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Subtitle A: Education
Chapter I: State Board of Education
Subchapter b: Personnel

Part 25
Certification

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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].


NOTE: Capitalization denotes statutory language.

SUBPART B: CERTIFICATES

Section 25.15 Standards for Certain Certificates

a) Effective July 1, 2003, each candidate who is seeking an initial or standard early childhood, elementary, secondary, or special teaching certificate shall undergo an assessment designed to demonstrate whether he or she meets the standards set forth in this subsection (a). Candidates for standard certificates will be expected to demonstrate advanced levels of competence with respect to these standards.

1) Content Knowledge

   A) The candidate understands the central concepts, methods of inquiry, and structures of the specific disciplines for which certification is sought.

   B) The candidate knows how to create learning experiences that make the content meaningful to all students, including those with disabilities and those for whom English is not the primary language.

2) Human Development and Learning
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A) The candidate understands how individuals grow, develop, and learn.

B) The candidate knows how to provide learning opportunities that support the intellectual, social, and personal development of all students, including how to use cultural diversity and individual students’ experiences to enrich instruction.

C) The candidate understands how students may differ in their approaches to learning, including differences based upon culture or gender.

D) The candidate understands individual and group motivation and behavior.

3) Instructional Strategies

A) The candidate knows how to conduct instructional planning.

B) The candidate knows how to design instruction based upon knowledge of the discipline, students, the community, and curricular goals.

C) The candidate knows how to create instructional opportunities that are adapted to diverse learners, including those with disabilities and those for whom English is not the primary language.

D) The candidate knows how to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

E) The candidate knows how to use a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.

F) The candidate knows how to use written, verbal, nonverbal, and visual communication techniques
effectively to support active inquiry, collaboration, and supportive interaction in the classroom.

4) Assessment

A) The candidate understands formal and informal assessment strategies.

B) The candidate knows how to use formal and informal assessment strategies to support the students’ continuous educational development.

5) Professional Knowledge

A) The candidate knows how to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.

B) The candidate is a reflective practitioner who knows how to evaluate choices and to select among a variety of strategies in responding to the needs of students, school staff, parents, and other members of the community.

C) The candidate understands the legal and operational aspects of education.

D) The candidate maintains professional standards of conduct.

E) The candidate knows how to provide leadership to improve students’ learning and well-being.

a) The standards that shall apply beginning July 1, 2003, to each candidate seeking an initial early childhood, elementary, secondary, or special teaching certificate shall be as set forth in Standards for All Illinois Teachers (23 Ill. Adm. Code 24).

b) Effective July 1, 2003, each candidate who is seeking an administrative certificate shall undergo an assessment designed to demonstrate whether he or she meets the standards set forth in this subsection (b) for that
Certificate and the specific endorsement sought. Receipt of any subsequent endorsement on the administrative certificate shall be contingent upon meeting the applicable requirements set forth in Section 25.333, 25.344, or 25.355 of this Part.

1) Leadership
   A) The candidate knows how to articulate a school’s mission and goals and to convey a consistent message about the importance of learning.
   B) The candidate knows about a variety of strategies for building support within the school community.

2) School Culture and Instructional Program
   A) The candidate knows how to create and maintain a school culture conducive to students’ learning and the professional growth of staff.
   B) The candidate knows how to implement and manage an instructional program conducive to students’ learning.
   C) The candidate understands the factors that affect a school’s culture and climate and knows how to address a variety of specific problems.

3) Management
   A) The candidate knows about a variety of organizational management strategies that promote a safe, efficient, and effective learning environment.
   B) The candidate knows how to manage schools’ resources ethically, legally, efficiently, and effectively.

4) Collaboration with Families and Communities
The candidate knows how to develop and maintain collaborative relationships with colleagues, parents/guardians, and other members of the community, such as representatives of businesses and religious, political, and service-oriented organizations, for the purpose of supporting students’ learning and well-being.

The candidate knows how to respond effectively to diverse community interests and needs.

The candidate knows how to mobilize community resources to promote the success of all students.

5) Professional Ethics

The candidate has an understanding of integrity and fairness in the educational context.

The candidate knows and understands professional standards of conduct.

6) The Political, Social, Economic, Legal and Cultural Context of Schooling

The candidate understands the political, social, economic, legal, and cultural context in which schools operate.

The candidate knows how to respond to and influence the schools’ political, social, economic, legal, and cultural context.

The standards that shall apply beginning July 1, 2003, to each candidate seeking an administrative certificate shall be as set forth in Standards for Administrative Certification (23 Ill. Adm. Code 29).

(Source: Amended at __ Ill. Reg. ____, effective ____________)

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

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

In order for an Illinois institution of higher education to offer one or more teacher preparation programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for such program(s) must be accredited, 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. Specific teacher preparation programs offered by recognized institutions must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. When authorized by the State Superintendent, written materials required pursuant to this Subpart C may be submitted in electronic form.

a)  An institution shall be recognized if it:

1)  is approved as a degree-granting institution, if the institution is subject to provisions of the Institution of Learning Powers Act [110 ILCS 50];

2)  sponsors a course of study leading to an appropriate baccalaureate or higher degree and awards the degree; and

3)  conducts or proposes to conduct at least one approved teacher education program that will prepare professional educators.

b)  An educational unit shall be accredited if the institution meets the standards enumerated in “Standards, Procedures and Policies for the Accreditation of Professional Education Units” (1995) “Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education” (2001), 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
c) A teacher preparation program shall be approved if it meets the applicable content standards established by the State Board of Education, except as provided in Section 25.135 or Section 25.137 of this Part.

d) The accreditation of an educational unit and the approval of its programs shall be subject to review every five years. Fifth-Year Review shall be conducted as provided in Sections 25.125 and 25.127 of this Part and decisions regarding continued accreditation and approval shall be made as provided in those Sections, except as provided in Section 25.130, 25.135, or 25.137 of this Part.

e) No later than October 1 of each year, each accredited educational unit shall submit to the State Superintendent of Education an annual report which describes any changes in the unit or its program(s), updates any information previously provided if needed, and/or documents how the unit has addressed any applicable standard(s) identified during the most recent review of the unit and its programs as not met or met with areas of weakness. This report shall include an Institutional Data Report, on forms provided by the State Board of Education, that displays information about the students, staff, and resources of the institution’s programs.

f) The State Teacher Certification Board shall be notified at its January meeting of any institution that has failed to submit a report required by subsection (e) of this Section.

g) 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 U.S.C.A. 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
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Section 25.125 Fifth-Year Review of the Educational Unit

The requirements of this Section shall apply to Fifth-Year Reviews that take place on or after July 1, 2003. The review visits conducted pursuant to this Section shall occur between March 1 and May 31 and between September 1 and November 30 and shall be scheduled for the mutual convenience of the affected institution and the review panel. In addition to the requirements expressed in this Section, institutions seeking to achieve or retain accreditation by the National Council on Accreditation of Teacher Education (NCATE) shall submit to NCATE the number of copies of reports and other documents required by that organization.

a) No later than March 1 (for a spring review) or September 1 (for a fall review) of the year before the year when its Fifth-Year Review will be held, the institution shall submit five copies of each curriculum portfolio that is due for review (which may, however, be communicated electronically when such communication is authorized by the State Superintendent). A program’s curriculum portfolio is due for review if:

1) a portfolio for the program has never been reviewed before as part of the State program approval process;

2) the portfolio was not reviewed by a State content-area review panel in the course of the institution’s immediately preceding Fifth-Year Review;

3) a significant change has been made in the program since the portfolio was most recently reviewed, e.g., a component has been added or deleted, the program’s content has been altered, or changes have been made in the way in which the program addresses the relevant content standards established by the State Board of Education; or
the content standards for the program have been changed and the change was effective no fewer than 18 months prior to the date for the Fifth-Year Review.

b) Curriculum portfolios shall contain:

1) an overview of the knowledge base, philosophy of preparation, and goals and objectives of the program;

2) a description of the course of study, including field experiences, student teaching, and internships for candidates;

3) a description of how the program meets the applicable content standards established by the State Board of Education;

4) the program’s faculty and its organizational location within the professional education unit; and

5) the number of graduates from the program over the most recent three years.

c) A panel established by the State Superintendent shall review the curriculum portfolio of each affected teacher preparation program. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area.

1) No later than 30 days after the State Superintendent receives a portfolio, staff shall notify the affected institution as to whether the portfolio is complete pursuant to subsection (b) of this Section.

2) An institution may provide additional material to complete a portfolio within 30 days after receiving a notification to the effect that a portfolio is incomplete.

3) No later than August 1 (before a spring visit) or February 1 (before a fall visit), the review panel shall notify the affected institution of any applicable standards not addressed in its portfolio.
as well as any deficiencies which, if not improved, will be identified as areas of weakness in the panel’s report.

4) No later than November 1 (before a spring visit) or May 1 (before a fall visit), the affected institution may submit revisions to a curriculum portfolio that may include descriptions of changes in the program made in response to the preliminary information provided by the panel pursuant to subsection (c)(3) of this Section.

5) No later than 60 days before the scheduled date of the review visit referred to in this Section, each review panel shall submit to the affected institution and to the State Superintendent a report describing the degree to which the program meets the applicable content standards established by the State Board of Education and recommending action with respect to the proposed program.

d) No later than 60 days before the date of a scheduled review visit, the affected institution shall submit to the State Superintendent 30 copies of a narrative (which narrative, may, however, be communicated electronically when such communication is authorized by the State Superintendent) providing:

1) an overview of the institution, including its mission, any special characteristics, a description of any branch campuses, and any other information that may help the review team understand the institution;

2) either a narrative showing how the educational unit meets each of the standards referred to in Section 25.115(b) of this Part, if the institution is also seeking to achieve initial accreditation of its educational unit by the National Council for the Accreditation of Teacher Education (NCATE), or a summary of changes and new initiatives for each category of those standards; and
3) the unit’s plans for developing and improving its professional education programs during the next five years.

a) No later than February 1 (for a spring review) or September 1 (for a fall review) of the year before the year when its Fifth-Year Review will be held, the institution shall submit to the State Superintendent of Education ten copies of a report providing an overview of the unit’s conceptual framework(s). However, in the case of an institution that is also seeking initial accreditation from NCATE, the report shall be submitted six months earlier than otherwise required by this subsection (a). The overview shall include a description of each framework, its development, and any changes that have been made since the institution’s previous Fifth-Year Review. The discussion of the framework(s) shall address each of the “structural elements” found in the standards referred to in 25.115(b) of this Part.

b) A panel established by the State Superintendent shall review the overview of the unit’s conceptual framework(s) no more than 30 days after the overview is submitted. 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 framework(s) is adequate or that certain structural elements were not adequately addressed and will undergo additional scrutiny by the review team during the visit described in subsection (e) of this Section.

c) No later than 60 days before its review visit, the institution shall submit to the State Superintendent ten copies, and to NCATE (if applicable) the number of copies required by NCATE, of a report presented in a format prescribed by the State Board of Education and incorporating:

1) an overview of the institution;

2) an overview of the unit’s conceptual framework(s);

3) evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part; and
4) evidence that it is meeting the standards established by the State Board of Education (see 23 Ill. Adm. Code 24, Standards for All Illinois Teachers, and 23 Ill. Adm. Code 29, Standards for Administrative Certification, as applicable).

d) e) A review team shall be empanelled to conduct an on-site review to verify the information provided by the institution as required by subsection (d) (c) of this Section. The review team shall be constituted as provided in subsection (e)(1) or (e)(2) (d)(1) or (d)(2) of this Section, depending upon whether the institution is also seeking to achieve or retain accreditation of its educational unit by NCATE.

1) Institutions Not Seeking NCATE State Accreditation Only

From a pool of individuals who have been trained in the program approval applicable standards and procedures, the State Superintendent shall empanel a team to conduct the on-site review. The review team shall be chaired by a staff member of the State Board of Education.

2) Institutions Also Seeking to Achieve or Retain NCATE Accreditation

From a pool of individuals who have been trained in the program approval applicable standards and procedures, the State Superintendent shall select members to serve on a joint review team with representatives of NCATE’s Board of Examiners to conduct the on-site review. The review team shall be co-chaired by a staff member of the State Board of Education and a member of NCATE’s Board of Examiners.

e) f) The review team shall visit the institution and verify the degree to which the educational unit meets the standards referred to in Section 25.115(b) of this Part.

f) g) The review team shall prepare a draft report during the on-site visit, incorporating an overview of the unit and its conceptual framework(s), summarizing data on the...
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performance of candidates and graduates, and taking into account the recommendations arising from the review of curriculum portfolios, program reports as outlined in subsection (c) of this Section 25.127 of this Part. This draft report shall be provided to the institution within 30 days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair or co-chairs shall review the institution’s suggested revisions and make appropriate corrections. The final report shall be submitted to the institution within 30 days after the State Board’s receipt of the institution’s suggested corrections.

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 that meets the following requirements:

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 on-site review. (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 on-site visit.

Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team’s report, the institution’s letter of agreement or rejoinder, and the results of the portfolio review of the program report(s), as well as NCATE’s accreditation decision regarding the educational unit if applicable and available.

After consideration of the information submitted pursuant to subsection (i) (h) of this Section, the Certification Board shall convey to the State Superintendent Board of
Education a recommendation regarding the accreditation of the educational unit as appropriate to the circumstances, in keeping with the provisions of subsection (k) (j) of this Section. The Certification Board shall also convey recommendations regarding approval of the unit’s individual programs (see Section 25.127 of this Part).

To the extent possible, the possible outcomes of Fifth-Year Review shall mirror those used in the NCATE system of review, so that Illinois institutions desiring both national accreditation through NCATE and the State recognition, accreditation, and program approval required pursuant to this Subpart C will not be caused to duplicate their efforts or undergo duplicate reviews.

1) Fifth-Year Review applies to educational units that have already been accredited by the State Board of Education in consultation with the State Teacher Certification Board. Further, pursuant to the provisions of Sections 25.135 and 25.137 of this Part, all existing educational units will undergo one Fifth-Year Review prior to July 1, 2003, during which the NCATE standards will be applied. All these educational units will therefore be treated procedurally as if seeking continuing accreditation from NCATE. When one of these institutions is subject to Fifth-Year Review, the State Teacher Certification Board may recommend that the State Board of Education:

A) Continue If the educational unit has met all the applicable standards, the State Teacher Certification Board shall recommend that the State Board of Education continue the accreditation of the educational unit (which may include the identification of areas of weakness), thereby authorizing the institution to conduct its approved program(s) and to recommend candidates for certification by entitlement.

2) If the educational unit has failed to meet one or more of the applicable standards, the State Teacher Certification Board shall recommend that the State
Board of Education assign accreditation of the educational unit with conditions, thereby authorizing the institution to conduct its approved program(s) and to recommend candidates for certification by entitlement. An institution to which accreditation with conditions has been assigned shall, within 30 days after receipt of the State Board’s decision, provide written notification to the students enrolled in the unit’s programs to this effect.

A) If the State Teacher Certification Board believes that the unit can make adjustments so as to satisfy the conditions expressed within six months, the Board shall recommend that the State Board of Education request submission of documentation that addresses the unmet standard(s) as well as any other weaknesses within that time. However, the affected unit may choose to undergo a focused visit pursuant to subsection (j)(2)(B) of this Section instead.

B) If the State Teacher Certification Board believes that the conditions expressed cannot be satisfied within six months, the Board shall recommend that the State Board of Education require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness within two years after the semester when the conditions were issued.

C) If documentation is submitted pursuant to subsection (j)(2)(A) of this Section, the State Board of Education shall either continue the institution’s accreditation, if the conditions expressed have been satisfied, or require a focused visit addressing the unmet standard(s) and any additional area(s) of weakness, which shall occur within one year after the semester in which the documentation was submitted.

i) Each focused visit shall be conducted by a panel established by the State
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Superintendent of Education and trained in the review process.

ii) The team conducting a focused visit shall forward to the State Teacher Certification Board a report indicating whether the conditions expressed have been satisfied.

iii) After reviewing the team’s report, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit’s accreditation.

D) A unit to which continued accreditation is granted shall next be due for Fifth-Year Review according to its original schedule.

3) B) Place the educational unit on probation. If the educational unit has failed to meet one or more of the applicable standards and exhibits weaknesses that may limit its candidates’ ability to meet the standards for certification, the State Teacher Certification Board shall recommend that the State Board of Education assign accreditation of the educational unit with probation. An institution to which accreditation with probation has been assigned shall, within 30 days after receipt of the State Board’s decision, provide written notification to the students enrolled in the unit’s programs to this effect. If accreditation with probation is assigned, the unit must schedule an on-site visit within two years after the semester in which the decision was rendered. As part of this visit, the unit must address all the standards in effect at the time of the review that resulted in probation.

A) An on-site review required pursuant to this subsection (j)(3) shall be subject to the requirements of subsections (a) through (g) of this Section.
B) Following the on-site review, the State Teacher Certification Board shall review the team’s report and, based on its assessment of the degree to which the unit has achieved compliance with the applicable standards, shall recommend to the State Board of Education that it either continue or revoke the institution’s recognition and the educational unit’s accreditation.

C) A unit whose accreditation has been continued pursuant to this subsection (j)(3) shall next be subject to Fifth-Year Review according to its original schedule.

k) The provisions of subsection (k)(1) of this Section notwithstanding, an institution not accredited by NCATE may decide to seek NCATE accreditation at any time, thus becoming subject to NCATE’s initial review cycle. (If NCATE accreditation is sought other than in conjunction with a scheduled Fifth-Year Review, a Fifth-Year Review shall be conducted as described in this Section, and the schedule for subsequent Fifth-Year Reviews shall be altered accordingly.) When this is the case, the State Teacher Certification Board may recommend that the State Board of Education:

A) Continue the accreditation of the educational unit (which may include the identification of areas of weakness), thereby authorizing the institution to conduct its approved program(s) and to recommend candidates for certification by entitlement; or

B) Continue the accreditation of the educational unit with stipulations, identifying deficiencies or areas of noncompliance that must be addressed by the institution within a specific timeframe not to exceed 18 months from the date of the stipulations; or

C) Place the educational unit on probation.
3) An institution to which stipulations have been issued pursuant to any provision of this Subpart C may submit to the State Superintendent of Education a written response indicating how the institution has addressed the stipulations at any time before the specified deadline. Staff of the State Board of Education shall convey the institution’s response to the State Teacher Certification Board, which shall convey to the State Superintendent of Education its recommendation either:

A) that the stipulations be removed; or

B) that the unit be placed on probation because one or more deficiencies have not been adequately corrected.

4) An institution whose educational unit has been placed on probation shall undergo another review visit not later than two years after probationary status is issued, with a schedule of intermediate visits to be established as the circumstances may warrant. Revocation of the unit’s accreditation may be recommended by the State Teacher Certification Board to the State Board of Education based on a report from the staff conducting any such intermediate visit that yields evidence that needed improvements are not in progress, that previously identified deficiencies have worsened, or that new deficiencies have arisen. In the event that the probationary period extends for the full two years, however, the following requirements and procedures shall apply:

A) Not later than 60 days before the scheduled date of the review visit, the institution shall submit to the State Superintendent a narrative showing how the educational unit meets each of the standards referred to in Section 25.115(b) of this Part.

B) A review team shall be empaneled as described in subsection (e) of this Section.
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C) The review team shall visit the institution, verify the information provided, prepare a report, provide that report to the institution, make corrections as necessary, and provide its final report to the institution and to the State Superintendent of Education as provided in subsections (f) and (g) of this Section.

D) 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.

E) Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team’s report, the institution’s letter of agreement or rejoinder, and the results of any portfolio review involved, as well as NCATE’s accreditation decision regarding the educational unit if applicable and available.

F) After consideration of the information submitted pursuant to subsection (k)(4)(E) of this Section, the Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

i) Continue the accreditation of the educational unit (which may include the identification of areas of weakness), thereby authorizing the institution to conduct its approved program(s) and to recommend candidates for certification by entitlement; or

ii) Continue the accreditation of the educational unit with stipulations, identifying deficiencies or areas of noncompliance that must be addressed by the institution within a specific timeframe not to exceed 18 months from the date of the stipulations; or
iii) Revoke the educational unit’s accreditation, thereby prohibiting the institution from conducting any teacher education programs and recommending candidates for certification by entitlement.

G) An educational unit that retains its accreditation after a review visit pursuant to this subsection (k)(4) shall be subject to Fifth-Year Review again five years after that review visit.

l) The State Teacher Certification Board shall also convey to the State Superintendent a recommendation regarding each teacher preparation program offered by the affected educational unit.

1) The Certification Board may recommend approval of programs that meet the applicable content standards; or

2) The Certification Board may recommend provisional approval of programs whose curriculum portfolios are found to exhibit less than full compliance with the applicable content standards.

m) No later than 18 months after provisional approval of a program is granted by the State Board of Education, the institution shall submit to the State Superintendent a revised curriculum portfolio, which shall be reviewed as provided in subsection (c) (e) of this Section. Staff of the State Board of Education shall thereupon convey to the State Teacher Certification Board the report of the review panel. After consideration of this report, the Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

1) Continue the approval of the affected program, thereby authorizing the institution to continue offering it; or
2) Revocation of recognition and accreditation shall be subject to the provisions of Section 25.165(b) of this Part.

1) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Revocation of recognition and accreditation shall be subject to the provisions of Section 25.165 of this Part.

(Source: Amended at __ Ill. Reg. _____, effective ___________)

Section 25.127 Fifth-Year Review of Individual Programs

a) No later than February 1 (for a spring review) or September 15 (for a fall review) of the year before the year when its Fifth-Year Review will be held, the institution shall submit five copies of either a full or an interim report for each of its programs. These reports shall be submitted either to the State Superintendent or to NCATE, as provided in subsection (e) of this Section.

1) A full report is due for a program if:

A) a report for the program has never been reviewed before as part of the State program approval process;

B) the program was not reviewed by a content-area review panel in the course of the institution’s immediately preceding Fifth-Year Review;

C) the program’s content has been altered or changes have been made in the way in which the program addresses the relevant content-area standards established by the State Board of Education;

D) the data reported by the institution on its recent institutional report cards required pursuant to Title II of the Higher Education
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Act reveal declining levels of performance by the institution’s candidates; or

E) the content standards for the program have been changed and the change was effective no fewer than 18 months prior to the date for the Fifth-Year Review.

2) An interim report is due for a program if the program was found to meet the applicable standards as part of the institution’s most recent Fifth-Year Review.

b) Each full program report shall be submitted in a format prescribed by the State Board of Education and shall contain:

1) an overview of the knowledge base, philosophy of preparation, and goals and objectives of the program and a description of how they relate to the conceptual framework(s) of the educational unit;

2) a description of the course of study, including field experiences, student teaching, and internships for candidates;

3) a description of how the program meets either:

A) the applicable content-area standards established by the State Board of Education; or

B) the national standards applied by the relevant specialty professional association, if the report is to be reviewed by such an association pursuant to subsection (d) of this Section;

4) a description of the assessment system used to evaluate candidates in relation to applicable standards at the time of entry into the program, prior to beginning field experience, at the conclusion of student teaching, and upon program completion, as well as a summary of assessment results that includes all the following that are available and an explanation of any element not available:
A) candidates’ results on the certification tests required pursuant to this Part,

B) data on the performance of program completers in the first year of teaching practice,

C) results of assessments of candidates’ student teaching or internships, and

D) any other data that support the institution’s analysis of its candidates’ teaching knowledge, skill, and performance;

5) the program’s faculty and its organizational location within the professional education unit; and

6) the number of program completers over the most recent three years.

c) Each interim report shall be submitted in a format prescribed by the State Board of Education and shall contain:

1) a description of changes, evaluations, and improvements in the program since the institution’s most recent Fifth-Year Review;

2) a description of how each weakness identified in the most recent program review has been addressed; and

3) data on the performance of candidates and graduates of the program, summarized and cross-referenced to the applicable standards.

d) The State Board of Education shall recognize “Specialized Professional Associations” (“SPAs”) that are affiliated with NCATE for purposes of program review in accordance with the provisions of this subsection (d).

1) Each program conducted by an Illinois institution that is accredited by NCATE will be reviewed by a panel convened under the auspices of the relevant SPA if such a SPA exists and is recognized by the
2) The State Board of Education shall review the content-area standards of each SPA and determine the degree to which those standards are aligned with the comparable standards established by the State Board. The State Board shall identify any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA and shall require supplementary evidence from the institution regarding these standards (see subsection (f) of this Section).

3) Any other certification program conducted by an institution accredited by NCATE, any addendum to a program report submitted pursuant to subsection (f) of this Section, and each program conducted by an institution not accredited by NCATE will be reviewed by a panel convened by the State Superintendent of Education. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area and shall have been trained in the program review process.

e) The State Board of Education shall notify each institution no later than two years prior to its scheduled Fifth-Year Review as to which of its program reports are to be submitted to the State Superintendent and which, if any, are to be directed to NCATE. Each institution shall submit the reports required pursuant to this Section to NCATE if they are to be reviewed by SPAs and to the State Superintendent of Education if they are to be reviewed by a panel convened by the Superintendent.

f) As part of the notification provided under subsection (e) of this Section, the State Board shall identify for each affected institution any applicable Illinois content-area standards that are not addressed by the standards applied by the relevant SPA. For each affected program, the institution shall submit to the State Superintendent a concurrent addendum to the program report, which shall be submitted in a format prescribed by the State Board and shall describe how the program meets the state standards in question.
g) No later than 30 days after the State Superintendent or NCATE receives a program report, staff shall notify the affected institution as to whether the report is complete. An institution may provide additional material to complete a program report within 30 days after receiving a notification to the effect that it is incomplete.

h) No later than June 15 (for a spring visit) or February 1 (for a fall visit), each review panel shall submit a preliminary critique for each program reviewed, either to NCATE or to the State Superintendent of Education, as applicable. Each preliminary critique shall indicate any standards the panel believes are not met by a particular program and shall provide the panel’s rationale for that determination. Each preliminary critique shall be forwarded to the affected institution no later than June 30 or February 15, as applicable.

i) No later than September 15 or April 15, as applicable, an institution may submit evidence that its program meets the applicable standards, in the form of a rejoinder to a panel’s preliminary critique. Each rejoinder shall be submitted either to NCATE or to the State Superintendent, as applicable, and shall be forwarded to the responsible panel no later than September 30 or April 30, as applicable.

j) No later than January 15 or September 1, as applicable, each panel shall complete its reconsideration of each affected program and submit a final critique, either to NCATE or to the State Superintendent, as applicable.

k) NCATE and the State Superintendent shall ensure that each final critique is received by the affected institution no later than 60 days prior to the scheduled date of the institution’s review visit.

l) An institution may notify the State Superintendent if it does not receive required materials from NCATE or a SPA within the timelines set forth in this Section. The State Board of Education shall withdraw its recognition of any SPA that consistently fails to comply with the timelines set forth in this Section.
m) As part of the accreditation process described in Section 25.125 of this Part, the State Teacher Certification Board shall convey to the State Board of Education a recommendation regarding each preparation program offered by the affected educational unit.

1) The Certification Board may recommend approval of programs that meet the applicable content standards; or

2) The Certification Board may recommend provisional approval of programs whose program reports are found to exhibit less than full compliance with the applicable content standards.

n) No later than 18 months after provisional approval of a program is granted by the State Board of Education, the institution shall submit to the State Superintendent a revised program report, which shall be reviewed as provided in this Section. Staff of the State Board of Education shall thereupon convey to the State Teacher Certification Board the report of the review panel. After consideration of this report, the Certification Board shall convey its recommendation that the State Board of Education:

1) Continue the approval of the affected program, thereby authorizing the institution to continue offering it; or

2) Revoke the program’s approval, thereby prohibiting the institution from continuing to offer it.

o) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of its approval shall be subject to the requirements of Section 25.165(b) of this Part.

(Source: Added at __ Ill. Reg. _____, effective ______________)
Section 25.130 Special Provisions for Institutions Subject to Conditions for Continuing Accreditation

The provisions of this Section shall apply to institutions that are required by the State Board of Education to submit additional information and/or correction of specified weaknesses pursuant to the provisions of Section 25.135(c)(5) of this Part.

a) Based on a review of the additional information submitted by the affected institution, the State Teacher Certification Board shall recommend that the State Board of Education:

1) grant continuing accreditation of the educational unit and approval of its teacher preparation programs, if the weaknesses cited have been adequately corrected; or

2) assign accreditation of the unit with probation until after the next regularly scheduled review visit, if the unit continues to exhibit weaknesses that limit its capacity for offering high-quality programs that adequately prepare candidates.

b) Following the next scheduled review visit, the State Teacher Certification Board shall recommend to the State Board of Education either:

1) continuing accreditation of the educational unit and approval of its teacher preparation programs, if the review team’s report indicates that the institution meets all the applicable standards; or

2) revocation of the unit’s accreditation and termination of its preparation programs.

c) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of the unit’s accreditation shall be subject to the requirements of Section 25.165(b) of this Part.
Section 25.135  Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000, through June 30, 2003 Fall Visits of 2001

The requirements set forth in this Section shall apply to the continuing accreditation of educational units and the continuing approval of teacher preparation programs subject to Fifth-Year Review on or after July 1, 2000, but before December 31, 2001. In addition to complying with the requirements of this Section, institutions seeking to achieve or retain NCATE accreditation shall submit to NCATE such reports and other documents as that organization may require, according to the timelines established by NCATE. As an alternative to meeting the requirements of this Section, institutions whose Fifth-Year Reviews are scheduled for the fall of 2001 may elect to comply with the requirements of Sections 25.136 and 25.140 of this Part.

a) Institutions Seeking Initial NCATE Accreditation or Not Seeking NCATE Accreditation

1) Not later than 90 days before the scheduled date of the review visit, the institution shall submit to the State Superintendent 30 copies of a written description of the educational unit (which may, however, be communicated electronically when such communication is authorized by the State Superintendent) including:

A) its mission, purposes, or goals, its authority and responsibilities for professional education, and its coordination of the institution’s various teacher 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, and

C) the written policies and procedures which guide the operations of the educational unit.
2) Not later than 60 days before the scheduled date of the review visit, the institution shall submit to the State Superintendent 30 copies of a narrative (which may, however, be communicated electronically when such communication is authorized by the State Superintendent) showing how the educational unit meets or plans to address each of the standards referred to in Section 25.115(b) of this Part.

3) Not later than 60 days before the scheduled date of the review visit, the institution shall submit to the State Superintendent five copies or, if authorized by the Superintendent, an electronic version of:

A) a report containing an analysis of the changes that will be needed in the individual teacher preparation programs in order to meet the applicable content standards established by the State Board of Education, and the status of any changes already made in those programs; and

B) for one program selected by the institution, a sample curriculum portfolio that meets the requirements of Section 25.125(b) of this Part contains:

i) an overview of the knowledge base, philosophy of preparation, and goals and objectives of the program;

ii) a description of the course of study, including field experiences, student teaching, and internships for candidates;

iii) a description of how the program meets the applicable content standards established by the State Board of Education;

iv) the program’s faculty and its organizational location within the professional education unit; and
v) the number of graduates from the program over the most recent three years.

b) Institutions Seeking Continued NCATE Accreditation

1) Not later than 60 days before the scheduled date of the review visit, the institution shall submit to the State Superintendent 30 copies or, if authorized, an electronic version, and to NCATE the number of copies required by NCATE, of a report summarizing:

A) changes and new initiatives for each category of the standards referred to in Section 25.115(b) of this Part; and

B) the unit’s plans for developing and improving its professional education programs during the next five years.

2) Not later than 60 days before the scheduled date of the review visit, the institution shall submit to the State Superintendent five copies or, if authorized, an electronic version of the material specified in subsection (a)(3) of this Section.

c) All Institutions

1) The requirements of subsection (a)(3)(B) of this Section may be met, at the institution’s option, by presenting a portfolio that has already been prepared for review as part of NCATE’s program review process.

2) A review team shall be empaneled as described in Section 25.125(e) of this Part. The review team shall visit the institution, verify the information provided, prepare a report, provide that report to the institution, make corrections as necessary, and provide its final report to the institution and to the State Superintendent of Education as provided in Section 25.125(g) of this Part.
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3) 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.

4) Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team’s report, the institution’s letter of agreement or rejoinder, and a statement as to whether the status report and curriculum portfolio program report comply with the applicable requirements of subsection (a) or (b) of this Section, as well as NCATE’s accreditation decision regarding the educational unit if applicable and available.

5) After consideration of the material submitted, and based upon whether the report of the review team indicates that the unit meets the standards referred to in Section 25.115(b) of this Part, the Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

A) Continue accreditation of the educational unit and approval of the affected teacher education program(s), thereby authorizing the educational unit to conduct the approved program(s) and to recommend candidates for certification by entitlement; or

B) Require the submission of additional information and/or correction of specified weaknesses within a timeframe not to exceed 18 months before continuing the unit’s accreditation or the approval of the affected program(s).

d) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part.

(Source: Amended at __ Ill. Reg. ____, effective ____________ )
Section 25.136 Interim Provisions for Continuing Accreditation -- Institutions Visited from Spring of 2002 through Spring of 2003

The requirements set forth in this Section shall apply to the continuing accreditation of educational units and the continuing approval of preparation programs subject to Fifth-Year Review on or after January 1, 2002, but before July 1, 2003. In addition to complying with the requirements of this Section, institutions seeking to achieve or retain NCATE accreditation shall submit to NCATE such reports and other documents as that organization may require, according to the timelines established by NCATE.

a) No later than February 1 (for a spring visit) or September 1 (for a fall visit) of the year before the year when its Fifth-Year Review will be held, the institution shall submit to the State Superintendent of Education ten copies of all the material required pursuant to Section 25.155(b)(1), (2), and (3) of this Part.

b) No later than 60 days prior to the scheduled date of its review visit, the institution shall submit to the State Superintendent ten copies of the institutional report required by Section 25.155(g) of this Part, as well as five copies of:

1) a report containing an analysis of the changes that will be needed in the individual teacher preparation programs in order to meet the applicable content standards established by the State Board of Education, and the status of any changes already made in those programs; and

2) for one program selected by the institution, a sample program report that meets the requirements of Section 25.127(b) of this Part.

c) A panel established by the State Superintendent shall review the description of the unit’s conceptual framework(s) and shall respond as outlined in Section 25.125(b) of this Part.

d) A review team shall be empanelled as described in Section 25.125(d) of this Part and shall conduct an on-site
review visit as described in Section 25.125(e) of this Part.

e) The review team shall prepare a draft report during the on-site visit, incorporating an overview of the unit and its conceptual framework(s) and summarizing performance data of candidates and graduates. This draft report shall be provided to the institution within 30 days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair or co-chairs shall review the institution’s suggested revisions and make appropriate corrections. The final report shall be submitted to the institution within 30 days after the State Board’s receipt of the institution’s suggested corrections.

f) The institution shall submit either a letter of agreement or a rejoinder to the review team’s report as provided in Section 25.125(g) of this Part.

g) Staff of the State Board of Education shall convey to the State Teacher Certification Board the institutional report, the review team’s report, the institution’s letter of agreement or rejoinder, and a statement as to whether the status report complies with the requirements of subsection (b) of this Section and the program report complies with the requirements of subsection (b)(2) of this Section, as well as NCATE’s accreditation decision regarding the educational unit if applicable and available.

h) After consideration of the material submitted, and based upon whether the report of the review team indicates that the unit meets the standards referred to in Section 25.115(b) of this Part, the Certification Board shall convey to the State Board of Education a recommendation in keeping with the requirements of Section 25.125(j) of this Part.

i) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part. Discontinuation of a program pursuant to revocation of the unit’s accreditation shall be subject to the requirements of Section 25.165(b) of this Part.
Section 25.137  Interim Provisions for Continuing Accreditation and Approval -- July 1, 1999, through June 30, 2000  (Repealed)

The requirements set forth in this Section shall apply to the continuing accreditation of educational units and the continuing approval of teacher preparation programs subject to Fifth-Year Review on or after July 1, 1999, but before July 1, 2000. In addition to complying with the requirements of this Section, institutions seeking to achieve or retain NCATE accreditation shall submit to NCATE such reports and other documents as that organization may require, according to the timelines established by NCATE.

a) Institutions Seeking Initial NCATE Accreditation or Not Seeking NCATE Accreditation

Each institution shall submit to the State Superintendent of Education the materials called for in Section 25.135(a) of this Part, according to the timelines specified in that Section, except that:

1) the analysis called for in Section 25.135(a)(3)(A) of this Part shall indicate how the institution will approach the restructuring of its teacher preparation programs to respond to content standards; and

2) the requirement for a curriculum portfolio (see Section 25.135(a)(3)(B) of this Part) shall not apply.

b) Institutions Seeking Continued NCATE Accreditation

Each institution shall comply with the requirements of Section 25.135(b) of this Part.

c) All Institutions

1) A review team shall be empaneled as described in Section 25.125(e) of this Part. The review team shall visit the institution, verify the information
provided, prepare a report, provide that report to
the institution, make corrections as necessary, and
provide its final report to the institution and to
the State Superintendent of Education as provided in
Section 25.125(f) and (g) of this Part.

2) 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.

3) Staff of the State Board of Education shall convey
to the State Teacher Certification Board the
institutional report, the review team’s report, the
institution’s letter of agreement or rejoinder, and
a statement as to whether the status report complies
with the applicable requirements of subsection (a)
or (b) of this Section, as well as NCATE’s
accreditation decision regarding the educational
unit if applicable and available.

4) After consideration of the material submitted, and
based upon whether the report of the review team
indicates that the unit meets the standards referred
to in Section 25.115(b) of this Part or has a time-
specific plan for meeting those standards no later
than June 30, 2003, the Certification Board shall
convey to the State Superintendent its
recommendation that the State Board of Education:

A) Continue accreditation of the educational unit
and approval of the affected teacher education
program(s), thereby authorizing the educational
unit to conduct the approved program(s) and to
recommend candidates for certification by
entitlement; or

B) Require the submission of additional
information and/or correction of specified
weaknesses within a timeframe not to exceed 18
months before continuing the unit’s
accreditation or the approval of the affected
program(s).
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D) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part.

(Source: Repealed at __ Ill. Reg. ____ , effective ____________ )

Section 25.140 Transitional Requirements for Unit Assessment Systems

In keeping with the timeline described in this Section, 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. Each educational unit shall make the transition prescribed in this Section in developing that system. The progress of each educational unit shall be reviewed against the benchmarks described in this Section as applicable to the timing of its Fifth-Year Review. In each instance, the required information shall be presented in a format prescribed by the State Board of Education.

A) Fifth-Year Review in Spring of 2002

Each unit shall present the performance data it currently collects, including the results of state certification testing, along with a plan for its assessment system.

1) The plan shall describe the unit’s design for collecting, analyzing, summarizing, and using information gleaned from assessments of candidates, including measures that will provide evidence of candidates’ proficiency with respect to professional, state, and institutional standards.

2) The plan shall provide for the collection of information enabling the unit to:

A) 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;
B) demonstrate that admissions requirements are related to candidates’ success;

C) 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; and

D) use results from assessments of unit operations (e.g., faculty evaluations, graduate surveys, employee surveys) to evaluate and make improvements in the unit and its programs, courses, teaching, and field and clinical experiences.

3) The plan shall identify the types of assessments that will be used by the unit and at what points during the unit’s programs the major assessments of candidates’ performance will occur. The plan shall also indicate how this information will be provided to candidates.

4) The plan shall include multiple types of assessment (e.g., reflections, observations, teaching demonstrations, analytic work, candidates’ projects).

5) The plan shall include provision for information from both internal and external sources.

b) Fifth-Year Review in Fall of 2002 or Spring of 2003

Each unit shall present the performance data it currently collects, including the results of state certification testing, along with evidence that:

1) It has begun to implement the plan for its assessment system that is required pursuant to subsection (a)(1) of this Section;

2) Internal assessments based on professional, state, and institutional standards have been developed, and efforts are under way to develop methods for evaluating them in terms of their accuracy, consistency, and fairness; and
3) Systematic compilation of the data available from internal assessments has been initiated.

c) Fifth-Year Review in Fall of 2003 or Spring of 2004

Each unit shall present the performance data it currently collects, including the results of state certification testing, along with evidence that:

1) The unit is using internal performance assessments to identify the competence of all candidates.

2) A system is in place for testing the accuracy, consistency, and fairness of internal assessments.

3) Systematic management and analysis of data on candidates’ performance have begun.

d) Fifth-Year Review After Spring of 2004

Each unit shall present the performance data it currently collects, 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.

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

(Source: Section repealed at 23 Ill. Reg. 7231, effective June 14, 1999; new Section adopted at __ Ill. Reg. ___, effective _____________)

Section 25.145 Approval of New Programs Within Recognized Institutions

a) The procedures set forth in this subsection (a) Section shall apply beginning July 1, 2000, to the initial
approval of additional teacher preparation programs established by institutions that are already recognized, as well as to the approval of programs proposed by consortia. A consortium is a partnership involving two or more teacher education institutions with accredited educational units, or one or more such institutions and one or more not-for-profit organizations in the State which support excellence in teaching and/or one or more school districts. Each consortium shall designate from among its members a recognized institution of higher education whose schedule for Fifth-Year Reviews shall apply to the consortium’s programs also.

a) The institution shall submit to the State Superintendent of Education five copies or, if authorized, an electronic version of a curriculum portfolio program report meeting the requirements of Section 25.125(b) 25.127(b)(1) through (b)(5) of this Part, showing how each proposed program meets the applicable content professional education and content-area standards established by the State Board of Education.

b) A panel established by the State Superintendent shall review the curriculum portfolio program report. The members of the panel shall be chosen from a pool of individuals with expertise in the respective content area.

1) No later than 30 days after the State Superintendent receives a portfolio program report, staff shall notify the affected institution as to whether the portfolio report is complete pursuant to Section 25.125(b) of this Part.

2) An institution may provide additional material to complete a portfolio program report within 30 days after receiving a notification to the effect that a portfolio report is incomplete.

3) The review panel shall notify the affected institution of any applicable standards not addressed in its portfolio program report, as well as any deficiencies which, if not...
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improved, will be identified as areas of weakness in the panel’s report.

4) **D)** The affected institution may submit additional documentation or revisions to a curriculum portfolio program report that may include descriptions of changes in the program made in response to the preliminary information critique provided by the panel pursuant to subsection (a)(2)(C) (b)(3) of this Section.

**E)** The interaction described in subsections (a)(2)(C) and (D) of this Section shall be repeated until the institution requests that the panel submit its final report.

5) **F)** The review panel shall submit to the affected institution and to the State Superintendent a report describing the degree to which the program meets the applicable content professional education and content-area standards established by the State Board of Education and recommending action with respect to the proposed program.

c) **G)** Staff of the State Board of Education shall convey to the State Teacher Certification Board the report and recommendations resulting from the portfolio review of the program report.

d) **H)** After consideration of the information and recommendations, the Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

1) **A)** Approve Provisionally approve the proposed new teacher education program(s), thereby authorizing the educational unit to conduct the program(s) and to recommend candidates for certification by entitlement until the time of the institution’s next scheduled Fifth-Year Review; or

2) **B)** Deny approval of the proposed program(s), thereby prohibiting the conduct of the affected program(s).
e) **5†** Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part.

b† The requirements of this subsection (b) shall apply from July 1, 1999, through June 30, 2000, to the initial approval of additional teacher preparation programs established by institutions that are already recognized, as well as to the approval of programs proposed by consortia.

1† The institution shall submit to the State Superintendent of Education 30 copies of a narrative, or, if authorized, an electronic version demonstrating that:

A† the program provides for the acquisition of the knowledge, attitudes, and skills necessary for effective performance in specific teaching, supervisory, school service, or administrative roles;

B† the program consists of a carefully planned set of experiences designed to develop the capacities and abilities that have been identified as a result of attention to public school needs; and

C† the structure of the program will permit content standards established by the State Board of Education to be addressed once such standards become effective.

2† Staff of the State Board of Education shall convey to the State Teacher Certification Board the information submitted by the institution.

3† After consideration of the information and any pertinent staff recommendations, the Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

A† Approve the proposed new teacher education program(s), thereby authorizing the educational
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unit to conduct the program(s) and to recommend candidates for certification by entitlement; or

B) Deny approval of the proposed program(s), thereby prohibiting the conduct of the affected program(s).

4) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part.

f) 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, 26.67, or 25.313 of this Part, as applicable.

(Source: Amended at __ Ill. Reg. _____, effective ____________)

Section 25.155 Initial Recognition Procedures Effective July 1, 2000

The procedures set forth in this Section shall apply to initial recognition of an institution and the concurrent accreditation of the educational unit and approval of one or more teacher preparation programs within that institution on or after July 1, 2000.

a) An institution may notify the State Board of Education of its desire to initiate the initial recognition, accreditation, and program approval process by submitting a letter of intent to the State Superintendent of Education on a form provided by the State Board. 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 institution shall submit to the State Superintendent of Education 30 ten copies or, if authorized, an electronic version of a report containing:
1) information indicating that the institution meets the conditions described in Section 25.115(a) 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 teacher 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; and
   C) the written policies and procedures which guide the operations of the educational unit; and
   D) the unit’s policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates; and
   E) 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;

3) a narrative showing how the educational unit meets each of the standards referred to in Section 25.115(b) of this Part. A complete description of the unit’s conceptual framework(s) and its/their development, which shall address each of the “structural elements” of conceptual frameworks found in the standards referred to in Section 25.115(b) of this Part.

c) Review of conceptual frameworks for institutions seeking initial recognition shall be conducted twice annually by
a panel convened by the State Superintendent of Education. Each spring review shall encompass all material postmarked by February 1. Each fall review shall encompass all material postmarked by September 1. 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 framework(s) is adequate or that certain structural elements were not adequately addressed.

d) If the description of the conceptual framework(s) 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 framework(s) is found to be adequate, a review visit shall be scheduled between March 1 and May 31 of the following year (for institutions whose conceptual frameworks were reviewed in the spring) or between September 1 and November 30 of the following year (for institutions whose conceptual frameworks were reviewed in the fall) and shall be scheduled for the mutual convenience of the affected institution and the review panel.

e) With regard to each program for which approval is sought, the institution shall submit to the State Superintendent of Education five copies or, if authorized, an electronic version of a curriculum portfolio program report meeting the requirements of Section 25.125(b) 25.127(b) of this Part. An institution shall submit its curriculum portfolios program reports no later than March February 1 (for a spring review) or September 1 (for a fall review) of the year before the year in which it anticipates being ready for institutional review pursuant to subsection (d) (h) of this Section.

f) A panel established by the State Superintendent shall review the curriculum portfolio program report of each proposed teacher preparation program. The members of each panel shall be chosen from a pool of individuals with expertise in the respective content area.

1) No later than 30 days after the State Superintendent receives a portfolio program report, staff shall notify the affected institution as to whether the
portfolio report is complete pursuant to Section 25.125(b) of this Part.

2) An institution may provide additional material to complete a portfolio program report within 30 days after receiving a notification to the effect that a report is incomplete.

3) No later than August 1 (before a spring visit) or February 1 (before a fall visit), the review panel shall notify the affected institution of any applicable standards not addressed in its portfolio program report, as well as any deficiencies which, if not improved, will be identified as areas of weakness in the panel’s report critique.

4) No later than November 1 (before a spring visit) or May 1 (before a fall visit), the affected institution may submit revisions to a curriculum portfolio program report that may include descriptions of changes in the program made in response to the preliminary information critique provided by the panel pursuant to subsection (c)(3) of this Section.

5) No later than 60 days before the scheduled date of the review visit referred to in this Section, each program review panel shall submit to the affected institution and to the State Superintendent a report final critique describing the degree to which the program meets the applicable content standards established by the State Board of Education and recommending action with respect to the proposed program.

g) The institution shall submit to the State Superintendent ten copies of an institutional report incorporating an overview of the institution, an overview of the unit’s conceptual framework(s), and evidence that it is meeting each of the standards referred to in Section 25.115(b) of this Part. This report shall be submitted in a format prescribed by the State Board of Education.
h) The State Superintendent of Education shall authorize the scheduling of an on-site review visit to the institution 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) a panel has reviewed the program reports submitted by the institution as required by subsection (f) of this Section and has determined that each such report meets the applicable content standards established by the State Board of Education.

i) From a pool of individuals who have been trained in the program approval applicable standards and procedures, the State Superintendent shall empanel a team to conduct an on-site review to verify the information provided by the institution as required by subsection (a) (g) of this Section. The review team shall be chaired by a staff member of the State Board of Education. The review team shall conduct the review visit, prepare its draft and final reports, and submit its final report as provided in Section 25.125(f) and (g) 25.125(e) and (f) of this Part.

j) 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 meeting the requirements of Section 25.125(g) of this Part.

k) Staff of the State Board of Education shall convey to the State Teacher Certification Board the review team’s report and the institution’s letter of agreement or rejoinder.

l) The 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, accredit the educational unit, and approve one or more proposed teacher education programs, thereby authorizing the educational unit to conduct the approved program(s)
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and to recommend candidates for certification by entitlement; or

2) Recognize the institution, provisionally accredit the educational unit with stipulations, and approve one or more proposed teacher education programs, thereby authorizing the educational unit to conduct the approved program(s) and recommend candidates for certification by entitlement (subject to the requirements of Sections 25.125(k)(2)(B) and (k)(3) Section 25.125(j)(2) of this Part); or

3) Deny recognition of the institution, accreditation of the affected educational unit, or approval of one or more teacher education programs, thereby prohibiting the conduct of the proposed program(s).

h) Actions following upon the recommendation of the State Teacher Certification Board shall be as described in Section 25.160 of this Part.

(Source: Amended at __ Ill. Reg. ____ , effective _____________)

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

a) The State Superintendent of Education shall notify an affected institution not later than 30 days after receipt of a recommendation from the State Teacher Certification Board pursuant to the provisions of this Subpart C and shall await the institution’s response (see subsection (b) of this Section) prior to forwarding that recommendation to the State Board of Education.

b) Within 30 days after receipt of notification from the State Superintendent, an affected institution may submit to the State Superintendent its comments regarding a recommendation by the State Teacher Certification Board and a notice of objection to the Certification Board’s recommendation, provided that:

1) such comments are the institution’s narrative explanation of its objection(s) and any supporting documentation shall be submitted to the State
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Superintendent not later than 30 days after receipt of the notification the institution submits its notice of objection; and

2) the State Teacher Certification Board has recommended either accreditation with stipulations, probation, provisional program approval, a request for additional information, or denial or revocation of accreditation or program approval, as set forth in any of Section 25.125(k)(1)(B), (k)(2)(B), (k)(2)(C), (k)(3)(B), (k)(4), (k)(4)(F)(ii), (k)(4)(F)(iii), or (m)(2), Section 25.135(c)(5)(B), Section 25.137(c)(4)(B), Section 25.145(a)(2), Section 25.145(d)(2) or (b)(3)(B), or Section 25.155(g)(2) or (g)(3) of this Part anything other than unconditional accreditation of the unit and approval of the affected preparation program(s).

c) Such comments shall indicate why the institution disagrees with one or more portions of the Certification Board’s recommendation and may refer to any document or exhibit that supports the institution’s contention in this regard.

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 presentation of its objection(s) and shall inform the Certification Board that these materials have been submitted for the State Board’s consideration.

g) The State Superintendent shall forward any such comments to the State Board of Education for its consideration along with the Certification Board’s recommendation, as well as any analysis, records, or recommendations the State Superintendent may deem necessary.

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

(Source: Amended at __ Ill. Reg. _____, effective ____________)
Section 25.165 Discontinuation of Programs

a) An institution that plans to discontinue an approved program or cease offering teacher preparation programs altogether shall so notify the State Superintendent of Education no later than 30 days prior to taking such 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 students 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 students candidates currently enrolled in any program scheduled for discontinuation.

b) A program whose approval is revoked by the State Board of Education shall operate for one additional academic year if necessary to permit currently enrolled candidates either to complete the program or to seek enrollment in another institution for that purpose. The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program whose approval is revoked.

(Source: Amended at __ Ill. Reg. ____, effective ____________)

SUBPART H: CLINICAL EXPERIENCES

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 a continuous experience equivalent to a minimum of ten weeks of sustained full-day student teaching. Student teaching shall be structured as part of comprehensive field experiences and
clinical practice, 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.

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.

f) The student teacher shall not be used as a teacher or substitute teacher.

(Source: Amended at __ Ill. Reg. ___, effective __________)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.710 Definitions
EMERGENCY

For the purposes of this Subpart, the following definitions apply:
"Passing raw score" is the minimum number of items which must be answered correctly on a given test.

"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 (0), the maximum score (100), and the passing score (70) are set.

"Subarea score" is the scaled score for the subset of test items on a subject matter test which measures specific content, and the "subarea score" is the scaled score for each subset of test items on the basic skills test which measures specific content in reading, writing, grammar, and mathematics.

"Test" or "Tests" refers to the test of basic skills, the language proficiency tests, and the tests of subject matter knowledge for the Illinois Certification Testing System. These tests are:

- Agriculture
- Art (K-12)
- Art (6-12)
- Basic Skills
  - Grammar
  - Mathematics
  - Reading
  - Writing
- Biological Science
- Blind and Partially Sighted
- Business/Marketing/Management
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Chemistry
Chief School Business Official
Computer Science
Dance
Deaf and Hard of Hearing
Early Childhood
Educable Mentally Handicapped
Elementary
English
English as a Second Language
English Language Proficiency
French
General Administrative
General Science
General Supervisory
German
Guidance
Health
Health Occupations
Hebrew
History
Family and Consumer Sciences
Industrial Technology Education
Italian
Latin
Learning Disabilities
Mathematics
Media
Music (K-12)
Music (6-12)
Physical Education (K-12)
Physical Education (6-12)
Physically Handicapped
Physical Science
Physics
Reading
Russian
School Nurse
School Psychology
School Social Work
Social/Emotional Disorders
Social Science
Spanish
Speech
Speech and Language Impaired
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Superintendent
Theatre Arts
Trainable Mentally Handicapped
Transitional Bilingual Education
Arabic
Cantonese
Greek
Gujarati
Hindi
Japanese
Korean
Lao
Mandarin
Polish
Russian
Spanish
Urdu
Vietnamese

"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 response.

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

(Source: Emergency amendment at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; amended at __ Ill. Reg. ____, effective _____________)

Section 25.725 Applicability of Scores

a) Each person seeking certification in Illinois must pass the test of basic skills.

b) Each person seeking certification must pass the appropriate test of subject matter knowledge, as set forth in Section 25.720(b) and (c) of this Part, for each certificate sought.

c) For each person seeking his or her first Illinois certificate, neither the score on the subareas of the basic skills test nor the score on the subject matter test may be more than five years old at the time
application is made. The five-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 five years old will not be accepted as part of an application.

d) A person who has passed the basic skills test and has been issued a certificate shall not be required to retake the basic skills test when seeking any subsequent certificate.

e) For persons seeking subsequent certificates, the subject matter test score upon which each application is based shall be no more than five years old, such five-year period to 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 five years old will not be accepted as part of an application.

f) Any person may retake any test during any subsequent, regularly scheduled administration of that test, subject only to registration in accordance with the provisions of this Subpart.

(Source: Amended at __ Ill. Reg. _____, effective ____________)

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) The raw score for each test of subject matter knowledge and for each subarea of the test of basic skills 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 items correct:

1) If X is greater than or equal to CUT, then the scaled score is $70 + 30[(X - \text{CUT})/(\text{MAX} - \text{CUT})]$. 
2) If X is less than CUT, then the scaled score is $70X/\text{CUT}$. 

c) Scaled scores are rounded to the nearest integer except between 69 and 70. To ensure that a score just below passing is not equated with a scaled score of 70, scaled scores between 69 and 70 will be considered 69. 

d) In order to pass the basic skills test, a person must receive a passing score on each of the subarea tests during a single test administration. A person failing to pass any one of the subarea tests shall be required to retake all four subarea tests.

(Source: Amended at __ Ill. Reg. ____, effective ____________)

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 form shall be accompanied by payment of a fee in the amount of $44 per 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 rescoring of a test shall be accompanied by payment of a fee in the amount of $25 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 in the amount of $10.
d) Each change of registration form or change of late registration form requesting a change in the test(s), test date or test site for which the individual is scheduled shall be accompanied by payment of a fee in the amount of $15.

e) Each change of registration form or change of late registration form requesting to add a test or tests to an individual's registration shall be accompanied by payment of a fee in the amount of $44 per test to be added.

f) An individual who cancels his or her registration in accordance with Section 25.730 of this Part shall receive a partial refund in the amount of $22 per each test for which he or she registered.

g) Each late registration form shall be accompanied by payment of a fee of $30 in addition to the payment of the fee for each test to be taken as specified in this Section.

h) Only cashiers' checks and money orders will be accepted for payment of fees.

i) Payment of fees for emergency registration must be made by credit card only, as identified in the current year "Illinois Certification Testing System Registration Bulletin."

1) A fee of $100, 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 __ Ill. Reg. ____, effective __________)

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.805 Requirements of the Plan
THE CONTINUING PROFESSIONAL DEVELOPMENT PLAN OF EACH AFFECTED CERTIFICATE-HOLDER SHALL INCLUDE AT LEAST THREE INDIVIDUAL IMPROVEMENT GOALS REFLECTING THE PURPOSES ENUMERATED IN SUBSECTION (b) OF THIS SECTION (Section 21-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]). Each goal shall include a brief statement of the knowledge and skill(s) to be enhanced, which shall reflect relevant professional teaching or content area standards set forth in this Part.

b) Each continuing professional development plan shall include activities that:

1) ADVANCE THE CERTIFICATE-HOLDER’S KNOWLEDGE AND SKILLS IN HIS OR HER AREA(S) OF CERTIFICATION, ENDORSEMENT, OR TEACHING ASSIGNMENT IN RELATIONSHIP TO THE RELEVANT STANDARDS set forth in this Part;

2) DEVELOP THE CERTIFICATE-HOLDER’S KNOWLEDGE AND SKILLS IN ONE OR MORE AREAS IDENTIFIED BY THE STATE BOARD OF EDUCATION as “State priorities” (see Section 25.810 of this Part); and

3) ADDRESS THE KNOWLEDGE, SKILLS, AND GOALS THAT ARE RELEVANT TO THE CERTIFICATE-HOLDER’S LOCAL SCHOOL IMPROVEMENT PLAN, IF THE INDIVIDUAL IS EMPLOYED IN A SCHOOL THAT IS REQUIRED TO HAVE SUCH A PLAN.

c) A continuing professional development plan may also include activities that EXPAND THE CERTIFICATE-HOLDER’S KNOWLEDGE AND SKILLS IN AN ADDITIONAL TEACHING FIELD OR ADVANCE THE INDIVIDUAL TOWARD ACQUISITION OF AN ADDITIONAL TEACHING CERTIFICATE, ENDORSEMENT, OR DEGREE IN THE FIELD OF EDUCATION.

d) COMPLETION OF ALL REQUIRED ACTIVITIES IN PURSUIT OF CERTIFICATION 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)(C) of the School Code [105 ILCS 5/21-14(e)(3)(C)]). The presence of an individual’s name on the National Board’s composite list of those who have completed the certification process (as distinct from having received certification) shall be considered evidence of completion.
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 SUBSECTION (b)(1) OF THIS SECTION (Section 21-14(e)(3)(A) of the School Code [105 ILCS 5/21-14(e)(3)(A)]).

Twenty-four continuing education units (“CEUs”; see Sections 25.865 and 25.870 of this Part) may be used to fulfill 100% of the requirement for continuing professional development, provided that:

1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section and, for an individual not serving as a special education teacher,
   A) at least 10 percent of the units required are relevant to the State priority of special education, and
   B) an identified portion of at least one activity addresses 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 with disabilities;

2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate-holder is not employed in or assigned to a school that is required to have a school improvement plan; and

3) any remaining units address the purpose specified in subsection (c) of this Section.

Completion of 120 continuing professional development units (“CPDUs”; see Section 25.875 of this Part) may be used to fulfill 100% of the requirement, provided that:
1) at least half of such units are earned in activities relevant to the purposes described in subsections (b)(1) and (2) of this Section; and, for an individual not serving as a special education teacher,

A) at least 10 percent of the units required are relevant to the State priority of special education, and

B) an identified portion of at least one activity addresses adapting and modifying curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities;

2) an identified portion of at least one activity addresses the purpose specified in subsection (b)(3) of this Section, unless the certificate-holder is not employed in or assigned to a school that is required to have a school improvement plan; and

3) any remaining units address the purpose specified in subsection (c) of this Section.

h) A certificate-holder may choose any combination of the types of activities described in subsections (e), (f), and (g) of this Section, provided that the total effort represents the equivalent of 120 CPDUs or 24 CEUs and the distribution of such units conforms to the requirements of subsection (g) of this Section. For purposes of calculating approvable combinations from different categories:

1) one semester hour of college credit shall be considered the equivalent of 15 CPDUs or three CEUs; and

2) one CEU shall be considered the equivalent of 5 CPDUs.

i) The provisions of subsections (e) through (h) 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. (See Section 25.880 of this Part.)

j) Each plan shall be submitted on a form supplied by the State Board of Education and shall:

1) identify the certificate-holder;

2) list all certificates and endorsements held;

3) indicate the period of validity;

4) identify the certificate-holder’s current position or assignment;

5) identify the certificate-holder’s improvement goals;

6) list and briefly describe the certificate-holder’s planned or potential activities or types of activities, relating each to the improvement goal(s) and purpose(s) it will fulfill; and

7) provide a timeline that will ensure the completion of the plan during the certificate’s period of validity.

k) A given professional development activity may be attributed to all of the purposes enumerated in subsections (b) and (c) of this Section to which it relates. However, the units of credit awarded for a particular activity may be counted only once in calculating the total earned.

(Source: Amended at __ Ill. Reg. _____, effective ____________)