall be credited for a semester in which there are six or more meetings and one or more observations.

- 3) Evidence of Completion
  - A) For a mentor or for a recipient or remediating teacher: The school's, district's, or institution's written description of its mentoring program or remediation process, including the required number and length of cycles of interaction; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.
  - B) For a consulting teacher: The district's written description of its remediation process; a record of assignment as a consulting teacher; and a log of the observation sessions and other meetings, indicating the time spent, dates, and topics of discussion.
- d) *Participating in site-based management or decision-making teams, relevant committees, boards, or task forces related to school improvement plans* [105 ILCS 5/21-14(e)(3)(E)(iv)]
  - 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group whose function is formulating recommendations or plans related to budgeting or resource allocation, textbook choice, curriculum modification, scheduling, or other aspects of school operations related to issues noted in the school improvement plan.
  - 2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.
  - 3) Evidence of Completion: A written description of the purpose and intended product of the team or committee; a record of the team's meetings; and a copy of the product or recommendation developed by the team or committee.
- e) *Coordinating community resources in schools, if the project is a specific goal of the school improvement plan* [105 ILCS 5/21-14(e)(3)(E)(v)]
  - 1) Definition: Working with representatives of community agencies to structure or facilitate their interaction with the school's or district's staff or students for the purpose of meeting one or more needs identified in the

school improvement plan; must include more than the class(es) directly taught by the certificate-holder.

- 2) Credit: Four CPDUs shall be credited per semester of service, or two CPDUs per quarter.
  - 3) Evidence of Completion: The excerpt from the school improvement plan highlighting the needs being met; a written statement prepared by the certificate-holder indicating the purpose or desired outcome of the external entities' involvement; and a statement signed by the district administrator or designee responsible for corroborating the individual's assignment to or performance of this function.
- f) *Facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or the school improvement plan [105 ILCS 5/21-14(e)(3)(E)(vi)]*
- 1) Definitions
    - A) Arranging for or coordinating presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan.
    - B) Delivering presentations in the context of a formally established program consisting of two or more sessions and designed to serve parents of the students in a particular school or district by informing or training them in one or more areas related either to their children's achievement or to another need identified in a school improvement plan (to the extent that such presentations are not part of the instruction routinely delivered as a function of the certificate-holder's assignment).
  - 2) Credit: For facilitating a program, four CPDUs shall be credited per semester, or two per quarter. For making presentations, eight CPDUs shall be credited per semester, or four per quarter.
  - 3) Evidence of Completion

- A) For coordinating: The sponsoring entity's written description of the parent education program and a statement signed by the administrator or designee responsible for corroborating the individual's assignment as facilitator or coordinator or indicating that he or she performed these duties.
  - B) For making presentations: The written program description indicating that the certificate-holder served as a presenter in the program.
- g) *Participating in business, school, or community partnerships directly related to student achievement or school improvement plans* [105 ILCS 5/21-14(e)(3)(E)(vii)]
- 1) Definition: Formal or informal exchange of information and resources between a teacher and a business, educational institution, or other entity for the purpose of improving student achievement or responding to a need identified in the school improvement plan.
  - 2) Credit: Five CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
  - 3) Evidence of Completion: A written description of the partnership that states its goals, identifies the needs it is designed to meet, and describes the activities conducted by the certificate-holder; and a copy of the relevant portion of the school improvement plan that includes the specific needs identified.
- h) *Supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years* [105 ILCS 5/21-14(e)(3)(E)(viii)]
- 1) Definitions
    - A) Service (as determined by the educator preparation institution in conformance with Section 25.620 of this Part) as a supervising teacher for a student teacher or a teaching candidate in clinical

supervision who is enrolled in an approved teacher preparation program.

- B) Provision of at least 40 hours of supervisory service connected with the pre-student-teaching practicum to one or more candidates who are enrolled in an approved educator preparation program.
- 2) Credit: Thirty CPDUs shall be credited for supervising a student teacher or a teaching candidate in clinical supervision; 12 CPDUs shall be credited for supervising one or more candidates in pre-student-teaching clinical experience. Each of these types of supervision may be counted once during the course of five years.
- 3) Evidence of Completion: The written agreement between the school district and educator preparation institution naming the certificate-holder as a supervising teacher for candidates of that institution; and, for supervision of candidates in pre-student-teaching clinical experience, a log showing the dates and times of service and the names of the candidates involved.
- i) *Completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the certificate area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois professional teaching standards or Illinois content-area standards and supports the essential characteristics of quality professional development [105 ILCS 5/21-14(e)(3)(F)(i)]*
- 1) Fifteen CPDUs shall be credited for each semester hour of successfully completed college or university coursework that is related to an individual's certificates and addresses the standards set forth in Subpart B of this Part relative to the certificate-holder's fields of teaching or assignment.
- 2) Evidence of Completion: A grade report or official transcript issued by the institution indicating that the certificate-holder has passed the course.

- j) *Teaching college or university courses in areas relevant to the certificate area being renewed, provided that the teaching may only be counted once during the course of 5 years [105 ILCS 5/21-14(e)(3)(F)(ii)]*
- 1) Definition: Teaching a college-level course in a field that is related to an individual's certificates and results in the granting of college credit to those enrolled.
  - 2) Credit: Twenty CPDUs shall be awarded for teaching a college course. A course shall be considered "the same" if its description is the same in different course catalogues issued by the same institution or, for a course offered at more than one institution, if the syllabus for the course is substantially the same. A course shall not be considered the same as another course if a student may receive credit for successfully completing both. In cases where two courses appear similar, the certificate-holder wishing to claim CPDUs for both shall be required to demonstrate how the two differ.
  - 3) Evidence of Completion: A course syllabus, signed contract or agreement, or other documentation prepared by the college or university that identifies the certificate-holder as the teacher of a particular course.
- k) *Completing non-university credit directly related to student achievement, school improvement plans, or State priorities [105 ILCS 5/21-14(e)(3)(G)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-14(e)(3)(G)(ii)]*
- 1) Definitions
    - A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part and addresses educational concerns.
    - B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.
  - 2) Credit: One CPDU shall be credited for each hour of a certificate-holder's attendance or participation. Eight CPDUs shall be credited for an

individual's first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.

3) Evidence of Completion

A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part.

B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as presenter in a topic area relevant to his or her certification or teaching assignment.

l) *Training as external reviewers for quality assurance* [105 ILCS 5/21-14(e)(3)(G)(iii)]

1) Definition: Participation in a complete training sequence regarding the quality assurance process used by the State Board of Education pursuant to the Board's rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).

2) Credit: Ten CPDUs shall be credited for the first instance of an individual's participation. Five CPDUs shall be awarded for completion of one additional training sequence within any one period of a certificate's validity.

3) Evidence of Completion: A certificate issued by the State Board.

m) *Training as reviewers of university teacher preparation programs* [105 ILCS 5/21-14(e)(3)(G)(iv)]

1) Definition: Participation in a complete training sequence regarding the process used by the State Board of Education in approving educator preparation programs or recognizing educator preparation institutions pursuant to Subpart C of this Part.

2) Credit: Ten CPDUs shall be credited for the first instance of an individual's participation. Five CPDUs shall be awarded for completion

of one additional training sequence within any one period of a certificate's validity.

- 3) Evidence of Completion: A certificate issued by the State Board.
- n) *Participating in action research and inquiry projects* [105 ILCS 5/21-14(e)(3)(H)(i)]
- 1) Definition: Conducting a teacher-developed study at least one quarter of the school year in length that is based upon a written protocol identifying the aspect of education that will be investigated, the approach to be used, and the desired or expected outcome of the project.
  - 2) Credit: Eight CPDUs per semester shall be credited for a project involving the certificate-holder's own classes; 11 CPDUs per semester shall be credited for a project involving or affecting classes other than or in addition to the certificate-holder's own classes.
  - 3) Evidence of Completion: The written protocol and a written summary of the inquiry and its results that describes what the certificate-holder has learned and identifies the implications of the experience for the individual's future teaching.
- o) *Observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to certificate renewal* [105 ILCS 5/21-14(e)(3)(H)(ii)]
- 1) Definition: Engaging in a series of observations, either of teaching performed by others or of work activity directly related to the certificate-holder's areas of certification.
  - 2) Credit: Five CPDUs shall be credited per semester, or 2.5 CPDUs per quarter.
  - 3) Evidence of Completion: A description of the observations prepared by the certificate-holder, including work to be observed, the purpose for which the observations were to be conducted, the frequency and length of the periods of observation, what was learned, and how the information will be used in the individual's future teaching.

- p) *Traveling related to one's teaching assignment, directly related to student achievement or school improvement plans and approved by the responsible LPDC, if any, or, if no LPDC is responsible, by the regional superintendent or his or her designee at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur* [105 ILCS 5/21-14(e)(3)(H)(iii)]
- 1) Definition: Travel lasting no less than three consecutive, full days, that has been approved based on a plan submitted by the certificate-holder. The plan shall identify the activities or aspects of the travel that will contribute to his or her professional development and describe what is to be accomplished through the travel experience. (Approval by the LPDC or the regional superintendent, as applicable, shall be understood to mean that CPDUs will be awarded if the planned travel is completed.)
  - 2) Credit: Twelve CPDUs shall be awarded per year in which the certificate-holder engages in an episode of qualifying travel, except that 15 CPDUs shall be awarded per year in which a certificate-holder who is a teacher of a foreign language engages in an episode of qualifying travel to a destination where the foreign language he or she teaches is commonly spoken in public. If a certificate-holder engages in additional episodes of qualifying travel in a year in which he or she has been awarded the maximum number of CPDUs per year for qualifying travel, he or she may carry over and claim such travel in a subsequent year, provided that the certificate-holder may not exceed the maximum number of CPDUs allowable per year for qualifying travel.
  - 3) Evidence of Completion: The travel itinerary and a written journal prepared by the certificate-holder that summarizes the experience and reflects on how he or she plans to use what was learned in the context of his or her teaching.
- q) *Participating in study groups related to student achievement or school improvement plans* [105 ILCS 5/21-14(e)(3)(H)(iv)]
- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of education in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.

- 2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
  - 3) Evidence of Completion: A written statement of purpose for the group; a list of the group's members; and summaries of the meetings showing attendance by the certificate-holder.
- r) *Serving on a statewide education-related committee, including but not limited to the State Teacher Certification Board, State Board of Education Strategic Agenda Teams, or the State Advisory Council on Education of Children with Disabilities*  
[105 ILCS 5/21-14(e)(3)(H)(v)]
- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of any such body.
  - 2) Credit: Fifteen CPDUs shall be credited per year of qualifying service, or 7.5 CPDUs per semester.
  - 3) Evidence of Completion: Minutes of the group demonstrating the individual's attendance during the period for which CPDUs are claimed. If submission of minutes would breach confidentiality, a record of attendance shall be sufficient.
- s) *Participating in work/learn programs or internships*  
[105 ILCS 5/21-14(e)(3)(H)(vi)]
- 1) Definition: Participation in a structured program that pairs the certificate-holder with an employer or other entity under whose auspices the certificate-holder can acquire knowledge or skills for use in his or her future teaching or position.
  - 2) Credit: Five CPDUs per semester shall be credited for one through ten contact hours (or 2.5 CPDUs per quarter for five or fewer contact hours); eight CPDUs per semester shall be credited for 11 through 20 contact hours (or four CPDUs per quarter for 5.5 through ten contact hours); and 11 CPDUs per semester shall be credited for 21 or more contact hours (or 5.5 CPDUs per quarter for more than ten contact hours).

- 3) Evidence of Completion: A signed letter from the employer or other entity verifying the nature of the program or internship and stating the length and frequency of the certificate-holder's direct contact with other individuals from whose knowledge or experience he or she was to benefit.
- t) *Developing a portfolio of student and teacher work* [105 ILCS 5/21-14(e)(3)(H)(vii)]
- 1) Definition: Preparation of at least five portfolio "artifacts" or "entries", each of which relates to a different assignment and consists of:
    - A) samples of at least three students' work that responds to the specified assignment; and
    - B) a written analysis prepared by the certificate-holder that describes:
      - i) the assignment to which the work responds and the teacher's goals for that assignment;
      - ii) the instructional strategies and materials used and the reasons for their selection;
      - iii) what the students' work reveals about whether the teacher's goals for the assignment were met; and
      - iv) the successful and less-than-successful elements of the assignment and changes the teacher might make in the assignment or in his or her teaching in order to reach the specified instructional goals.
  - 2) Credit: 15 CPDUs.
  - 3) Evidence of Completion: The materials referred to in subsection (t)(1) of this Section.
- u) *Participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level* [105 ILCS 5/21-14(e)(3)(I)(i)]

- 1) Definition: Assisting in the planning, development, or refinement of curriculum or assessments, or in their alignment with applicable standards. The activity must be one sanctioned or structured either by the employing school or district or by a statewide, national, or international educational agency or organization. Requires participation in no fewer than two-thirds of the group's working sessions.
  - 2) Credit: Eight CPDUs shall be credited per semester in which the individual attends five or fewer meetings (or four CPDUs per quarter for three meetings); 11 CPDUs shall be credited per semester in which the individual attends six or more meetings (or 5.5 CPDUs per quarter for more than three meetings).
  - 3) Evidence of Completion: Membership list and meeting summaries showing the certificate-holder's presence and participation; and the product of the group's work, such as a curriculum guide or new assessment.
- v) *Participating in team or department leadership in a school or school district* [105 ILCS 5/21-14(e)(3)(I)(ii)]
- 1) Definition: Service in a position of leadership established by a school or district as part of its formal structure and lasting no less than one semester; limited to those activities that relate to instruction in the area of assignment; shall not include tasks unrelated to teaching knowledge, skills, performance, or competence.
  - 2) Credit: Five CPDUs shall be awarded per semester of service.
  - 3) Evidence of Completion: A job description or other document created by the district or the administrator responsible for assigning a leadership role to the incumbent that is specific in terms of the responsibilities to be carried out within particular periods of time relative to the instructional goals of the department, school, or district.
- w) *Participating on external or internal school or school district review teams* [105 ILCS 5/21-14(e)(3)(I)(iii)]
- 1) Definitions

- A) Participating as an external or internal reviewer in a complete cycle of the quality assurance process used by the State Board of Education pursuant to the Board's rules for Public Schools Evaluation, Recognition and Supervision (23 Ill. Adm. Code 1).
  - B) Participating on a review team convened pursuant to Section 25.155(i) of this Part with respect to the initial recognition of an institution of higher education and its approval to provide educator preparation programs.
- 2) Credit: Fifteen CPDUs shall be credited for an external quality review visit, for service on a program review panel, or for service on an institutional review team, provided that each of these types of activities shall be credited no more than once per semester. Eight CPDUs shall be credited per semester of service on a school's internal quality review team, or four CPDUs per quarter.
  - 3) Evidence of Completion: Documentation of the individual's assignment by State Board staff (for an external review team, program review panel, or institutional review team) or by a school district administrator (for an internal review team); and a statement signed by the team's chair or convenor verifying the certificate-holder's participation for the duration of the process.
- x) *Publishing educational articles, columns, or books relevant to the certificate area being renewed* [105 ILCS 5/21-14(e)(3)(I)(iv)]
- 1) Definition: Writing about educational research, experiences, issues, approaches, systems, or another topic that is related to the effective practice of teaching.
  - 2) Credit: Forty CPDUs shall be credited for writing a book that is technical or research-based; 20 CPDUs shall be credited for writing a book of any other type. Fifteen CPDUs shall be credited for writing one or more chapters of a book or for writing an article published in a refereed journal. Eight CPDUs shall be credited for writing a column published at the statewide level. Five CPDUs shall be credited for writing a column published at the local level. In cases of multiple authorship, the CPDUs earned shall be divided among the authors as they agree, provided that no

more than 100 percent of the available CPDUs shall be credited for any item published.

- 3) Evidence of Completion: A copy of each item published, showing the date, publication, and publisher. In the case of an artistic work or other creative endeavor such as development of a curriculum unit or software package, the copyright shall serve as the evidence of “publication”.
- y) *Participating in non-strike-related professional association or labor organization service or activities related to professional development* [105 ILCS 5/21-14(e)(3)(I)(v)]
- 1) Definition: Service on local professional development committees, regional professional development review committees (including service by certificate-holders in districts without exclusive representatives), or other bodies constituted by professional associations or labor organizations for specified purposes related to the profession of teaching. Requires formal selection by the organization. Examples include positions on committees planning for or formulating educational or professional policies, standards and structures. Activities related to the operations or functioning of the professional association or labor organization shall not be eligible.
  - 2) Credit: Eight CPDUs shall be credited per semester in which the individual attends three to five meetings; 11 CPDUs shall be credited per semester in which the individual attends six or more meetings.
  - 3) Evidence of Completion: A written description of the position or activity; if the purpose of the activity includes the preparation of a tangible product, a copy of that product.
- z) Other

Continuing professional development units shall be available for activities not enumerated in subsections (a) through (y) of this Section based upon written evidence maintained by the certificate-holder that:

- 1) describes the activity and its purpose, intensity, duration, and outcomes;

- 2) discusses how the activity related to the improvement of the certificate-holder's knowledge and skills;
- 3) identifies which of the activities enumerated in subsections (a) through (y) of this Section the claimed activity most closely resembles (e.g., auditing a college course is most similar to attendance at a workshop or seminar under subsection (k) of this Section); and
- 4) proposes a number of CPDUs that is commensurate with the value assigned to the activity identified pursuant to subsection (z)(3) of this Section.

(Source: Amended at 35 Ill. Reg. 4315, effective February 23, 2011)

**Section 25.880 “Valid and Exempt” Certificates; Proportionate Reduction; Part-Time Teaching**

- a) The requirements of this Subpart J regarding continuing professional development are subject to proportionate reduction with respect to periods of time during which a certificate is maintained as valid and exempt.
  - 1) Each certificate-holder shall notify the regional superintendent of schools of any semester that he or she believes qualifies as a period of exemption. The State Board of Education shall make a form available for this purpose that will allow the regional superintendent to determine whether an individual’s certificates will be considered valid and active or valid and exempt for any given semester. The regional superintendent shall verify the certificate-holder’s employment status and shall, as applicable:
    - A) enter the period of exemption into the centralized registry; or
    - B) return the notification form to the certificate-holder with an indication as to why the period in question does not qualify as a period of exemption.
  - 2) Periods of exemption shall be established in one-semester increments. A period of exemption shall be available only for a semester during which a certificate-holder is employed and performing services for fewer than 45 school days. Each one-semester period of exemption shall result in a ten-percent reduction in the requirement for continuing professional development (for holders of standard certificates) or a five-percent reduction in the requirement (for holders of master certificates).
  - 3) When applying for renewal of his or her certificates, each certificate-holder shall identify the periods of exemption that occurred during the period of validity and the proportionate reduction that applies to the requirements for continuing professional development.
  - 4) Completion of professional development activities during a period of exemption shall not affect the proportionate reduction in the total number of units required for a certificate-holder other than an individual who is a special education teacher (see subsection (a)(5) of this Section).

- 5) In the case of a special education teacher, if proportionate reduction in the requirements for continuing professional development results in a conflict between the total number of units of credit earned and the distribution of those units, the individual shall be required to accumulate 50 percent of the reduced number of credits required in activities attributable to the purposes set forth in Section 25.807(b) of this Part.
- b) The requirement for continuing professional development shall be reduced by 20 percent for the first renewal cycle with respect to any individual who receives a standard certificate, or 10 percent for an individual who receives a master certificate, whose first year of validity expires on June 30, 2000.
- c) *The requirement for continuing professional development shall be reduced by 50 percent with respect to a period of time during which the certificate-holder has been employed on a part-time basis, i.e., has been teaching for less than 50 percent of the school day or school term* (Section 21-14(e)(1) of the School Code [105 ILCS 5/21-14(e)(1)])
- d) The reduced requirements for continuing professional development that apply under Section 21-2(c)(8) of the School Code to certificate-holders who have acquired master's degrees, education specialists, doctorates, or master certificates and whose applications for certificate renewal are received or processed on or after July 1, 2004, shall also be subject to proportionate reduction if applicable under this Section.

(Source: Amended by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

**Section 25.885 Funding; Expenses (Repealed)**

(Source: Repealed at 29 Ill. Reg. 1212, effective January 4, 2005)

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING  
CERTIFICATE

**Section 25.900 Applicability of Requirements in this Subpart**

Pursuant to Section 21-2(c) of the School Code [105 ILCS 5/21-2(c)], the requirements of this Subpart K shall apply beginning on July 1, 2003, to each holder of an Illinois initial or initial alternative teaching certificate, or an equivalent certificate issued by another state, who has completed four years of teaching and is seeking a standard teaching certificate. Beginning July 1, 2004, however, *the requirements of this Subpart K shall not apply to any out-of-state candidate with four years of teaching experience.* (Section 21-2(b-5) of the School Code)

- a) Each certificate-holder who is subject to the requirements of this Subpart K shall:
  - 1) maintain the required form of evidence of completion for the option chosen pursuant to Section 25.905 of this Part, as specified in Sections 25.910 through 25.942 of this Part, throughout the first period of validity of his or her standard certificate; and
  - 2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Subpart K.
- b) An individual who has fulfilled the requirements of this Subpart K and received one standard certificate as a result shall be deemed to have satisfied the requirements of this Subpart K with respect to any subsequent early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.905 Choices Available to Holders of Initial Certificates**

Pursuant to Section 21-2(c) of the School Code, an individual who is subject to the requirements of this Subpart K shall successfully complete one of the options listed in this Section in order to qualify for a standard teaching certificate. Out-of-state applicants may qualify for a reduction in the requirements of subsection (d) or subsection (e) of this Section; see Section 25.11(a)(2)(B) of this Part. Each affected individual may choose to:

- a) *Complete a program of induction and mentoring* that meets the requirements of Section 25.910 of this Part;
- b) *Complete at least four semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Professional Teaching Standards* (see 23 Ill. Adm. Code 24) that meets the requirements of Section 25.915 of this Part;
- c) *Complete at least four semester hours of graduate-level coursework addressing the requirements for certification by the National Board for Professional Teaching Standards* that meets the requirements of Section 25.920 of this Part;
- d) *Complete at least 12 semester hours of graduate-level coursework towards, or either hold or receive, an advanced degree from an accredited institution of higher education in an education-related field*, provided that the coursework completed meets the requirements of Section 25.925 of this Part;
- e) *Accumulate 60 continuing professional development units (CPDUs)*, or such quantity as may be applicable under Section 21-2(c)(2)(E) of the School Code [105 ILCS 5/21-2(c)(2)(E)], by completing selected activities as specified in Section 25.930 of this Part;
- f) *Complete a nationally normed, performance-based assessment, if such an assessment is made available* pursuant to Section 25.940 of this Part;
- g) *Complete the requirements for being considered "highly qualified" in an additional teaching field* (see Section 25.942 of this Part);
- h) *Receive a post-baccalaureate, education-related professional development certificate issued by an Illinois institution of higher education* in accordance with Section 25.942 of this Part;

- i) *Complete all required activities in pursuit of certification by the National Board for Professional Teaching Standards* (see Section 25.942 of this Part); or
- j) *Receive a subsequent certificate or an additional endorsement* (see Section 25.942 of this Part).

(Source: Amended at 29 Ill. Reg. 15831, effective October 3, 2005)

**Section 25.910 Requirements for Induction and Mentoring**

Completion of a program of induction and mentoring as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

- a) The program selected by a certificate-holder must have been approved for this purpose by the State Board of Education in consultation with the State Teacher Certification Board. Two or more school districts or other organizations may jointly offer a program of induction and mentoring under this Section. An entity or group of entities that wishes to offer an approved program of induction and mentoring shall submit to the State Superintendent of Education a written plan for the program that conforms to the requirements of Section 21-2(c)(2)(A) of the School Code [105 ILCS 5/21-2(c)(2)(A)]. A program shall be approved if the plan demonstrates that the program will meet the specifications of subsections (b) through (g) of this Section. Entities that were conducting programs of induction and mentoring prior to July 1, 2003, may apply to the State Superintendent under this Section for verification that those programs met the requirements of this Section so that individuals who have completed them may fulfill the requirements of this Subpart K on that basis. The State Board of Education shall annually publish a list of induction and mentoring programs that have been approved for this purpose.
- b) A formally trained mentor shall be assigned to assist each new teacher. Mentors holding a full-time teaching assignment shall be assigned to only one new teacher during any given year. To the extent possible, mentor teachers shall hold the same type of certificate as the new teachers with whom they will work. Each mentor teacher assigned shall hold, or shall have retired while holding, a standard or master certificate and shall have completed a training program that addresses all the following topics:
  - 1) Content Knowledge and Pedagogy;
  - 2) Adult Learning Theory;
  - 3) Verbal and Non-Verbal Communication Skills;
  - 4) Attributes and Styles of Positive Critiques;
  - 5) Classroom Observation Skills Related to Assessment of Performance;

- 6) Strategies for Providing Constructive Feedback and Social Support;
  - 7) Problem-Solving Skills; and
  - 8) Formative Assessment and Self-Assessment.
- c) Each new teacher shall receive formal mentoring, which may include mentoring conducted electronically, consisting of an established sequence of sessions no less than two school years in duration. The planned sequence for each teacher shall comprise no fewer than three episodes of observation, which may be conducted using videoconferencing or videotaping, that include preparation with the mentor teacher prior to observing the new teacher in the classroom; observation of the new teacher's teaching practice; and provision of feedback, suggestions, and techniques to the recipient teacher in response to each period of observation.
- d) The program shall afford mentor teachers and new teachers systematic opportunities for contact with each other so that new teachers will receive professional and social support in the school environment. The program shall include a formal mechanism for orienting new teachers to the school improvement and professional development plans that apply and for assisting them in understanding their respective employers' expectations with regard to the Illinois Professional Teaching Standards and the relevant content-area standards.
- e) New teachers shall be afforded at least one opportunity during each semester to participate in professional development opportunities that involve:
- 1) observing teaching practice modeled by experienced teachers and discussing selected aspects of teaching practice with these teachers; or
  - 2) participating in workshops, conferences, symposia, seminars, or other, similar training events that are designed to increase teachers' knowledge and skills with respect to the Illinois Professional Teaching Standards or the content-area standards that apply to their respective areas of certification or assignment.
- f) The program shall require formative assessment of new teachers' professional development. The mentor teacher shall participate in formative assessment by providing written feedback after observing the teaching performance of the new teacher and by providing written analysis of written materials prepared by the new teacher. The new teacher shall participate in formative assessment by preparing at

least one written reflection on his or her teaching practice for each quarter of a school year, for review by the mentor teacher. New teachers' written reflections shall be required to focus on relevant aspects of the Illinois Professional Teaching Standards (see 23 Ill. Adm. Code 24) and the content-area standards that apply to their assignments and areas of certification and to issues identified in the feedback received from mentor teachers.

- g) Each plan for an induction and mentoring program shall include a specific method for collecting and maintaining information that will permit evaluation of the program and will contribute to an overall assessment of the effectiveness of induction and mentoring. For each program, at least the following information shall be collected and supplied to the State Board of Education upon request:
  - 1) the length of time during which recipients of the program remain employed as teachers (if known) or remain employed as teachers in the district where mentoring and induction were received;
  - 2) the percentage of recipient teachers who received ratings of "satisfactory" or "excellent" each year since completing the program;
  - 3) any savings realized in the cost of recruiting new teachers due to increased retention; and
  - 4) any decrease in the number or percentage of teachers teaching outside their respective fields.
- h) As evidence of completion for this requirement, the candidate for a standard certificate shall maintain verification, in a format specified by the State Board of Education, signed by the administrator of the approved mentoring and induction program.
- i) An individual may transfer between programs approved under this Section.
- j) Each holder of an initial certificate who chooses the option described in this Section shall be required to complete:
  - 1) an approved program of at least one year's duration, if his or her initial certificate was issued before September 1, 2007;

- 2) an approved program of at least two years' duration, if his or her initial certificate was issued on or after September 1, 2007.

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.915 Requirements for Coursework on the Assessment of One's Own Performance**

Completion of at least four semester hours of graduate-level coursework on the assessment of one's own performance as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

- a) Only coursework offered by *an accredited institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit* shall qualify for this purpose. (Section 21-2(c)(2)(B) of the School Code [105 ILCS 5/21-2(c)(2)(B)])
- b) An eligible entity that offers or plans to offer coursework that will result in candidates' eligibility for the standard teaching certificate shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework includes the activities required by Section 21-2(c)(2)(B) of the School Code.
- c) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice, in accordance with the requirements of this subsection (c).
  - 1) Each participant's teaching practice shall be observed on at least one occasion, either in person or through videoconferencing or videotapes, either by the course instructor or by a designee identified by the instructor who:
    - A) holds, or at the time of his or her retirement held, a standard or master teaching certificate; or
    - B) has completed training covering the topics listed in Section 25.910(b) of this Part; or
    - C) in the judgment of the course instructor, has the knowledge and skills required in order to provide appropriate feedback to new teachers regarding their teaching practice.

- 2) Each participant shall assemble sufficient written lesson plans, assignments to students, samples of students' work responding to the assignments, and assessment instruments used with respect to the assignments to provide evidence of his or her performance with respect to all the standards set forth in 23 Ill. Adm. Code 24.100(a) through (i), provided that the material required by this subsection (c)(2) shall be presented for no fewer than two separate lessons, at least one of which is the subject of an observation conducted pursuant to subsection (c)(1) of this Section. The participant shall also provide a written discussion of how the material assembled relates to each of the Illinois Professional Teaching Standards referred to in this subsection (c)(2), with emphasis on the aspects listed in Section 21-2(c)(2)(B)(ii) of the School Code [105 ILCS 5/21-2(c)(2)(B)(ii)]. In using students' work for this purpose, participants shall ensure that students are not identifiable or shall obtain consent for the release of the students' work in keeping with the requirements of the Illinois School Student Records Act [105 ILCS 10] and the rules for Student Records (see 23 Ill. Adm. Code 375).
  - 3) The course instructor or a designee who meets the requirements of subsection (c)(1) of this Section shall review the documentation submitted by the participant and provide written feedback regarding the new teacher's strengths and weaknesses, factors to consider, and techniques with potential for improving the new teacher's practice.
  - 4) For each of the two lessons documented under subsection (c)(2) of this Section, each participant shall prepare his or her own written analysis of the strengths and weaknesses revealed by the applicable documentation and the implications of that analysis for improving his or her teaching in relation to the Illinois Professional Teaching Standards.
  - 5) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.
- d) As evidence of completion, the candidate for a standard certificate shall maintain a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.

- e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for the standard teaching certificate under this Section.
- f) An eligible Illinois entity that offered coursework relevant to this Section prior to July 1, 2003, may apply to the State Superintendent, based on the submission of material meeting the requirements of subsection (b) of this Section, for verification that the coursework met the requirements of this Section so that individuals who have completed it may fulfill the requirements of this Subpart K on that basis. An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course's content with the requirements of this Section and Section 21-2(c)(2)(B) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)**

Completion of at least four semester hours of graduate-level coursework related to the requirements for certification by the NBPTS as a means of qualifying for the standard teaching certificate shall be subject to the requirements of this Section.

- a) Only coursework offered by *an accredited institution of higher education, by such an institution in partnership with a teachers' association or union or with a regional office of education, or by another entity authorized to issue college credit* shall qualify for this purpose. (Section 21-2(c)(2)(C) of the School Code [105 ILCS 5/21-2(c)(2)(C)])
- b) An eligible entity that offers or plans to offer coursework that will result in candidates' eligibility for the standard teaching certificate shall submit to the State Superintendent of Education a syllabus, course description, or other material demonstrating that the coursework addresses the five "core propositions" that guide the National Board's certification initiatives:
  - 1) Teachers are committed to students and their learning.
  - 2) Teachers know the subjects they teach and how to teach those subjects to students.
  - 3) Teachers are responsible for managing and monitoring students' learning.
  - 4) Teachers think systematically about their practice and learn from experience.
  - 5) Teachers are members of learning communities.
- c) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve coursework for this purpose if the syllabus demonstrates that its successful completion will involve observation, review, and analysis of each participant's teaching practice in light of applicable standards, as well as demonstration of professional expertise on the part of each participant in reflecting on his or her own practice.
  - 1) These required elements may be provided either by means of the activities described in Section 25.915(c)(1) through (c)(4) of this Part or by using

another sequence of activities that is designed to provide beginning teachers with direct feedback from experienced teachers and a structure for reviewing their own teaching in light of this feedback and in light of their students' performance.

- 2) The grades issued to participants in the coursework shall reflect the instructor's assessment of the participants' performance in reviewing, analyzing, and reflecting on their own practice, rather than the instructor's assessment of the participants' performance as teachers.
- d) As evidence of completion, the candidate for a standard certificate shall maintain a grade report or official transcript issued by the institution or other entity offering the coursework, indicating that the individual passed the course or courses.
- e) No course that has not been approved pursuant to subsections (b) and (c) of this Section shall be advertised as leading to eligibility for the standard teaching certificate under this Section.
- f) An eligible Illinois entity that offered coursework relevant to this Section prior to July 1, 2003, may apply to the State Superintendent, based on the submission of material meeting the requirements of subsection (b) of this Section, for verification that the coursework met the requirements of this Section so that individuals who have completed it may fulfill the requirements of this Subpart K on that basis. An individual who wishes to use coursework completed in another state to fulfill the requirements of this Section shall submit to the State Superintendent of Education a course description or syllabus. Based upon a comparison of the course's content with the requirements of this Section and Section 21-2(c)(2)(C) of the School Code, the State Superintendent shall determine whether the out-of-state course is equivalent and notify the candidate as to whether the course will be accepted.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.925 Requirements Related to Advanced Degrees and Related Coursework**

Qualification for the standard teaching certificate based upon receipt of an advanced degree in an education-related field, or upon completion of at least 12 semester hours of graduate credit toward such a degree, shall be subject to the requirements of this Section.

- a) For purposes of this Section, an “advanced degree” is a master’s degree, a doctoral degree, a certificate of advanced study, or an education specialist *that is earned by the individual either while he or she holds an initial teaching certificate or prior to his or her receipt of that certificate.* (Section 21-2(c)(2)(C-5) of the School Code [105 ILCS 5/21-2(c)(2)(C-5)])
- b) For purposes of this Section, an “education-related field” is one related to the requirements for the early childhood, elementary, secondary, special, or special preschool-age 21 certificate, the school service personnel certificate, the administrative certificate, or any endorsement available on any of these certificates pursuant to the rules of the State Board of Education (see 23 Ill. Adm. Code 23, 23 Ill. Adm. Code 24, 23 Ill. Adm. Code 25, 23 Ill. Adm. Code 26, 23 Ill. Adm. Code 27, and 23 Ill. Adm. Code 29) or the policies of the State Board of Education related to certification in special education under the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.
- c) As evidence of completion, the candidate for a standard certificate shall maintain either:
  - 1) documentation provided by a regionally accredited institution of higher education indicating the individual’s admission to the degree program and an official transcript showing that no fewer than 12 semester hours of graduate credit were earned toward that degree while the individual held the initial certificate; or
  - 2) an official transcript showing that the degree was issued.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.930 Requirements for Continuing Professional Development Units (CPDUs)**

The applicability of CPDUs toward receipt of the standard teaching certificate shall be subject to the requirements of this Section and Section 25.935 of this Part.

- a) Each candidate for the standard certificate shall be required to accumulate 60 CPDUs in conformance with this Section, *unless the candidate held an initial teaching certificate on August 10, 2002.* (Section 21-2(c)(2)(E) of the School Code [105 ILCS 5/21-2(c)(2)(E)]) A candidate who held an initial teaching certificate on that date shall be required to accumulate:
  - 1) 45 CPDUs, if at least three but fewer than four years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time when the certificate remains valid between the candidate's completion of four years of teaching experience and the following June 30 (see Section 25.11(d)(4) of this Part);
  - 2) 30 CPDUs, if at least two but fewer than three years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time between the candidate's completion of four years of teaching experience and the following June 30; or
  - 3) 15 CPDUs, if at least one year but fewer than two years of teaching time remain on the initial certificate as of July 1, 2003, calculated by including the time between the candidate's completion of four years of teaching experience and the following June 30.
- b) *Persons who elect to satisfy the requirements of this Section may earn credit through completion of coursework, workshops, seminars, conferences, and other similar training events that are pre-approved by the State Board of Education, in consultation with the State Teacher Certification Board, for the purpose of reflection on teaching practices in order to address all of the Illinois Professional Teaching Standards.* (Section 21-2(c)(3) of the School Code [105 ILCS 5/21-2(c)(3)])
- c) The activities selected by a certificate-holder pursuant to subsection (b) of this Section shall conform to the requirements of clauses (A) through (D) of Section 21-2(c)(3) of the School Code [105 ILCS 5/21-2(c)(3)] and may have been completed at any time while the individual held an initial teaching certificate.

- d) Any school district, nonpublic school, cooperative or joint agreement, regional office of education, institution of higher education, teacher union or professional association, non-profit organization or corporation, for-profit entity, member of the International Association for Continuing Education and Training (IACET), or individual may apply for approval to offer activities that will be creditable under this Section. Each application shall include at least the following information:
- 1) a description of the organization's or individual's experience in providing training of a similar nature;
  - 2) the qualifications that will be required of presenters who conduct the activities;
  - 3) the specific standards proposed to be addressed in each activity; and
  - 4) an outline, syllabus, videotape, or other descriptive material that demonstrates how each activity will fulfill the requirements and offer the components required by Section 21-2(c)(3) of the School Code.
- e) The State Board of Education, in consultation with the State Teacher Certification Board, shall approve the provision of an activity for purposes of this Section if the application provides evidence that:
- 1) the activity will be presented or conducted by persons with education and experience in assisting teachers to focus on the fundamental aspects of their teaching practice, including:
    - A) knowledge of content and pedagogy;
    - B) assessment of students' learning and provision of timely and effective feedback to them;
    - C) classroom management strategies;
    - D) development of instructional goals;
    - E) design and delivery of instruction; and
    - F) reflection on and analysis of teaching practice and success in assisting students to reach instructional goals.

- 2) The application demonstrates that the activity will address one or more of the Illinois Professional Teaching Standards or the content-area standards that are relevant to the participating teachers' areas of certification and assignment.
  - 3) The application demonstrates that the activity requires performance on the part of each participating teacher with respect to reflecting on his or her own teaching practice.
  - 4) The applicant provides assurances that attendance records for the activity will be maintained for a period of not less than five years and each participant will receive evidence of completion in a standard format required by the State Board of Education.
- f) A certificate-holder may use one activity or several activities to fulfill the requirements of this Section, provided that all applicable standards are addressed. A certificate-holder who chooses this method of qualifying for the standard certificate shall use a standard format (matrix) made available by the State Board of Education to correlate the activities completed with the standards they addressed. In addition, the certificate-holder shall maintain the documents supplied by providers under subsection (e)(4) of this Section as evidence of completion, as required by Section 25.900(a) of this Part.
- g) *One CPDU shall be available for each hour of direct participation by a holder of an initial teaching certificate in a qualifying activity under this Section. (Section 21-2(c)(3)(E) of the School Code [105 ILCS 5/21-2(c)(3)(E)])*
- h) The balance of the CPDUs an individual is required to accrue in combination with those earned pursuant to subsection (f) of this Section may be earned by completing activities chosen from among those described in Section 25.935 of this Section.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.935 Additional Activities for Which CPDUs May Be Earned**

At the option of the certificate-holder, CPDUs in addition to those available under Section 25.930(b) of this Part may be earned for activities under this Section to complete the total number needed by the individual, *provided that each activity is designed to advance a person's knowledge and skills in relation to one or more of the standards set forth in the rules of the State Board of Education at 23 Ill. Adm. Code 24, 26, or 27 (Standards for All Illinois Teachers; Standards for Certification in Early Childhood Education and in Elementary Education; and Standards for Specific Teaching Fields) or the policies of the State Board of Education related to certification in special education described in Section 25.925(b) of this Section.* The permissible activities, the number of CPDUs to be credited for each, and the required evidence of completion for each shall be as described in Section 25.875(b), (c), (f), (g), (j), (m), (n), (o), (s), (t), (u), (v), (x), and (y) of this Part and in subsections (a) and (b) of this Section. In addition to the specific requirements described in those provisions, the evidence of completion required for each of the activities shall include a brief written statement prepared by the certificate-holder which summarizes the activity or experience, discusses the skills and/or knowledge acquired, and indicates, where applicable, how the skills or knowledge will be applied in the context of the participant's teaching. Alternatively, if the certificate-holder determines that the experience has not yielded knowledge or skills that can be used in his or her teaching, he or she shall indicate that fact and briefly explain why this is the case. Activities shall only be creditable under this Section if completed while the individual held an initial certificate or a comparable certificate issued by another state or territory.

- a) *Completing non-university credit directly related to student achievement, the Illinois Professional Teaching Standards, or content-area standards [105 ILCS 5/21-2(c)(4)(C)(i)]; participating in or presenting at workshops, seminars, conferences, institutes, and symposiums [105 ILCS 5/21-2(c)(4)(C)(ii)]*
  - 1) Definitions
    - A) Attendance at and participation in a conference, workshop, institute, seminar, symposium, or other similar training event that is organized by an entity approved pursuant to Section 25.855 or Section 25.860 of this Part.
    - B) Making a presentation at a conference, workshop, institute, seminar, symposium, or other similar event whose goal is the improvement of teaching skills and knowledge.

- 2) Credit: One CPDU shall be credited for each hour of a certificate-holder's attendance or participation. Eight CPDUs shall be credited for an individual's first presentation of a given topic; three CPDUs shall be credited for a subsequent presentation of the same topic.
  - 3) Evidence of Completion
    - A) For attendance: The standard form issued by the provider at the conclusion of the session or event pursuant to Section 25.865 of this Part, including a statement regarding how the certificate-holder will use what he or she learned in the context of his or her teaching; and the program prepared by the entity sponsoring or conducting the event, indicating the topics covered and the length of time devoted to each.
    - B) For presentation: The program prepared by the entity sponsoring or conducting the event, identifying the certificate-holder as presenter in a topic area relevant to his or her certification or teaching assignment.
- b) *Participating in study groups related to student achievement, the Illinois Professional Teaching Standards, or content-area standards*  
[105 ILCS 5/21-2(c)(4)(D)(iii)]
- 1) Definition: Attendance at and participation in no fewer than two-thirds of the meetings of a group that investigates one or more aspects of student achievement, the Illinois Professional Teaching Standards, or the content-area standards relevant to its members in a series of regular, structured, collaborative interactions with a view to improving the members' practice or related outcomes among their students.
  - 2) Credit: Six CPDUs shall be credited per semester in which the individual attends three to five meetings; eight CPDUs shall be credited per semester in which the individual attends six or more meetings.
  - 3) Evidence of Completion: A written statement of purpose for the group; a list of the group's members; and summaries of the meetings showing attendance by the certificate-holder.

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.940 Examination**

The State Board of Education, in consultation with the State Teacher Certification Board, may identify and make available a nationally normed, performance-based assessment of whether candidates' induction to the profession of teaching has advanced their command of appropriate teaching practices and strategies and contributed to the professional judgment required for designing educational experiences to meet the diverse needs of students. If an examination is made available pursuant to this Section, the State Board of Education shall notify all Illinois school districts and other entities that employ teachers, all Illinois institutions of higher education that prepare educational personnel, and the teachers' professional associations or unions to this effect. This notification shall include:

- a) identification of the examination whose successful completion will be a means of qualifying for a standard teaching certificate;
- b) the schedule for the first year of administration of that examination;
- c) how prospective candidates may obtain information about registration; and
- d) the cost to the candidate of participating in the examination, which shall not exceed the cost of the coursework described in Section 25.915 of this Part.

(Source: Added at 27 Ill. Reg. 8071, effective April 28, 2003)

**Section 25.942 Requirements for Additional Options**

- a) **“Highly Qualified”**  
An individual who wishes to qualify for a standard certificate by becoming “highly qualified” for purposes of the federal No Child Left Behind Act of 2001 in an additional teaching area shall maintain official transcripts or other documentation demonstrating that he or she completed at least a portion of the applicable requirements (see Appendix D to this Part) while holding the initial certificate.
- b) **Professional Development Certificates**  
The “professional development certificate” discussed in Section 21-2(c)(2)(H) of the School Code represents verification by a regionally accredited institution of higher education that an individual has completed an organized program of study consisting of no fewer than 12 semester hours of graduate credit that may or may not be linked to pursuit of a specific graduate degree but is designed to lead to the individual’s acquisition of a specific set of skills or knowledge. The required evidence of completion for this “certificate” is either a separate, identifiable document bearing the institution’s seal or a notation on the individual’s official transcript indicating that the “certificate” has been awarded.
- c) **Completion of NBPTS Process**  
An individual who wishes to qualify for a standard certificate by completing all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS) shall maintain evidence that his or her name was included on the NBPTS’ composite list of those who have completed the certification process (as distinct from having received certification) during the time that he or she held the initial certificate.
- d) **Acquisition of Subsequent Certificate or Endorsement**  
An individual who wishes to qualify for a standard certificate by acquiring a subsequent certificate or endorsement shall maintain evidence that the certificate or endorsement was issued during the time that he or she held the initial certificate.

(Source: Added at 29 Ill. Reg. 1212, effective January 4, 2005)

**Section 25.945 Procedural Requirements**

- a) In order to qualify for a standard teaching certificate, a holder of an initial teaching certificate shall choose one of the methods described in Section 25.905 of this Part.
- b) *A person must complete his or her chosen requirement before the expiration of his or her initial teaching certificate and must submit a statement of assurance, using a format developed by the State Board of Education, that he or she has done so to the responsible local professional development committee, if any, or to the regional superintendent of schools, along with his or her application for a standard certificate and the required fee. An LPDC shall review each assurance it receives and, within 30 days after receipt shall forward the materials submitted by the individual to the regional superintendent along with the LPDC's recommendation as to whether the person is eligible to receive a standard teaching certificate. [105 ILCS 5/21-2(c)(5)]*
- c) *Within 30 days after receipt of a person's statement of assurance, the regional superintendent shall review the assurance and, based upon compliance with all of the requirements for receipt of a standard certificate, including the completion of four years of teaching, shall forward to the State Board of Education his or her recommendation as to whether the person is eligible to receive a standard teaching certificate. Concurrently, the LPDC or regional superintendent shall provide a copy of this recommendation to the affected person if the recommendation is for non-issuance. [105 ILCS 5/21-2(c)(5)]*
- d) If the regional superintendent's recommendation with regard to any person is to deny issuance of the standard teaching certificate:
  - 1) the regional superintendent shall state his or her rationale for the recommendation;
  - 2) the individual's copy of the regional superintendent's notification shall be sent by certified mail, return receipt requested; and
  - 3) the regional superintendent shall return the application fee with the notification.
- e) Within 14 days after receiving notice that a recommendation for non-issuance has been forwarded, the certificate-holder may appeal the recommendation to the

RPDRC. Such an appeal shall be transmitted on a form supplied by the State Board of Education, shall include a return receipt, and may include any supporting documentation the certificate-holder deems relevant.

- f) Within 45 days after receiving an appeal, the RPDRC shall forward its recommendation to the State Board of Education, along with the RPDRC's rationale for the recommendation and any supporting documentation. To assist it in arriving at its recommendation, the RPDRC may require the submission of additional information or may request that the certificate-holder appear before it.
- g) *Upon review of regional superintendents' recommendations and any recommendations by RPDRCs, including any rationales provided pursuant to subsection (d)(1) or (f) of this Section, and the respective applications for certification, the State Board of Education shall issue standard teaching certificates to those who qualify and shall notify in writing, via certified mail, return receipt requested, persons affected by the denial of standard teaching certificates.* [105 ILCS 5/21-2(c)(5)] Each notification shall include a rationale for the State Board's refusal to issue a standard certificate.
- h) Within 14 days after receipt of notice that the State Board of Education has denied him or her a standard teaching certificate based on failure to meet the requirements of this Subpart K, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.
  - 1) Each appeal shall state the reasons why the State Board's decision should be reversed and shall be sent by certified mail, return receipt requested.
    - A) Appeals shall be addressed to:

State Teacher Certification Board  
Secretary  
100 North First Street  
Springfield, Illinois 62777
    - B) No electronic or facsimile transmissions will be accepted.
    - C) Appeals postmarked later than 14 calendar days after receipt of notifications of denial will not be processed.

- 2) In addition to the appeal form, the certificate-holder may submit the following material when the appeal is filed:
  - A) evidence that he or she has satisfactorily completed one of the options outlined in this Subpart K as a means of qualifying for the standard teaching certificate; and
  - B) any other relevant documents.
- i) Upon receipt of an appeal, the State Teacher Certification Board shall request the record of review from the State Superintendent of Education for consideration at its next available meeting. In reviewing the appeal, the Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:
  - 1) the individual's application for a standard certificate, along with his or her signed statement of assurance;
  - 2) the rationale for the State Board's refusal to issue a standard certificate;
  - 3) the required evidence of completion for the option chosen by the individual for fulfilling the requirements of this Subpart K;
  - 4) the appeal form; and
  - 5) any additional information submitted by the individual to support the appeal.
- j) If the Certification Board holds an appeal hearing, it may request the certificate-holder to appear before it, in which case no less than ten days' notice of the date, time, and place of the hearing shall be given to the affected individual.
- k) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
- l) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding the issuance of a standard certificate by certified mail, return receipt requested, no later than 30 days after reaching a decision.

- m) The decision of the State Teacher Certification Board regarding an appeal is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

(Source: Amended at 29 Ill. Reg. 1212, effective January 4, 2005)

### Section 25.APPENDIX A Statistical Test Equating – Certification Testing System

The Z-score formula set forth below will be used in all cases except where none of the scorable items on a test form has appeared on any previous test form. In such cases, the linear equating formula will be used.

#### Z-Score Formula

The following formula is used for z-score equating.

1. Define:

$\bar{X}$  = the mean raw score achieved on the new test form's scorable items

$s_x$  = the standard deviation of X

$\bar{Y}$  = the mean raw score achieved on the previous test form's scorable items

$s_y$  = the standard deviation of Y

$X_i$  = a given raw score on the new test form

$Y_i$  = the raw score equivalent to  $X_i$  expressed in the raw score metric of form Y

2. Set  $z_x = z_y$

$$\frac{X_i - \bar{X}}{s_x} = \frac{Y_i - \bar{Y}}{s_y}$$

3. In order to find the equivalent passing score on the new form, solve for  $X_i$ , where  $Y_i$  = the passing score on the previous form rounded to one decimal place.

$$X_i = \bar{X} + (s_x / s_y)(Y_i - \bar{Y})$$

The linear equating formula is as follows.

1. Define:

$\bar{X}$  = mean total test score on a new test form

$s_x^2$  = variance of total test scores on the new form

$\bar{U}_x$  = mean of common items on the new form

$s_{u_x}^2$  = variance of common item scores on the new form

$s_{xu}$  = covariance of total test and common item set for the new form

$n_x$  = number of candidates taking the new form

$\bar{Y}$ ,  $s_y^2$ ,  $\bar{U}_y$ ,  $s_{u_y}^2$ ,  $s_{yu}$ , and  $n_y$  are corresponding statistics for the previous test form

2. Compute estimated descriptive statistics for the total group (i.e., candidates from new and previous test form administrations).

$$\bar{U}_t = (\bar{U}_x + \bar{U}_y) / 2$$

$$s_{u_t}^2 = \frac{\left( n(\bar{U}_x - \bar{U}_y)^2 \right) / 2 + (n-1)(s_{u_x}^2 + s_{u_y}^2)}{2n-1}$$

where  $n$  = the smaller of  $n_x$  or  $n_y$

$$b_{xu} = s_{xu} / s_{u_x}^2$$

$$b_{yu} = s_{yu} / s_{u_y}^2$$

$$\bar{X}_t = \bar{X} + b_{xu}(\bar{U}_t - \bar{U}_x)$$

$$s_{x_t}^2 = s_x^2 + b_{xu}^2 (s_{u_t}^2 - s_{u_x}^2)$$

$$\bar{Y}_t = \bar{Y} + b_{yu}(\bar{U}_t - \bar{U}_y)$$

$$s_{y_t}^2 = s_y^2 + b_{yu}^2 (s_{u_t}^2 - s_{u_y}^2)$$

3. In order to find the equivalent passing score on the new form, solve for  $X_i$ , where  $Y_i$  = the passing score on the previous form rounded to one decimal place.

$$X_i = \bar{X}_t + (s_{x_t} / s_{y_t}) (Y_i - \bar{Y}_t)$$

(Source: Amended at 34 Ill. Reg. 1582, effective January 12, 2010.)

**Section 25.Appendix B Certificates Available Effective February 15, 2000**

## Early Childhood

Provisional Alternative Early Childhood Certificate  
Standard Alternative Early Childhood Certificate  
(For Cities of 500,000 or More)  
Provisional Early Childhood Certificate  
Initial Early Childhood Certificate  
Initial Alternative Early Childhood Certificate  
Standard Early Childhood Certificate  
Master Early Childhood Certificate

## Elementary

Provisional Alternative Elementary Certificate  
Standard Alternative Elementary Certificate  
(For Cities of 500,000 or More)  
Provisional Elementary Certificate  
Initial Elementary Certificate  
Initial Alternative Elementary Certificate  
Standard Elementary Certificate  
Master Elementary Certificate

## Secondary

Provisional Alternative Secondary Certificate  
Standard Alternative Secondary Certificate  
(For Cities of 500,000 or More)  
Initial Math-Science Certificate 9-12  
Provisional Secondary Certificate  
Initial Secondary Certificate  
Initial Alternative Secondary Certificate  
Standard Secondary Certificate  
Master Secondary Certificate

## Special

Standard Alternative Special Certificate  
(For Cities of 500,000 or More)

Provisional Special Certificate  
Initial Special K-12 Certificate  
Initial Alternative Special K-12 Certificate  
Initial Special Preschool - Age 21 Certificate  
Standard Special K-12 Certificate  
Standard Special Preschool - Age 21 Certificate  
Master Special K-12 Certificate

#### School Service Personnel

Provisional School Service Personnel Certificate  
School Service Personnel Certificate

#### Administrative

Provisional Alternative Administrative Certificate  
Administrative Certificate  
(Excluding Acting as Principal/Assistant Principal)  
Provisional Administrative Certificate  
Administrative Certificate

#### Other

Substitute Certificate  
General Certificate  
Part-Time Provisional Certificate  
Temporary Provisional Vocational Certificate  
Provisional Vocational Certificate  
Transitional Bilingual Certificate  
Resident Teacher Certificate

(Source: Amended at 25 Ill. Reg. 16031, effective November 28, 2001)

**Section 25.Appendix C Exchange of Certificates**

Existing Certificate	Description	Exchanged for:
Early Childhood Certificates:		
02 Early Childhood	To Age 6 excluding K	Standard Early Childhood (0 to 6, excluding K)
04 Early Childhood	Age 0-Grade 3	Standard Early Childhood (0 to grade 3)
06 Kindergarten-Primary	K-3	Standard Early Childhood (K-3)
45 Life Kindergarten	K-3	Standard Early Childhood (K-3)
Elementary Certificates:		
03 Standard Elementary	K-9	Standard Elementary
42 Life Elementary	1-8	Standard Elementary
High School Certificates:		
09 Standard High School	6-12	Standard Secondary
11 Vocational	7-12 Field Endorsed	Standard Secondary
14 Junior College	9-14 Field Endorsed	Standard Secondary
47 Life High School	6-12	Standard Secondary
49 Life Junior College	9-14 Field Endorsed	Standard Secondary
Special Certificates:		
Existing Certificate	Description	Exchanged for:
10 Standard Special	K-12 Field Endorsed	Standard Special or Standard Special Preschool-Age 21; or both Standard Elementary and Standard Secondary (Speech- Language Pathologists also may choose School Service Personnel)
17 Special Exceptional Children	K-14 Field Endorsed	Standard Special Preschool-Age 21 or both Standard Elementary and

Existing Certificate	Description	Exchanged for:
48 Life Special	K-14 Field Endorsed	Standard Secondary Standard Special or Standard Special Preschool-Age 21; or both Standard Elementary and Standard Secondary
50 Life School Librarian	K-14 Library	Standard Special or both Standard Elementary and Standard Secondary

Individuals who receive Standard Special, Elementary and/or Secondary certificates will receive on those certificates the same endorsements they currently hold.

Holders of Standard Special Certificates may exchange them for either a Standard Special or both a Standard Elementary and Standard Secondary. If they choose the Standard Elementary and Standard Secondary Certificates, they will receive on those certificates only the endorsements they hold. That is, they will not be qualified to teach self-contained general education classrooms unless they have also completed an approved program for the elementary certificate and have passed the elementary/middle grades content-area test. (For example, a holder of a special certificate endorsed for a particular subject area may teach only in that subject area.) They will have the option of adding onto the elementary and secondary certificates any other endorsements for which they qualify.

(Source: Amended by Peremptory rulemaking at 35 Ill. Reg. 14663, effective August 22, 2011)

## **Section 25.APPENDIX D Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances**

### Introduction and General Principles

Pursuant to the federal No Child Left Behind Act of 2001 (NCLB), teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading or language arts, English, history, civics and government, economics, geography, foreign language, and mathematics) are required to be “highly qualified” for those assignments. The criteria set forth in this Appendix D are those that will be used in Illinois to make this determination.

Further, fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for acquisition of the standard teaching certificate after four years of teaching experience (see Section 25.905(g) of this Part) or as the basis for renewal of the standard or master teaching certificate (see Section 25.805(e) of this Part).

A teacher’s qualifications do not make him or her “highly qualified” in the absolute sense. Rather, the question is whether a teacher is “highly qualified” with respect to his or her areas of assignment. A teacher who collaborates or consults with another teacher does not have “primary responsibility” and is not required to be “highly qualified” in the core academic subject area; each teacher who does have “primary responsibility” for a core academic subject area must be.

There are differences between the criteria for being considered “highly qualified” and some of the Illinois requirements for various assignments (see Subpart G of 23 Ill. Adm. Code 1, Public Schools Evaluation, Recognition and Supervision). The “highly qualified” status of a given individual with respect to an assignment shall not relieve any entity that is required to employ certified staff of the obligation to observe the applicable Illinois requirements for that assignment.

In establishing requirements for being considered “highly qualified”, NCLB and the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA 2004”) distinguish between “veteran teachers” and those who are new to the profession. In addition to the specific requirements set forth for being considered “highly qualified” for particular assignments, veteran teachers can be considered “highly qualified” based on an additional set of criteria, the High Objective Uniform State Standard of Evaluation (HOUSSE). For the purposes of this Appendix D, each individual shall become a “veteran teacher” when he or she has accrued at least one full year’s teaching experience. The HOUSSE criteria may then be applied in determining whether the individual can be considered “highly qualified” for assignments in core subjects.

A degree of flexibility has been afforded for teachers in programs supported by Title I funds who are employed in “rural” schools, which are defined as schools in districts that are eligible to participate in the Small Rural School Achievement (SRSA) program (for a list, see the website of the U.S. Department of Education at <http://www.ed.gov/programs/reapsrsa/eligible04/index.html>). A district may take advantage of this flexibility if it provides high-quality professional development that increases the teachers' content knowledge in the additional subjects they teach and provides mentoring or a program of intensive supervision that consists of structured guidance and regular, ongoing support so that teachers become highly qualified in the additional core academic subjects they teach.

A teacher in this situation who was first employed on or before August 1, 2005, who teaches multiple core academic subjects, and who is “highly qualified” in one of those subjects will be considered “highly qualified” in the other subjects taught through the end of the 2006-07 school year, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

A teacher in this situation who was first employed after August 1, 2005, who teaches multiple core academic subjects, and who is “highly qualified” in one of those subjects will be considered “highly qualified” in the other subjects taught for a period of three years after the date of first employment, after which time he or she will be subject to the requirements for the additional core academic subjects taught and may use the HOUSSE criteria as applicable.

Point values for many of the activities described as part of the HOUSSE criteria are consistent with Section 25.875 of this Part, which defines continuing professional development activities, available amounts of credit, and required evidence of completion in the context of certificate renewal.

In the material that follows, the term “primary grades” or “primary level” refers to kindergarten and Grades 1-5. The “middle grades” are Grades 6-8. The “secondary level” consists of Grades 9-12.

Further, references to a particular type of certificate (e.g., elementary) should be understood to mean a certificate of that type that is also valid for the subjects taught by virtue of the certificate-holder's subject-specific qualifications. These references include provisional, initial, standard, and master certificates of each type where applicable. However, a master certificate that is endorsed for the subject area of assignment is, in and of itself, a basis for the holder's being considered “highly qualified” for that assignment, other than at the primary level, where passage of a test is required of teachers who are new to the profession. That is (except in the case of

assignments at the primary level), an individual who holds a relevant master certificate shall be considered “highly qualified” without reference to any additional requirements stated for the assignment to which the master certificate applies.

An “elementary” certificate is a “Type 03” certificate established under Section 21-3 of the School Code [105 ILCS 5/21-3]. An “early childhood” certificate is a “Type 04” certificate established under Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]. A “secondary” certificate is a “Type 09” certificate established under Section 21-5 of the School Code [105 ILCS 5/21-5]. Either a “special K-12” (subject-specific) certificate or a “special preschool–age 21” certificate is a “Type 10” certificate established under Section 21-4 of the School Code [105 ILCS 5/21-4]. A “transitional bilingual” certificate is a “Type 29” certificate established under Section 14C-8 of the School Code [105 ILCS 5/14C-8]. A “short-term emergency” certificate in special education is a “Type 12” certificate established under the policies of the State Board of Education that were the subject of the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.

### General Education

#### Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she:

- a) holds an elementary or a special K-12 certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test; or
- b) holds an elementary or a special K-12 certificate valid for the subjects taught and has passed the content-area test applicable to that endorsement; or
- c) holds an early childhood certificate that is valid for the primary grades and has passed the Early Childhood test (applicable only through Grade 3); or
- d) holds an elementary, an early childhood, or a special K-12 certificate valid for the subjects taught and qualifies with 100 points under the Illinois HOUSSE, if applicable.

#### Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects, whether in a self-contained or a departmentalized setting, will be considered “highly qualified” if he or she holds an elementary, a special K-12, or a secondary certificate valid for the subjects taught and:

- a) has passed the Elementary/Middle Grades test; or
- b) for each core subject area of teaching responsibility:
  - 1) has passed the content-area test specific to the subject taught, or
  - 2) has completed a major or coursework equivalent to a major, or
  - 3) holds a master’s or higher degree in a field directly related to the area of assignment, or
  - 4) holds certification from the National Board for Professional Teaching Standards (NBPTS) or an Illinois master certificate, or
  - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable.

#### Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate valid for the subjects taught and, for each core subject area of teaching responsibility:

- a) has passed the relevant content-area test; or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a master’s or higher degree in a field directly related to the area of assignment; or
- d) holds NBPTS certification or an Illinois master certificate; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

#### Bilingual Education

Requirements specific to English as a Second Language (ESL) (or English as a New Language (ENL)) are stated separately (see below).

#### Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, in a program of bilingual education will be considered “highly qualified” if he or she:

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
  - 1) holds an elementary or special K-12 certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test, or
  - 2) holds an elementary or a special K-12 certificate valid for the subject taught and has passed the content-area test applicable to that subject, or
  - 3) through Grade 3 only, holds an early childhood certificate that is valid for the primary grades and has passed the Early Childhood test, or
  - 4) holds an elementary or special K-12 certificate with an endorsement for self-contained general elementary education, or an elementary or a special K-12 certificate valid for the subjects taught, or, through Grade 3 only, an early childhood certificate valid for the primary grades and qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds a transitional bilingual certificate and:
  - 1) has passed the content-area test applicable to the subject taught, and
  - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
  - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A) (2005), and

- 4) has not exhausted the three-year period permitted under NCLB for attaining full certification.

## Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, whether in a self-contained or a departmentalized setting, will be considered “highly qualified” if he or she:

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
  - 1) holds an elementary or a special K-12, or a secondary certificate valid for the subjects taught; and
  - 2) for each core subject area of teaching responsibility:
    - A) has passed either the Elementary/Middle Grades test or the content-area test specific to the subject taught, or
    - B) has completed a major or coursework equivalent to a major, or
    - C) holds a master’s or higher degree in a field directly related to the area of assignment, or
    - D) holds NBPTS certification or an Illinois master certificate, or
    - E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds a transitional bilingual certificate and:
  - 1) has passed the content-area test applicable to the subject taught, and
  - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
  - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A) (2005), and
  - 4) has not exhausted the three-year period permitted under NCLB for attaining full certification.

## Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, will be considered “highly qualified” if he or she:

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
  - 1) holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate valid for the subjects taught, and
  - 2) for each core subject area of teaching assignment:
    - A) has passed the relevant content-area test, or
    - B) has completed a major or coursework equivalent to a major, or
    - C) holds a master’s or higher degree in a field directly related to the area of assignment, or
    - D) holds NBPTS certification or an Illinois master certificate, or
    - E) qualifies with 100 points under the Illinois HOUSSE, if applicable;  
or
- b) holds a transitional bilingual certificate and:
  - 1) has passed the content-area test applicable to the subject taught, and
  - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
  - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A) (2005), and
  - 4) has not exhausted the three-year period permitted under NCLB for attaining full certification.

English as a Second Language (ESL) or English as a New Language (ENL)

A course with either of these titles is, by definition, a course in English (see 23 Ill. Adm. Code 228).

Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she:

- a) holds an elementary or a special K-12 certificate with approval for bilingual education, ESL, or ENL or a special K-12 certificate endorsed for bilingual education, ESL, or ENL and:
  - 1) has passed the Elementary/Middle Grades test or the content-area test for ENL or English Language Arts, or
  - 2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) through Grade 3 only, holds an early childhood certificate valid for the primary grades with approval for bilingual education, ESL, or ENL, and:
  - 1) has passed the Early Childhood test, or
  - 2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- c) holds a transitional bilingual certificate and:
  - 1) has passed the content-area test applicable to the subject taught, and
  - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
  - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A) (2005), and
  - 4) has not exhausted the three-year period permitted under NCLB for attaining full certification.

## Middle Grades (6-8)

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she:

- a) holds an elementary, a special K-12, or a secondary certificate with approval for ESL or ENL (or, for Grades 5 and 6 only, with approval for bilingual education), or holds a special K-12 certificate endorsed for ESL or ENL, and:
  - 1) has passed the Elementary/Middle Grades test or the content-area test for either ENL or English Language Arts, or
  - 2) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or
  - 3) holds a master’s or higher degree in English language arts or the teaching of English as a new language, or
  - 4) holds NBPTS certification or an Illinois master certificate in English language arts or the teaching of English as a new language, or
  - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) for Grade 6 only, holds a transitional bilingual certificate and:
  - 1) has passed the content-area test applicable to the subject taught, and
  - 2) is continuously enrolled in an approved teacher preparation program applicable to the grade levels served, and
  - 3) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A) (2005), and
  - 4) has not exhausted the three-year period permitted under NCLB for attaining full certification.

## Secondary Grades (9-12)

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate with approval for ESL or ENL, or holds a special K-12 certificate endorsed for ESL or ENL, and:

- a) has passed the content-area test for either ENL or English Language Arts, or
- b) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or
- c) holds a master’s or higher degree in English language arts or the teaching of English as a new language, or
- d) holds NBPTS certification or an Illinois master certificate in English language arts or the teaching of English as a new language, or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

### Special Education

A special education teacher who is new to the profession, who is considered “highly qualified” in language arts, mathematics, or science, and who teaches two or more subjects shall be considered “highly qualified” in all subjects taught for two years after the date of first employment. Once this two-year period has elapsed, the teacher shall be required to meet the criteria for being considered “highly qualified” in the core subject area of assignment. However, it should be noted that a teacher in this situation will be treated as a veteran teacher after attaining one year’s teaching experience, as is the case for any other teacher. That is, the teacher has two years before he or she will be required to meet the criteria in every subject taught but will have access to points under the Illinois HOUSSE after one year’s experience.

A special education teacher who has completed an Illinois approved preparation program in special education after June 30, 2002, and has also passed the assessment of professional teaching shall be considered “highly qualified” in language arts, by virtue of the subject-area competence cumulatively evidenced by the individual’s:

- completion of coursework addressing the General Curricular Standards for Special Education teachers set forth at 23 Ill. Adm. Code 27.350, as well as the Common Core of Standards for All Special Educators (see the policies of the State Board of Education relative to certification in special education that are in effect pursuant to a federal court

order of February 27, 2001, in the matter of Corey H. et al., v. Board of Education of the City of Chicago et al.), which encompass numerous relevant knowledge and performance indicators;

- passage of the test of basic skills covering reading, writing, grammar, and mathematics; and
- passage of the assessment of professional teaching, one of whose major components is the Language Arts Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24).

#### Kindergarten and Grades 1-5

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she:

- a) holds either an elementary or a special preschool-age 21 certificate endorsed for the student population served and has passed the Elementary/Middle Grades test; or
- b) holds either an elementary or a special K-12 certificate valid for the subject taught and endorsed for the student population served, and has passed the content-area test applicable to the subject taught; or
- c) through Grade 3 only, holds an early childhood certificate that is valid for the primary grades and for early childhood special education, or holds a special preschool-age 21 certificate endorsed for the student population served, and has passed the Early Childhood test or the Early Childhood Special Education test; or
- d) holds an elementary or a special preschool-age 21 certificate endorsed for the student population served, or an early childhood certificate that is valid for the primary grades, and qualifies with 100 points under the Illinois HOUSSE, if applicable.

#### Middle Grades (6-8)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered “highly qualified” if he or she holds a special preschool-age 21 certificate endorsed for the student population served, or holds an elementary, secondary, or special K-12 certificate that is valid for the grade levels of the assignment and the subjects taught and endorsed for the student population served; and, for each core subject area taught:

- a) has passed either the Elementary/Middle Grades test or the content-area test specific to the subject taught; or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a master's or higher degree in a field directly related to the area of assignment; or
- d) holds NBPTS certification or an Illinois master certificate; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

#### Middle-Grades Teachers Providing Instruction at the Primary Level

A teacher who provides instruction at the primary level to students of middle-grade age whose performance is assessed against alternate achievement standards will be considered "highly qualified" if he or she meets the criteria for either new or veteran special education teachers at either the primary or the middle-grade level, whether the teacher is a veteran or new to the profession.

#### Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she holds a special preschool-age 21 certificate endorsed for the student population served or an elementary, secondary, or special K-12 certificate, as applicable to the grade levels of the assignment and endorsed for the student population served; and, for each core subject area taught:

- a) has passed the content-area test specific to the subject taught; or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a master's or higher degree in a field directly related to the area of assignment; or
- d) holds NBPTS certification or an Illinois master certificate; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

#### Secondary Teachers Providing Instruction at the Primary or Middle-Grades Level

A teacher who provides instruction at the primary level or the middle-grades level to students of secondary school age whose performance is assessed against alternate achievement standards will be considered “highly qualified” if he or she meets the criteria for either new or veteran special education teachers at either the secondary level or the level at which instruction is provided, whether the teacher is a veteran or new to the profession.

#### Points Available Under the Illinois HOUSSE

The activities listed in this Appendix D shall be eligible for counting by teachers in general education, bilingual education, and special education. In the case of special education, a given activity, other than teaching experience, may be counted only if it relates to the core academic subject taught rather than special education as the “area of assignment”.

- a) Teaching experience in the subject area of assignment: 12.5 points per semester, up to a maximum of 50 points. (Special education teachers may count teaching experience in special education as experience in each core academic subject taught.)
- b) Completion of college coursework in the core academic subject area of assignment: 5 points per semester hour.
- c) Possession of NBPTS certification or an Illinois master certificate applicable to the area of assignment: 100 points for a general education teacher in grades below 6 or a special education teacher.
- d) Completion of the required content-area coursework within the context of completing an Illinois approved preparation program in elementary education or an approved out-of-state elementary education preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through Grade 8. Completion of the required content-area coursework within the context of completing an Illinois approved early childhood education preparation program or an approved out-of-state early childhood preparation program offered by an institution that was accredited by NCATE at the time: 75 points for a teacher in a self-contained general education classroom through Grade 3. (This coursework may not also be counted for points under subsection (b).)

- e) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events that are directly related to the area of teaching assignment: 1 point per full hour of participation.
- f) Presenting at conference sessions, workshops, institutes, seminars, symposia, or other similar training events: 8 or 3 points, in accordance with Section 25.875(k) of this Part.
- g) Work experience (non-teaching) directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience, up to a maximum of 50 points.
- h) Supervising a student teacher in the subject area of assignment: 10 points per student teacher, applicable to all subjects.
- i) Peer review or peer coaching that meets the requirements of Section 25.875(b) of this Part: 5, 8, 9, or 11 points per semester, in accordance with Section 25.875(b)(2) of this Part.
- j) Mentoring a new teacher in the subject area of assignment, provided that the mentoring arrangement conforms to the requirements of Section 25.875(c)(1)(A) of this Part: 9 or 11 points per semester, in accordance with Section 25.875(c)(2)(A) of this Part.
- k) Participation in site-based management or decision-making teams, relevant committees, boards, or task forces directly related to school improvement plans and focused on the core academic subject of assignment: 8 or 11 points per semester, in accordance with Section 25.875(d) of this Part. (May be counted only once per subject area.)
- l) Teaching a college course in accordance with Section 25.875(j) of this Part that is directly related to the subject area of assignment: 20 points.
- m) Participating in action research and inquiry projects that meet the requirements of Section 25.875(n) of this Part and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(n)(2) of this Part.

- n) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) of this Part: 12 or 15 points per year, in accordance with Section 25.875(p)(2) of this Part.
- o) Participation in a study group directly related to the area of teaching assignment: 6 or 8 points per semester, in accordance with Section 25.875(q) of this Part.
- p) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) of this Part: points in relation to contact hours per semester, as set forth in Section 25.875(s)(2) of this Part.
- q) Participation in curriculum development or assessment activities that meet the requirements of Section 25.875(u) of this Part and are directly related to the subject area of assignment: 8 or 11 points per semester, in accordance with Section 25.875(u)(2) of this Part.
- r) Publication of educational articles, columns, or books that are directly related to the subject area of assignment: points in accordance with Section 25.875(x)(2) of this Part.
- s) Teacher-to-teacher consultation that includes activities such as observation, meetings, and exchange of information (whether face to face or via communications technology) and that relates to topics such as materials, curriculum, evidence-based practices, and techniques and strategies aligned to the State Goals for Learning (see 23 Ill. Adm. Code 1, Appendix D): 1 point per hour of interaction with a teacher who is “highly qualified” in the relevant core academic subject area, up to a maximum of 50 points.
- t) Possession of NBPTS certification or an Illinois master teaching certificate in an area other than in the area of assignment: 15 points.
- u) Possession of an Illinois standard teaching certificate in an area other than in the area of assignment: 10 points.
- v) Completion of a major or an approved program in special education with at least 15 points in each core academic subject taught: 75 points for a special education teacher who teaches two or more academic subjects exclusively to children with disabilities in the primary or middle grades.

### Special Circumstances

#### Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

- a) holds a certificate applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or
- b) holds a bachelor's degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

#### Teachers Who Hold Alternative Certificates

A teacher who holds an alternative certificate (see Sections 21-5b and 21-5c of the School Code [105 ILCS 5/21-5b and 21-5c]) that was attained through completion of an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the certificate was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an alternative secondary certificate will be considered highly qualified if he or she has passed the relevant content-area test, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds a master certificate in the subject.

#### Resident Teachers

A teacher who holds a resident teacher certificate (see Sections 21-11.3 and 21-11.4 of the School Code [105 ILCS 5/21-11.3 and 21-11.4]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, or, for assignments other than in the elementary grades, has completed a major or coursework equivalent to a major in that subject, holds a master's or higher degree in a field directly related to the subject, or holds a master certificate in the subject.

#### Visiting International Teachers

A teacher who holds a visiting international teacher certificate (see Section 25.92 of this Part) will be considered highly qualified based upon having passed a test of subject matter knowledge relevant to the subject taught as required under subsection (d)(3) of that Section, provided that the certificate held is valid for the grade level or levels of his or her teaching assignment.

#### Vocational (Career and Technical) Education Teachers

A teacher in a vocational education program who has primary responsibility for teaching content for which students receive credit in a core academic subject (e.g., a teacher of an agricultural education course whose students receive credit in science) will be considered highly qualified only if he or she meets the requirements stated in this Appendix D as relevant to general education assignments at the grade level in question.

(Source: Amended at 30 Ill. Reg. 2766, effective February 21, 2006)

**Section 25.APPENDIX E Endorsement Structure Beginning July 1, 2004**

Section 25.100 of this Part explains the applicability of “designations” where shown as required in the following table. The relevant provisions of Section 25.100(e) of this Part shall apply in cases in which no test is available (see Section 25.710).

Endorsements Currently Available	Designations	Endorsements Issued Prior to July 1, 2004
Fundamental Learning Areas		
English Language Arts	None	English Journalism Language Arts Speech
Reading Teacher	None	Reading
Reading Specialist	None	Reading
Mathematics	None	Mathematics
Sciences – Designation Required	Biology  Chemistry Earth and Space Science  Environmental Science  Physics	Biological Science/Biology Botany Physiology Zoology Chemistry Aerospace Astronomy Earth Science Geology Physical Geography/Physiography Biological Science Physical Science General Science Physics
Social Sciences – Designation or Limited Endorsement under Section 25.100(h)(5) Required	Economics Geography History Political Science Psychology Sociology and Anthropology	Economics Geography U.S. History World History Political Science Psychology Anthropology

## SUBTITLE A

## SUBCHAPTER b

Endorsements Currently Available	Designations	Endorsements Issued Prior to July 1, 2004
		Sociology
Physical Education	None	Physical Education
Health Education	None	Health Education
Dance	None	Dance
Drama/Theatre Arts	None	Theatre and Drama
Music	None	Music Instrumental Music Vocal Music
Visual Arts	None	Art
Foreign Languages – Designation Required	Arabic (2008) Chinese (Cantonese or Mandarin) French German Hebrew Italian Japanese Korean Latin Russian Spanish  Other foreign languages, provided the candidate completed a major in the foreign language designated	Arabic Cantonese, Mandarin  French German Hebrew Italian Japanese Korean Latin Russian Spanish  Other foreign languages, as applicable
Additional Teaching Fields		
Agricultural Education	None	Agricultural Business and Management Agriculture Agricultural Power and Machinery Horticulture Agricultural Resources

## SUBTITLE A

## SUBCHAPTER b

Endorsements Currently Available	Designations	Endorsements Issued Prior to July 1, 2004
Business, Marketing, and Computer Education – Designation Optional	Business Computer	Accounting Basic Business Business Computer Programming Business/Marketing/Management Information Processing Information Processing/Secretarial Marketing
Computer Applications	None	None
Computer Science	None	None
Family and Consumer Sciences – Designation Required		Child and Day Care Services Consumer Education and Resource Management Fashion and Clothing Services Food and Nutrition Services Home Economics Institutional and Home Management Services Interior Furnishings Services/Living Environments Interpersonal, Family Relationships, Parenting
Technology Education	None	Industrial Technology Education Construction Electronics Graphic Communications Transportation Manufacturing Industrial Technology Public Service Drafting/Design Autobody Repair Heating, Ventilation, and Air Conditioning
Technology Specialist	None	Computer Technology

## SUBTITLE A

## SUBCHAPTER b

Endorsements Currently Available	Designations	Endorsements Issued Prior to July 1, 2004
		Instructional Technology
Library Information Specialist	None	Media
Safety and Driver Education*	None	Safety and Driver Education
Bilingual Education	Target Language	Bilingual Education with a Target Language Designation
English as a New (Second) Language (ENL) – Designation Optional	Bilingual Education (language-specific)	Bilingual Education English as a Second Language
Middle School	Subject-specific	Middle-Grades Junior High School
Elementary		
Self-Contained General Education	None	Self-Contained General Education
Early Childhood		
Early Childhood Special Education	None	
Self-Contained General Education	None	Early Childhood
Administrative		
Chief School Business Official		Chief School Business Official
Director of Special Education		Director of Special Education
General Administrative (through June 30, 2014)		General Administrative
Principal (2012)		General Administrative
Superintendent		Superintendent
School Service Personnel		
School Counselor		Guidance
School Nurse		School Nurse

Endorsements Currently Available	Designations	Endorsements Issued Prior to July 1, 2004
School Psychologist		School Psychologist
School Social Worker		School Social Worker
Non-Teaching Speech-Language Pathologist		Non-Teaching Speech-Language Pathologist
Supervisory	None; see Sections 21-4 and 21-25 of the School Code and Section 25.497 of this Part.	Supervisory

(Source: Amended at 35 Ill. Reg. 16755, effective September 29, 2011)