Process by Which Initial Teaching Certificate-holders Earn Their Standard Teaching Certificate

The Illinois Education Association-NEA recommends to the State Teachers Certification Board (STCB) and Illinois State Board of Education (ISBE) that the assessment that is required of teachers holding an Initial 4-year Teaching Certificate before receiving their Standard 5-year Teaching Certificate be closely aligned with the Certificate Renewal Process that is required to renew the Standard Teaching Certificate.

This is based on the recommendation that effective July 1, 2003, Initial Teaching Certificate Holders, seeking a Standard Teaching Certificate, will be required to show proof of personal professional development before receiving their Standard Teaching Certificate.

The Initial Teaching Certificate-holder is required to earn 60 CPDUs or 12 CEUs or any combination thereof to combine to meet their professional development requirements. Purposes A, B, C, & D, as listed below, must be met and the same equivalent percentage equal to the 4 years of teaching on an Initial Teaching Certificate must also be met.

Purposes:

A. Advance both the certificate-holder’s knowledge and skills as a teacher in the certificate-holder’s areas of certification, endorsement or teaching assignment.

B. Advance the certificate-holder’s knowledge and skills in relation to the “state standards”.

C. Expand the certificate-holder’s knowledge and skills in classroom behavior management techniques, learning styles of at-risk students or students from low performing schools, parental involvement, and in working with students of diversity or students with special needs.

D. Expand the certificate-holder’s knowledge and skills in an additional teaching field or toward the acquisition of another teaching certificate, endorsement or relevant education degree.
July 31, 2001

The Value Manual, Appendix D of the Standard Teaching Certificate Manual shall be amended to include the following new options and values:

1. The participation in an “approved” induction/mentoring program operated by their employing school district. The School District’s Program shall be approved by the STCB, based on the criteria listed below. The value of participation in an induction/mentoring program shall be no more than 15 CPDUs per each semester of participation in an “approved” induction/mentoring program.

Each new teacher induction and mentoring program shall be based on a plan that at least:

   a. Assigns a mentor teacher to each new teacher for the period of time established within the school, but for a period of no less than 1 school year;

   b. Aligns with the Illinois Professional Teaching Standards, content area standards and the applicable local school improvement and professional development plans, if any;

   c. Addresses the following three (3) elements and how they will be provided:

      i. mentoring of the new teacher,
      ii. professional development designed specifically to ensure the growth of the new teacher’s knowledge and skills, and
      iii. formative assessment designed to assure feedback and reflection, which shall not be used in any evaluation of the new teacher.

   d. Describes the role of mentor teachers, the criteria and process for their selection and how they will be trained, provided that each mentor teacher shall demonstrate the best practices in teaching of his or her respective field of practice.

   e. No mentor teacher shall directly or indirectly participate in the evaluation of a new teacher pursuant to section 24A of the School Code, or the evaluation procedure of the public school.

2. The development of a portfolio of both student and teacher work. The value of the portfolio shall be no more than 30 CPDUs and is approved by the Local Professional Development Committee (LPDC) using criteria developed jointly by the STCB and ISBE.
July 31, 2001

3. The successful completion of approved college or university course(s) including induction activities and experience with developing a portfolio of both student and teacher work that meets the state standards and provides experience in reflective practices, followed by the submission of a portfolio of student and teacher work to their appropriate LPDC.

The number of semester hours to be determined jointly by the applying institution and the STCB. Programs to be approved by using the same process and criteria used currently by the STCB and ISBE to approve university and college programs.

The value of the portfolio shall be no more than 30 CPDUs and is approved by the LPDC using criteria developed jointly by the STCB and ISBE.

Rules and regulations, operating procedures, guideline, and manuals for these programs shall be jointly developed, approved, and disseminated by the STCB and the ISBE.