TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
       Jonathan Furr, General Counsel
       Ginger Reynolds, Assistant Superintendent

Agenda Topic: Action Item: Rules for Initial Review– Part 25 (Certification)

Materials: Recommended Rules

Staff Contacts: Dennis Williams

Purpose of Agenda Item

The purpose this agenda item is to present the proposed amendments for the Board’s initial review.

Relationship to/implications for the State Board’s Strategic Plan

This rulemaking is relevant to Goal 2, Improving Educator Quality for All Children.

Expected Outcomes of Agenda Item

The Board will be asked to adopt a motion authorizing the solicitation of public comment on the proposed amendments to Part 25.

Background Information

This rulemaking covers several different topics, although the bulk of the proposed amendments relate to the system for accrediting educational units in institutions that prepare educators and approving their respective preparation programs. These changes generally result from the work of a task force convened by the State Superintendent and chaired by Dean Elliott Lessen of Southern Illinois University at Edwardsville. The group’s goal was to identify places in these processes where duplication of effort or reporting could be eliminated, particularly in light of our general reliance on the standards and processes of the National Council for the Accreditation of Teacher Education (NCATE).

Some material about reporting needs to be rearranged so that extra reports are no longer called for, such as in Section 25.115(d) regarding the annual report and assessment data. Similarly, the revision to Section 25.125(a)(1) will require comprehensive submission of conceptual frameworks only for each institution’s first accreditation review under the standards-based approach, with updates only for subsequent review cycles. Further changes will eliminate the need for specifically...
addressing the applicable “umbrella” standards if candidates are achieving at a certain level on the relevant tests.

Greater specificity is being introduced throughout Section 25.125 to distinguish the procedural details according to whether NCATE or ISBE is conducting the visit. The rules will now explicitly provide for the Certification Board’s acceptance of NCATE’s conclusions unless a rejoinder is submitted by the affected institution. A number of timelines are changed to provide deadlines that are related to each institution’s review schedule, which will help avoid having numerous submissions arrive at the same time.

Section 25.127 is being revised to incorporate the newly developed format for program reports, and that revision called to our attention a need to state explicitly what the minimum assessment-related requirements are for individual programs. Section 25.142 has been added to provide those statements. A need was identified to provide for situations in which an institution accredited by NCATE experiences the revocation of national accreditation for one of its programs. Section 25.127(j)(3) therefore provides for probation at the state level so that an approved program can continue serving its existing candidates while seeking to improve its status. This parallels NCATE’s treatment of this issue.

Another significant change is that the group of accrediting entities upon which ISBE and the Certification Board will rely for program reviews is being expanded to include specialized accrediting organizations (SAOs). These entities have a somewhat different relationship with NCATE than the specialized professional associations (SPAs), and they provide national accreditation to programs in both NCATE and non-NCATE institutions. Examples of these organizations include CACREP (the Council on Accreditation of Counseling and Related Educational Programs) and ASHA (the American Speech-Language-Hearing Association). Review by these organizations will help eliminate the need for panels to be convened at the state level and will reduce the agency’s work while still relying upon entities conversant with standards. In some instances, in fact, the Illinois standards were derived from those of the relevant SAO.

Other Sections in Subpart C of the rules are being revised for purposes of technical updating and/or conformance with NCATE’s procedures.

**Availability of Endorsements**
Section 25.100 and Appendix E are being revised to permit out-of-state applicants to receive endorsements in specific fields within the sciences and social sciences. Preparation programs in other states often do not match the broader approach taken to these fields within the applicable Illinois standards, and this has resulted in inability to certify certain out-of-state teachers. Several revisions are also being made in Section 25.100 at this time to eliminate out-of-date discussion of the transition to the new system of endorsements.

**Master Certificates**
The amendments to Sections 25.225 and 25.444 respond to P.A. 94-105, which made master certificates available to school counselors and also made those individuals eligible for payments under the Illinois Teaching Excellence Program. Some of the detailed reporting requirements in Section 25.444 are being streamlined so as to be less burdensome on the individuals who are eligible for payment. Subsection (f) of this rule is being reversed so that, in cases where the appropriation is inadequate to cover all eligible expenses, individuals who perform the specified services will be paid in preference to those who would only receive the annual stipend.

**Other**
Several additional portions of the rules are being revised for differing purposes.

Section 25.490 is being updated and made more concise as part of the comprehensive review of these rules.

Section 25.710 is being updated to reflect the recent addition of a content test specifically for early childhood special education.

Section 25.720 is being revised in light of a request voiced at a recent meeting with representatives of the Illinois Association of Colleges of Teacher Education (IACTE). It was stated to be inappropriate to impose the standard five-year limitation on the acceptance of a passing score on a language proficiency test. Because the transitional bilingual (Type 29) certificate can be used for as long as eight years, many individuals will not earn other “full” certificates within five years after receiving the Type 29. When a person in this situation eventually does receive a full certificate, he or she will need to be able to add the bilingual education credential to it. We agree that such persons should not be required to retake the language proficiency test at that time.

These amendments were reviewed with the State Teacher Certification Board at its meeting on December 2, 2005. The results of that discussion were not available at the time of this writing but will be reviewed with the Board prior to action on these rules. Any suggested changes and the rationale for them will be highlighted.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**
Policy Implications: Please see above.
Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Superintendent’s Recommendation**
The Superintendent recommends that the State Board of Education adopt the following motion:
The State Board of Education hereby authorizes the solicitation of public comment on the proposed rulemaking for:

Certification (23 Illinois Administrative Code 25),

including publication of the proposed amendments in the Illinois Register.

**Next Steps**

With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means such as the Superintendent’s message and the agency website will be used to inform interested parties of the opportunity to comment on the proposed rulemaking.
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 25
CERTIFICATION

SUBPART A: DEFINITIONS

Section 25.10 Definition of Terms Used in This Part (Repealed)

SUBPART B: CERTIFICATES

Section 25.11 New Certificates (February 15, 2000)
25.15 Standards for Certain Certificates (Repealed)
25.20 Requirements for the Elementary Certificate (Repealed)
25.25 Requirements for “Full” Certification
25.30 Requirements for the Secondary Certificate (Repealed)
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies (Repealed)
25.37 Acquisition of Subsequent Teaching Certificates (2004)
25.40 Requirements for the Special Certificate (Repealed)
25.43 Standards for Certification of Special Education Teachers
25.45 Standards for the Standard Special Certificate--Speech and Language Impaired
25.50 General Certificate (Repealed)
25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects
(Repealed)
25.65 Alternative Certification
25.67 Alternative Route to Teacher Certification
25.70 State Provisional Vocational Certificate
25.75 Part-time Provisional Certificates
25.80 Requirements for the Early Childhood Certificate (Repealed)
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25.85 Special Provisions for Endorsement in Foreign Language for Individuals Currently Certified
25.86 Special Provisions for Endorsement in Foreign Language for Individuals Prepared as Teachers But Not Currently Certified
25.90 Transitional Bilingual Certificate and Examination
25.92 Visiting International Teacher Certificate
25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate (Repealed)
25.99 Endorsing Teaching Certificates (Repealed)
25.100 Endorsing Teaching Certificates (2004)
25.105 Temporary Substitute Teaching Permit

EMERGENCY

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

Section
25.110 System of Approval: Levels of Approval (Repealed)
25.115 Recognition of Institutions, Accreditation of Educational Units, and Approval of Programs
25.125 Standards and Criteria for Institutional Recognition and Program Approval (Repealed)
25.127 Review of Individual Programs
25.130 Special Provisions for Institutions Subject to Conditions for Continuing Accreditation
25.135 Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000, through Fall Visits of 2001
25.136 Interim Provisions for Continuing Accreditation -- Institutions Visited from Spring of 2002 through Spring of 2003
25.137 Interim Provisions for Continuing Accreditation and Approval -- July 1, 1999, through June 30, 2000 (Repealed)
25.140 Requirements for Educational Unit Assessment Systems
25.142 Assessment Requirements for Individual Programs
25.145 Approval of New Programs Within Recognized Institutions
25.147 Approval of Programs for Foreign Language Beginning July 1, 2003
25.150 The Periodic Review Process (Repealed)
25.155 Initial Recognition Procedures
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

25.160 Notification of Recommendations; Decisions by State Board of Education
25.165 Discontinuation of Programs

SUBPART D: SCHOOL SERVICE PERSONNEL

Section
25.200 Relationship Among Credentials in Subpart D
25.210 Requirements for the Certification of School Social Workers (Repealed)
25.220 Requirements for the Certification of Guidance Personnel (Repealed)
25.230 Requirements for the Certification of School Psychologists (Repealed)
25.240 Standard for School Nurse Endorsement (Repealed)
25.245 Certification of School Nurses (2004)
25.252 Certification of Non-Teaching Speech-Language Pathologists
25.255 Interim Certification of Speech-Language Pathologist Interns

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

Section
25.300 Relationship Among Credentials in Subpart E
25.310 Definitions (Repealed)
25.311 Administrative Certificate (Repealed)
25.313 Alternative Route to Administrative Certification
25.315 Renewal of Administrative Certificate
25.320 Application for Approval of Program (Repealed)
25.322 General Supervisory Endorsement (Repealed)
25.330 Standards and Guide for Approved Programs (Repealed)
25.333 General Administrative Endorsement (Repealed)
25.344 Chief School Business Official Endorsement (Repealed)
25.355 Superintendent Endorsement (Repealed)
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25.365 Director of Special Education

SUBPART F: GENERAL PROVISIONS

Section
25.400 Registration of Certificates; Fees
25.405 Military Service
25.410 Revoked Certificates
25.415 Credit in Junior College (Repealed)
25.420 Psychology Accepted as Professional Education (Repealed)
25.425 Individuals Prepared in Out-of-State Institutions
25.427 Three-Year Limitation
25.430 Institutional Approval (Repealed)
25.435 School Service Personnel Certificate--Waiver of Evaluations (Repealed)
25.437 Equivalency of General Education Requirements (Repealed)
25.440 Master of Arts NCATE (Repealed)
25.442 Illinois Teacher Corps Programs
25.444 Illinois Teaching Excellence Program
25.445 College Credit for High School Mathematics and Language Courses (Repealed)
25.450 Lapsed Certificates
25.455 Substitute Certificates
25.460 Provisional Special and Provisional High School Certificates (Repealed)
25.464 Short-Term Authorization for Positions Otherwise Unfilled
25.465 Credit (Repealed)
25.470 Meaning of Experience on Administrative Certificates (Repealed)
25.475 Certificates and Permits No Longer Issued (Repealed)
25.480 Credit for Certification Purposes (Repealed)
25.485 Provisional Recognition of Institutions (Repealed)
25.490 Rules for Certification of Persons Who Have Been Convicted of a Crime
25.493 Part-Time Teaching Interns
25.495 Approval of Out-of-State Institutions and Programs (Repealed)
25.497 Supervisory Endorsements

SUBPART G: THE UTILIZATION OF PARAPROFESSIONALS AND OTHER NONCERTIFIED PERSONNEL

Section
25.510 Paraprofessionals; Teacher Aides
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25.520 Other Noncertificated Personnel
25.530 Specialized Instruction by Noncertificated Personnel
25.540 Approved Teacher Aide Programs
25.550 Approval of Educational Interpreters

SUBPART H: CLINICAL EXPERIENCES

Section
25.610 Definitions
25.620 Student Teaching
25.630 Pay for Student Teaching (Repealed)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section
25.705 Purpose - Severability
25.710 Definitions
25.715 Test Validation
25.717 Test Equivalence
25.720 Applicability of Testing Requirement and Scores
25.725 Applicability of Scores (Repealed)
25.728 Use of Test Results by Institutions of Higher Education
25.730 Registration
25.732 Late Registration
25.733 Emergency Registration
25.735 Frequency and Location of Examination
25.740 Accommodation of Persons with Special Needs
25.745 Special Test Dates
25.750 Conditions of Testing
25.755 Voiding of Scores
25.760 Passing Score
25.765 Individual Test Score Reports
25.770 Re-scoring
25.775 Institution Test Score Reports
25.780 Fees

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES
STATE BOARD OF EDUCATION

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Section
25.800 Professional Development Required
25.805 Continuing Professional Development Options
25.810 State Priorities
25.815 Submission and Review of the Plan (Repealed)
25.820 Review of Approved Plan (Repealed)
25.825 Progress Toward Completion (Repealed)
25.830 Application for Renewal of Certificate(s)
25.832 Validity and Renewal of Master Certificates
25.835 Review of and Recommendation Regarding Application for Renewal
25.840 Action by State Teacher Certification Board; Appeals
25.845 Responsibilities of School Districts
25.848 General Responsibilities of LPDCs
25.850 General Responsibilities of Regional Superintendents
25.855 Approval of Illinois Providers
25.860 Out-of-State Providers
25.865 Awarding of Credit for Activities with Providers
25.870 Continuing Education Units (CEUs)
25.872 Special Provisions for Interactive, Electronically Delivered Continuing Professional Development
25.875 Continuing Professional Development Units (CPDUs)
25.880 “Valid and Exempt” Certificates; Proportionate Reduction; Part-Time Teaching
25.885 Funding; Expenses (Repealed)

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

Section
25.900 Applicability of Requirements in this Subpart
25.905 Choices Available to Holders of Initial Certificates
25.910 Requirements for Induction and Mentoring
25.915 Requirements for Coursework on the Assessment of One’s Own Performance
25.920 Requirements for Coursework Related to the National Board for Professional Teaching Standards (NBPTS)
25.925 Requirements Related to Advanced Degrees and Related Coursework
25.930 Requirements for Continuing Professional Development Units (CPDUs)
25.935 Additional Activities for Which CPDUs May Be Earned
25.940 Examination
NOTICE OF PROPOSED AMENDMENTS

25.942  Requirements for Additional Options
25.945  Procedural Requirements

25.APPENDIX A  Statistical Test Equating - Certification Testing System
25.APPENDIX B  Certificates Available Effective February 15, 2000
25.APPENDIX C  Exchange of Certificates
25.APPENDIX D  Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances
25.APPENDIX E  Endorsement Structure Beginning July 1, 2004

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].


SUBPART B: CERTIFICATES

Section 25.100 Endorsing Teaching Certificates (2004)

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates will be changed. Appendix E to this Part provides a list of the available endorsements that will become available at that time, other than the endorsements in special education that are the subject of federal court orders of February 27 and August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al. Appendix E shows for each new endorsement the related endorsements that were previously issued and will be discontinued or replaced. Any semester hours of credit presented toward fulfillment of the requirements of this Section may be earned in on-line or electronically-mediated courses, provided that college credit is awarded by a regionally accredited institution of higher education.

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

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

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

2) For each application received on or after October 1, 2004, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the candidate and, except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section:

   A) any additional area in which the individual has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript; and

   B) any additional area in which the individual presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); and

   C) any additional area for which the individual has met the applicable requirements of subsection (e) of this Section.

3) An individual who passes a test of subject matter knowledge prior to July 1, 2004, and applies for the related certificate no later than five years after the date on which the test was taken shall receive an endorsement valid only for the specific subjects covered under the prior system, unless the institution that offered the program completed by the candidate certifies to
the State Board of Education that the candidate completed a program that met the applicable standards set forth at 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields). An endorsement under the new structure will be issued to an individual who either passes the applicable new content-area test or completes a program based upon the applicable standards for the content area.

4) To account for the differing stages of preparation attained by candidates who were already enrolled in approved programs as of July 1, 2004, each institution may, through June 30, 2006, recommend to the State Board of Education the issuance of one or more endorsements under the structure in effect prior to July 1, 2004, to a candidate who has completed the coursework required for those endorsements and, in the judgment of the institution’s certification officer, did not have a sufficient opportunity to complete the requirements for the comparable new endorsements instead.

c) Pursuant to Section 21-4 of the School Code [105 ILCS 5/21-4], an individual who is eligible to receive a special certificate may elect to receive both an elementary and a secondary certificate, each endorsed as the special or special preschool–age 21 certificate would have been endorsed. An individual who elects to hold a special certificate may add endorsements to it by submitting an application pursuant to Section 21-12 of the School Code and demonstrating that he or she has met the applicable requirements of subsection (f)(3) of this Section.

d) Endorsements issued under the system used prior to July 1, 2004, shall continue to be valid only for the specific subjects covered. An individual who wishes to teach other subjects in the same field shall be required to apply for the relevant new endorsement in keeping with Section 21-12 of the School Code and meet the applicable requirements of this Section.

e) Each endorsement or designation indicated by an asterisk in Appendix E to this Part has no corresponding content-area test. The provisions of this subsection (e) shall apply to the issuance of these endorsements and designations.

1) For an applicant who is receiving an Illinois teaching certificate, the institution that offered the approved program completed by the applicant shall indicate that the applicant has met the standards applicable to the endorsement or the particular designation.
2) An applicant prepared out of state, or an applicant who is already certified in Illinois and is seeking to add a new endorsement or designation in one of these subjects, other than an endorsement in safety and driver education, shall:

A) present verification from an institution with an approved teacher preparation program that he or she is prepared in the area covered by the endorsement or designation sought; or

B) present evidence of completion of nine semester hours of coursework in the area covered by the endorsement or designation sought; or

C) present evidence of at least one year’s teaching experience on a valid certificate in the area covered by the endorsement or designation sought.

3) An applicant prepared out of state or an applicant who is already certified in Illinois and is seeking to add a new endorsement in safety and driver education shall be subject to the requirements set forth at 23 Ill. Adm. Code 1.730(q).

f) Addition of Endorsements to Previously Issued Certificates

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

1) An applicant who qualifies for an endorsement shall receive a new copy of the original certificate with the endorsement and date of the endorsement affixed.

2) Applications received through June 30, 2005, shall, at the request of the applicant, be reviewed against the requirements in place immediately prior to July 1, 2004, except that applications received through June 30, 2006, for endorsements in reading and library information shall be reviewed on
this basis. Deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Each deficiency statement shall be honored by the State Board of Education for a period of one year from the date of issue. Applicants will receive the endorsements only if they remove the identified deficiencies within one year after the date of the deficiency statement. Subsequent applications for the same endorsements shall be accompanied by another fee and shall be subject to any new requirements.

3) Except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section, for applications received on or after July 1, 2005, an endorsement will be issued to each applicant who:

A) has completed a major area of concentration, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript; or

B) presents evidence of having accumulated 24 semester hours of college credit demonstrably related to the subject area, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge); or

C) has met the applicable requirements of subsection (e) of this Section.

g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool–age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having “split” a special or special preschool–age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement. However, an individual with an early childhood or a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to
his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.

h) Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (h)(1) through (h)(4) of this Section relate to endorsements and designations based on the standards found at 23 Ill. Adm. 27.140 – 27.260, while the requirements of subsection (h)(5) make subject-specific credentials available to out-of-state applicants whose preparation has been structured to address individual disciplines within the sciences or social sciences.

1) An individual seeking to add an endorsement and a designation in either of these fields who does not already hold that endorsement with one of its other available designations shall be required to pass the content-area test for the designation sought and either:

A) be recommended for the endorsement and the designation by an institution with an approved program in the subject area based on having completed coursework sufficient to address the applicable content-area standards; or

B) present evidence of having accumulated 32 semester hours of college coursework in the field, from one or more regionally accredited institutions, that meets the following requirements:

i) at least 12 semester hours of credit must have been earned in the subject area of the designation sought; and

ii) some portion of the coursework completed must have addressed at least two additional designations within the field and must have include both biological and physical science.
2) The requirement stated in subsection (h)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.

3) An individual may receive a subsequent designation in the same field if he or she has:
   A) passed the applicable content-area test; or
   B) completed a major in the content area of the designation.

4) An individual who holds an endorsement in the sciences or social sciences under the structure that was in effect prior to July 1, 2004, may receive an endorsement and a designation in that field under the new structure by passing the content-area test for the designation sought. He or she may then qualify for additional designations in the field pursuant to subsection (h)(3) of this Section.

5) An out-of-state applicant who is eligible to receive an Illinois teaching certificate may receive an endorsement limited to a specific discipline among the social sciences (e.g., history) or the sciences (e.g., biology), provided that he or she presents evidence of having completed a major in that discipline.

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

1) Reading Teacher

This endorsement shall not be issued as an individual’s first teaching credential. An individual who holds or receives an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this additional endorsement on that certificate (and on any other certificate held or subsequently earned) when he or she presents evidence of:
A) having passed the applicable content-area test (or test of subject matter knowledge) and having been recommended for the endorsement by virtue of completing an approved reading teacher’s preparation program based on the standards set forth at 23 Ill. Adm. Code 27.110 that requires at least 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at an institution that is recognized to offer teacher preparation programs in Illinois; or

B) having passed the applicable content-area test (or test of subject matter knowledge) and having completed 24 semester hours of graduate or undergraduate coursework in reading, including a practicum, at one or more regionally accredited institutions of higher education, provided that all the following areas were addressed:

i) foundations of reading,

ii) content-area reading,

iii) assessment and diagnosis of reading problems,

iv) developmental and remedial reading instruction and support,

v) developmental and remedial materials and resources, and

vi) literature appropriate to students across all grade ranges; or

C) having completed, on or before June 30, 2006, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required.

2) Reading Specialist
The reading specialist’s endorsement shall require two years of teaching experience. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate shall be eligible to receive this endorsement on that certificate or on a separate special K-12 certificate when he or she presents evidence of having completed the required teaching experience and:

A) having completed a K-12 reading specialist’s program approved pursuant to Subpart C of this Part that includes a practicum and leads to the issuance of a master’s or higher degree; and

B) having been recommended for the endorsement by the institution offering the program; and

C) having passed the content-area test for reading specialist.

3) An individual who elects to receive a separate special K-12 certificate pursuant to subsection (i)(2) of this Section shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.

j) Special provisions shall apply to the addition of endorsements and designations in foreign languages.

1) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual has completed a major area of concentration in the language, totaling 32 semester hours or as otherwise identified by a regionally accredited institution on the individual’s official transcript.

2) An endorsement and a designation for a foreign language may be added to an existing certificate when an individual presents evidence of having accumulated 20 semester hours of college credit in the language, either as a subset of an approved program at an Illinois institution or from one or more regionally accredited institutions of higher education, and has passed the applicable content-area test (or test of subject matter knowledge). The
20 semester hours may be calculated by including semester hours of study that were waived by the institution offering the coursework based on the individual’s prior learning, provided that the individual presents verification issued by the institution to this effect (i.e., a statement on the official transcript or a letter signed by the certification officer identifying the number of hours involved).

3) Each additional designation for a foreign language shall be subject to the requirements of this subsection (j).

4) Sections 25.85 and 25.86 of this Part set forth additional provisions for certification in foreign languages under specified circumstances.

k) The requirements of 23 Ill. Adm. Code 1.720 (Requirements for Teachers of Middle Grades), rather than the requirements of this Section, shall apply to credentials and assignments in the middle grades, except that Section 1.720 shall be read in conjunction with this Section with respect to reading and library information specialist assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1.782, rather than the requirements of this Section, shall apply to credentials and assignments in the areas of bilingual education and English as a Second (New) Language.

l) Each individual who is first assigned to teach a particular subject on or after July 1, 2004, based on completion of the minimum requirements for college coursework in that subject that are set forth at 23 Ill. Adm. Code 1.737(b), 1.745(b)(3), or 1.755(c), as applicable, but who has not met the requirements of this Section for an endorsement in that subject area shall have three years after the date of first assignment to meet those requirements and receive the relevant endorsement. An individual who does not do so shall become ineligible to teach the subject in question in any subsequent semester, unless he or she later receives the endorsement.

m) An additional endorsement for “technology specialist” shall be issued only upon presentation of evidence that the applicant has completed at least 24 semester hours of college coursework demonstrably related to the subject area at one or more regionally accredited institutions of higher education and has passed the relevant content-area test.
ILLINOIS REGISTER

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(Source: Amended at 30 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. Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. “Program” or “preparation program” means a program that leads to certification. When authorized by the State Superintendent of Education, Electronic transmission of written materials required pursuant to this Subpart C may be authorized or required by the State Superintendent of Education submitted in electronic form.

a) An institution shall be recognized if it:

1) is approved as a degree-granting institution by the Illinois Board of Higher Education, 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” (2002), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue,
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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 and the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or 23 Ill. Adm. Code 29.100 (Illinois Professional School Leader Standards), as applicable, 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 until completion of its first review in light of the standards incorporated by subsection (b) of this Section. 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. Once an institution has completed an Accreditation Review under the standards referenced in subsection (b) of this Section and fulfilled any requirements imposed under Section 25.125(j) of this Part, its Accreditation Reviews shall be scheduled at seven-year intervals.

e) Each accredited educational unit shall annually submit to the State Superintendent of Education, in a format defined by the State Superintendent and according to a timeline announced at least six months in advance:

1) a report that describes any significant changes in the unit or its programs, updates any information previously provided as-needed, and provides institutional data that describe the results of unit and program assessments and the actions taken or planned to address areas identified for improvement; and information requested by the State Superintendent of Education;

2) as relevant to the institution, a report on all programs provided by the institution that have been approved as an alternate route to certification under Section 25.67 of this Part; and

3) institutional data that describe the results of unit and program assessments and the actions taken or planned to address identified areas of concern.
f) If relevant to the institution, the report required under subsection (e) of this Section shall include a description of 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 for improvement”. However, for institutions that have been assigned “Continuing Accreditation with Conditions” or “Probation,” this description shall not be required in those years in which the institution is required to submit a special report or is subject to a focused or full visit as discussed in Section 25.125(j) of this Part.

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 30 Ill. Reg. _____, effective _____)

Section 25.125  Accreditation Review of the Educational Unit

The requirements of this Section shall apply to 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 during the academic year for the mutual convenience of the affected institution and the review team.

a) No later than one February 1 (for a spring review) or September 1 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit to the State Superintendent of Education five copies of each of the two reports specified in this subsection (a) that is applicable. However, in the case of an institution that is also seeking initial accreditation from NCATE, will need to comply with NCATE’s submission timelines as well these reports shall be submitted six months earlier than otherwise required by this subsection (a).

1) For its first review in light of the standards incorporated by Section 25.115(b) of this Part, the institution shall submit a report providing
an overview of the unit’s conceptual frameworks frameworks(s), which shall include a description of each framework, and its development, and any changes that have been made since the institution’s previous Accreditation Review. The discussion of the frameworks frameworks(s) shall address each of the “structural elements” found in the standards referred to in Section 25.115(b) of this Part. For each subsequent review, the institution shall describe any changes in the conceptual frameworks that have been made since the institution’s previous Accreditation Review.

2) If at least 80 percent of an institution’s teacher preparation program completers have passed the applicable form of the assessment of professional teaching (APT) in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24. For any form of the APT for which this criterion has not been met, the institution shall submit a composite report covering all programs for whose candidates that form is required 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). This report shall describe how those preparation programs address those standards.

3) If at least 80 percent of an institution’s administrative certification program completers have passed the applicable content-area examinations for administrative certification in each of the preceding three years, the institution shall be deemed to be adequately addressing the Illinois Professional School Leader Standards (see 23 Ill. Adm. Code 29.100). For any administrative certification program for which this criterion has not been met, the institution shall submit a report describing how the program addresses these standards.

b) A panel established by the State Superintendent shall review the overview of the unit’s conceptual frameworks frameworks(s) no more than 60 30 days after the overview is submitted. No later than 30 days after the panel completes its review, and if the institution is to be reviewed under subsection (d)(1) of this Section, the State Board of Education shall notify the institution either that the description of
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its conceptual frameworks 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 either to the State Superintendent the number of copies specified in light of the review team’s size, or and to NCATE (if applicable) the number of copies required by NCATE, with two copies to the State Superintendent, of an institutional 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); and

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. A staff member of the State Board of Education or another individual designated by the State Superintendent who has been trained in the applicable standards and procedures shall accompany the review team, serving as a
consulting, ex officio member consultant to ensure that applicable standards, procedures, rules, and statutes are addressed.

2) Institutions Also Seeking to Achieve or Retain NCATE Accreditation

A staff member of the State Board of Education or another individual designated by the State Superintendent who has been trained in the applicable standards and procedures shall accompany the review team appointed by NCATE’s Board of Examiners, serving as a consulting, ex officio member consultant to ensure that applicable Illinois standards, procedures, rules, and statutes are addressed.

e) The review team shall visit the institution and verify the degree to which the educational unit and its programs meet 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 frameworks, 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 shall review the institution’s suggested revisions and make appropriate corrections in consultation with the ex officio consultant State Board staff member who is serving pursuant to subsection (d) of this Section. The final report shall be submitted to the State Superintendent of Education by the team’s chair or by NCATE, as applicable, institution within 30 days after the chair’s State Board’s receipt of the institution’s suggested corrections. The State Superintendent shall provide the final report to the institution within ten business days after receiving it.

g) Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent and to NCATE, if applicable, 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, and the results of the review of the program report(s), as well as any other relevant documentation that was available to the review team, and the decision of NCATE’s Unit Accreditation Board (UAB), if applicable.

i) After consideration of the information submitted pursuant to subsection (h) of this Section, the State Teacher 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 State Teacher 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 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. When an Accreditation Review has been conducted by NCATE as provided in subsection (d)(2) of this Section, the State Teacher Certification Board shall accept the review team’s report unless the institution has submitted a rejoinder as provided in subsection (g) of this Section. If the institution has submitted a rejoinder, the State Teacher Certification Board shall review the institutional report, the rejoinder, the team chair’s response, and the other relevant documentation to arrive at its recommendation.
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 for improvement), 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 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 areas for improvement within that time. However, the affected unit may choose to undergo a focused visit pursuant to subsections (j)(2)(C) and (D) of this Section instead.

   B) 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) for improvement, which shall occur within one year after the semester in which the documentation was submitted.

   C) 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
focused visit addressing the unmet standard(s) and any additional area(s) for improvement within two years after the semester when the conditions were issued.

D) Each focused visit shall be conducted by a team established by the State Superintendent of Education or the NCATE Board of Examiners, as applicable, and trained in the review process. The provisions of subsection (d)(2) of this Section shall also apply. The team conducting a focused visit shall forward to the State Teacher Certification Board a report indicating whether the conditions expressed have been satisfied.

i) Within 30 days after receipt of this report, the institution shall submit either a rejoinder to the team’s findings that meets the requirements of subsection (g) of this Section or a letter acknowledging receipt of the report.

ii) Staff of the State Board of Education shall convey to the State Teacher Certification Board the review team’s report, the institution’s letter of agreement or rejoinder, a response to that rejoinder provided by the team’s chair, any other relevant documentation that was available to the review team, and the decision of NCATE’s Unit Accreditation Board, if applicable.

E) After reviewing the materials submitted pursuant to subsection (j)(2)(D) of this Section team’s report, the State Teacher Certification Board shall recommend that the State Board of Education continue or revoke the unit’s accreditation.

F) A unit to which continued accreditation is granted as a result of a six-month report or a focused visit shall next be due for Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).

3) If the educational unit has failed to meet one or more of the applicable standards and exhibits areas for improvement that may limit its candidates’ ability to meet the standards for certification (meaning, for an
NCATE institution, if national accreditation has been revoked), 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 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 Accreditation Review according to its original schedule (see Section 25.115(d) of this Part).

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 Accreditation Review, an Accreditation Review shall be conducted as described in this Section, and the schedule for subsequent Accreditation Reviews shall be altered accordingly.) Conversely, an institution may choose to become disaffiliated with NCATE so that its next Accreditation Review will be conducted under subsection (d)(1) of this Section, provided that the institution notifies the State Superintendent of Education of this intention no later than 18 months prior to the scheduled date of the review visit. The State Superintendent may make an exception to the 18-
month timeframe upon determining that circumstances beyond the control of an institution prevented its meeting the deadline for this notification.

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.

m) If NCATE requires a focused visit and the State Board of Education does not, a State Board staff member shall serve as a non-voting observer during the on-site review and report to the State Teacher Certification Board and the State Board of Education as appropriate.

(Source: Amended at 30 Ill. Reg. _____, effective _____________)

Section 25.127 Review of Individual Programs

a) No later than one February 1 (for a spring review) or September 15 (for a fall review) of the year before the year when its Accreditation Review will be held, the institution shall submit a 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 in the quantity and format required by either the State Superintendent or NCATE, as provided in subsection (c) (e) of this Section, and shall include all the following information.

1) A description of the program’s alignment with the unit’s conceptual framework.

2) A description of the criteria for admission to, retention in, and exit from the program, including the required grade point average and minimum grade requirements for the college or university and how the key assessments used in the program are derived from or informed by the unit’s assessment system (see Section 25.140 of this Part).

3) Data on candidates enrolled in the program and candidates completing the program, beginning with the most recent academic year for which numbers have been tabulated and including three years’ information if
available. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, or graduate, or as an alternative program), data shall be reported separately for each of these arrangements.

4) Identification of the faculty members with primary responsibility for preparing professional educators in the program and their qualifications for their positions.

5) A description of the course of study, including required courses, State standards addressed, and related field experiences or clinical practice as applicable to specified courses.

6) A description of the required field experiences and clinical practice, including criteria, measures taken to ensure placements in diverse settings and with diverse students, and the program’s requirements for faculty supervision of these experiences.

7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:
   
   A) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1)-(4) or Section 25.142(b)(1)-(4), as applicable;

   B) a summary of findings based on data from all the assessments described under subsection (a)(7)(A) of this Section, from the applicable content-area test identified in Section 25.710 of this Part, and from the Assessment of Professional Teaching if applicable, and

   C) a discussion of how the assessment data demonstrate candidates’ mastery of the identified standards.

8) A description of information related to two or three additional assessments that address relevant standards, if inclusion of this information is desired by the unit offering the program.

4) 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 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 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 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.

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

1) a description of substantive changes, evaluations, and improvements in the
program since the institution’s most recent Accreditation Review;
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2) a description of how each area for improvement 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.

b) The State Board of Education shall recognize “Specialized Professional Associations” (“SPAs”) that are affiliated with NCATE and specialized accrediting organizations (“SAOs”) that are recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation for purposes of program review in accordance with the provisions of this subsection (b) (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 or SAO if one such SPA exists and is recognized by the State Board of Education (see subsection (l) of this Section).

2) In an Illinois institution not accredited by NCATE, each program that is accredited by an SAO will be reviewed by that SAO.

3) The State Board of Education shall review the content-area standards of each SPA and each SAO 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 or SAO and shall require supplementary evidence from the institution regarding these standards (see subsection (c) (f) of this Section).

4) Each program not subject to review by a SPA or an SAO, 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.
c)  e)  The State Board of Education shall notify each institution no later than two years prior to its scheduled 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 or to an SAO. The State Board of Education will not include in its review of an institution’s programs any new program that is approved for operation after the date for submission of the institution’s program reports.

d)  f)  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.

e)  g)  As part of the notification provided under subsection (c) (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, by means of two exemplars of activities or assessments, shall describe how the program meets the State standards in question.

f)  h)  No later than 30 days after the State Superintendent or NCATE receives a program report, the responsible 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.

g)  i)  No later than six months prior to the scheduled date of the review visit 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 the recognition status that should be assigned to the program (see subsection (i) of this Section) and include 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 within ten business days after its receipt no later than June 30 or February 15, as applicable.
j) 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 response to a panel’s preliminary critique. Each response 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.

k) 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.

h) 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.

i) Each institution whose programs have been reviewed by a SPA or an SAO shall provide or make available to the State Superintendent Board of Education all reports sent by the institution to the SPA or SAO and by the SPA or SAO to the institution. The State Superintendent Board shall keep this information as part of the institution’s permanent file.

n) 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.

j) 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. In making these recommendations, the Certification Board shall accept the decision made by the relevant SPA or SAO, if any, regarding the national recognition of each program, unless the staff review of the report on additional standards required under subsection (e) of this Section indicates that certain State standards are not being addressed. A program’s nonrecognition by a SPA or an SAO shall be treated as discussed in subsection (j)(3) of this Section.
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. If provisional approval is granted, staff of the State Board of Education may monitor the program’s improvement as deemed necessary until submission of the report called for in subsection (p) of this Section and shall report any significant lack of progress to the State Teacher Certification Board, which may recommend that the State Board of Education require an accelerated submission date for that report. 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, or to the relevant SPA or SAO, if applicable, 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:

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

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

3) If a program’s national recognition is denied or discontinued after review by a relevant SPA or SAO, the Certification Board may recommend an 18-month period of probation for the program, during which time no new candidates shall be enrolled. While the program is on probation, the institution may submit to the SPA or SAO either a revised program report addressing the unmet standards or a complete, new program report. At the conclusion of the probationary period, the State Teacher Certification Board may:
A) recommend continuing approval of the program, if national recognition is granted or restored by the relevant SPA; or

B) recommend revocation of the program’s approval, if national recognition is denied by the relevant SPA.

p) 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.

k) 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 30 Ill. Reg. _____, effective _____________)

Section 25.142 Assessment Requirements for Individual Programs

a) Teacher Preparation Programs

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

1) An additional content assessment focused on program standards;
2) An assessment of candidates’ ability to plan instruction;

3) An assessment of clinical practice; and

4) An assessment of candidates’ impact on students’ learning.

b) Programs for Administrators and School Service Personnel

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

1) An additional content assessment focused on program standards;

2) An assessment of candidates’ ability to plan an appropriate environment;

3) An assessment of clinical practice; and

4) An assessment of candidates’ impact on providing a supportive environment for students’ learning.

(Source: Added at 30 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 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(a) 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 panel shall 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 and identify any required component not adequately addressed.

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) At the institution’s request, staff of the State Board of Education shall convey the report to the State Teacher Certification Board the report and recommendations resulting from the review of the program report.
d) After consideration of the report 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 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 30 Ill. Reg. _____, effective _____)

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

a) Beginning July 1, 2003, approval of programs for foreign language shall no longer be specific to individual languages. That is, as of that date, an institution with an approved program in any language shall be considered as having approval for any combination of languages, subject to the provisions of this Section.

1) An institution with an approved foreign language program may add one or more languages to that program at the discretion of the educational unit, provided that the institution shall notify the State Superintendent of Education to this effect in writing no later than three months before instruction in that language is to begin, except when notification is required further in advance under subsection (a)(2) of this Section. The State Superintendent shall provide this information to the State Teacher
Certification Board at the next available meeting of the Certification Board.

2) An institution that intends to add one or more languages to its approved program for which no examination is listed in Section 25.710 of this Part shall notify the State Superintendent of Education no later than six months before instruction in that language is to begin, in order to allow time for the identification of an appropriate language proficiency examination if needed.

3) An institution that intends to delete one or more languages from its approved foreign language program shall be subject to the requirements of Section 25.165(a) of this Part.

4) An institution without an approved program in foreign language may apply for approval of a new program under Section 25.145 of this Part. Such an application shall indicate which language(s) the program will initially offer. After initial approval of the program, the institution may add or delete languages as provided in this Section.

b) Each foreign language program shall, as a requirement for program completion on or after July 1, 2004, require its candidates for certification, other than candidates in Latin and Classical Greek, to complete the Oral Proficiency Interview described in “ACTFL Proficiency Guidelines – Speaking” (1999), published by the American Council on the Teaching of Foreign Languages (ACTFL), 6 Executive Plaza, Yonkers, NY 10701 (no later amendments to or editions of these standards are incorporated by this Section) and to attain a score at the “intermediate high” level. As an alternative to the ACTFL interview, a program may administer another measure of oral proficiency, provided that approval for that measure is first obtained from the State Board of Education based on evidence that it permits identification of proficiency equivalent to the “intermediate high” level on the ACTFL interview.

c) Pursuant to the standards set forth in 23 Ill. Adm. Code 27.340 (Foreign Language), beginning July 1, 2003, each approved preparation program in foreign language shall lead to candidates’ eligibility for a special K-12 certificate. Beginning July 1, 2004, each individual completing an Illinois approved program
shall be required to take and pass the assessment of professional teaching relevant to the special certificate. However, passage of the APT relevant to the secondary certificate prior to July 1, 2004, will be accepted for issuance of a special K-12 certificate. The provisions of Section 25.720, 25.725 of this Part shall apply to each individual already certified in Illinois who seeks an additional certificate in order to teach a foreign language.

d) Beginning October 1, 2003, out-of-state applicants certified at the K-12 level shall be required to take and pass the assessment of professional teaching relevant to the special certificate. Beginning October 1, 2003, out-of-state applicants certified at the secondary level may take and pass either the APT relevant to the secondary certificate or the APT relevant to the special certificate and, if eligible, shall receive the applicable certificate. The validity of secondary certification in the language to be taught may be extended to the elementary level pursuant to Section 25.85(a)(2) of this Part.

(Source: Amended at 30 Ill. Reg. _____, 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, in the quantity and format specified by the State Superintendent, 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 frameworks and 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 at least twice annually, during a time period announced by the State Superintendent of Education, by a panel convened by the State Superintendent of Education. Each review shall encompass all materials postmarked no later than 60 days prior to the date of the review. 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 frameworks is adequate or that certain structural elements were not adequately addressed.

d) If the description of the conceptual frameworks is not found to be adequate, no further review of the institution shall occur unless the institution submits a revised conceptual framework. If the description of the conceptual frameworks is found to be adequate, a review visit shall be scheduled no later than the conclusion of the institution's academic 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(a) 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 prior to the projected date of its 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(a) 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 six months prior to the scheduled date of the visit (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 as areas for improvement.

4) Within 60 days after receiving the panel’s notification under subsection (f)(3) of this Section, 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 frameworks (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 and quantity prescribed by the State Superintendent 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 report submitted by the institution as required by subsection (f) of this Section and has determined that each 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. A staff member of the State Board of Education shall accompany the team, serving as a consulting, ex officio member, 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, the institution’s letter of agreement or rejoinder, and a response to that rejoinder provided by the team’s chair, and any other relevant documentation that was available to the review team.

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) 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 programs 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 programs.
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 30 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, except as provided in this subsection (a), shall await the institution’s response (see subsection (b) of this Section) prior to forwarding that recommendation to the State Board of Education. The State Superintendent shall not await a response from an institution if, as applicable to the nature of the review:

1) the State Teacher Certification Board has recommended the initial recognition of the institution, the accreditation of its educational unit, and the approval of all of its proposed programs under Section 25.155(l)(1) of this Part; or

2) the State Teacher Certification Board has recommended continuing the accreditation of the educational unit under Section 25.125(j)(1) of this Part and the approval of all the unit’s existing preparation programs under Section 25.127(j)(1) of this Part; or

3) the State Teacher Certification Board has recommended provisional approval of each proposed new preparation program under Section 25.145(d)(1) of this Part.

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 the institution’s narrative explanation of its objection(s) objections shall conform to the requirements for rejoinders stated in Section 25.125(g) of this Part but may also be based upon an objection to the State Teacher Certification Board’s review process; this narrative and any supporting documentation shall be submitted to the State Superintendent not later than 30 days after the institution submits its notice of objection.
c) The State Superintendent shall forward to the State Board of Education for consideration at its next available meeting the recommendation made by the State Teacher Certification Board and the institution’s 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 30 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.
c) A program in which no candidates have been enrolled for a consecutive three-year period shall be considered to have been discontinued. An institution desiring to resume offering such a program shall be required to comply with the requirements for initial approval stated in Section 25.145 of this Part.

(Source: Amended at 30 Ill. Reg. ____, effective ______________)

SUBPART D: SCHOOL SERVICE PERSONNEL


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

a) Each applicant for the school service personnel certificate endorsed for school counseling shall hold a master’s degree awarded by a regionally accredited institution of higher education in school counseling, another counseling or related field (e.g., social work or psychology), or an educational field. (See subsection (h) of this Section.)

b) Each applicant shall have completed an Illinois program approved for the preparation of school counselors pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).

c) Each candidate shall have completed a supervised counseling practicum of at least 100 clock hours that provided interaction with individuals and groups of school age and included at least 40 hours of direct service work. Except as provided in subsection (e) of this Section, each applicant shall have completed a structured and supervised internship that is part of an approved program.

1) The internship shall be of a length that is determined by the approved program to be adequate to enable candidates to meet the standards set forth at 23 Ill. Adm. Code 23.110 but shall entail at least 600 hours and last no less than one semester, during which the candidate shall engage in the performance of various aspects of the counseling role and shall be
gradually introduced to the full range of responsibilities associated with that role. However, the internship for an individual with at least two years of teaching experience may, at the discretion of the institution offering the approved program, consist of no fewer than 400 hours. In each case at least 240 hours of the internship shall involve direct service work with individuals and groups of school age.

2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor.

3) An institution may recommend certification of a candidate who was enrolled in an approved program prior to July 1, 2004, and has completed an internship meeting the requirements applicable at the time of his or her enrollment.

d) Except as provided in subsections (e) and (f) of this Section, each applicant shall either:

1) hold or be qualified to hold a teaching certificate; or

2) have completed, as part of an approved program, coursework addressing:

   A) the structure, organization and operation of the educational system, with emphasis on P-12 schools;

   B) the growth and development of children and youth, and their implications for counseling in schools;

   C) the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and

   D) effective management of the classroom and the learning process.
An applicant who holds another state’s certification in school counseling shall not be subject to the requirements of subsection (c) or subsection (d) of this Section if he or she presents evidence of at least two years’ full-time experience as a school counselor.

An applicant who has completed an approved school counseling program in another state that includes an internship meeting the requirements of subsection (c) of this Section shall not be subject to the requirements of subsection (d) of this Section.

Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part. (See also 23 Ill. Adm. Code 23.110.)

An applicant who holds a master’s degree in any field other than school counseling, or who holds a bachelor’s degree only, shall be required to complete the equivalent of all requirements of an approved school counseling preparation program. The Illinois institution offering the program shall review the individual’s educational and experiential background and identify any of the standards set forth at 23 Ill. Adm. Code 23.110 or other applicable requirements of this Section that the individual’s preparation has not addressed. Upon successful completion of the coursework and experiences offered by the institution that address the identified standards, the applicant shall be eligible to be recommended for certification by entitlement.

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

(Source: Amended at 30 Ill. Reg. _____, effective _____________)

SUBPART F: GENERAL PROVISIONS

Section 25.444 Illinois Teaching Excellence Program

The annual payments and incentives established under Section 21-27 of the School Code [105 ILCS 5/21-27] shall be subject to the requirements of this Section and shall be contingent upon the appropriation of sufficient funds (see subsection (f) of this Section). For purposes of this
Section, “outside the regular school term” means during hours when school is not in session or on days when school is not in session.

a) An individual who holds an Illinois master certificate pursuant to Section 21-2(d) or Section 21-25(d) of the School Code [105 ILCS 5/21-25(d)] shall be eligible for an annual payment as called for in Section 21-27(1) of the School Code for each year during which:

1) he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students or a school counseling position; and

2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a format form specified by the State Board of Education.

b) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual incentive payment under Section 21-27(2) of the School Code for each year during which:

1) he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;

2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a format form specified by the State Board of Education; and

3) he or she agrees in writing, using a format form prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers that conforms to the requirements of Section 21-27(2) of the School Code and consists of:
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A) high-quality professional development for new and experienced teachers; and/or

B) assistance to candidates for certification by the National Board for Professional Teaching Standards in completing that certification process. (Section 21-27(2) of the School Code)

c) Requirements for Professional Development and Assistance to NBPTS Candidates

1) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who provides professional development to new or experienced teachers under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient, using a format specified on a form supplied by the State Board of Education, demonstrating that he or she addressed one or more of the areas of teaching practice enumerated in this subsection (c)(1), consistent with the standards set forth in 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) and as relevant to the classroom-based needs of the recipient teacher(s): Each recipient of professional development shall be identified by name and shall sign the log as verification of the dates and hours of service indicated.

A) knowledge of content and pedagogy;

B) assessment of students’ learning and provision of timely and effective feedback to them;

C) classroom management strategies;

D) development of instructional goals;

E) design and delivery of instruction;

F) reflection on and analysis of recipient teachers’ practice and their success in assisting students to reach instructional goals.
2) As verification of his or her eligibility for the applicable incentive payment, the holder of the master certificate who assists others in preparing for certification by the National Board for Professional Teaching Standards under subsection (b) of this Section shall submit a written log of the assistance provided to each recipient, using a format specified on a form supplied by the State Board of Education. This record shall identify the activities performed from among those listed as allowable by the State Board and verification that these activities addressed based upon their relationship to specific requirements candidates must meet for NBPTS certification.

d) In addition to the payment received pursuant to subsection (a) of this Section, an individual who holds an Illinois master certificate pursuant to Section 21-2(d) of the School Code shall be eligible for an annual incentive payment under Section 21-27(3) of the School Code for each year during which:

1) he or she is employed by a school district or other public entity providing early childhood, elementary, or secondary education, including special education, in a position whose functions are specifically authorized by a teaching certificate and include the provision of instruction to students;

2) he or she works for no less than the equivalent of half the school year, as verified by the employer at or near the conclusion of the school year using a format form specified by the State Board of Education; and

3) he or she agrees in writing, using a format form prescribed by the State Board of Education, to provide, outside the regular school term, at least 60 hours of mentoring to classroom teachers in schools on the Academic Early Warning List or in schools in which 50% or more of the students receive free or reduced-price lunches, or both. (Section 21-27(3) of the School Code)

e) Requirements for Mentoring

1) Mentoring provided in accordance with subsection (d) of this Section shall be conducted either:
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A) as part of and in conformance with a mentoring program formally established by a school district; or

B) under the terms of a written agreement among the mentor teacher, the building administrator, mentor coordinator, or other responsible official of the school district employing one or more recipient teachers, and those recipients, that describes the goals of the mentoring, the duration of the mentor teacher’s involvement, and the amount of time expected to be devoted to each recipient teacher.

2) Mentoring may be provided to recipients either individually or in groups, provided that the mentor must address one or more of the areas of teaching practice enumerated in subsection (c)(1) of this Section as relevant to the classroom-based needs of each recipient teacher.

3) An individual who provides mentoring under subsection (d) of this Section shall notify his or her employing district (if different from that of the recipient teacher or teachers) to this effect and, as verification of his or her eligibility for the applicable incentive payment, shall submit to the State Board of Education a written log that:

A) meets the requirements of subsection (c)(1) of this Section; and

B) discusses how the mentoring was related to the academic needs of the recipient teachers’ students.

f) Insufficient Appropriations

When the funding available in any fiscal year is inadequate to cover all the payments described in this Section, payments will be prioritized.

1) No All annual stipends as described in subsection (a) of this Section shall be paid until all before any other payments pursuant to subsections (b) and (d) of this Section have been are made.
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2) The incentive payments described in subsection (d) of this Section shall take precedence over those described in subsection (b) of this Section.

(Source: Amended at 30 Ill. Reg. _____, effective ______________)

Section 25.490 Rules for Certification of Persons Who Have Been Convicted of a Crime

a) Applicants shall complete their applications truthfully and honestly. Each application must be reviewed separately. The gravity type of the offense (misdemeanor, felony or other infamous nature), the circumstances surrounding its commission (including age and background of the applicant at the time of the offense), and any criminal penalty that was imposed shall be considered. An applicant with a criminal history shall be provided an opportunity to provide evidence of good character and/or rehabilitation to prove that he has overcome a defect in his record involved will affect the character decision; obviously some offenses (and felonies) are of a more serious nature than others.

b) The State Teacher Certification Board will review evidence provided by the applicant and render a decision as to good character by weighing the evidence of bad character (the criminal conviction) against that of good character and rehabilitation. In making this determination, the State Teacher Certification Board may consider, without limitation, a personal statement from the applicant and letters from university instructors, employers, and any other persons with knowledge of the applicant’s criminal history and rehabilitation. The purpose of criminal penalties must be considered. It is the overwhelming view of experts in the various professions of the law that the purpose of criminal penalties is not only to punish, but to rehabilitate the individual. To automatically deny a person a privilege enjoyed by others is to tell that person that he will never be looked upon as being rehabilitated and that the stigma of his/her offense will forever be attached to him to prevent him from becoming an accepted and useful member of society. Such a drastic decision should not be taken lightly. It certainly should never be an automatic decision which does not give a person the opportunity to prove that he has overcome a defect in his/her past record.

c) Therefore, in handling applications where there has been a criminal conviction on the part of the applicant, the State Teacher Certification Board shall require a waiting period of one year from the time the sentence for the criminal
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offense ends before an application for certification will be considered, excluding minor traffic offenses. will:

1) not automatically reject an applicant with a criminal conviction record;
2) take into consideration the gravity of the offense, i.e. misdemeanor, felony, infamous crime together with the circumstances under which it occurred, i.e. background and age of the person at the time of the offense;
3) allow the applicant to provide evidence of good character and rehabilitation;
4) render a decision as to good character by weighing the evidence of bad character (the criminal conviction) against that of good character and rehabilitation; and
5) require a waiting period of one year from the time the sentence for the criminal offense ends before an application for certification will be considered.

d) For purposes of this Section, an individual's “sentence” shall include any probationary period imposed either alone or in combination with a period of incarceration.

(Source: Amended at 30 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 that must be answered correctly on a given test or the combination of required correct responses to multiple choice items and required numerical value of constructed responses.
"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

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

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

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

"Subarea score" is the scaled score for the subset of test items on a subject matter test or content-area test 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, language arts, and mathematics.

“Test” or “Tests” refers to the test of basic skills, the assessment of professional teaching, the language proficiency tests, and the tests of subject matter knowledge (or “content-area tests”) 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
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

Basic Skills
Language Arts
Mathematics
Reading Comprehension
Writing
Biological Science
Blind and Partially Sighted
Business/Marketing/Management
Chemistry
Chief School Business Official
Computer Science
Dance
Deaf and Hard of Hearing
Early Childhood
Educable Mentally Handicapped
Elementary/Middle Grades (K-9)
English
English as a Second Language
English Language Proficiency
French
General Administrative
General Science
General Supervisory (available through June 30, 2003)
German
Guidance
Health
Health Occupations
Hebrew
History
Family and Consumer Sciences
Industrial Technology Education
Italian
Latin
Learning Disabilities
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
Superintendent
Theatre Arts
Trainable Mentally Handicapped
Transitional Bilingual Education
  Arabic
  Cantonese
  Greek
  Gujarati
  Hindi
  Japanese
  Korean
  Lao
  Mandarin
  Polish
  Russian
  Spanish
  Urdu
  Vietnamese

Beginning July 1, 2004, the Illinois Certification Testing System shall consist of the following tests in addition to the content-area tests applicable to certification in special education:
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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
Early Childhood Special Education
Elementary/Middle Grades (K-9)
English Language Arts
English Language Proficiency
English as a New Language
Family and Consumer Sciences
Foreign Languages
  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
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

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
Superintendent
Technology Education
Technology Specialist
Transitional Bilingual Education – Language Proficiency
  Arabic
  Cantonese
  Greek
  Gujarati
  Hindi
  Japanese
  Korean
  Lao
  Mandarin
  Polish
  Russian
  Spanish
  Urdu
  Vietnamese
Visual Arts
"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written response.

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

(Source: Amended at 30 Ill. Reg. _____, effective ______________)

Section 25.720 Applicability of Testing Requirement and Scores

The provisions of subsections (d) through (i) of this Section shall apply with respect to applications for certification that are received or processed on or after July 1, 2004.

a) Beginning July 1, 1999, each person seeking a school service personnel or administrative certificate or an initial early childhood, elementary, secondary, or special certificate must pass the Illinois Certification Testing System's test of basic skills and a test of subject matter knowledge. Beginning with the 2002-2003 academic year, however, passage of those tests shall be required as specified in Section 21-1a(d) of the School Code. Beginning October 1, 2003, each person seeking an initial early childhood, elementary, secondary, or special certificate shall also be required to pass the applicable assessment of professional teaching, which shall be based upon the standards set forth in "Standards for All Illinois Teachers" (23 Ill. Adm. Code 24). An individual seeking a standard certificate shall be required to pass the test of basic skills, the test of subject matter knowledge, or (beginning October 1, 2003) the applicable assessment of professional teaching only if:

1) he or she has not already passed that examination (except that an individual who met all applicable requirements for certification and applied for an initial certificate before October 1, 2003, shall not subsequently be required to take the assessment of professional teaching for that certificate); or

2) he or she has passed that examination but the score is more than five years old and no certificate has been issued on the basis of that score; or
3) In the case of the basic skills test, the score is more than five years old and the individual was not admitted to an Illinois teacher preparation program on the basis of that score.

b) The required test of subject matter knowledge is the test that corresponds to the individual's major field of study in a teacher education program in the State of Illinois approved pursuant to Subpart C of this Part.

e) Persons who are graduates of colleges or universities outside the State of Illinois and who are seeking an Illinois certificate must take the test of basic skills, the subject matter knowledge test that corresponds to the Illinois certificate or endorsement sought, and, beginning October 1, 2003, the assessment of professional teaching relevant to the certificate sought. For example, someone seeking to teach whose major field of study is urban studies would, in addition to the basic skills test, also take the subject matter knowledge test in the social sciences and the assessment of professional teaching for the secondary certificate.

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

b) Basic Skills Test

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

1) A person who has passed the test of basic skills as a condition of admittance to an Illinois preparation program approved pursuant to Subpart C of this Part shall not be required to retake that test.

2) A person who has passed the basic skills test and has been issued an Illinois certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.
3) A person who holds a valid and comparable out-of-state certificate is not required to take a test of basic skills. (Section 21-1a of the School Code [105 ILCS 5/21-1a]) For purposes of this subsection (b)(3)(e)(3), a “comparable certificate” is one that either:

A) was issued on or before June 30, 2004; or

B) was issued on or after July 1, 2004, based on the individual’s passage of a test of basic skills.

4) The provisions of subsection (b)(3)(e)(3) of this Section notwithstanding, any individual who has attempted the Illinois basic skills test without passing it shall be required to pass it in order to qualify for an Illinois certificate.

5) When a person who was not required to take the basic skills test pursuant to subsection (b)(3)(A)(e)(3)(A) of this Section seeks a subsequent Illinois certificate, he or she shall be required to pass the Illinois test of basic skills. However, a person applying for another Illinois certificate based on an additional out-of-state certificate or qualifications shall be treated as an out-of-state applicant and shall be subject to subsection (b)(3)(e)(3) of this Section.

c) Content-Area Tests

1) Except as provided in subsection (c)(2)(f)(2) of this Section, each candidate seeking an Illinois certificate, whether his or her first certificate or a subsequent certificate, shall be required to pass a content-area test. The required content-area test is that which corresponds to the approved program completed or the endorsement for which the applicant otherwise qualifies. Further, Section 21-1a(d) of the School Code requires passage of this test as a prerequisite to student teaching in Illinois beginning with the 2004-2005 academic year.

2) A person who holds a valid and comparable out-of-state certificate is not required to take the applicable content-area test if he or she has passed a certification test in another state or territory that is directly related in content to the specific area of certification. (Section 21-1a of the School
Code) For purposes of this Section, a test is “directly related in content” if it covered material encompassed by any of the subject areas in which the individual otherwise qualifies for an Illinois endorsement.

3) A person who has passed a test of language proficiency in order to qualify for a transitional bilingual certificate and received that certificate shall not be required to retake that test in order to qualify for a bilingual education credential on another certificate received later.

d) g) Assessment of Professional Teaching (APT)

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

1) has already passed an APT that encompasses the grade levels of the subsequent certificate sought; or

2) already holds another Illinois teaching certificate that encompasses the grade levels of the certificate sought.

h) Except as provided in subsections (b)(1), (c) (3), and (d)(1) (e)(1) and (g)(1) of this Section, for each person seeking an Illinois certificate, no score on a required 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.

i) 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 I.

(Source: Amended at 30 Ill. Reg. _____, effective _______________)

Plenary Session Insert Page 29-69
Section 25. Appendix E  Endorsement Structure Beginning July 1, 2004

Section 25.100 of this Part explains the applicability of “designations” where shown as required in the following table. An asterisk next to the name of an endorsement or designation indicates that there is no content-area test for that credential. The relevant provisions of Section 25.100(e) of this Part shall apply in those cases.

<table>
<thead>
<tr>
<th>Endorsements Available as of July 1, 2004</th>
<th>Designations</th>
<th>Endorsements Previously Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Learning Areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts</td>
<td>None</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speech</td>
</tr>
<tr>
<td>Reading Teacher</td>
<td>None</td>
<td>Reading</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>None</td>
<td>Reading</td>
</tr>
<tr>
<td>Mathematics</td>
<td>None</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Sciences – Designation or Limited Endorsement under Section 25.100(h)(5) Required</td>
<td>Biology</td>
<td>Biological Science</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td>Earth and Space Science</td>
<td>Physiology</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
<td>Zoology</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Chemistry</td>
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<tr>
<td></td>
<td></td>
<td>Aerospace</td>
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<tr>
<td></td>
<td></td>
<td>Astronomy</td>
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<td></td>
<td></td>
<td>Earth Science</td>
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<td></td>
<td></td>
<td>Geology</td>
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<td></td>
<td></td>
<td>Physical Geography</td>
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<td></td>
<td></td>
<td>Biological Science</td>
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<td></td>
<td></td>
<td>Physical Science</td>
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<td></td>
<td></td>
<td>General Science</td>
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<td></td>
<td></td>
<td>Physics</td>
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</table>
### Endorsements Available as of July 1, 2004

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<thead>
<tr>
<th>Designations</th>
<th>Endorsements Previously Issued</th>
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<tbody>
<tr>
<td><strong>Social Sciences</strong></td>
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</tr>
<tr>
<td>Designation or Limited Endorsement under</td>
<td></td>
</tr>
<tr>
<td>Section 25.100(h)(5)</td>
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<tr>
<td>Required</td>
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<tr>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Political Science</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Psychology</td>
<td>World History</td>
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<tr>
<td>Sociology and Anthropology</td>
<td>Political Science</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Health Education</strong></td>
<td>Health Education</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td>Dance</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Drama/Theatre Arts</strong></td>
<td>Theatre and Drama</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Music</td>
</tr>
<tr>
<td>None</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td></td>
<td>Vocal Music</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td>Art</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Languages</strong></td>
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</tr>
<tr>
<td>Designation Required</td>
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<tr>
<td>Chinese</td>
<td>None</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>Hebrew</td>
<td>Hebrew</td>
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<tr>
<td>Italian</td>
<td>Italian</td>
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<tr>
<td>Japanese</td>
<td>None</td>
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<tr>
<td>Korean</td>
<td>None</td>
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<tr>
<td>Latin</td>
<td>None</td>
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<tr>
<td>Russian</td>
<td>Russian</td>
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<tr>
<td>Spanish</td>
<td>Spanish</td>
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<tr>
<td>Endorsements Available as of July 1, 2004</td>
<td>Designations</td>
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<tr>
<td>------------------------------------------</td>
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<tr>
<td>Additional Teaching Fields</td>
<td></td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>None</td>
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</tr>
<tr>
<td>Family and Consumer Sciences – Designation Required</td>
<td>Apparel and Textiles*</td>
</tr>
<tr>
<td></td>
<td>Living Environments*</td>
</tr>
<tr>
<td></td>
<td>Nutrition, Wellness, and Hospitality*</td>
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<tr>
<td>Endorsements Available as of July 1, 2004</td>
<td>Designations</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Health Careers</td>
<td>None, but licensure in a specific occupation is required</td>
</tr>
<tr>
<td>Technology Education</td>
<td>None</td>
</tr>
<tr>
<td>Technology Specialist</td>
<td>None</td>
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<tr>
<td>Library Information Specialist</td>
<td>None</td>
</tr>
<tr>
<td>Safety and Driver Education*</td>
<td>None</td>
</tr>
<tr>
<td>English as a New Language (ENL) – Designation Optional</td>
<td>Bilingual Education (language-specific)</td>
</tr>
<tr>
<td>Middle-Level</td>
<td>Subject-specific</td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
</tr>
<tr>
<td>Self-Contained General Elementary Education</td>
<td>None</td>
</tr>
</tbody>
</table>
## NOTICE OF PROPOSED AMENDMENTS

<table>
<thead>
<tr>
<th>Endorsements Available as of July 1, 2004</th>
<th>Designations</th>
<th>Endorsements Previously Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Childhood</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>None</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Administrative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chief School Business Official</td>
<td>Chief School Business Official</td>
<td></td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Director of Special Education</td>
<td></td>
</tr>
<tr>
<td>General Administrative</td>
<td>General Administrative</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>Superintendent</td>
<td></td>
</tr>
<tr>
<td><strong>School Service Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>Guidance</td>
<td></td>
</tr>
<tr>
<td>School Nurse</td>
<td>School Nurse</td>
<td></td>
</tr>
<tr>
<td>School Psychologist</td>
<td>School Psychologist</td>
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</tr>
<tr>
<td>School Social Worker</td>
<td>School Social Worker</td>
<td></td>
</tr>
<tr>
<td>Non-Teaching Speech-Language Pathologist</td>
<td>Non-Teaching Speech-Language Pathologist</td>
<td></td>
</tr>
<tr>
<td>Supervisory</td>
<td>None; see Sections 21-4 and 21-25 of the School Code and Section 25.497 of this Part.</td>
<td>Supervisory</td>
</tr>
</tbody>
</table>

(Source: Amended at 30 Ill. Reg. _____, effective _____________)