ILLINOIS STATE BOARD OF EDUCATION MEETING
June 15-16, 2005

TO: Illinois State Board of Education

FROM: Randy J. Dunn, Interim Superintendent
        Jonathan Furr, General Counsel
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Agenda Topic: Action Item: Rules for Adoption – Part 25 (Certification)

Materials: Recommended Rules

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Purpose of Agenda Item
The purpose this agenda item is to present the proposed amendments for the Board’s adoption.

Expected Outcomes of Agenda Item
The Board will be asked to adopt a motion adopting the proposed amendments to Part 25.

Background Information
This set of amendments addresses a number of disparate issues and makes several technical corrections as well.

Accessibility of Special K-12 Certificates and Supervisory Endorsements
(Sections 25.37 and 25.497)

Section 25.37 sets forth the method by which subsequent certificates may be issued. This rule is being amended to address a shortage of teachers who are able to supervise other staff, by making the special K-12 certificate available to certain teachers as a subsequent certificate via a streamlined procedure. Section 21-4 of the School Code authorizes special certificates to be endorsed for supervision, but that same authorization is not provided for early childhood, elementary, or secondary certificates. However, there are not many preparation programs leading to issuance of a special certificate in various subject areas. Consequently many high school teachers hold secondary certificates, and high schools may lack sufficient personnel authorized to perform certain supervisory functions.

An individual who holds a secondary certificate has completed a great deal of the requirements for the special certificate in the same subject area: an approved program, the coursework required in a major field of specialization, the pre-student teaching clinical experience, and the student teaching (and, in all recent cases, the basic skills test and content-area test). We believe that the “gap” between the secondary certificate and the special certificate can be filled adequately by requiring passage of the assessment of professional teaching that is relevant to the special certificate, since that is the test that encompasses the Illinois Professional Teaching Standards, technology standards, and English language arts standards that apply to all teachers across the full range of grades.

Therefore, it appears that ISBE can reasonably facilitate secondary teachers’ access to
supervisory endorsements by first enabling them to attain K-12 certification through this means. If they meet the additional requirements for supervision that are imposed by Section 21-4 of the School Code, they would then be able to supervise other certified staff members.

Section 25.497, which currently discusses only supervisory endorsement of the school service personnel certificate, is being revised to acknowledge the availability of these endorsements on teaching certificates as well. The relevant sections of the School Code establish the same requirement for graduate-level coursework in each case, and that requirement does not need to be restated in the rule. The rule needs only to establish the content that the coursework is required to address.

Requirements for Teachers in the Middle Grades
(Section 25.100)

The revision to Section 25.100(k) will eliminate a discrepancy in requirements that resulted from the comprehensive changes that took effect June 1, 2004.

At the time of that rulemaking, it was our intention not to change the requirements for teachers in the departmentalized middle grades because other work on middle-grades credentials was in progress. Therefore Section 25.100(k) stated that the existing requirements in Section 1.720 would remain in place and would apply as exceptions to the new provisions for endorsements. The subject-area requirement for a middle-grades endorsement involves 18 semester hours of college credit, and the requirement for reading at all grade levels was also 18 semester hours until the rules changed in June of 2004. As a result, 24 semester hours are now required for reading at the elementary and high school levels, but only 18 hours are required in the middle grades. The same situation exists with respect to library information specialists, and we know that the 24-18-24 "hourglass" has led to confusion in the field. Because the generally applicable requirements for these two fields have been increased, it seems far preferable to make the requirements for these fields uniform across all grade levels.

Requirements for School Social Workers and School Counselors
(Sections 25.215 and 25.225)

The changes in these two Sections represent a technical correction only. Section 25.720 has been revised to reflect recent legislative changes that affect testing for out-of-state candidates, and the related internal cross-references need to be updated. This correction is also being made at this time in Section 25.245, whose substantive aspects are discussed below.

Requirements for School Nurses
(Sections 25.245 and 25.425)

The current rule for school nurses requires an evaluation of the preparation of out-of-state applicants with respect to the relevant content-area standards. Rather than requiring these applicants to seek certification through Illinois approved programs, the certification staff has recommended a simpler method relying upon the existing degree and licensure requirements, the completion of an out-of-state program or certificate, and the Illinois standards-based examination. This change also requires a corresponding change in Section 25.425 (Individuals Prepared in Out-of-State Institutions) to make school nurses subject to that Section’s general provisions rather than providing for an exception.
Short-Term Authorization
(Section 25.464)

It has come to our attention that the list of entities given in the introduction to this rule omits regional offices of education. The point of the rule is to permit short-term authorization to be issued to any entity that is required to employ certified staff, and we have determined that the list should be replaced with a statement to that effect so that no entity will be unintentionally left out.

Paraprofessionals
(Section 25.510)

The change to this Section is a technical one, reflecting the repeal of Part 480 and the inclusion of its remaining distinctive provisions within Part 475.

Educational Interpreters
(Section 25.550)

Public Act 90-200, enacted in 1997, established requirements for individuals who wish to represent themselves as interpreters for the deaf but exempted educational interpreters, among others, from those requirements. Instead, the Illinois Deaf and Hard of Hearing Commission was established and required to work with ISBE to develop recommended requirements for interpreters who serve in schools.

The content of new Section 25.550 conveys the requirements that have been developed under P.A. 90-200. There are two types of interpreters, sign language interpreters and cued speech interpreters, and approval for each type will be available at the initial, standard, and master levels. Emergency approval will also be available. Although the levels are modeled on the teacher certification structure, there is no requirement that an individual progress through lower levels to reach higher ones. Each eligible applicant will be approved to reflect the level of educational attainment and interpreting skill that he or she has demonstrated. Standard and master approval will be renewable based upon evidence of having completed specified continuing education.

Requirements for Approved Providers of Continuing Professional Development Activities
(Section 25.855)

Section 25.855(c)(1) currently requires that approved providers notify the State Board of Education in advance of the first offering of any new activity in the fields for which the providers are approved. This requirement has proven cumbersome in that it results in a large volume of paperwork without any substantive value in terms of quality. Consequently staff of the Certification Division have recommended its deletion.

These amendments were presented for the Board’s initial review at the March 2005 meeting and were subsequently published in the Illinois Register to elicit public comment. Thirty-five letters were received. The issues raised are presented in the attached summary and analysis, and the version of the rules that is presented for adoption includes changes recommended in response to the comments received.
**Analysis and Implications for Policy, Budget, Legislative Action and Communications**

Policy Implications: Please see above.

Budget Implications: Individuals who wish to be approved as educational interpreters are likely to incur varying costs for testing and eventually for professional development. We would expect that, as some commenters noted, the implementation of these requirements will have downstream budgetary implications for school districts and other entities serving students who have hearing impairments.

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 adopts the proposed rulemaking for:

Certification (23 Illinois Administrative Code 25).

Further, the Board authorizes the State Superintendent of Education to make such technical or nonsubstantive changes as the State Superintendent may deem necessary in response to suggestions or objections of the Joint Committee on Administrative Rules.

**Next Steps**
Notice of the adopted amendments will be submitted to the Joint Committee on Administrative Rules to initiate JCAR’s review. When that process is complete, the adopted rules will be filed with the Secretary of State and disseminated as appropriate.
Summary and Analysis of Public Comment
Part 25 (Certification)

Certification of School Nurses (2004) (Section 25.245)

Comment
Two commenters wrote in opposition to the proposed changes in this rule. These individuals highlighted the rigorous requirements that Illinois has put in place for school nurses and stated that Illinois has the most stringent set of qualifications for this field. These requirements were stated to benefit students, and particularly those with more complex health and medical needs. These individuals believe it is not advisable to make it easier for nurses coming to Illinois from other states to receive the school nurse credential in this state. They stated the hope that ISBE would not reverse the course set in last year’s amendments just for the sake of treating nurses the same as others with the school service personnel certificate.

The opposite point of view was expressed by another commenter, who believed it inappropriate on ISBE’s part to have delegated the review of out-of-state applicants’ credentials to the institutions operating approved programs in Illinois. This respondent wrote in support of the proposed change, indicating that the requirements for out-of-state applicants would continue to include a bachelor’s degree, completion of a program in another state or eligibility for certification in another state, and passage of a content-area examination. This approach is consistent with the way in which out-of-state applicants for teaching certificates are treated and, in the writer’s view, is more consistent with the state agency’s responsibility for certification. This commenter also noted the incentive that institutions of higher education have for requiring enrollment in additional coursework.

Analysis
The points raised by these commenters are valid on both sides of this issue. The comments illustrate the unavoidable tension that exists because different states have different requirements for the preparation of educational personnel in comparable fields. ISBE needs to find the appropriate balance between application of the rigorous standards it has developed and undue restriction of access to certification. On balance, we believe it is worth returning to the more streamlined approach that applies to out-of-state applicants for the other educational credentials. This will avoid potentially unnecessary delay and expense on the part of applicants who may have a great deal of applicable experience. We should also note that, even beyond certification, individual districts always have the option of selecting job applicants whose qualifications most suit the local situation.

Recommendation
The amendment to Section 25.245 should be adopted as proposed.

Approval of Educational Interpreters (Section 25.550)
The remainder of the comments received addressed the proposed new requirements for educational interpreters. The comments generally fell into three broad categories: proposals for delaying the implementation timeframe; other comments about the specific details of the requirements; and complete support for the new requirements and their immediate implementation.
Comment
Numerous commenters who supported the establishment of requirements for educational interpreters and agreed that high-quality service is essential nevertheless proposed delaying the effective date set forth in this rule. They stated that July 1, 2006, would not be a realistic timeframe for all current and potential new interpreters to complete the required testing and identified a concern that this could lead to an unintended shortage of interpreters for Illinois schools. They feared both that many current interpreters would be disqualified and also that no replacements would be available.

The implementation date consistently suggested by these commenters was July 1, 2008, in order to allow sufficient testing and scoring time. The assumption was voiced that the test publishers would need to train additional scorers in order to deal with the volume of requests, and it was stated that the process for taking the test and scoring it has not yet been completely designed. The scarcity of interpreter training programs was also identified as a factor supporting a later implementation date, as was the fact that many current training programs are geared for adult interaction, so that their graduates may not score well enough on the prescribed assessments to qualify for the educational setting.

Commenters expressed the concern that districts would be placed in an untenable position by being required to hire approved interpreters but unable to locate anyone who is appropriately qualified. It was pointed out that qualified personnel must exist before districts can be required to hire them. It was stated that the existing shortage will be exacerbated without significant planning prior to implementation of the new requirements, and that such planning is not occurring at the present time.

Along the same lines, one commenter stated that neither the Educational Interpreter Knowledge Assessment (EIKÁ) nor the Educational Interpreter Performance Assessment (EIPA) is available in Illinois now, so it is not feasible to expect anyone to attain master approval by 2006. Further, it was stated that the RID exam is not readily accessible in Illinois and might be available only once in ten years. A commenter opined that some qualified interpreters would not even be able to satisfy the requirements for emergency approval as those are stated in the proposed rule.

ISBE was urged to join with an established entity familiar with assessing sign language proficiency to set up a comprehensive system. Otherwise schools would be left without access to adequate numbers of qualified interpreters. It was also proposed that the timeline be lengthened for individuals who are currently working as interpreters, similar to the approach used for paraprofessionals employed in special education.

Analysis
We certainly share the commenters’ concern for an adequate supply of qualified interpreters. It is not our intention to establish requirements that cannot be met or otherwise to put districts and special education cooperatives in an impossible position. Another aspect of the timing issue that must be considered, however, is the length of time that has passed since enactment of P.A. 90-200, which established the Deaf and Hard of Hearing Commission, mandated the establishment of new requirements, and took effect in the summer of 1997.

We acknowledge that districts and cooperatives are not responsible for the length of time it has taken to propose new requirements, but we must also take into account students’ access to the educational environment. Some of the comments favoring deferring implementation give rise to significant concern in this regard. It is troubling to accept assertions that have been made to the
effect that “qualified” persons could not meet even the lowest of these standards. These comments make a fairly compelling case for raising the bar as quickly as possible.

It is inaccurate to state that no planning has been done that will support implementation of the new requirements. As the entity responsible for testing of educational interpreters, the Deaf and Hard of Hearing Commission has been engaged in contract negotiations that will lead to training of the Commission’s staff as proctors for the EIPA by the fall of this year. Once that training has occurred, the Commission will begin conducting EIPA testing every weekday throughout the year. We believe that access to testing will be adequate at that point, particularly in light of the fact that two other options are provided in the rule for initial approval as sign language interpreters. In addition, individuals employed during the 2005-06 school year who hold certification from the Registry of Interpreters for the Deaf (RID) will not be required to pass the EIPA in order to qualify for standard approval. Progression to master approval, while based on a Level 4.5 rating on the EIPA, is optional.

In this connection we note also that many of the comments were couched as though passage of the EIPA were to be absolutely required of all (sign language) interpreters. As noted above, this is not the case, and we hope that recognition of the other options will diminish some of the concern expressed. We have no explanation as to why similar problems were not identified with regard to the proposed requirements for cued speech interpreters.

**Recommendation**

In order to ensure that interpreters who are already employed have adequate notice of the requirements and thereby to avoid disruption of services already in place, we believe these individuals can reasonably be given extra time to demonstrate the level at which they meet the new requirements. The introductory paragraph to Section 25.550 should therefore be revised as shown below.

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

**Comment**

Commenters also believed a delay in implementation would give ISBE needed time to negotiate volume discounts with the authors of the various assessments. They pointed out that at least one other state had paid the entire cost for the initial assessment of existing interpreters and recommended that state funding also be provided in Illinois. The possibility of an unfunded mandate was mentioned. Along the same lines, additional time would assist in the identification of funding for professional development for interpreters, particularly through distance learning. Questions were raised as to the availability of adequate training and its accessibility to
individuals across the state, particularly in light of the discontinuation of Project H.E.A.R. It was proposed that modules be acquired and made available by the State Board at the agency’s expense. On a related topic, it was stated that districts would not be able to compensate qualified interpreters, nor would interpreters who had attained a high level of qualifications have the desire to work in the educational system.

Analysis
While we understand the desire for the State to offset the cost of qualifying as an educational interpreter, it should also be acknowledged that this is not done for any other category of educational professionals. If, as was asserted by one commenter, the cost to districts for employing these individuals will rise, then it is also true that individuals will recoup their preparation and testing costs. The Deaf and Hard of Hearing Commission is already exploring the potential for lower-cost testing due to the new volume in Illinois.

In addition, both the Commission and the Illinois Registry of Interpreters for the Deaf are planning to offer annual conferences that will provide the necessary continuing education hours specific to interpreting. The idea of readily available training modules will also be explored further with the Commission. Training mechanisms do not need to be addressed in the rules, however.

Recommendation
No change in the rules is needed in response to these comments.

Comment
The requirements for emergency approval were thought to be too rigorous to respond to situations currently faced by districts, because the required score on the EIPA is the same as for initial approval. It was stated to be more likely that an emergency situation would involve someone who had not yet taken the EIPA or had received only a Level 2.5 score. Additional flexibility in emergency approvals was advocated. Similarly, provisional approval for out-of-state applicants was suggested.

Related comments requested a grace period or probationary status for individuals who narrowly miss attaining a score at Level 3.0 on the EIPA.

Conversely, a different commenter advocated requiring a score at Level 3.5 on the EIPA as the minimally acceptable standard, stating from experience working on the EIPA pilot study that a person scoring 3.0 misses a great deal of information and is unable to interpret complex material in classrooms. “I do not want my deaf child to be in a classroom” with an interpreter who scored lower than 3.5, she noted.

Analysis
These comments all point to the difficulty that is inherent in establishing an appropriate standard. We do not believe it would be appropriate to grant emergency approval based on an EIPA score lower than 3.0, since the EIPA’s description of an interpreter scoring at Level 2 states, “an individual at this level is not recommended for classroom interpreting.”

We also cannot recommend raising the threshold to 3.5 in light of the other serious concerns that have been expressed, as outlined above. We would wish for the highest qualifications in any interpreter serving any student, but it is also necessary to be pragmatic when instituting a new system of requirements. On that basis we believe the EIPA scores proposed in the rule for the various levels of approval should remain as stated.
Recommendation
No change should be made in response to these comments.

Comment
One commenter stated she did not wish to dispute use of the EIPA but advocated that the RID exam not be discarded, indicating that RID certification is “the benchmark” for having attained skill sufficient to work with deaf people of all ages. She stated that the RID test is sound, valid, and reliable and that there are numerous testing sites in Illinois for the RID as well as on-line access. Another commenter noted that the RID test is very well respected in the field and that passage of that test should qualify an individual for standard and master approval.

Use of the Illinois State Assessment and Screening (ISAS) test in place of the tests for paraprofessionals was suggested by a commenter who stated that the latter are not appropriate for interpreters.

Analysis
We agree that the RID examination serves as the “gold standard” for assessing the proficiency of interpreters who will work with adults, and this proposed rule certainly does not disregard its usefulness. The EIPA, on the other hand, is specific to interactions in the classroom and takes into account factors such as the classroom environment and the communication needs of children. It was selected by the Deaf and Hard of Hearing Commission for this reason.

The ISAS is only offered by a private interpreter referral service in Chicago, and questions exist regarding the reliability and validity of this assessment. It is the intent of the Commission to cease acceptance of the ISAS in the near future. We believe it is preferable to require (as one of four alternatives for initial approval and three alternatives for standard approval) a passing score on one of the same examinations already used as a baseline for instructionally based service in the classroom.

Recommendation
No change should be made in the examination requirements.

Comment
It was proposed that continuing education credit be given to interpreters who take the EIPA examination again because doing so will provide specific feedback on areas of strength and areas for growth. It was noted that other states offer similar options, and commenter recommended that the value placed on this activity be the same as for three semester hours of college credit.

Analysis
Under the proposed language of the rule, three semester hours of college credit (that is part of an interpreter training program) may be used to fulfill 100 percent of the renewal requirement for standard approval or 50 percent of the renewal requirement for master approval. We agree with the commenter’s assessment of the value of this examination in terms of individuals’ professional growth and believe it would be appropriate to rely upon it in this way, with certain limitations.

Recommendation
A new subsection (f)(3) should be added to the rule, to state:
3) Holders of approval at the standard level only may accrue 100 percent of the required credit for continuing education for a given approval period by having taken the EIPA examination during that period and having earned a score of at least 4.0.

The subsequent provisions of subsection (f) should be renumbered accordingly, and the subsection that will be renumbered from (4) to (5) should be revised to account for the option newly presented in subsection (3):

Except as provided in subsection (f)(3) of this Section, each individual shall be required to accrue at least 60 percent of the required hours of continuing education in activities under subsection (f)(1)(A), (f)(2), or, if applicable, (f)(4) of this Section.

Comment
It was noted that the RID has an established continuing education system with providers in Illinois that educational interpreters could easily use. The commenter questioned why ISBE would not use this system that is already in place.

Analysis
We do not believe the rule as proposed eliminates any interpreter’s ability to make use of continuing education activities offered under the RID system, given that these activities are virtually guaranteed to fall within the criteria of subsection (f)(1)(A) (“designed to improve the skills and knowledge of interpreters for the deaf”). Similarly, subsection (f)(5) regarding evidence of completion will, as written, accommodate whatever verification of participation is provided as part of these activities. We do not believe it would be appropriate to limit educational interpreters to activities within the RID system, however.

Recommendation
No further change should be made in subsection (f).

Comment
A recent change in the statute governing the renewal of teaching certificates was mentioned in connection with subsection (e)(1) regarding the validity of initial approval. That proposed language states that initial approval will be valid “for four years of interpreting within the eight-year period following its issuance” and will not be renewable. The statutory change to which the respondent pointed has made the initial teaching certificate valid for four years and renewable indefinitely until four years of experience are attained. The commenter advocated adopting this model for interpreters’ approval as well.

Analysis
Unlike the knowledge base developed in teacher preparation, continued competence in a second language – in this case, American Sign Language – depends upon continued use of that language. Allowing an unlimited time period for the holder of an initial approval to progress to a standard approval is not advisable for that reason. We should consider the case of an individual who achieves initial approval based on an EIPA score of 3.0 and then does not work as an interpreter for a period of years. We disagree that an individual in these circumstances should be considered competent to resume services to students.

However, this comment has brought to our attention an unintended consequence of the rule as proposed. As with teachers on initial certificates, it is not in the State’s interest to make individuals permanently ineligible for educational credentials based merely on the passage of time. Therefore, we should make it possible for a person in a situation such as that outlined...
above to achieve initial approval again by meeting the relevant requirements as they are in force at the time approval is newly sought. Otherwise the only alternative would be to enter the ranks with a standard approval the subsequent time, which might not be feasible.

**Recommendation**
Section 25.550(e)(1) should be amplified to provide for additional approvals:

1) Initial approval shall be valid for four years of interpreting within the eight-year period following its issuance, provided that the approval of an individual who completes four years of interpreting shall continue to be valid through the immediately following June 30. Initial approval shall not be renewable. However, an individual whose initial approval has expired may receive another initial approval by meeting the requirements of this Section as applicable at the time. An individual need not have held initial approval to qualify for standard or master approval.

**Comment**
It was pointed out that the EIPA permits several choices as to the language preferred and the level of instruction at which interpreting will occur. In this connection, the commenter suggested that the approval be made more specific as to level or grade span. On the other hand, this would raise a different issue when an interpreter is assigned to the same student over a long period of time. If approval were specific to the elementary level, for example, the interpreter might automatically become ineligible to serve the student as he or she progressed. It was stated to be the “reality of the career” to move among grade levels various times. In order to avoid confusion, ISBE was asked to clarify for employers that approval need not be specific to the grade level of the assignment if that was the intention of the rule.

A commenter also noted situations in which students do not sign, meaning that their interpreters may need expressive sign language only and may lose their receptive skills. Both of these situations involve whether a child is better served by changing interpreters (either for grade spans or because the current interpreter lacks receptive skills) or by keeping the interpreter who knows him.

**Analysis**
We do not believe it is necessary to restrict the grade span for which approval will be valid in accordance with the choices made by test-takers. We note that approximately 30 other states use the EIPA but do not limit the resulting approvals. We are confident that, at the score levels required by the proposed rules, interpreters’ skills will be adequate across the grade span. It would be counterproductive to interrupt individual interpreters’ relationships with their students artificially on this basis. We do not think it is possible to take the same position, however, with regard to interpreters who cannot pass the examination due to lack of receptive skills, since it cannot always be predicted whom an individual will be called upon to serve. We believe it is our obligation to ensure at least a baseline level of skill.

**Recommendation**
No change is needed in response to these comments.

**Comment**
A number of commenters stated that the role of the interpreter often also encompasses some of the duties of a paraprofessional and other duties of an aide or personal care assistant. They advocated a differentiated set of criteria that would be specific to particular classroom
requirements, indicating that the typical “classroom aide” would not have the skill needed to replace a “paraprofessional/educational interpreter”.

**Analysis**
These comments point to issues that may come into sharper focus once individuals who serve as interpreters are required to have specified qualifications for that role. As can be seen from the excerpts given above, the distinction between a paraprofessional (formerly referred to as a “teacher’s aide”) and an interpreter is apparently not always understood or observed. A paraprofessional is not the same thing as an interpreter, and the two are not interchangeable. A “classroom aide” who is not qualified as a paraprofessional cannot replace a paraprofessional, nor is it appropriate for an aide without interpreting qualifications to replace an interpreter. In summary, service as a paraprofessional requires a specific approval; service as an interpreter will also soon require a specific approval. An individual who performs both functions will need both approvals, and there are some areas of overlap between the two. An interpreter who qualifies under some selected provisions of Section 25.550 will also qualify for approval as a paraprofessional. The reverse will not be true.

**Recommendation**
As noted above, the qualifications required for approval as an interpreter are intended to ensure an adequate level of skill for that function. It should not be necessary to encompass or specify skills for other functions that are not inherently interpreting.

**Comment**
Some respondents feared that financial incentives would cause districts to dissolve locally based programs for hearing impaired students and send students back to their “home” schools with the services of an interpreter.

**Analysis**
Depending upon the individual needs of students from time to time, these comments may be well-founded. It should be noted that the Individuals with Disabilities Education Act (IDEA) requires education in the least restrictive environment. Service in the “home” school with non-disabled peers must be the first option considered for each student with a disability. More restrictive placements are permissible only when less restrictive ones have legitimately been rejected. If the availability of a qualified interpreter makes it possible for a student to function in a less restrictive environment, that is the intended operation of federal law.

**Recommendation**
No change in the rules is appropriate in response to these comments.

**Comment**
Several deaf individuals, parents of deaf children, and teachers of deaf students wrote to voice their support for the proposed new requirements. They noted the detrimental effects on students’ learning that result from lack of access to trained interpreters and stated that standards such as these are long overdue. All these communications stated emphatic support for moving forward with the new requirements without delay. Quotes from these letters are self-explanatory:

“Children are suffering every day…”

“Take action now!!”
“My daughter being in all of the “honors” classes, struggled to get the information.”

“…battles for these “signers” not to just make up signs…”

"It is long overdue."

“Anything less than what has been proposed is unacceptable.”

“As a mom to three deaf and hard of hearing children, I am thrilled to see the proposed rules.”

“I do not wish to see today’s deaf and hard of hearing children go through the same type of unnecessary ordeal.”

“Incredibly, and sadly, twenty-one more years have passed….still not guaranteed that…they can expect access equal to their hearing peers.”

A retired educator among these commenters found irony in the fact that parents with hearing impairments are entitled to the services of an interpreter when participating in IEP meetings for their children, yet the child with a hearing impairment is not yet entitled to an interpreter who has similarly met standards related to skills and ethics.

Comments from the Illinois Deaf and Hard of Hearing Commission expressed support for the proposed rules and indicated that the requirements are in accord with the Commission’s recommendations. Further, the scores from the testing bodies that are used in the rule represent minimum, entry-level scores required for providing accurate translation necessary for effective service in the classroom. While noting that some states do require higher scores, the Commission’s director stated that those proposed for initial and emergency approval will be adequate to safeguard children’s right to access in the educational environment while at the same time protecting the pool of current interpreters from significant reductions.

Similarly, representatives of the Illinois Alliance of Administrators of Special Education expressed support for the choice of the EIPA, noting that other assessments are geared to interaction among adults and do not take into consideration the specialized skills needed in interpreting for children. They also mentioned the broad accessibility of the EIPA because of its video format and the useful feedback it provides to test-takers, who must be able to interpret with sufficient skill to enable students to learn language while also using language to learn.

Analysis
We believe these comments lend weight to the recommendations made above regarding the timeline for implementation of the approval requirements and the score levels required for the respective levels of approval.

Recommendation
No additional changes are needed in response to these comments.

Comment
It was proposed that the services of interpreters be reimbursable at the professional level due to these rigorous new approval requirements.
Analysis
This idea deserves further consideration but is a matter of special education fiscal policy rather than a subject that should be dealt with in the rules for certification. Discussions are under way to determine the advantages, disadvantages, and feasibility of this suggestion.

Recommendation
The text of this rule should not be affected by this suggestion.

Additional Issue; Recommendation
One aspect of this rulemaking was identified by staff as being unnecessarily complicated and deserving of a “repair.” The proposed revision to Section 25.100(k) results in language that is circular; this should be revised as shown below to clarify the relationship between statements in Part 1 and those in Part 25: (The rule in question deals with exceptions to the general model for endorsing teaching certificates and is being changed to acknowledge other changes in Part 1 relative to requirements for certain assignments in the middle grades.)

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 other than reading and library information specialist assignments in the middle grades. The requirements of 23 Ill. Adm. Code 1.780, 1.781, and 1782, 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.
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

SUBPART B: CERTIFICATES

Section 25.11 New Certificates (February 15, 2000)
25.15 Standards for Certain Certificates
25.20 Requirements for the Elementary Certificate
25.30 Requirements for the Secondary Certificate
25.35 Acquisition of Subsequent Certificates; Removal of Deficiencies
25.37 Acquisition of Subsequent Teaching Certificates (2004)
25.40 Requirements for the Special Certificate
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AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, and 2-3.6].

amended at 29 Ill. Reg. 1212, effective January 4, 2005; amended at 29 Ill. Reg. _____, effective ______________.

SUBPART B: CERTIFICATES

Section 25.37 Acquisition of Subsequent Teaching Certificates (2004)

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

a) The candidate shall submit his or her official transcripts and evidence of teaching experience to an Illinois institution of higher education operating a program approved pursuant to Subpart C of this Part that prepares candidates for the certificate sought.

b) The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the certificate sought and, based on this comparison, may identify for the candidate a “focused program” consisting of coursework and experiences that he or she must complete in order to meet those standards.

1) In formulating such a program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter, develops the knowledge and skills that are needed to work with students in the age and grade ranges encompassed by the certificate sought, and is knowledgeable about pedagogical approaches that are suitable for that age group.

2) The institution may revise an individual’s focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the unit assessment system (see Section 25.140 of this Part) or other assessments that are directly related to the standards for the certificate sought.

3) Each institution shall make available a description of the method to be used by the educational unit in assessing the degree to which the work
previously completed by candidates for focused programs has addressed relevant standards and in identifying the coursework and experiences these candidates will be required to complete in order to qualify for subsequent certificates. An institution that uniformly requires all candidates seeking subsequent teaching certificates or subsequent teaching certificates of a particular type under this Section to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

c) A candidate who completes a focused program shall be considered as having completed the institution’s approved program for the certificate sought and shall be eligible to be recommended for certification by entitlement, signifying that the candidate has met all applicable standards.

d) The provisions of subsections (a) through (c) of this Section notwithstanding, an individual who holds a valid secondary certificate may receive a special K-12 certificate by submitting an application, along with the required fee and evidence of having passed the test of basic skills and the applicable content-area test and the assessment of professional teaching relevant to the special certificate (see Section 25.720 of this Part). An endorsement valid for Grades K-12 shall be affixed to the certificate, reflecting the area in which the individual has completed a major area of specialization as provided in Section 25.42(d) of this Part. Additional endorsements may be affixed pursuant to Sections 25.100 and 25.497 of this Part.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

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 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 for the coursework 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) Endorsement(s) 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), and (k) 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 and 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, except in the case of reading as provided in subsection (i)(1)(C) of this Section. 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), and (k) 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 standard 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.

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.

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.

   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, 18 semester hours of college coursework in reading described at 23
III. Adm. Code 1.740(a), in which case passage of the content-area test or test of subject matter knowledge shall not be required and no deficiency statement shall extend the timeline for completion of the coursework beyond June 30, 2005.

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 including 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.

a) Each candidate for the school service personnel certificate endorsed for school social work shall hold a master’s degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social Work Education.

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

c) Each candidate shall have completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master’s or higher degree in social work, and a school social work internship of at least 600 contact hours in a school setting.

d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.140.)

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


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.

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

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

g) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.110.)

h) 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.

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

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 25.245 Certification of School Nurses (2004)

a) Each candidate for the school service personnel certificate endorsed for school nursing shall hold a bachelor’s degree.

b) Each candidate shall be licensed as a registered professional nurse in Illinois pursuant to the Nursing and Advanced Practice Nursing Act [225 ILCS 65].

c) Each candidate shall have completed an Illinois program approved for the preparation of school nurses pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country shall have been recommended for certification by such a program.

4) Each out-of-state candidate shall submit his or her official transcripts to an Illinois institution of higher education operating an approved program. The institution may, at its discretion, compare the coursework and clinical experiences already completed by the applicant to the standards for the school nurse certificate (see 23 Ill. Adm. Code 23.120) and, based on this comparison, may identify for the candidate a “focused program” consisting of coursework and experiences that he or she must complete in order to meet those standards. If the institution determines that the individual’s preparation is sufficient to meet the applicable standards, the institution may recommend the individual for certification without requiring additional preparation.
2) In formulating a focused program, the institution shall ensure that the candidate has broad and deep knowledge of the subject matter and develops the necessary knowledge and skills. The institution may revise an individual’s focused program to include additional or fewer components as it may deem appropriate based upon the results of internal performance assessments that form part of the unit assessment system (see Section 25.140 of this Part) or other assessments that are directly related to the standards for the school nurse certificate.

3) An institution that uniformly requires all out-of-state candidates seeking certification in school nursing to complete certain coursework or field experiences, or to complete a full program without acknowledgment of prior courses or experiences, shall publish and make available a written statement to this effect, describing those requirements.

4) An out-of-state candidate who completes a focused program shall be considered as having completed the institution’s approved program in school nursing and shall be eligible to be recommended for certification by entitlement, signifying that the candidate has met all applicable standards.

d) Each candidate shall have met the requirements of either subsection (d)(1) or subsection (d)(2) of this Section.

1) Completion of an internship that:

A) was determined by the approved program to be sufficient in length for the candidate to meet the standards set forth at 23 Ill. Adm. Code 23.120, but in no case consisted of fewer than 300 hours of experiences; and

B) was supervised by a certified school nurse with at least two full school years of full-time experience as a school nurse and at least one full school year of full-time experience with the current employer.

2) Completion of two years of experience as a school nurse prior to July 1, 1972.
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e) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part. (See also 23 Ill. Adm. Code 23.120.)

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

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

SUBPART F: GENERAL PROVISIONS

Section 25.425 Individuals Prepared in Out-of-State Institutions

An applicant who holds or is eligible to hold another state's or another country’s teacher, school service personnel, or administrative certificate may be granted a corresponding Illinois certificate if he or she meets all the generally applicable requirements of Article 21 of the School Code (e.g., age; good character; or citizenship or legal presence) and the requirements for the certificate sought, as specified in the applicable Sections of this Part.

a) The certificate sought must be comparable to the out-of-state certificate for which the applicant is eligible. A comparable Illinois certificate is that which is most nearly like that of the other state (e.g., a K-6 certificate from another state most nearly approximates the Illinois elementary (K-9) certificate). See Section 25.245 of this Part for requirements applicable to out-of-state applicants for certification in school nursing.

b) Each out-of-state applicant for an Illinois teaching certificate must have met certification requirements that are similar to Illinois requirements.

1) For those who have completed traditional preparation programs, these requirements include college coursework in professional education, including pre-student teaching clinical experiences or equivalent experience, student teaching or equivalent experience, and a major in a subject area that is relevant to the area of certification.
2) For those who have completed alternative certification programs, these requirements include graduation from a regionally accredited institution with a bachelor’s degree, an intensive course of study approved by that state for this purpose, and student teaching or another structured teaching experience that forms part of the approved alternative program.

3) An applicant who holds a certificate from another state, territory, or possession of the U.S. but has not completed a preparation program approved by that state shall be required to present a written statement, signed by a representative of the agency issuing the certificate indicating that, at the time when the applicant was certified, the state of certification had certification requirements related to general education, professional education, and an area of specialization for the certificate issued and the applicant met the requirements in all three areas.

c) An individual may receive additional endorsements by meeting the applicable requirements of Section 25.100 of this Part.

d) Special provisions apply to applicants from states that do not require certification of school psychologists or school social workers or for administrative positions for which certification is required in Illinois. When an applicant presents evidence of having served in such a position in a state where certification for the position is not required, eligibility for the Illinois certificate sought shall be contingent upon evidence that the applicant:

1) has met all applicable requirements of Illinois law relative to the certificate and endorsement sought;

2) has passed the Illinois test of basic skills and the relevant Illinois content-area test; and

3) has met any three of the conditions described in subsections (d)(3)(A) through (E) of this Section.

A) The individual has completed a degree program that prepares candidates for service in the endorsement area sought in the public schools of the state where the program was completed or the state where the service was provided.
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B) The individual has completed a program that was accredited by NCATE at the time of completion.

C) The individual has completed a program that formerly served as a basis for certification in the state where the program was completed.

D) The titles or content descriptions of courses listed on the individual’s official transcript indicate that the courses were designed to address standards substantially comparable to those that apply to the Illinois certificate or endorsement sought.

E) The individual presents evidence of work experience in the public schools in the position for which Illinois certification is sought.

e) A candidate whose credentials were earned at an institution outside the United States shall submit the documents prepared by the foreign institution to a service whose evaluations are accepted by the State Board pursuant to subsection (f) of this Section.

1) After reviewing the documents submitted, the service shall provide to the State Superintendent of Education a statement identifying the degree held by the individual and indicating whether or not the individual has been prepared as an educator. The service shall also provide a list of the courses completed, with the credits earned equated to semester hours.

2) The transcript provided by the service pursuant to subsection (e)(1) of this Section shall be reviewed to determine whether the individual qualifies for a certificate; if so, he or she shall receive such a certificate with all endorsements indicated by the coursework completed.

3) If the review of the individual’s transcript indicates that he or she does not qualify for a certificate, he or she shall receive a notification of the deficiencies for the certificate.

f) Evaluation services shall be approved to review foreign credentials for purposes of Illinois certification if they demonstrate experience working on behalf of either
the National Association of Foreign Student Affairs or the American Association of Collegiate Registrars and Admissions Officers. However, the State Board of Education may discontinue acceptance of evaluations from any service based on evidence of material inconsistencies in reviews. The State Board shall maintain an up-to-date list of all organizations whose reviews are being accepted and shall make this list readily available.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 25.464 Short-Term Authorization for Positions Otherwise Unfilled

Subject to the provisions of this Section, an entity that is required to employ certified teachers a school district, cooperative, or joint agreement may receive short-term approval to employ an individual who does not hold the qualifications required for a vacant teaching position, other than a special education teaching position, when the employing entity has been unable to recruit a fully qualified candidate for that position. Short-term authorization as described in this Section shall be available not only with respect to individuals who lack full qualifications in a subject area, but also with respect to individuals who have not completed the six semester hours of coursework specified at 23 Ill. Adm. Code 1.720 for teachers of middle grades (see Section 1.720(a)(2)(A) and (B)).

a) The employing entity shall file with the regional superintendent:

1) a description of the vacant position, including the subject area and the grade level;

2) evidence of inability to fill the position with a fully qualified individual, including a list of the candidates who applied, a list of those who were interviewed, and the reason each was not interviewed or was not selected, as applicable;

3) a statement that the employing entity has not honorably discharged anyone in the past year who was fully qualified for the position;

4) the name and Social Security number of the individual the entity wishes to employ for the position, as well as a list of the certificate number(s) and type(s) held by that individual;
5) a written assurance that the district will provide the teacher to be employed with mentoring and high-quality professional development each year in the subject area to be taught;

6) one of the following:

A) a written assurance from an institution of higher education that operates a program approved pursuant to Subpart C of this Part that leads to certification in the subject area to be taught that the individual who will be employed is enrolled in coursework that is designed to meet the standards applicable to that subject area, or

B) a written assurance from the certification officer of another institution of higher education that offers one or more approved educator preparation programs that the individual is enrolled in courses that will enable him or her to qualify for the endorsement, or

C) other evidence of enrollment in relevant coursework supplied by the individual who will be employed, or

D) a written assurance signed by the individual who will be employed, indicating his or her intention to enroll in one or more identified courses at a specified institution of higher education in the next semester; and

7) a statement of intent, signed and dated by the individual who will be employed, stipulating that he or she will complete all requirements for an endorsement in the subject to be taught (see Section 25.100 of this Part or 23 Ill. Adm. Code 1.720, as applicable) within three school years after the issuance of authorization under this Section.

b) Short-term authorization pursuant to this Section shall be issued only when the individual identified by the employing entity:

1) holds an initial, standard, or master certificate that is valid for the grade level of the proposed assignment;
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2) has successfully completed at least nine semester hours of college coursework in the subject area to be taught; and

3) has filed the statement of intent called for in subsection (a)(7) of this Section.

e) When the requirements of this Section have been met, the State Superintendent of Education shall issue to the employing entity a letter granting short-term authorization for the named individual to teach in the specific position for which the application was made.

1) Such a letter shall constitute an authorization to the employing entity and not a credential issued to the individual. As such it shall not be transferable to any other individual, employing entity, or teaching assignment.

2) Each employing entity that receives an authorization pursuant to this Section shall maintain the State Superintendent’s letter on file and make it available for inspection by representatives of the State Board of Education upon request.

d) Short-term teaching authorization issued pursuant to this Section shall be issued with respect to a specific school year and shall expire on June 30 of the third school year following the date of issuance.

e) After the end of the validity of authorization received under this Section, the individual shall not be eligible to teach in the subject area for which approval was granted unless he or she has received an endorsement for that subject.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

Section 25.497 Supervisory Endorsements

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

a) Presentation of evidence of possessing a master's degree or higher from a recognized institution of higher learning; and

b) Presentation of evidence of possessing eight semester hours of graduate professional education which shall include at least one course that relates primarily and explicitly to the supervision of personnel, and one course that relates primarily and explicitly to the administration and organization of schools; and

e) Presentation of evidence of at least two years of appropriate teaching or school service personnel experience.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)

SUBPART G: THE UTILIZATION OF PARAPROFESSIONALS AND OTHER NONCERTIFIED PERSONNEL

Section 25.510 Paraprofessionals; Teacher Aides

a) The terms “paraprofessionals” and "teacher aides" shall be used to refer to the noncertificated personnel authorized by Section 10-22.34 of the School Code [105 ILCS 5/10-22.34] to be employed to assist in instruction. The terms “paraprofessional” and “teacher aide” shall be considered synonymous.

b) Approval of Paraprofessionals

1) Service as a paraprofessional requires a statement of approval issued by the State Board of Education, in consultation with the State Teacher Certification Board. Paraprofessionals first employed in programs for students with disabilities on or before June 30, 2005, shall be subject to this requirement as of July 1, 2007.

2) Each individual who is required to hold a statement of approval shall submit an application to the State Superintendent of Education,
accompany by evidence that he or she meets the requirements of subsection (c) of this Section. Each individual who wishes to serve as a paraprofessional in a targeted assistance program and is paid with federal funds provided under Title I, Part A, or in a school-wide program that is supported with such funds shall submit an application for approval accompanied by evidence that he or she meets the requirements of subsection (d) of this Section. Each applicant who qualifies shall be issued a statement of approval, which shall indicate whether it applies to programs supported with federal Title I, Part A, funds.

c) Each paraprofessional shall be of good character and shall be a citizen of the United States or legally present and authorized for employment. Each paraprofessional shall be subject to that portion of Section 24-5 of the School Code [105 ILCS 5/24-5] that requires physical fitness and freedom from communicable disease, including evidence of freedom from tuberculosis. Each paraprofessional shall hold a high school diploma or its recognized equivalent. To receive approval to serve as a teacher aide, an individual shall:

1) present evidence of having completed 30 semester hours of college credit at a regionally accredited institution of higher education; or

2) complete a training program for paraprofessionals that has been approved either by the Illinois Community College Board or by the State Board of Education in consultation with the State Teacher Certification Board; or

3) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the State Teacher Certification Board; or

4) pass the Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the State Teacher Certification Board and present verification by the employing district or other entity that:

A) the individual’s classroom performance was observed as part of a formal evaluation that yielded a satisfactory rating; or
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B) the individual’s classroom performance was observed prior to employment and the district’s representative has concluded that the individual was effective in performing the assigned duties.

d) In addition to meeting the requirements of subsection (c) of this Section, each paraprofessional employed to assist with instruction in a targeted assistance program and paid with federal funds provided under Title I, Part A, or employed in a school-wide program that is supported with such funds is subject to the additional requirements of Section 1119 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110; see also 34 CFR 200.58 (2003), no later editions of or revisions to these regulations are included). No paraprofessional may be assigned to serve in such a capacity after the deadline established in federal law for the group of which he or she is a member unless he or she holds a statement of approval that is specific for this purpose. To qualify for this purpose, an individual shall either have completed two years of study at an institution of higher education, hold an associate’s or higher degree, or successfully complete a formal State or local assessment.

1) Completion of “two years of study at an institution of higher education” means completion of at least 60 semester hours of college coursework at an accredited institution of higher education.

2) “Formal State assessment” means:

A) either of the tests discussed in subsections (c)(3) and (c)(4) of this Section; or

B) possession of a statement of approval issued under subsection (c)(1) or (c)(2) of this Section and presentation to the State Superintendent of Education of evidence that the individual has accumulated 300 Professional Training Points (PTPs).

i) Work experience as a paraprofessional in a public or nonpublic school shall be credited at the rate of 30 PTPs per year, up to a maximum of 150 PTPs. The required evidence of completion for this experience shall be a letter signed by the chief administrator or other designated
official of the employing district, other public entity, or nonpublic school documenting the nature and duration of the individual’s employment.

ii) College coursework shall be credited at the rate of 15 PTPs per semester hour. The required evidence of completion for college coursework shall be official transcripts issued by the institution(s) at which it was completed.

iii) Completion of the Paraprofessional Test Preparation Curriculum developed by the Illinois Community College Board in partnership with the Illinois State Board of Education shall be credited as 15 PTPs. The required evidence for completion of this curriculum shall be a certificate of completion issued to the individual.

iv) Additional training activities shall be credited at the rate of one PTP per hour of the individual’s direct participation, provided that training activities shall be creditable only if they address or enhance the paraprofessional’s ability to assist in the academic content areas of reading/language arts, writing, or mathematics or in reading readiness, writing readiness, or mathematics readiness. The required evidence of completion for each training activity that occurred prior to July 1, 2004, shall include a description of the event, including its subject, date, location, and provider if known; and, if available, a program, outline, or completion form supplied by the provider to indicate the individual’s attendance at the event. The required evidence of completion for each training activity that occurred on or after July 1, 2004, shall include a description of the event, including its subject, date, location, and provider; a program or outline if available; and a completion form supplied by the provider to indicate the individual’s attendance at the event. In all cases the required evidence shall include a signed statement by the individual indicating the length of his or her participation and verifying that the
activity addressed one of the areas required by this subsection (d)(2)(B)(iv).


e) Revocation of Approval

1) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been designated as a “sex offender” as defined in Section 2 of the Sex Offender Registration Act [730 ILCS 150/2] or as a “child sex offender” as defined in Section 11-9.3 of the Criminal Code of 1961 [720 ILCS 5/11-9.3], or has been named as a perpetrator in an indicated report filed pursuant to the Abused and Neglected Child Reporting Act [325 ILCS 5/Art.1], the State Superintendent may revoke an individual’s approval after the individual has had an opportunity for a hearing before the State Teacher Certification Board pursuant to 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings) 480 (Hearings Before the State Teacher Certification Board). The State Superintendent’s decision shall be considered an “administrative decision” for purposes of the Administrative Review Law [735 ILCS 5/Art. III].

2) When the State Superintendent of Education receives information indicating that an individual who holds approval as a teacher aide or paraprofessional has been convicted of any sex offense or narcotics offense as defined in Section 21-23a of the School Code [105 ILCS 5/21-23a] or has been convicted of first degree murder, attempted first degree murder, or a Class X felony, the State Superintendent shall forthwith revoke the individual’s approval. The State Superintendent’s decision shall be considered an “administrative decision” for purposes of the Administrative Review Law.

(Source: Amended at 29 Ill. Reg. _____, effective _____________)
Section 25.550 Approval of Educational Interpreters

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

a) Initial Approval

1) Each applicant shall have:

A) completed 30 semester hours of college credit from one or more regionally accredited institutions of higher education; or

B) passed the Educational Interpreter Knowledge Assessment (EIKA); or

C) passed the written examination administered by the Registry of Interpreters for the Deaf (RID); or

D) achieved the score identified as passing by the Illinois State Board of Education on either of the examinations for paraprofessionals discussed in Section 25.510(c)(3) and (4) of this Part.

2) Each applicant for initial approval as a sign language interpreter shall have:

A) attained a rating of Level 3.0 or above on the Educational Interpreter Performance Assessment (EIPA); or
B) received a certificate issued by the RID; or

C) scored at the “passing” level or above on the examination of the American Consortium of Certified Interpreters (ACCI).

3) Each applicant for initial approval as a cued speech interpreter shall have:

A) attained a rating of Category 4 or above on the Basic Cued Speech Proficiency Rating administered by Testing, Evaluation and Certification Unit, Inc. (TEC Unit); or

B) attained Transliteration Skills Certification from TEC Unit at level 3 or above.

b) Standard Approval

1) Each applicant shall:

A) have completed 60 semester hours of college credit from one or more regionally accredited institutions of higher education; or

B) hold an associate’s degree issued by a regionally accredited institution of higher education; or

C) have passed one of the examinations required for initial approval under subsection (a) of this Section.

2) Each applicant for standard approval as a sign language interpreter shall:

A) have attained a rating of Level 3.5 or above on the EIPA; or

B) provide evidence that he or she was employed as a sign language interpreter in the Illinois public schools during the 2005-06 school year and holds certification from the RID.

3) Each applicant for standard approval as a cued speech interpreter shall have attained Transliteration Skills Certification at Level 3 or above.
c) Master Approval

1) Each applicant shall have met the requirements of subsection (b)(1) of this Section.

2) Each applicant for master approval as a sign language interpreter shall have attained a rating of Level 4.5 or above on the EIPA.

3) Each applicant for master approval as a cued speech interpreter shall have attained Transliteration Skills Certification at Level 4 or above.

d) Emergency Approval

1) Each applicant shall have completed 10 semester hours of college credit from one or more regionally accredited institutions of higher education.

2) Each applicant for approval as a sign language interpreter shall have:

   A) attained a rating of Level 3.0 or above on the EIPA; or
   
   B) received a certificate issued by the RID; or
   
   C) scored at the “passing” level or above on the examination of the
      ACCI.

3) Each applicant for approval as a cued speech interpreter shall have:

   A) attained a rating of Category 4 or above on the Basic Cued Speech Proficiency Rating; or

   B) attained Transliteration Skills Certification at level 3 or above.

e) Validity; Renewal

1) Initial approval shall be valid for four years of interpreting within the eight-year period following its issuance, provided that the approval of an individual who completes four years of interpreting shall continue to be
valid through the immediately following June 30. Initial approval shall not be renewable. However, an individual whose initial approval has expired may receive another initial approval by meeting the requirements of this Section as applicable at the time. An individual need not have held initial approval to qualify for standard or master approval.

2) Standard approval shall be valid for five years, subject to the provisions of Section 21-22 of the School Code, and shall be renewable upon presentation of evidence that, during the five-year period of the approval’s validity, the individual has:

   A) completed 40 hours of continuing education; or

   B) completed 25 hours of continuing education and received certification from RID or from ACCL.

3) Master approval shall be valid for ten years, subject to the provisions of Section 21-22 of the School Code, and shall be renewable upon presentation of evidence that, during the ten-year period of the approval’s validity, the individual has:

   A) completed 80 hours of continuing education; or

   B) completed 65 hours of continuing education and received certification from RID or from ACCL.

4) Emergency approval shall be valid for two years, subject to the provisions of Section 21-22 of the School Code, and shall not be renewable.

f) Continuing Education

1) An individual may accrue hours of continuing education by participating in conferences, workshops, institutes, seminars, symposia, or other, similar training events that:

   A) are designed to improve the skills and knowledge of interpreters for the deaf; or
B) are organized by an entity that is approved pursuant to Section 25.855 or 25.860 of this Part and address educational concerns.

2) An individual may accrue the required credit for continuing education by completing college coursework that is part of an interpreter training program offered by a regionally accredited institution of higher education or an Illinois community college. One course of at least three semester hours may be used to fulfill 100 percent of the requirement for renewal of standard approval or 50 percent of the requirement for renewal of master approval. Two courses totaling at least six semester hours may be used to fulfill 100 percent of the requirement for renewal of master approval.

3) Holders of approval at the standard level only may accrue 100 percent of the required credit for continuing education for a given approval period by having taken the EIPA examination during that period and having earned a score of at least 4.0.

4) Holders of approval at the master level only may accrue up to 20 hours of continuing education for mentoring provided to holders of initial or standard approval.

5) Except as provided in subsection (f)(3) of this Section, each individual shall be required to accrue at least 60 percent of the required hours of continuing education in activities under subsection (f)(1)(A), (f)(2), or, if applicable, (f)(4) of this Section, in any combination.

6) Evidence of Completion

A) Along with his or her statement of approval, each individual who will be required to complete continuing education as a condition of renewal shall be furnished with a log format enabling him or her to record the activities completed. For any activity completed under subsection (f)(1) of this Section, the individual shall present the attendance form provided by the entity organizing the event, except that the organizer’s signature on the log form shall suffice in cases where participants receive no other written verification of their attendance.
B) As evidence of completion for college coursework, the individual shall present a grade report or official transcript issued by the institution indicating that he or she has passed the course or courses.

C) As evidence of completion for mentoring, the individual shall present the signature of an authorized representative of the employing entity on the log format provided, documenting the formal mentoring arrangement and the time spent.

g) Revocation

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

(Source: Added at 29 Ill. Reg. _____, effective _____________)

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section 25.855 Approval of Illinois Providers

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

a) Except as provided in subsection (b) of this Section, each provider wishing to receive such approval shall submit an application on a form supplied by the State Board of Education. For each area of professional knowledge or skill in which the provider wishes to secure approval, the application shall include:

1) a description of the intended offerings in terms of relevant standards to be addressed;
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2) the qualifications and experience the provider will require of presenters to be assigned in each area;

3) an indication as to whether the application is for approval to issue CEUs or CPDUs and, if approval is sought for both, identification of the activities that will generate each form of credit; and

4) assurances that the requirements of subsection (c) of this Section and the requirements of Section 25.870 of this Part will be met.

b) An organization that has affiliates based in Illinois may apply for approval on their behalf.

1) The applicant organization shall provide a list of its affiliates for which approval is sought and supply the information required pursuant to subsection (a) of this Section with respect to each one.

2) The applicant organization’s provision of the assurances required pursuant to subsection (a)(4) of this Section shall be understood to apply to each affiliate for which approval is sought.

3) The applicant organization shall notify the State Board of Education any time it determines that one or more affiliates should be added to or removed from the list of approved providers or that the areas of training should be changed for one or more of the affiliates. For affiliates to be added, the applicant organization shall supply the information required pursuant to subsection (a) of this Section.

4) The approval status of the applicant organization shall be contingent upon its affiliates’ compliance with the applicable requirements of this Subpart J.

c) Each provider approved to issue CEUs or CPDUs shall:

1) submit written notice to the State Board of Education no later than 30 days prior to the initial date of each of its training activities, including the title, description, target audience, instructional method, and intended learning
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outcomes of the activity, along with a sample of the syllabus, program, or outline for it;

2) verify attendance at its training activities, provide to participants the standard forms referred to in Section 25.865 of this Part, and require completion of the evaluation portion of these forms;

2) maintain participants’ evaluation forms for a period of not less than three years and make them available for review upon request by staff of the State Board of Education;

3) maintain attendance records for each event or activity it conducts or sponsors for a period of not less than five years; and

4) include in each announcement regarding an event or activity whether CEUs or CPDUs will be available.

d) Applicants may be asked to clarify particular aspects of their materials.

e) The State Superintendent of Education, on behalf of the State Board of Education and the State Teacher Certification Board, shall respond to each application for approval no later than 30 days after receiving it.

f) A provider shall be approved to issue CEUs for a given type of activity only if the provider’s application provides evidence that:

1) the activities will be developed and presented by persons with education and experience in the applicable subject matter area(s);

2) the activities will include an activity such as discussion, critique, or application of what has been presented, observed, learned, or demonstrated; and

3) there is an apparent correlation between the proposed content of the training activities, the relevant standards set forth in Subpart B of this Part, and one or more of the purposes the recipients are required to address in their continuing professional development pursuant to Section 21-14(e)(2) of the School Code.
g) A provider shall be approved to issue CPDUs for a given type of activity only if the provider’s application provides evidence that:

1) the activities and events it sponsors or conducts will be developed and presented by persons with education and experience in the applicable subject matter area(s); and

2) there is an apparent correlation between the proposed content of the training activities, the relevant standards set forth in Subpart B of this Part, and one or more of the purposes the recipients are required to address in their continuing professional development plans pursuant to Section 21-14(e)(2) of the School Code.

h) The State Board of Education shall maintain and publicize the list of all approved providers. The list shall indicate any limitations on the type(s) of activities for which an entity has received approval.

i) Approval of a provider shall be valid for three years. To request renewal of such approval, a provider shall, no later than March 1 of the year of expiration, submit an application on a form supplied by the State Board of Education and containing:

1) a description of any significant changes in the material submitted as part of its approved application; or

2) a certification that no such changes have occurred.

j) A provider’s approval shall be renewed if the application conforms to the requirements of subsection (i) of this Section, provided that the Boards have received no evidence of noncompliance with the requirements of this Subpart J.

k) The State Board of Education may evaluate any approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of training events, which the State Board may, at its discretion, monitor at any time.

1) In the event an evaluation indicates that applicable standards have not been met, the State Board of Education and the State Teacher Certification
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Board may jointly withdraw approval for one or more types of activities or of the provider.

2) Staff of the State Board of Education shall periodically report to the State Teacher Certification Board on the providers reviewed and any changes in their approval status.

3) Pursuant to Section 21-14(e)(3)(H) of the School Code [105 ILCS 5/21-14(e)(3)(H)], a teacher may not receive credit for any activity that is designed for entertainment, promotional, or commercial purposes or that is solely inspirational or motivational, and the State Board and the State Teacher Certification Board may jointly disapprove any activity found to be of this nature.

A) When an activity is disapproved under this subsection (k)(3), the provider may continue to offer the activity but shall immediately revise all relevant notices and advertisements to indicate the nature of the activity. The provider shall be required to state in each such notice or advertisement that the activity generates no credit applicable to certificate renewal. Individuals who complete the activity once it is accurately described shall not claim credit for it.

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

(Source: Amended at 29 Ill. Reg. _____, effective _____________)