TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
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AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5(Art. 21, 14C-8, and 2-3.6)].

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Section 25.67 Alternative Route to Teacher Certification

a) Section 21-5c of the School Code [105 ILCS 5/21-5c] provides for the issuance of provisional alternative teaching certificates to eligible candidates, as defined in that Section, who successfully complete an intensive course of study approved by the State Board of Education.

b) Section 21-5c of the School Code further provides for the issuance of initial teaching certificates to candidates who, after completing the course of study referred to in subsection (a) of this Section, complete an alternative program that also includes:

1) one year’s full-time teaching; and

2) a comprehensive assessment of the candidate’s teaching performance, culminating in a favorable recommendation by the institution of higher education responsible for the course of study.

c) Proposals for the establishment of programs meeting the specifications of subsections (a) and (b) of this Section shall be approved if they comply with Section 21-5c of the School Code and this Section. Proposals shall be addressed as follows:
State Board of Education
Alternative Certification Program
100 North First Street
Springfield, Illinois  62777-0001

d) Proposal Requirements

1) Each proposal shall describe the role and responsibilities of each cosponsor of the alternative program.

2) Each proposal shall demonstrate how the participating institution of higher education will evaluate the congruence of a candidate’s baccalaureate education, his or her employment experience in a field requiring application of that education, and the teaching area for which the candidate seeks preparation and certification.

3) Each proposal shall state that all candidates must:
   A) pass the test of basic skills required pursuant to Section 21-1a of the School Code [105 ILCS 5/21-1a] prior to beginning the proposed course of study; and
   B) pass the content-area test of subject matter knowledge required pursuant to Section 21-1a of the School Code prior to beginning the teaching assignment that is a part of the alternative program.

4) Each proposal shall describe the proposed course of study.
   A) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in the participating institution’s preparation program approved pursuant to Section 25.120 Subpart C of this Part with regard to:
      i) educational theory;
      ii) instructional methods; and
      iii) practice teaching.
B) Each proposal shall include provisions for determining the amount of time individual candidates will need in order to complete the proposed course of study, based upon such factors as their experience and the type of program offered. In all cases, the amount of time needed shall be less than that required to complete the institution’s program approved pursuant to Section 25.120 Subpart C of this Part.

C) Each program shall include a preservice assessment of each candidate’s performance, to be conducted by the institution of higher education at the conclusion of the course of study in order to determine the candidate’s readiness for the year-long teaching assignment. Each proposal shall state the criteria for the institution’s determination of candidates’ readiness.

5) Each proposal shall describe the proposed arrangements for candidates’ teaching assignments under this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school district(s) where candidates will practice. Each such agreement shall address:

A) the nature and intensity of the support to be provided to candidates by experienced teachers and other staff members of the district, including:

   i) the qualifications and experience of the assisting teachers and staff;

   ii) the estimated amount of time assisting teachers and staff will devote to advising and assisting candidates, and

   iii) the specific roles of the assisting teachers and staff; and

B) provisions enabling candidates to compensate for teaching time lost due to emergencies.

6) Each proposal shall describe the proposed method of assessing candidates’ teaching performance for the year referred to in this Section and shall provide for such methods to be set forth in a formal, written agreement between the participating institution of higher education and the school district(s) where candidates will practice. Each such agreement shall describe:
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A) the roles of all parties who will participate in the evaluation of candidates; and

B) assessment methods capable of demonstrating whether a candidate is:
   i) knowledgeable about specific subject matter and strategies for teaching that subject matter to students with differing needs; and
   ii) skilled in managing and monitoring students’ learning.

7) Each proposal shall delineate the criteria by which candidates will be recommended for initial certification by the participating institution of higher education.

e) Each alternative program established pursuant to this Section shall be subject to the Fifth Year Accreditation Review described in Section 25.150 Subpart C of this Part.

f) The sponsoring institutions of programs established pursuant to this Section shall provide annual reports to the State Teacher Certification Board which describe the programs offered, the number and categories of the candidates who apply to each program, the completion rate for each program, and data regarding placement of individuals who complete each program.

(Source: Amended at 27 Ill. Reg. _____, effective _____________)

SUBPART C: APPROVING PROGRAMS 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 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 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 program that will prepare professional educators.

b) An educational unit shall be accredited if the institution meets the standards enumerated in “Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education” (2001) (2002), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section).

c) A 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 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 Accreditation 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 25.136 of this Part.

e) No later than Between October 1 and November 30 of each year, each accredited educational unit shall submit to the State Superintendent of Education:

1) 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: and
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2) an Institutional Data Report, on forms provided by the State Board of Education, that displays information about the students, candidates, staff, and resources of the institution’s programs.

f) The State Teacher Certification Board shall be notified at its January February 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 USCA 1027]. Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, guidance counselors, and prospective employers of the institution’s program completers.

(Source: Amended at 27 Ill. Reg. _____, effective _____________)

Section 25.125 Fifth-Year Accreditation Review of the Educational Unit

The requirements of this Section shall apply to Fifth-Year Accreditation 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.

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 Accreditation Review will be held, the institution shall submit to the State Superintendent of Education ten five copies of a report providing an overview of the unit’s conceptual framework(s) each of the two reports specified in this subsection (a). However, in the case of an institution that is also seeking initial accreditation from NCATE, the report these reports shall be submitted six months earlier than otherwise required by this subsection (a).

1) The institution shall submit a report providing an overview of the unit’s conceptual frameworks(s), which shall include a description of each framework, its development, and any changes that have been made since the institution’s previous Fifth-Year Accreditation Review. The discussion of the framework(s) shall address each of the “structural elements” found in the standards referred to in Section 25.115(b) of this Part.
2) The institution shall submit a report describing how the unit’s teacher preparation programs address the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and how the unit’s preparation programs for school administrators address the Illinois Professional School Leader Standards set forth at 23 Ill. Adm. Code 29.100 (see Standards for Administrative Certification).

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 the number of copies specified in light of the review team’s size, 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) A review team shall be empanelled to conduct an on-site review to verify the information provided by the institution as required by subsection (c) of this Section. The review team shall be constituted as provided in subsection (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 Seeking State Accreditation Only
From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the on-site review and shall appoint the team’s chair. The review team shall be chaired by a staff member of the State Board of Education. A staff member of the State Board of Education shall serve as a consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.

2) Institutions Also Seeking to Achieve or Retain NCATE Accreditation

From a pool of individuals who have been trained in the 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 member appointed by the State Superintendent and a member of NCATE’s Board of Examiners. A staff member of the State Board of Education shall serve as a consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.

e) 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) 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 performance of candidates and graduates, and taking into account the recommendations arising from the review of program reports as outlined in Section 25.127 of this Part. This draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair or co-chairs shall review the institution’s suggested revisions and make appropriate corrections in consultation with the State Board staff member who is serving pursuant to subsection (d) of this Section. The final report shall be submitted to the institution within 30 days after the State Board’s receipt of the institution’s suggested corrections.

g) 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.

h) 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, a response to that rejoinder provided by the team’s chair or co-chairs, and the results of the review of the program report(s), as well as NCATE’s accreditation decision regarding the educational unit if applicable and available, any other relevant documentation that was available to the review team.

i) After consideration of the information submitted pursuant to subsection (h) of this Section, the Certification Board shall convey to the State Board of Education a recommendation regarding the accreditation of the educational unit as appropriate to the circumstances, in keeping with the provisions of subsection (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).

j) The possible outcomes of Fifth-Year Accreditation Review shall align with 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) 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 candidates 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 team established by the State 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 Accreditation Review according to its original schedule.
3) 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 candidates 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 Accreditation Review according to its original schedule.

k) The provisions of subsection (j) 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 Accreditation Review, a Fifth Year Accreditation Review shall be conducted as described in this Section, and the schedule for subsequent Fifth Year Accreditation Reviews shall be altered accordingly.

l) 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(b) of this Part.

(Source: Amended at 27 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 Accreditation Review will be held, the institution shall submit five copies of either a full or an interim report for each of its programs, including any alternative program established pursuant to Section 21-5b, 21-5c, or 21-5d of the School Code. 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 Accreditation 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 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 Accreditation 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 Accreditation 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:
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1) a description of changes, evaluations, and improvements in the program since the institution’s most recent Fifth Year Accreditation 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 State Board of Education (see subsection (l) of this Section).

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 Accreditation 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 has failed to comply with the timelines set forth in this Section in more than 20 percent of the reviews it has conducted and fails to supply the State Superintendent with evidence.
that it has sufficient resources available to resume meeting applicable deadlines in
time for the next program review cycle.

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: Amended at 27 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 Accreditation 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 Accreditation 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 Accreditation 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: Amended at 27 Ill. Reg. _____, effective ______________)

Section 25.145 Approval of New Programs Within Recognized Institutions

The procedures set forth in this Section shall apply to the initial approval of additional 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 Accreditation Reviews shall apply to the consortium’s programs also.

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

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

1) No later than 30 days after the State Superintendent receives a program report, staff shall notify the affected institution as to whether the report is complete.

2) 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.

3) The review panel shall notify the affected institution of any applicable standards not addressed in its program report, as well as any deficiencies which, if not improved, will be identified as areas of weakness in the panel’s report.
4) The affected institution may submit additional documentation or revisions to a program report that may include descriptions of changes in the program made in response to the preliminary critique provided by the panel pursuant to subsection (b)(3) of this Section.

5) 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 professional education and content-area standards established by the State Board of Education and recommending action with respect to the proposed program.

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

d) 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) 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 Accreditation Review; or

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

e) 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, 25.67, or 25.313 of this Part, as applicable.

(Source: Amended at 27 Ill. Reg. _____, effective _____________)

Section 25.155 Initial Recognition Procedures
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.

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 ten copies 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;

   C) the written policies and procedures which guide the operations of the educational unit;

   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; and
3) 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 of a program report meeting the
requirements of Section 25.127(b) of this Part. An institution shall submit its
program reports no later than 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 (h) of this Section.

f) A panel established by the State Superintendent shall review the program report of
each proposed 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 program report,
staff shall notify the affected institution as to whether the report is complete
pursuant to Section 25.127(b) of this Part.

2) An institution may provide additional material to complete a 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 program report, as well as any deficiencies which, if not improved, will be identified as areas of weakness in the panel’s critique.

4) No later than October 1 (before a spring visit) or April 1 (before a fall visit), the affected institution may submit revisions to a program report that may include descriptions of changes in the program made in response to the preliminary critique provided by the panel pursuant to subsection (f)(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 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 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
(g) of this Section. The review team shall be chaired by a staff member of the State Board of Education and shall serve as a consultant to ensure that applicable standards, procedures, rules, and statutes are addressed. 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(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, and a response to that rejoinder provided by the team’s chair.

l) The Certification Board, after reviewing all the relevant materials, shall convey its recommendation to 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) and to recommend candidates for certification by entitlement; or

2) Recognize the institution, provisionally accredit the educational unit, 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 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).

m) 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 27 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 in writing 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 written notification from the State Superintendent, an affected institution may submit a notice of objection to the Certification Board’s recommendation, provided that:

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

2) the State Teacher Certification Board has recommended anything other than unconditional accreditation of the unit and approval of the affected preparation program(s).

c) The State Superintendent shall forward to the State Board of Education for consideration at its next available meeting the recommendation made by the State Teacher Certification Board and the institution’s presentation of its objection(s) and shall inform the Certification Board that these materials have been submitted for the State Board’s consideration.

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

(Source: Amended at 27 Ill. Reg. _____, effective _____________)

Section 25.165 Discontinuation of Programs

a) An institution that intends to discontinue an approved program or cease offering preparation programs altogether shall so notify the State Superintendent of Education no later than 30 days prior to taking 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 candidates currently enrolled in any program scheduled for discontinuation will have an opportunity to complete the program.
2) The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program scheduled for discontinuation.

b) When approval of a program is revoked, the State Board of Education may require its continued operation for one additional academic year to permit currently enrolled candidates either to complete the program or to seek enrollment in another institution for that purpose. However, if the State Board determines in consultation with the State Teacher Certification Board that the program is unable to offer candidates learning opportunities that contribute to their teaching competence, the Board shall require that the program cease operating at the end of the then-current semester. The institution shall supply to the State Superintendent the names and Social Security numbers of all candidates currently enrolled in any program whose approval is revoked.

(Source: Amended at 27 Ill. Reg. _____, effective _____________)

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

Section 25.313 Alternative Route to Administrative Certification

a) Section 21-5d of the School Code [105 ILCS 5/21-5d] provides for the issuance of provisional alternative administrative certificates to eligible candidates, as defined in that Section, who successfully complete a course of study approved by the State Board of Education in consultation with the State Teacher Certification Board.

b) Section 21-5d of the School Code further provides for the issuance of standard administrative certificates to candidates who, after completing the course of study referred to in subsection (a) of this Section, complete an alternative program that also includes:

1) one year’s full-time administrative work;

2) a comprehensive assessment of the candidate’s performance; and

3) a favorable recommendation by the institution of higher education responsible for the course of study.

c) Proposals for the establishment of programs meeting the specifications of subsections (a) and (b) of this Section shall be approved if they comply with Section 21-5d of the
School Code and this Section. In making this determination, the State Board of Education shall consult with the State Teacher Certification Board and the advisory panel established pursuant to Section 21-5d of the School Code. Proposals shall be addressed as follows:

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

d) Proposal Requirements

1) Each proposal shall describe the roles and responsibilities of the participating university and the school districts in which candidates will be assigned for the year of practice as full-time administrators.

2) Each proposal shall indicate how candidates who do not possess master’s degrees in management shall be determined eligible for the program based on life experience equivalent to a master’s degree. In making this determination, institutions shall take into consideration candidates’ length and breadth of experience in such areas as:

   A) personnel management, supervision, and evaluation;
   B) long-range planning and evaluation of program effectiveness;
   C) community and public relations;
   D) organizational development and improvement;
   E) finance and budgeting; and
   F) work involving public schools and other educational units.

3) Each proposal shall describe the proposed course of study.

   A) Each proposal shall describe how individual candidates’ education and experience will be used in determining the portions of the course of study he or she will be required to complete.
B) Each proposal shall demonstrate how candidates will acquire knowledge of content and skills equivalent to the content and skills contained in the participating institution’s program approved pursuant to Section 25.120 Subpart C of this Part with regard to:

i) educational management;

ii) governance and organization; and

iii) planning.

C) Each program shall include a preservice assessment of each candidate’s performance to be conducted by the institution of higher education at the conclusion of the course of study in order to determine the candidate’s readiness for the year-long administrative assignment. Each proposal shall state the criteria for the institution’s determination of candidates’ readiness.

4) Each proposal shall describe the proposed arrangements for candidates’ assignment to administrative positions under this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school districts where candidates will practice. Each such agreement shall address the nature and intensity of the support to be provided to candidates by experienced district-level administrators, university staff, and/or other professionals with relevant experience, including at least:

A) the qualifications and experience of such individuals;

B) the estimated amount of time these individuals will devote to advising and assisting candidates; and

C) the specific roles of the assisting individuals.

5) Each proposal shall describe the proposed method of assessing candidates’ performance for the year referred to in this Section and shall provide for these to be set forth in a formal, written agreement between the participating institution of higher education and the school districts where candidates will practice. Each such agreement shall include:
A) the roles of all parties who will participate in the evaluation of candidates; and

B) assessment methods capable of demonstrating whether a candidate has acquired knowledge and skills equivalent to those required of candidates pursuing the respective institution’s program approved pursuant to Section 25.120 Subpart C of this Part.

6) Each proposal shall delineate the criteria by which candidates will be recommended for certification by the participating institution of higher education.

e) Each alternative program established pursuant to this Section shall be subject to the Fifth Year Accreditation Review described in Section 25.150 Subpart C of this Part.

f) The sponsoring institutions of programs established pursuant to this Section shall provide annual reports to the State Teacher Certification Board that describe the programs offered, the number and categories of the candidates who apply to each program, the completion rate for each program, and data regarding placement of individuals who complete each program.

(Source: Amended at 27 Ill. Reg. _____, effective _____________)

SUBPART F: GENERAL PROVISIONS

Section 25.442 Illinois Teacher Corps Programs

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

a) Descriptions of Teacher Corps programs shall be submitted by a recognized teacher education institution or institutions, in collaboration with one or more school districts, to the State Superintendent of Education. The Superintendent, in consultation with the State Teacher Certification Board, shall approve such programs in accordance with the following requirements:

1) The participating teacher education institution must have existing approved programs in the areas for which Teacher Corps programs are proposed.
2) Each Teacher Corps program shall establish the following requirements:

A) Program participants MUST EARN A RESIDENT TEACHER CERTIFICATE AS DEFINED IN Section 21-11.3 of the School Code [105 ILCS 5/21-11.3] and must possess the certificate upon entry into the program.

B) Program participants must possess A BACHELOR'S DEGREE FROM A REGIONALLY ACCREDITED INSTITUTION OF HIGHER EDUCATION WITH AT LEAST A 3.00 OUT OF A 4.00 GRADE POINT AVERAGE or its equivalent.

C) Program participants must:

i) possess A MINIMUM OF FIVE YEARS OF PROFESSIONAL EXPERIENCE IN THE AREA IN WHICH THE CANDIDATE WISHES TO TEACH; professional experience shall mean experience in the workforce directly related to a teaching field (e.g., five years of professional experience as a chemist would qualify for preparing to teach high school chemistry); or

ii) participate IN A ONE-YEAR TEACHER PREPARATION INTERNSHIP IN A SCHOOL DISTRICT, WHICH SHALL BE DEVELOPED COLLABORATIVELY BY THE SCHOOL DISTRICT AND THE INSTITUTION AND APPROVED BY THE STATE TEACHER CERTIFICATION BOARD.

D) Program participants must pass THE TEST OF BASIC SKILLS REQUIRED BY Section 21-1a of the School Code [105 ILCS 5/21-1a].

E) Program participants must be enrolled IN A MASTER'S OF EDUCATION DEGREE PROGRAM APPROVED BY THE STATE SUPERINTENDENT OF EDUCATION IN CONSULTATION WITH THE STATE TEACHER CERTIFICATION BOARD.

3) Teacher Corps Program participants must complete a six-week summer intensive teacher preparation program designed by the participating teacher education institution or institutions and the participating school district or districts as the first component of a master's program.
4) TEACHER CORPS PROGRAM PARTICIPANTS MUST OBTAIN A PASSING SCORE ON THE SUBJECT MATTER KNOWLEDGE TEST REQUIRED BY Section 21-1a of the School Code by the time of completing the Teacher Corps Program.

5) The participating school district must provide in a written and signed document the following support to Teacher Corps Program participants:

   A) A SALARY AND BENEFITS PACKAGE AS NEGOTIATED THROUGH THE TEACHER CONTRACTS,

   B) A CERTIFIED TEACHER WHO WILL PROVIDE GUIDANCE TO ONE OR MORE CANDIDATES UNDER A PROGRAM DEVELOPED COLLABORATIVELY BY THE SCHOOL DISTRICT AND THE PARTICIPATING TEACHER EDUCATION INSTITUTION, AND

   C) AT LEAST QUARTERLY EVALUATIONS OF EACH CANDIDATE PERFORMED JOINTLY BY THE MENTOR TEACHER AND THE PRINCIPAL OF THE SCHOOL OR THE PRINCIPAL'S DESIGNEE.

b) Upon successful completion of the master's degree Teacher Corps Program and passage of the assessment of professional teaching (APT) relevant to the certificate sought, the participant shall be awarded an initial standard elementary, secondary, or special certificate(s), as applicable, AND ALL OTHER GENERAL EDUCATION ACADEMIC COURSEWORK DEFICIENCIES SHALL BE WAIVED.

Source: Amended at 27 Ill. Reg. _____, effective _____________

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.710 Definitions

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

"Passing raw score" is the minimum number of multiple choice items which must be answered correctly on a given test or the combination of required correct responses to multiple choice items and required numerical value of constructed responses.
"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

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

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

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score (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 comprehension, writing, grammar, language arts, and mathematics.

“Test” or “Tests” refers to the test of basic skills, the language proficiency tests, and the tests of subject matter knowledge, and the assessments of professional teaching for the Illinois Certification Testing System. Through June 30, 2004, these tests are:

- Agriculture
- Art (K-12)
- Art (6-12)
- Assessment of Professional Teaching – Early Childhood
- Assessment of Professional Teaching – Elementary
- Assessment of Professional Teaching – Secondary
- Assessment of Professional Teaching – Special
- Basic Skills
  - Grammar
  - Language Arts
- Mathematics
- Reading Comprehension
- Writing
- Biological Science
- Blind and Partially Sighted
- Business/Marketing/Management
- Chemistry
Chief School Business Official
Computer Science
Dance
Deaf and Hard of Hearing
Early Childhood
Educable Mentally Handicapped
Elementary
English
English as a Second Language
English Language Proficiency
French
General Administrative
General Science
General Supervisory (available through June 30, 2003)
German
Guidance
Health
Health Occupations
Hebrew
History
Family and Consumer Sciences
Industrial Technology Education
Italian
Latin
Learning Disabilities
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
Beginning July 1, 2004, the Illinois Certification Testing System shall consist of the following tests in addition to the content-area tests applicable to certification in special education:

Agricultural Education
Assessment of Professional Teaching
  Early Childhood
  Elementary
  Secondary
  Special
Basic Skills
Business, Marketing, and Computer Education
Chief School Business Official
Dance
Director of Special Education (required beginning July 1, 2005)
Drama/Theatre Arts
  Early Childhood
  Elementary Education
  English Language Arts
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English Language Proficiency
English as a New Language
Family and Consumer Sciences
Foreign Languages
  Chinese (Cantonese or Mandarin)
  French
  German
  Hebrew
  Italian
  Japanese
  Korean
  Latin
  Russian
  Spanish
General Administrative
Guidance (through June 30, 2005)
Health Education
Health Careers
Library Information Specialist
Mathematics
Music
Physical Education
Reading Teacher
Reading Specialist
School Counselor (beginning July 1, 2005)
School Nurse
School Psychologist
School Social Worker
Sciences
  Biology
  Chemistry
  Earth and Space Science
  Environmental Science
  Physics
Social Sciences
  Economics
  Geography
  History
  Political Science
  Psychology
  Sociology and Anthropology
"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: Amended at ___ Ill. Reg. _____, effective _____________)

Section 25.728 Use of Test Results by Institutions of Higher Education

a) Beginning with the 2002-2003 academic year, each institution shall use the Illinois Certification Testing System's test of basic skills to satisfy the requirement of Section 21-2b of the School Code [105 ILCS 5/21-2b]-- Teacher Education Program Entrance.

b) Until the beginning of the 2004-2005 academic year, an institution shall have the option of using an Illinois Certification Testing System subject matter test as a requirement for completion of a teacher education program approved pursuant to Subpart C of this Part or for candidates’ progression among the components of a program.
c) Beginning with the 2004-2005 academic year, each institution shall use the tests of subject matter knowledge in the disciplines relevant to individuals’ student teaching as provided in Section 21-1a(d) of the School Code.

d) An institution shall have the option of using the Illinois Certification Testing System’s assessment of professional teaching as a requirement for completion of a teacher education program or for candidates’ progression among the components of a program.

e) In using the basic skills and subject matter knowledge tests and any test that forms part of the Illinois Certification Testing System, institutions shall abide by all the rules governing the Illinois Certification Testing System set forth in this Subpart, including, but not limited to, passing score, registration, and fees; and shall make no requirement for the use or administration of this test beyond those set forth in this Subpart.

f) Institutions shall be responsible for informing their students of all requirements related to taking the tests and for providing students with registration materials and any other pertinent information in a timely manner. Neither the State Board of Education nor its testing contractor shall assume responsibility for any candidate’s inability to progress through or complete an approved program because of failure to take one or more certification tests in a timely manner.

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

Section 25.Appendix D National Board and Master Certificates

Certificate Issued by National Board for Professional Teaching Standards

<table>
<thead>
<tr>
<th>Certificate Issued by National Board for Professional Teaching Standards</th>
<th>Equivalent Illinois Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Early Childhood Master</td>
</tr>
<tr>
<td>Middle Childhood</td>
<td>Elementary Master</td>
</tr>
<tr>
<td>Early and Middle Childhood</td>
<td>Early Childhood Master and Elementary Master</td>
</tr>
<tr>
<td>Early Adolescence</td>
<td>Elementary Master or Secondary Master</td>
</tr>
<tr>
<td>Adolescence and Young Adulthood</td>
<td>Secondary Master</td>
</tr>
<tr>
<td>Early Adolescence through Young Adulthood</td>
<td>Elementary Master and Secondary Master</td>
</tr>
<tr>
<td>Early Childhood through Young Adulthood</td>
<td>Special K-12 Master or Special Preschool – Age 21 Master</td>
</tr>
</tbody>
</table>

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