AGENDA (timeframes are estimated for planning purposes)

I. Roll Call

II. Board Member Participation by Other Means

III. Public Participation (15 minutes maximum) 8:30 – 8:45 a.m.

IV. *Rules for Initial Review (Darren Reisberg, Shelley Helton) 8:45 – 8:55 a.m.
   A. Part 1 (Public Schools Evaluation, recognition and Supervision) (Robin Lisboa) (pp. 2-12)
   B. Part 25 (Certification) (Linda Jamali, Patrick Murphy) (pp. 18-98)
   C. Part 75 (Incentive Grants for Agricultural Science Teacher Education (Mark Williams) (pp. 99-128)
   D. Part 228 (Transitional Bilingual Education) (Robin Lisboa) (Memo p. 2-4; pp. 13-17)

V. *Rules for Adoption (Darren Reisberg, Shelley Helton) 8:55 – 9:05 a.m.
   A. Part 1 (Public Schools Evaluation, recognition and Supervision) (pp. 129-150) 
      (Robin Lisboa, Linda Jamali, Patrick Murphy, Jim Palmer)
   B. Part 350 (Secular Textbook Loan) (Robert Wolfe) (pp. 151-155)

VI. Committee Agenda Planning/Additional Items

VII. Adjourn

* Items listed with an asterisk (*) will be discussed in committee and action may be taken in the plenary session.
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
      Don Evans, Director of Human Resources
      Linda Tomlinson, Assistant Superintendent
      Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Item: Proposed Amendments for Initial Review: Part 1 (Public Schools Evaluation, Recognition and Supervision) and Part 228 (Transitional Bilingual Education)

Materials: Recommended Rules

Staff Contacts: Linda Jamali and Robin M. Lisboa, Division Administrators

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

Relationship to/Implications for the State Board’s Strategic Plan
This proposal relates to Goal 2 (highly prepared and effective school leaders), as it addresses the requirements for administrators of bilingual education programs.

Expected Outcome of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information
In 2006, the State Board promulgated rules that established for the first time requirements for administrators of bilingual education programs. The rules provided that administrators have the appropriate administrative certification and hold one of several endorsements or approvals required of bilingual education teachers, with the specific endorsement or approval dependent on whether the program offered was a transitional bilingual education program (TBE) or a transitional program of instruction (TPI). The proposal was not without controversy, and before it became final, the rules were modified to allow school districts two years to find individuals who met the new requirement to have the applicable bilingual endorsement or approval, making them applicable to anyone hired after July 1, 2008. An individual hired before that date had four years -- until July 1, 2010 -- to meet the requirements.

Despite the requirements being in place since 2006, the agency again heard complaints about the deadline for compliance when Part 228 was amended in 2010. Since that time, it has become clear that a significant number of school districts have been unable to find individuals to serve in administrative positions who have the proper endorsement or approval. The changes
being proposed in both Parts 1 and 228 respond to these ongoing concerns that the current standards are both burdensome and costly.

As a remedy to these concerns, it is proposed that the rules continue to require properly certified administrators to complete coursework specific to bilingual education, but without specifying that an additional endorsement or approval be obtained. The proposed requirements will take effect for all bilingual education program administrators on July 1, 2014. The coursework requirement is being placed in Part 1, with a cross-reference to new Section 1.783 being added in Part 228. Completion of coursework is an alternative for administrators of TBE or TPI programs that would be in addition to the receipt of an applicable endorsement or approval that is currently required under Section 228.35(d). A slight modification also is being proposed in Section 1.705 to emphasize the long-standing requirement for bilingual education administrators to hold the proper administrative certification or supervisory approval, a requirement that will not be affected by this rulemaking.

Staff shared the proposed changes with the Illinois Advisory Council on Bilingual Education (IACBE) and with interested stakeholders in advance of Board presentation. In early May, agency staff informed school districts through the Superintendent’s Weekly Message that during the rulemaking process, no action would be taken against programs that employ properly certified administrators who do not currently hold the applicable bilingual endorsement or approval.

**Analysis and Implications for Policy, Budget, Legislative Action and Communications**
Policy Implications: The current requirements have been particularly troubling for school districts with TBE programs, wherein instruction is provided to students entirely in their native language while they are learning English. An administrator of a TBE program must hold either the bilingual endorsement or approval or the English as a new language endorsement with a language designation. Both of these endorsements require passage of a language examination to demonstrate proficiency in a second language.

While staff believe that the current qualifications of administrators remain appropriate, they are sympathetic to arguments that otherwise qualified administrators often do not have the skills in a second language necessary to pass the exam. To ensure effective program implementation, however, it is more critical that the individual assigned to administer the transitional bilingual education program and who has decision-making authority is knowledgeable about the learning needs of English language learners, second language acquisition and bilingual education in order to direct the program’s curriculum, instructional methodologies, assessment, data management and materials' selection. Acquisition of this knowledge is embedded in the coursework that administrators will still be required to take.

Many school districts report that bilingual education is one of several duties to which an administrator might be assigned. Even though administering the bilingual education program is not full time for these individuals, they still have responsibility to ensure that the statutory and regulatory requirements for bilingual education programs are met and that high-quality education programs are established to meet the needs of English language learners and their parents. Retaining coursework requirements in the rules will enable administrators to gain the competencies to adequately guide programs that help children build academic skills and knowledge with native language support while they acquire the English language skills necessary to succeed in the general education program.

Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

**Pros and Cons of Various Actions**
The proposed rules address a workable compromise to concerns of school districts about the availability of qualified administrators, yet maintain standards for high-quality programs. Without changes in the rules, school districts will continue to be out of compliance and risk punitive action that could result in loss of state bilingual education funding or changes in their recognition status, or both.

**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemakings for:

- Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), and
- Transitional Bilingual Education (23 Illinois Administrative Code 228),

including publication of the proposed amendments in the Illinois Register.

**Next Steps**
With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the Illinois Register to elicit public comment. Additional means, such as the Superintendent’s Weekly Message and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

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1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section
1.310 Administrative Qualifications and Responsibilities
1.320 Evaluation of Certified Staff in Contractual Continued Service
1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section
1.410 Determination of the Instructional Program
1.420 Basic Standards
1.430 Additional Criteria for Elementary Schools
1.440 Additional Criteria for High Schools
1.445 Required Course Substitute
1.450 Special Programs (Repealed)
1.460 Credit Earned Through Proficiency Examinations
1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
1.465 Ethnic School Foreign Language Credit and Program Approval
1.470 Adult and Continuing Education
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SUBPART E: SUPPORT SERVICES

Section
1.510 Transportation
1.515 Training of School Bus Driver Instructors
1.520 School Food Services (Repealed)
1.530 Health Services
1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

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APPENDIX A Professional Staff Certification
APPENDIX B Certification Quick Reference Chart (Repealed)
APPENDIX C Glossary of Terms (Repealed)
APPENDIX D State Goals for Learning
APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
1. APPENDIX F    Criteria for Determination - Student Performance and School Improvement (Repealed)

1. APPENDIX G    Criteria for Determination - State Assessment (Repealed)


Section 1.705 Requirements for Supervisory and Administrative Staff

a) Each district superintendent shall hold an administrative certificate with a Superintendent’s endorsement.

b) Each assistant superintendent, principal, or assistant principal shall hold an administrative certificate with a General Administrative or Superintendent’s endorsement, except that a head teacher serving in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5/10-21.4a] shall hold a teaching certificate endorsed for supervision.

c) Each general administrator (e.g., director, assistant director, coordinator, administrative assistant, or general supervisor) in general education shall hold an administrative certificate with a General Supervisory, General Administrative, or Superintendent’s endorsement.

d) Each head of a general education department or supervisor for a specific subject shall hold either:

   1) an administrative certificate with a General Supervisory, General Administrative, or Superintendent’s endorsement; or

   2) a teaching certificate endorsed for supervision in the area supervised.

e) Each supervisory dean shall hold an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement.

f) Each dean of students shall hold:

   1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement; or

   2) a teaching certificate (endorsed for supervision if the holder suspends students pursuant to Section 10-22.6 of the School Code); or
3) a school service personnel certificate endorsed for any field other than school nursing (and for supervision if the holder disciplines or suspends students).

g) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(h)(2) and hold an administrative certificate endorsed for “Director of Special Education”.

h) Each special education supervisor shall meet the requirements of 23 Ill. Adm. Code 226.800(h)(2) and hold either:

1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement and teaching qualifications in each area supervised; or

2) a teaching certificate endorsed for each area supervised and for supervision.

i) Each supervisor of more than one school service personnel area shall hold either:

1) an administrative certificate and a General Administrative or Superintendent’s endorsement; or

2) a school service personnel certificate endorsed for supervision in each field supervised.

j) Each supervisor of one school service personnel area shall hold:

1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, or Superintendent’s endorsement; or

2) a school service personnel certificate endorsed for the field supervised and for supervision; or

3) a teaching certificate endorsed for speech-language pathology and for supervision (if applicable).

k) Each director of an area vocational center and each director or supervisor of more than one field in career and technical education (including regional system
directors) shall hold an administrative certificate with a General Administrative or Superintendent’s endorsement and have teaching qualifications in one of the five occupational areas and 2,000 hours of work experience outside the field of education.

l) Each supervisor of one field in career and technical education shall hold either:
   1) an administrative certificate with a General Supervisory, General Administrative, or Superintendent’s endorsement and teaching qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education; or
   2) teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a supervisory endorsement.

m) Each administrator in a bilingual education program shall hold a valid administrative certificate or a supervisory endorsement issued on an initial or standard teaching certificate by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 and this Part and meet the applicable requirements of Section 1.783 of the Part 23 Ill. Adm. Code 228.35(d).

n) Each chief school business official shall hold an administrative certificate and a Chief School Business Official’s endorsement.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 1.783 Requirements for Administrators of Bilingual Education Programs

Beginning July 1, 2014, no individual shall be assigned to administer a bilingual education program unless he or she is certified in accordance with Section 1.705(m) of this Part and meets the requirements of either subsection (a) or (b) of this Section, as applicable.

a) A person designated to administer a transitional bilingual education program shall:
   1) hold the bilingual approval or endorsement issued pursuant to Section 1.781 of this Part; or
2) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part, with a language designation; or

3) present evidence of having completed 18 semester hours distributed among the following:

A) Foundations of bilingual education.

B) Assessment of the bilingual student.

C) Methods and materials for teaching limited English proficient (LEP) students in bilingual programs.

D) Methods and materials for teaching English as a Second Language, and

E) Cross-cultural studies for teaching LEP students.

4) Either linguistics (including English and non-English phonology and syntax) or bilingualism and reading shall be required in instances when the distribution of coursework among each of the five areas in subsection (a)(3) of this Section does not total 18 semester hours.

b) A person designated to administer a transitional program of instruction shall:

1) hold the bilingual approval or endorsement issued pursuant to Section 1.781 of this Part; or

2) hold the English as a second language approval or endorsement issued pursuant to Section 1.782 of this Part; or

3) hold the English as a new language endorsement issued pursuant to Section 1.782 of this Part; or

4) present evidence of having completed the coursework enumerated in subsection (a)(3) of this Section, subject to the provision of subsection (a)(4).

(Source: Added at 35 Ill. Reg. ______, effective ____________)
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER f: INSTRUCTION FOR SPECIFIC STUDENT POPULATIONS

PART 228
TRANSITIONAL BILINGUAL EDUCATION

Section
228.5 Purpose and Applicability
228.10 Definitions
228.15 Identification of Eligible Students
228.20 Student Language Classification Data
228.25 Program Options, Placement, and Assessment
228.27 Language Acquisition Services for Certain Students Exiting the Program
228.30 Establishment of Programs
228.35 Personnel Qualifications; Professional Development
228.40 Students’ Participation; Records
228.50 Program Plan Approval and Reimbursement Procedures
228.60 Evaluation

AUTHORITY: Implementing Article 14C and authorized by Section 2-3.39(1) of the School Code [105 ILCS 5/Art. 14C and 2-3.39(1)].


Section 228.35 Personnel Qualifications; Professional Development

a) Each individual assigned to provide instruction in a student’s home language shall meet the requirements for bilingual education teachers set forth in 23 Ill. Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision), as applicable.
b) Each individual assigned to provide instruction in ESL shall meet the requirements for ESL or English as a New Language teachers set forth in 23 Ill. Adm. Code 25 and 23 Ill. Adm. Code 1, as applicable.

c) Preschool Programs

1) Each individual assigned to provide instruction to students in a preschool program shall meet the requirements of 23 Ill. Adm. 235.20(c)(8)(A) (Early Childhood Block Grant).

2) By July 1, 2014, each individual assigned to provide instruction to students in a preschool program also shall meet the applicable requirements of subsection (a) or (b) of this Section, depending on the assignment.

3) Noncertificated staff employed to assist in instruction in a preschool program shall meet the requirements of 23 Ill. Adm. 235.20(c)(8)(B).

d) Administrators

Beginning July 1, 2014 2008, each individual newly assigned to administer a program under this Part shall meet the applicable requirements of this subsection (d). Administrators first assigned on or before June 30, 2008 shall be subject to the applicable requirements of this subsection (d) as of July 1, 2010.

1) Except as provided in subsections (d)(2) and (3) (d)(3) and (4) of this Section, any person designated to administer either a TBE or a TPI program must hold a valid administrative certificate or a supervisory endorsement issued on an initial or standard teaching certificate by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must meet the requirements of 23 Ill. Adm. 1.783 (Requirements for Administrators of Bilingual Education Programs), as applicable hold the bilingual approval or endorsement or the ENL endorsement with a language designation.

2) Except as provided in subsections (d)(3) and (4) of this Section, any person designated to administer a TPI program must hold a valid administrative certificate or a supervisory endorsement issued on an initial-
or standard teaching certificate by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 and 1 and must hold the bilingual or ESL approval or endorsement or the ENL endorsement.

2) A person designated to administer a TBE or TPI program in a district with fewer than 200 TBE/TPI students shall be exempt from all but the requirement for an administrative certificate or a supervisory endorsement issued on an initial or standard teaching certificate, provided that he or she annually completes a minimum of two hours of professional development specifically designed to address the needs of students with limited English proficiency. Beginning in the 2012-13 school year, a minimum of eight hours of professional development shall be required. An assurance that this requirement has been met shall be provided annually in a school district’s application submitted pursuant to Section 228.50 of this Part. Documentation for this professional development activity shall be made available to a representative of the State Board of Education upon request.

3) A person who has been assigned to administer a TPI program in a district that experiences such growth in the number of students eligible for bilingual education that a TBE program is required shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year of the TBE program’s operation. A person who has been assigned to administer a program under subsection (d)(2) of this Section in a district where the number of students eligible for bilingual education reaches 200 shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year in which the eligible population equals or exceeds 200 or more students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program previously operated.

e) Professional Development for Staff

1) Each school district having a program shall annually plan professional development activities for the certificated and noncertificated personnel involved in the education of students of limited English proficiency. This plan shall be included in the district’s annual application and shall be
approved by the State Superintendent of Education if it meets the standards set forth in subsections (e)(2) and (e)(3) of this Section.

2) Program staff beginning their initial year of service shall be involved in training activities that will develop their knowledge of the requirements for the program established under this Part and the employing district’s relevant policies and procedures.

3) Training activities shall be provided to all bilingual program staff at least twice yearly and shall address at least one of the following areas:

A) current research in bilingual education;
B) content-area and language proficiency assessment of students with limited English proficiency;
C) research-based methods and techniques for teaching students with limited English proficiency;
D) research-based methods and techniques for teaching students with limited English proficiency who also have disabilities; and
E) the culture and history of the United States and of the country, territory or geographic area that is the native land of the students or of their parents.

4) In addition to any other training required under this subsection (e), each individual who is responsible for administering the prescribed screening instrument referred to in Section 228.15(e) of this Part or the annual English language proficiency assessment discussed in Section 228.25(b) of this Part shall be required to complete on-line training designated by the State Superintendent of Education and to pass the test embedded in that material.

5) Beginning in the 2012-13 school year, each district that operates either a TBE or a TPI program for students of Spanish language background in kindergarten and any of grades 1 through 12 shall provide annually at least one training session related to the implementation of the Spanish language arts standards required under Section 228.30(b)(4) of this Part for staff
members of that program who are providing instruction in the Spanish language arts.

(Source: Amended at 35 Ill. Reg. ______, effective _____________.)
Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendments for the Board’s initial review.

Relationship to/Implications for the State Board’s Strategic Plan
This proposal relates to Goal 2 (highly prepared and effective teachers and school leaders), as it addresses the various sections of rules governing certification and approval of educator preparation programs.

Expected Outcome of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information
This set of proposed amendments is primarily technical in nature and addresses myriad provisions in Part 25. Further specificity also is being added in Subpart C (approval of educator preparation programs) pertinent to consideration in the educator program approval process of programs offering online coursework and of educator supply and demand. Additionally, Section 25.485 regarding certification applications from individuals with previous certificate denials, suspensions and revocations is being clarified. Each of these areas is more fully explained under “Policy Implications” below.

The State Teacher Certification Board reviewed the proposed changes at its meeting on May 13, 2011.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications
Subpart B: Certificates: The changes included in this subpart are clarifications of existing requirements. In Section 25.11(e), regarding evidence of teaching experience for the receipt of a standard teaching certificate, acknowledgement is being made of the use of records contained in the State Board of Education’s electronic Educator Certification System for teachers employed in public schools.

In Section 25.70, new subsection (r) repeats requirements relative to certificate renewal that are found in Section 25.830(a). The addition of the language here clarifies that at the time of renewal, any other certificate that an individual with the provisional vocational certificate holds – including additional provisional certificates – are to be renewed at the same time, regardless of whether they are due to expire. This aligns with agency policy to have each certificate that an individual holds on the same renewal cycle.

Additionally, clarification is being made in Sections 25.11(c)(3) and 25.70(p) as to the one-year validity period for a certificate that has been reinstated due to the holder’s failure to complete required renewal activities. Section 25.450(c) defines the validity period as expiring “on June 30 following the date of reinstatement”, and a cross-reference to that definition is being added. In response to confusion in the field about the one-year opportunity for an expired certificate to be reinstated in order to complete professional development for certificate renewal purposes, these same sections of the rules are being amended to provide that the certificate’s “reinstatement year” begins immediately, i.e., on July 1 of the year in which the certificate expires. (Also see Sections 25.275(p), 25.315(e)(5) and 25.840(c)(1)).

A minor change is proposed in Section 25.100(i)(1)(A) and 25.70(p). These subsections set forth one of two options an individual can complete in order to receive an endorsement as a reading teacher or specialist. As part of this first option, an individual must complete a reading practicum, which is interpreted to mean clinical experiences involving two or more students and two or more grade levels for the teacher endorsement and five or more students and both elementary and secondary levels for the specialist endorsement. This proposed change reiterates the standard currently used by agency evaluators in their review of applications for these endorsements and therefore, it needs to be stated in rules. A technical correction also is being proposed in Section 25.100(h).

Subpart C: Approving Programs that Prepare Professional Educators in the State of Illinois: Changes proposed in Subpart C address several concerns. First, the agency has received inquiries from out-of-state colleges and universities to offer educator preparation programs for candidates seeking Illinois certification. Since these colleges and universities are required to seek authorization to operate from the Illinois Board of Higher Education, as is required under Section 25.115 of the rules, they have been unable to apply for recognition of their educational units and approval of their programs. As such, candidates for Illinois certification from programs offered by these institutions must provide evidence of the out-of-state program’s congruence with Illinois program standards and of having met each of the requirements expected of candidates educated in approved Illinois programs. It seems reasonable to allow an out-of-state institution and its educator preparation programs that have received authorization and approval from the state in which it is located to apply for recognition and approval in Illinois.

Both Sections 25.115 and 25.145 are being modified to consider in the approval process an institution’s provision of online coursework and the focus of the preparation program (e.g., special education, science, math). As online coursework and other electronic delivery methods become more commonplace, it is important for staff to consider these distance-learning options for program quality and integrity purposes. As for program focus, it is the responsibility of the
agency, in consultation with the State Teacher Certification Board, to ensure the provision of high-quality preparation programs to meet the demand of Illinois school districts in certain areas. Approving additional programs in areas in which the current supply of certified staff exceeds the positions available further exacerbates shortages and misleads candidates about their potential of securing employment. Finally, a correction to the time of notice for a review visit is proposed in Section 25.155(d).

Subpart E: Requirements for the Certification of Administrative and Supervisory Staff: Section 25.335 and new Section 25.337 address the new principal endorsement that will replace the general administrative endorsement beginning July 1, 2014. In particular, Section 25.337 contains criteria for determining when an out-of-state candidate has met the requirements for the principal endorsement set forth in Part 30 (Programs for the Preparation of Principals in Illinois). This language is specific to principal preparation and is being added in response to concerns the Joint Committee on Administrative Rules raised in a recommendation to Part 30 about the program “comparability” language currently found in Section 25.425.

Subpart F: General Provisions: Changes in Section 25.427 reduce from three years to one year the validity period for the agency’s consideration of an evaluation for issuing a certificate or a recommendation for certification by entitlement provided by the institution. It has been long-standing policy of the agency to retain both the evaluation and accept the entitlement recommendation for three years. The proposed change will ensure that at the time a candidate receives certification, he or she met the standards currently required of educator preparation programs and that candidates’ skills and knowledge are up to date and relevant to the classroom and school settings.

Additional clarification is being proposed for Section 25.485, which addresses certification of individuals who have had a certificate denied, suspended or revoked in Illinois or any other state. New subsections (c) through (e) establish the conditions upon which an application will be accepted from an individual with a previous denial or suspension; chiefly, that an application will not be accepted if the action was taken within five years from the time the individual is applying to the State Board of Education. An application from an individual whose certificate was revoked either in Illinois or another state will not be accepted. Further, explicit language is included about the nonrefundable nature of the application fee in the event of a denial and of the right to appeal the denial in accordance with the Illinois Administrative Procedure Act and agency rules governing contested cases and formal hearings (Part 475).

Subpart I: Illinois Certification Testing System and Appendix E: References to several tests and endorsements are being added in Section 25.710. A change also is being made to the effective date in Section 25.720(h), which limits a candidate to only five opportunities to pass a test, as the rules including this requirement did not take effect until January 12, 2010. The change is needed since a test administration occurred on January 9 of that year, and individuals sitting for any tests administered on that day are not subject to the limitation.

Budget Implications: None.
Legislative Action: None needed.
Communication: Please see “Next Steps” below.

Pros and Cons of Various Actions
Overall, this set of proposed amendments clarifies for those regulated by the rules the expectations and standards of the agency. Inclusion in the rules of agency practices specific to
certification meets the staff’s obligations under the Illinois Administrative Procedure Act to place public policy into administrative rules. Additional changes will help to improve the quality of both educator preparation programs and of candidates seeking certification.

Not proceeding with the rulemaking would result in current practices not being set forth in the rules, which could lead to challenges by applicants and others to the agency’s authority to prescribe such standards.

**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

Certification (23 Illinois Administrative Code 25),

including publication of the proposed amendments in the *Illinois Register*.

**Next Steps**
With the Board’s authorization, staff will submit the proposed amendments to the Administrative Code Division for publication in the *Illinois Register* to elicit public comment. Additional means, such as the *Superintendent’s Weekly Message* and the agency’s website, will be used to inform interested parties of the opportunity to comment on this rulemaking.
Illinois Register

State Board of Education

Notice of Proposed Amendments

Title 23: Education and Cultural Resources
Subtitle A: Education
Chapter I: State Board of Education
Subchapter b: Personnel

Part 25
Certification

Subpart A: Definitions

Section 25.10 Accredited Institution

Subpart B: Certificates

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

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

Section
25.110 System of Approval: Levels of Approval (Repealed)
25.115 Recognition of Institutions and Educational Units, and Approval of Programs
25.120 Standards and Criteria for Institutional Recognition and Program Approval (Repealed)
25.125 Accreditation Review of the Educational Unit (Repealed)
25.127 Review of Individual Programs (Repealed)
25.130 Interventions by the State Board of Education and State Teacher Certification Board
25.135 Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000, through Fall Visits of 2001 (Repealed)
25.137 Interim Provisions for Continuing Accreditation and Approval – July 1, 1999, through June 30, 2000 (Repealed)
25.140 Requirements for the Institution’s Educational Unit Assessment Systems
25.142 Assessment Requirements for Individual Programs
25.145 Approval of New Programs Within Recognized Institutions
25.147 Approval of Programs for Foreign Language Beginning July 1, 2003
25.150 The Periodic Review Process (Repealed)
STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

25.155 Procedures for the Initial Recognition of an Institution as an Educator Preparation Institution and Its Educational Unit
25.160 Notification of Recommendations; Decisions by State Board of Education
25.165 Discontinuation of Programs

SUBPART D: SCHOOL SERVICE PERSONNEL

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

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

Section
25.300 Relationship Among Credentials in Subpart E
25.310 Definitions (Repealed)
25.311 Administrative Certificate (Repealed)
25.313 Alternative Route to Administrative Certification
25.314 Alternative Route to Administrative Certification for Teacher Leaders
25.315 Renewal of Administrative Certificate
25.320 Application for Approval of Program (Repealed)
25.322 General Supervisory Endorsement (Repealed)
25.330 Standards and Guide for Approved Programs (Repealed)
25.333 General Administrative Endorsement (Repealed)
25.335 General Administrative Endorsement (Through June 30, 2014)
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25.337 Principal Endorsement (2012)
25.338 Designation as Master Principal
25.344 Chief School Business Official Endorsement (Repealed)
25.355 Superintendent Endorsement (Repealed)

25.365 Director of Special Education

SUBPART F: GENERAL PROVISIONS

Section
25.400 Registration of Certificates; Fees
25.405 Military Service
25.410 Revoked Certificates
25.415 Credit in Junior College (Repealed)
25.420 Psychology Accepted as Professional Education (Repealed)
25.425 Individuals Prepared in Out-of-State Institutions
25.427 One-Year Three-Year Limitation
25.430 Institutional Approval (Repealed)
25.435 School Service Personnel Certificate - Waiver of Evaluations (Repealed)
25.437 Equivalency of General Education Requirements (Repealed)
25.440 Master of Arts NCATE (Repealed)
25.442 Illinois Teacher Corps Programs
25.444 Illinois Teaching Excellence Program
25.445 College Credit for High School Mathematics and Language Courses (Repealed)
25.450 Lapsed Certificates
25.455 Substitute Certificates
25.460 Provisional Special and Provisional High School Certificates (Repealed)
25.464 Short-Term Authorization for Positions Otherwise Unfilled
25.465 Credit (Repealed)
25.470 Meaning of Experience on Administrative Certificates (Repealed)
25.475 Renewal Requirements for Holders of Multiple Types of Certificates
25.480 Credit for Certification Purposes (Repealed)
25.485 Certification of Persons with Certificates Previously Denied, Suspended, or Revoked
25.486 Certification of Persons Who Are Delinquent in the Payment of Child Support
25.487 Certification of Persons with Illinois Tax Noncompliance
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25.488 Certification of Persons Named in Reports of Child Abuse or Neglect
25.489 Certification of Persons Who Are in Default on Student Loans
25.490 Certification of Persons Who Have Been Convicted of a Crime
25.493 Part-Time Teaching Interns (Repealed)
25.495 Approval of Out-of-State Institutions and Programs (Repealed)
25.497 Supervisory Endorsements

SUBPART G: PARAPROFESSIONALS AND OTHER NONCERTIFICATED PERSONNEL

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

SUBPART H: CLINICAL EXPERIENCES

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

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

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

SUBPART J: RENEWAL OF STANDARD AND MASTER TEACHING CERTIFICATES

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

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NOTICE OF PROPOSED AMENDMENTS

SUBPART K: REQUIREMENTS FOR RECEIPT OF THE STANDARD TEACHING CERTIFICATE

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

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

AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, and 2-3.6].

19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999;
amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective
May 1, 2000; emergency amendments at 24 Ill. Reg. 9915, effective June 21, 2000, for a
maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory
amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended
at 25 Ill. Reg. 3718, effective February 21, 2001; peremptory amendment repealed by joint
resolution of the General Assembly, effective May 31, 2001; emergency amendments at 25 Ill.
Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency expired November 27,
2001; emergency amendments at 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum
of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001; amended at 26 Ill.
Reg. 348, effective January 1, 2002; amended at 26 Ill. Reg. 11867, effective July 19, 2002;
amended at 26 Ill. Reg. 16167, effective October 21, 2002; amended at 27 Ill. Reg. 5744,
effective March 21, 2003; amended at 27 Ill. Reg. 8071, effective April 28, 2003; emergency
amendments at 27 Ill. Reg. 10482, effective June 26, 2003, for a maximum of 150 days; amended
at 27 Ill. Reg. 12523, effective July 21, 2003; amended at 27 Ill. Reg. 16412, effective October
20, 2003; emergency amendment at 28 Ill. Reg. 2451, effective January 23, 2004, for a maximum
of 150 days; amended at 28 Ill. Reg. 8556, effective June 1, 2004; emergency amendments at 28
Ill. Reg. 12438, effective August 20, 2004, for a maximum of 150 days; amended at 29 Ill. Reg.
1212, effective January 4, 2005; amended at 29 Ill. Reg. 10068, effective June 30, 2005;
14547, effective September 16, 2005, for a maximum of 150 days; amended at 29 Ill. Reg.
15831, effective October 3, 2005; amended at 30 Ill. Reg. 1835, effective January 26, 2006;
amended at 30 Ill. Reg. 2766, effective February 21, 2006; amended at 30 Ill. Reg. 8494,
effective April 21, 2006; amended at 31 Ill. Reg. 10645, effective July 16, 2007; amended at 32
Ill. Reg. 3413, effective February 22, 2008; amended at 32 Ill. Reg. 13263, effective July 25,
2008; emergency amendment at 32 Ill. Reg. 18876, effective November 21, 2008, for a
maximum of 150 days; amended at 33 Ill. Reg. 5462, effective March 24, 2009; amended at 34
Ill. Reg. 1582, effective January 12, 2010; amended at 34 Ill. Reg. 15357, effective September
______, effective ____________.

SUBPART B: CERTIFICATES

Section 25.11 New Certificates (February 15, 2000)
Section 21-2 of the School Code [105 ILCS 5/21-2] established a new system of teaching certificates effective February 15, 2000. A complete list of the certificates that were available as of that date is found in Appendix B to this Part.

a) Holders of certain Illinois teaching certificates received, or shall receive, corresponding standard teaching certificates. Certificates subject to exchange are listed in Appendix C to this Part; see also Sections 25.400 and 25.450 of this Part. Out-of-state candidates who qualify for Illinois teaching certificates pursuant to Section 25.425 of this Part and who pass the applicable examinations (see Section 25.720 of this Part) shall receive either initial or standard teaching certificates, and, except as provided in subsection (a)(3) of this Section, those who receive initial certificates shall be subject to the requirements of subsection (c) of this Section in terms of their subsequent receipt of standard teaching certificates. An out-of-state applicant who does not qualify for an initial or standard certificate may qualify to receive a provisional certificate subject to the provisions of Section 21-10 of the School Code [105 ILCS 5/21-10].

1) Standard certificates will be issued to candidates who present evidence of at least four years of teaching experience on a valid certificate issued by a state, territory, or possession of the United States. (Section 21-2(b-5) of the School Code [105 ILCS 5/21-2(b-5)])

2) Initial certificates will be issued to qualified candidates with fewer than four years of teaching experience.

A) A recipient of an initial certificate pursuant to this subsection (a)(2) shall be eligible to apply for a comparable standard certificate when he or she has accumulated a total of four years’ teaching experience on a valid certificate, including the time taught outside Illinois.

B) Pursuant to Section 21-2(b-5) of the School Code, the 12 semester hours of graduate-level coursework needed to complete the option discussed in Section 25.905(d) of this Part and the 60 continuing professional development units (CPDUs) needed to complete the option discussed in Section 25.905(e) of this Part shall be reduced in proportion to the amount of teaching time a candidate needs to accumulate in Illinois in order to complete four years of teaching.
The number of hours or CPDUs required shall be reduced by one-fourth for each full year of teaching completed outside Illinois.

3) **The requirements of Subpart K of this Part shall not apply to an individual who holds a second-tier certificate from another state.** (Section 21-2(b-5) of the School Code) A “second-tier certificate” is one that is issued after a teacher has:

   A) held a prerequisite teaching certificate that was valid for the same area or areas of assignment, other than an emergency, provisional, or substitute certificate; and

   B) met specified additional requirements for professional development or induction to the profession of teaching.

4) Certificates will be endorsed in accordance with the provisions of Sections 25.100 and 25.425 of this Part.

b) A candidate completing an approved Illinois teacher preparation program may qualify for an initial teaching certificate by passing the applicable examinations (see Section 25.720 of this Part).

c) An individual who has completed four years of teaching on an initial certificate (or on another certificate that was issued in conjunction with an initial certificate) may qualify for a comparable standard certificate as set forth in Subpart K of this Part.

1) All endorsements shall be carried forward from an initial to the comparable standard certificate.

2) **A holder of an initial certificate who has not completed four years of teaching within four years may renew and register the certificate for additional four-year periods without limitation.** (Section 21-14(b) of the School Code [105 ILCS 5/21-14(b)])

3) A candidate who has taught for four years on an initial certificate but has not met the requirements of Subpart K of this Part may not receive another comparable initial teaching certificate. For example, a holder of an initial
elementary certificate will not be eligible to receive another initial elementary certificate. However, such an individual may receive a reinstated certificate, valid for one year, as defined in Section 25.450(c) of this Part, during which he or she may complete the option chosen as a means of qualifying for the standard teaching certificate. (Section 21-14(b) of the School Code) The reinstatement period shall begin July 1 of the year in which the initial certificate expires. No initial certificate-holder may receive a reinstated certificate more than once pursuant to this subsection (c)(3).

4) When an individual completes four years of teaching experience on an initial certificate, that certificate shall become invalid on the following June 30.

d) A holder of an Illinois teaching certificate who has teaching experience on a valid certificate as required by Section 21-11.2 of the School Code [105 ILCS 5/21-11.2] may receive an additional certificate of another type as set forth in Section 25.37 of this Part, unless the additional certificate is to be issued based on comparable out-of-state certification. Once an individual has received a standard teaching certificate, any other subsequently issued early childhood, elementary, secondary, special K-12, or special preschool–age 21 certificate shall also be a standard certificate, with the exception of any master certificate for which the individual also qualifies.

e) “Four years of teaching experience” means the equivalent of four years’ full-time employment, i.e., eight semesters of scheduled full-time teaching, which may, however, be accumulated in any combination of increments. That is, it need not be accumulated through full-time teaching. To permit timely processing of applications for standard certificates, the State Superintendent of Education may accept applications from individuals who are at least midway through their final semester of required teaching experience, provided that each such individual submits either data obtained from the State Board of Education’s electronic recording system for teachers employed in Illinois public schools or a letter that otherwise meets the requirements of subsection (f) of this Section but indicates that:

1) the individual has completed 3½ years of teaching plus the required portion of the final semester; and
2) the representative of the employing entity knows of no reason why the individual will not complete four years of teaching experience during the then-current semester.

f) “Evidence of teaching experience” may be satisfied in one of the following ways.

1) Verification of the teacher’s experience obtained from the State Board of Education’s electronic recording system for teachers employed in Illinois public schools.

2) By submission of means a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school (or other employing entity, if applicable to the holder of an early childhood certificate; also see subsection (f)(4) of this Section) documenting the nature and duration of the candidate’s teaching.

3) A letter signed by an official of the state education agency in another state may be substituted for an employer’s letter when the latter cannot be secured.

4) Early childhood teaching experience shall be understood as contributing to the fulfillment of this requirement if gained in a position for which an early childhood certificate was required pursuant to the rules of the State Board of Education at 23 Ill. Adm. Code 235 (Early Childhood Block Grant).

5) Experience gained while teaching in a home school shall not be applicable to the fulfillment of this requirement.

g) For purposes of this Section, “valid certificate” means a certificate equivalent to an Illinois master, standard, initial, or provisional early childhood, elementary, secondary, or special certificate.

h) Upon application, a holder of certification issued by the National Board for Professional Teaching Standards (NBPTS) shall be issued a comparable Illinois master certificate. Endorsements comparable to those held by the individual shall appear on the master certificate. The State Board shall make available the list of
NBPTS certifications for which Illinois master credentials are available and shall update that list as the NBPTS expands its areas of certification.

(Source: Amended at 35 Ill. Reg. ______, effective ______________)

Section 25.70 Provisional Vocational Certificate

a) Each applicant for a provisional vocational certificate shall present evidence of having completed 60 semester hours of college coursework from a regionally accredited institution and 2,000 hours of work experience outside the field of education in each area to be taught. The required evidence of this work experience shall be written statements from former supervisors who can be reached for verification or, in cases in which supervisors are no longer available to verify the individual’s employment, affidavits by the applicant describing the work experience.

b) Each provisional vocational certificate issued on or after July 1, 2009 shall be valid for five years and shall be renewable contingent upon the certificate-holder’s fulfillment of the applicable requirements set forth in this Section.

c) Each provisional vocational certificate issued on or before June 30, 2009 shall be valid for five years from the date of issue or the date of its most recent registration, whichever is later. When any such certificate is next registered after June 30, 2009, the registration shall be for a five-year period of validity, and renewal of the certificate after that five-year period shall be contingent upon the certificate-holder’s fulfillment of the applicable requirements of this Section.

d) For purposes of this subsection (d), coursework shall be considered “related to education” if it leads to teaching, administrative, or school service personnel certification or endorsement or if it relates to the field of an individual’s current teaching assignment or any other field of teaching assignment. Each affected certificate-holder shall complete:

1) eight semester hours of undergraduate or graduate-level coursework related to education, of which no fewer than two semester hours must address advancing the certificate-holder’s knowledge and skills as a teacher in relation to the Illinois Professional Teaching Standards (see 23
Ill. Adm. Code 24.100) and the content-area standards in his or her area of certification, endorsement, or assignment; or

2) 120 continuing professional development units (CPDUs) in accordance with Section 25.875 of this Part; or

3) any combination of the types of activities described in subsections (a)(1) and (2) of this Section, provided that the total effort represents the equivalent of 120 CPDUs, and provided that one semester hour of college credit shall be considered the equivalent of 15 CPDUs; or

4) an advanced degree from a regionally accredited institution in an education-related field; or

5) all required activities in pursuit of certification or recertification by the National Board for Professional Teaching Standards (NBPTS); or

6) four semester hours of graduate-level coursework on the assessment of one’s own performance in relation to the Illinois Professional Teaching Standards; or

7) four semester hours of graduate-level coursework in preparation for meeting the requirements for certification by the National Board for Professional Teaching Standards.

e) Each professional development activity used to fulfill the requirements of this Section, other than those identified in subsections (d)(4)-(7) of this Section, shall be required to address one or more of the purposes identified for the renewal of standard and master certificates in Section 21-14(e)(2) of the School Code [105 ILCS 5/21-14(e)(2)]. At least 20 percent of the units required must address the purpose identified in Section 21-14(e)(2)(E) of the School Code.

f) CPDUs shall be generated for completion of activities in accordance with provisions of Section 25.875 of this Part, provided that the activity described in subsection (h) of that Section shall not be used to generate CPDUs for holders of the provisional vocational certificate and references to Section 21-14 of the School Code [105 ILCS 5/21-14] are not applicable in the case of the provisional vocational certificate.
g) The provisions of Sections 25.855, 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of CPDUs for activities offered by providers, provided that:

1) the references to Section 21-14 of the School Code are not applicable to the provisional vocational certificate; and

2) references to Subpart J of this Part shall be understood as referring to this Section where necessary to the context.

h) Each provisional vocational certificate shall be maintained as “valid and active” or “valid and exempt” for each semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.880(a) of this Part. In addition, the number of continuing professional development units needed to renew the certificate shall be reduced by 50 percent for any amount of time during which the certificate-holder has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term.

i) Credit earned for any activity that is completed (or for which the certificate-holder receives evidence of completion) on or after April 1 of the final year of a certificate’s validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

j) Each certificate-holder shall:

1) maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the certificate based on completion of the activities documented; and

2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under Section 25.840 of this Part.

k) Each holder of a provisional vocational certificate shall apply for renewal of that certificate as set forth with respect to standard teaching certificates in Section
25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that:

1) each application for certificate renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district; and

2) references to standard certificates in that Section shall be understood to apply to provisional vocational certificates as necessary to the context.

l) Within 14 days after receiving an application for the renewal of a provisional vocational certificate, the regional superintendent shall forward to the State Teacher Certification Board a recommendation for renewal or nonrenewal on a form prescribed by the State Superintendent of Education.

1) The regional superintendent shall transmit a list identifying all the certificate-holders with respect to whom the regional superintendent is recommending renewal of provisional vocational certificates, along with verification that:

   A) each certificate-holder has completed professional development or otherwise qualifies for certificate renewal in accordance with this Section; and

   B) each certificate-holder has submitted the statement of assurance required in accordance with subsection (k) of this Section.

2) If the recommendation is not to renew the certificates held, or if information provided on the application makes the individual subject to the requirements of any of Sections 25.485 through 25.490 of this Part, the certificate-holder’s copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent’s rationale.

m) A certificate-holder with respect to whom a regional superintendent has recommended nonrenewal of the provisional vocational certificate may appeal to the State Teacher Certification Board in accordance with the provisions of Section 25.835(h) of this Part, except that references to the requirements of Section 21-14
of the School Code shall not apply in the case of the provisional vocational certificate.

n) The State Teacher Certification Board shall review regional superintendents’ recommendations regarding the renewal of provisional vocational certificates and notify the affected certificate-holders in writing as to whether their certificates have been renewed or not renewed. This notification shall take place within 90 days after the State Teacher Certification Board receives regional superintendents’ recommendations, subject to the right of appeal set forth in this subsection (n).

1) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent’s recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.

2) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.

3) The State Teacher Certification Board may request that the certificate-holder appear before it. The certificate-holder shall be given at least ten days’ notice of the date, time, and place of the hearing.

4) In verifying whether the certificate-holder has met the renewal criteria set forth in this Section, the State Teacher Certification Board shall review the recommendation of the regional superintendent of schools and all relevant documentation.

o) The State Teacher Certification Board shall notify the certificate-holder in writing, within seven days after completing its review, as to whether the certificate has been renewed. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the certificate, the notice to the certificate-holder shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of the State Teacher Certification Board is final and subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].
p) An individual whose certificate is not renewed because of his or her failure to meet the requirements of this Section may apply for a reinstated certificate valid for one year, as defined in Section 25.450(c) of this Part. The reinstatement period shall begin July 1 of the year in which the certificate expires. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable provisional vocational certificate only if he or she presents evidence of having:

1) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and

2) earned five additional semester hours of credit from a regionally accredited institution of higher learning relevant to the field of certification.

q) The provisions of Section 25.840(d) of this Part shall apply to the renewal of the provisional vocational certificate.

r) The application for renewal shall identify by certificate number all the certificates the person holds, including any certificate that was issued after the beginning of the validity period of the provisional vocational certificate being renewed and is therefore not yet due to expire.

1) If the provisional vocational certificate that is due to expire is renewed, then any more recently issued certificates, including additional provisional vocational certificates, shall be renewed at the same time, thereby establishing the same five-year period of validity for all the certificates held.

2) If the provisional vocational certificate that is due to expire is not renewed, the original period of validity of any more recently issued certificate shall continue to apply to that certificate only.

s) An individual who performs services on a provisional vocational certificate and concurrently also on some other type of certificate that is subject to renewal requirements shall be subject to the provisions of Section 25.475 of this Part.

(Source: Amended at 35 Ill. Reg. _______, effective ____________ )
Section 25.100  Endorsing Teaching Certificates (2004)

Beginning July 1, 2004, the structure of endorsements available on Illinois certificates was changed. Appendix E to this Part provides a list of the available endorsements, 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 were 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. All professional education and content-area coursework that forms part of an application for certification, endorsement, or approval that is received on or after February 1, 2012, must have been passed with a grade no lower than “C” or equivalent in order to be counted towards fulfillment of the applicable requirements.

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

b) Endorsements at Time of Issuance

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

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

2) For each application received on or after October 1, 2004, but no later than January 31, 2012, the certificate issued shall be endorsed in keeping with the program completed and the related content-area test or test of subject matter knowledge passed by the candidate and, except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section:

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

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

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

3) For each application received on or after February 1, 2012, 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 for any other subject in which the individual:

A) meets the requirements of subsection (e), (g), (h), (i), (j), (k), (m), or (n) of this Section; or

B) has 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, with at least 12 semester hours at the upper-division or graduate level, as defined
by the institution offering the coursework, and has passed the applicable content-area test.

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, except that the requirements of subsection (n) of this Section shall apply to the issuance of endorsements in safety and driver education beginning with applications received on or after February 1, 2012.

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) through January 31, 2012. Beginning with applications received on or after February 1, 2012, the requirements stated in subsection (n) of this Section shall apply.

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 Superintendent of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].

1) When an applicant qualifies for an endorsement, its issuance shall be reflected on the electronic certification system that is maintained by the State Superintendent of Education for use by applicants, school districts, and regional superintendents of schools.

2) Except as provided in subsections (g), (h), (i), (j), (k), and (m) of this Section, for applications received on or after July 1, 2005, but no later than January 31, 2012, 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.

3) For applications received on or after February 1, 2012, an endorsement will be issued for any subject in which the individual:

A) meets the requirements of subsection (e), (g), (h), (i), (j), (k), (m), or (n) of this Section; or

B) has 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, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, and has passed the applicable content-area test.

g) Special provisions shall apply to the addition of endorsements in self-contained general education. An individual who holds a secondary, special K-12, or special preschool–age 21 certificate, or an individual who holds an elementary certificate endorsed in some other field by virtue of having “split” a special or special preschool–age 21 certificate, may qualify for the endorsement in self-contained general education on that certificate only by completing an approved program for the elementary certificate in accordance with Section 25.37 of this Part and passing the elementary/middle grades test. Fulfillment of these requirements qualifies the individual for an elementary certificate with this endorsement. However, an individual with an early childhood or a secondary certificate may choose whether to receive the elementary certificate or to add the endorsement to his or her existing certificate, thereby restricting his or her capacity for assignment to the grade levels encompassed by that certificate. An individual who elects to receive a separate certificate pursuant to this subsection (g) shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.
Special provisions shall apply to the issuance of endorsements in the sciences and social sciences. The requirements of subsections (h)(1) through (h)(4) of this Section relate to endorsements and designations based on the standards found at 23 Ill. Adm. Code 27.140 through 27.260, while the requirements of subsection (h)(5) make subject-specific credentials available to out-of-state applicants whose preparation has been structured to address individual disciplines within the sciences or social sciences.

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

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

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

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

ii) some portion of the coursework completed must have addressed at least two additional designations within the field; and

iii) in the case of the sciences, the coursework completed must have included both biological and physical science.

2) The requirement stated in subsection (h)(1) of this Section shall apply whenever an individual seeks to add his or her first endorsement in one of these fields.
3) An individual may receive a subsequent designation in the same field if he or she has:

A) passed the applicable content-area test and, effective with applications received on or after February 1, 2012, completed 12 semester hours of coursework in the subject area of the designation; 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 and, effective with applications received on or after February 1, 2012, completing 12 semester hours of coursework in the subject area of the designation. 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 alone as an individual’s first teaching credential. An individual who holds an Illinois early childhood, elementary, secondary, or special certificate, or who receives one of these certificates endorsed for some field other than reading, 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 involving clinical experience with two or more students and at two or more grade levels, at an institution that is recognized to offer teacher preparation programs in Illinois; or

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

i) foundations of reading,
ii) content-area reading,
iii) assessment and diagnosis of reading problems,
iv) developmental and remedial reading instruction and support,
v) developmental and remedial materials and resources, and
vi) literature appropriate to students across all grade ranges; or

C) having completed, on or before June 30, 2006, the 18 semester hours of college coursework in reading described at 23 Ill. Adm. Code 1.740(a), in which case the individual shall apply for the endorsement no later than March 31, 2010, and passage of the content-area test or test of subject matter knowledge shall not be required.

2) Reading Specialist

A) Each candidate for the reading specialist’s endorsement shall hold an Illinois early childhood, elementary, secondary, or special
certificate and have at least two years of teaching experience on one or more of those certificates in an Illinois school. Each candidate 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.

B) Each candidate shall hold a master’s degree or higher degree awarded by a regionally accredited institution of higher education.

C) Each candidate shall have completed a K-12 reading specialist’s program approved pursuant to Subpart C of this Part that includes a practicum involving clinical experience with five or more students and at both the elementary (i.e., kindergarten through grade 8) and secondary levels and leads to the issuance of a master’s or higher degree, provided that a person who holds one master’s degree shall not be required to obtain a second one. Each candidate shall have been recommended for the endorsement by the institution offering the program.

D) Each candidate shall be required to pass the content-area test for reading specialist.

3) An individual who qualifies for the reading specialist’s endorsement may receive the endorsement on his or her early childhood, elementary, secondary, or special certificate or may elect to receive a separate special K-12 certificate. In the latter instance, the individual shall be required to pass the test of basic skills and/or the applicable assessment of professional teaching if passage of one or both of these tests would be required for receipt of a subsequent certificate as explained in Section 25.720 of this Part.

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

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

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

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

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

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

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

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

n) Beginning with applications received on or after February 1, 2012, an endorsement in safety and driver education shall be issued when the applicant provides evidence of having completed 24 semester hours of college credit in the field, with at least 12 semester hours at the upper-division or graduate level, as defined by the institution offering the coursework, distributed as follows:

1) 3 semester hours in injury prevention or safety;

2) 12 semester hours in driver education that include:
   A) driving task analysis (introduction to driver education);
   B) teaching driver education in the classroom;
   C) teaching the laboratory portion of the driver education course, including:
      i) on-street teaching under the supervision of a qualified driver education teacher;
      ii) the equivalent of at least one semester hour’s preparation in and use of driving simulation;
      iii) the equivalent of at least one semester hour’s preparation in and use of multiple-car programs; and
   D) advanced driver education and emergency evasive driving;

3) 3 semester hours in first aid and cardiopulmonary resuscitation; and
4) 6 semester hours chosen in any combination from:

A) the use of technology in instruction;

B) safety issues related to alcohol and other drugs;

C) driver education for students with disabilities; and

D) any other safety-related area.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

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

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

As used in this Subpart C, “institution” shall be defined as an Illinois institution of higher education, an out-of-state college or university granted authorization to operate by the Illinois Board of Higher Education as an out-of-state institution, an out-of-state college or university granted authorization to operate by the state in which it is located, or a not-for-profit educational entity subject to the General Not For Profit Corporation Act of 1986 [805 ILCS 105] or incorporated as a not-for-profit entity in another state but registered to do business in the State of Illinois pursuant to the Business Corporation Act of 1983 [805 ILCS 5].

a) In order for an institution to offer one or more programs that prepare professional educators, that institution must be recognized, and the educational unit responsible for such programs must be recognized, by the State Board of Education in consultation with the State Teacher Certification Board. “Educational unit” means the institution or college, school, department, or other administrative body within the institution that is primarily responsible for the initial and continuing preparation of teachers and other education professionals. Each program that is offered by a recognized institution must also be individually approved by the State Board of Education in consultation with the State Teacher Certification Board. “Program” or “preparation program” means a program that
leads to certification. Electronic transmission of written materials pursuant to this Subpart C is required.

b) In order to be considered for recognition under Section 25.155 of this Part, a degree-granting institution of higher education shall:

1) be regionally accredited;

2) be approved as a degree-granting institution by the Illinois Board of Higher Education to operate as a postsecondary degree-granting institution under the provisions of the Private College Act [110 ILCS 1005] and the Academic Degree Act [110 ILCS 1010] or, if the out-of-state institution is not required to seek authorization to operate from the Illinois Board of Higher Education, be approved to offer educator preparation programs by the state that granted it operating authority subject to provisions of the Institution of Learning Powers Act [110 ILCS 50]; and

3) sponsor a course of study leading to a certificate issued under Article 21 of the School Code [105 ILCS 5/Art. 21] and this Part.

c) In order to be considered for recognition under Section 25.155 of this Part, an eligible not-for-profit educational entity shall conduct or propose to conduct at least one approved program that will prepare professional educators and leads to a certificate issued pursuant to Article 21 of the School Code and this Part.

d) In order to be considered for recognition under Section 25.155 of this Part, an educational unit shall meet the standards enumerated in “Professional Standards for the Accreditation of Teacher Preparation Institutions” (2008), published by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, D.C. 20036-1023 (no later amendments to or editions of these standards are incorporated by this Section).

e) In order to be considered for approval under Section 25.145 of this Part, a preparation program shall:

1) meet the national content standards accepted by the State Board of Education and listed on the State Board of Education’s website at
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www.isbe.net or, if no national content standards are specified, then the applicable content standards set forth at 23 Ill. Adm. Code 23, 26, 27, or 29; and

2) meet the standards set forth at 23 Ill. Adm. Code 24 (Standards for All Illinois Teachers) or the Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration and posted at http://www.npbea.org/projects.php (no later additions to or editions of these standards are incorporated by this Part), as applicable; and

3) propose a program for educator preparation that will produce candidates for certification in areas defined as “shortage areas” by the State Superintendent of Education (e.g., the number of individuals holding a particular certificate is fewer than the number of positions that are currently vacant or predicted to be available in the next five years; the number of approved programs in Illinois and their capacity); evidence of need shall be presented in the application submitted under Section 25.145 of this Part.

f) In the case of a not-for-profit entity, all advertising materials, candidate handbooks, catalogues, and candidate contracts shall display prominently the fact that the entity does not offer higher education credit and that there is no guarantee that the Illinois certificate or endorsement earned by the candidate will be honored or accepted for exchange in another state.

g) The recognition of an educational unit shall be subject to review every four years beginning in 2012. This cycle shall begin in accordance with a timeline established by the State Superintendent of Education or designee. The approval of the educational unit’s programs shall be subject to review in each year after the unit receives initial State recognition.

h) Each recognized educational unit shall submit a separate annual program report for each approved program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than October 1 and no later than November 30. Subject-area designations (see Section 25.100(a) of this Part) shall be considered separate programs for reporting purposes. The annual program report shall:
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1) update any information previously provided;

2) summarize data about the program’s overall structure, faculty, and candidates, and the results of various assessments, including the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for teachers beginning in 2018):

   A) If at least 80 percent of an institution’s teacher preparation program completers have passed the content area test and applicable form of the assessment of professional teaching (APT) in each of the preceding three years, the institution shall be deemed to be adequately addressing the Standards for All Illinois Teachers set forth at 23 Ill. Adm. Code 24;

   B) If at least 80 percent of an institution’s administrative certification program completers have passed the applicable content-area examinations for administrative certification in each of the preceding three years, the institution shall be deemed to be adequately addressing the standards set forth in subsection (e)(2) of this Section; and

3) as relevant to the institution, report on all programs provided by the institution that have been approved as an alternative route to certification under Sections 25.65 and 25.67 of this Part.

i) In conjunction with the review set forth in subsection (g) of this Section, each educational unit shall submit a unit report to the State Superintendent, in a format specified by the State Superintendent, no sooner than October 1 and no later than November 30 of the academic year (i.e., September 1 through August 31) in which the review is scheduled. The report shall include:

1) a description of how the unit has addressed any concerns about applicable standards identified in any of the program reports produced pursuant to subsection (h) of this Section submitted in each of the last four years preceding the review;
2) any changes in the institution or in the educational unit that affects the operation of the unit;

3) any new programs approved in the last four years;

4) the percentage of individuals in the last four years who completed the program and received a certificate or endorsement who were hired into a related school position in the field for which the certificate or endorsement was issued; and

5) data regarding the effectiveness of the completers of the program from the performance evaluations conducted under Article 24A of the School Code [105 ILCS 5/Art. 24A] (to be provided for principals beginning in 2014 and for teachers beginning in 2018).

j) No later than April 7 of each year, each institution shall report to the State Board of Education, using a form supplied by the Board, on its program completers’ pass rates on the examinations required for initial certification pursuant to this Part and other information required by Title II of the Higher Education Act (20 USCA 1027). Further, each institution shall make this information readily available to the public on an annual basis and shall include it in or with publications routinely sent to potential applicants, guidance counselors, and prospective employers of the institution’s program completers.

k) State Board of Education staff may visit a recognized institution at any time with one day’s advance notice and may ask to speak with faculty, candidates, or administrators. All records shall be made available to State Board of Education staff upon request.

(Source: Amended at 35 Ill. Reg. _______, effective ____________)

Section 25.145 Approval of New Programs Within Recognized Institutions

The procedures set forth in this Section shall apply to the initial approval of additional educator preparation programs established by institutions that are already recognized, including those that have been granted initial recognition.
a) The institution shall submit to the State Superintendent of Education a program proposal meeting the requirements set forth in this subsection (a), showing how each proposed program meets the applicable professional education and content-area standards established by the State Board of Education.

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

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

3) A description about how data on the candidates enrolled in the program and candidates completing the program will be used as part of the assessment system required under Section 25.142 of this Part. If a program is offered at more than one level (i.e., baccalaureate, post-baccalaureate, or graduate, or as an alternative program), data shall be considered separately for each of these arrangements.

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

5) A description of the course of study, including required courses, State standards addressed, and related field experiences or clinical practice as applicable to specified courses, and the proportion of coursework offered by distance learning or video-conferencing technology.

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

7) A description of the key assessments that are required of candidates in the program under Section 25.142 of this Part, including:
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A) the specific standards addressed by each assessment that is used to comply with the requirements of Section 25.142(a)(1) through (5) or Section 25.142(b)(1) through (5), as applicable;

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

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

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

9) A description of the need for individuals holding the type of certification to be awarded upon program completion, to include but need not be limited to evidence of a shortage of these types of educators (e.g., special education, math, science), either across the State or in certain geographical areas. If the shortage is specific to a certain area, describe the steps to be taken to recruit candidates from that area of the State or to place candidates in positions in schools located there.

b) After consideration of the proposal, the State Teacher Certification Board shall convey to the State Superintendent its recommendation that the State Board of Education:

1) Approve the proposed new educator preparation programs, thereby authorizing the educational unit to conduct the programs and to recommend candidates for certification by entitlement; or

2) Deny approval of the proposed programs, thereby prohibiting the conduct of the affected programs (a program denied by the State Board of Education will be allowed to resubmit its program proposal for reconsideration at a later time or, after notification of a denial recommendation, a program may withdraw its proposal from consideration
within the timelines set forth in Section 25.160(b) of this Part, at which
time no denial action will be taken).

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

d) When a unit submits a proposal for an alternative program under any of Sections
21-5b, 21-5c, and 21-5d of the School Code [105 ILCS 5/21-5b, 21-5c, and 21-
5d], that proposal shall not be considered a new program subject to this Section.
The review of such a proposal shall be as delineated in Section 25.65, 25.67, or
25.313 of this Part, as applicable.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 25.155 Procedures for the Initial Recognition of an Institution as an Educator
Preparation Institution and Its Educational Unit

The procedures set forth in this Section shall apply to initial recognition of an institution and the
concurrent recognition of the educational unit. The approval of the educator preparation
programs within that institution shall follow the procedures set forth in Section 25.145 of this
Part.

a) An institution shall notify the State Board of Education of its desire to initiate the
initial recognition process by submitting a letter of intent to the State
Superintendent of Education. Within 30 days after receipt of such a notification,
the State Superintendent shall respond to the institution, identifying the staff
member who will be responsible for assisting the institution and inviting the
institution to submit its required materials to that individual.

b) The State Superintendent shall designate a time for a pre-visit or review visit
conducted pursuant to subsection (h) of this Section. The institution shall agree:

1) for visits conducted in Illinois, to provide housing (including a work room)
for the team chair and State consultant or designee in the case of a pre-visit
or for all of the team members specified in subsection (i) of this Section,
including the ex officio member, in the case of a review visit; or
for visits conducted out of state, provide housing (including a work room), transportation and meals for the team chair and State consultant or designee in the case of a pre-visit or for all of the team members specified in subsection (i) of this Section, including the ex officio member, in the case of a review visit.

The institution shall submit to the State Superintendent of Education, in the quantity and format specified by the State Superintendent, a report containing:

1) information indicating that the institution meets the conditions described in Section 25.115(b) and (c) of this Part;

2) a written description of the educational unit, including:

   A) identification of the unit, its mission, purposes, or goals, its authority and responsibilities for professional education, and its coordination of the institution’s various educator preparation programs;

   B) identification of the dean, chair, or director who is officially designated to represent the educational unit and is assigned the authority and responsibility for its overall administration and operation;

   C) a chart of the administrative and organizational structure of the unit;

   D) an organizational chart of the institution, indicating the position of the unit and its reporting authority;

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

   F) the unit’s policies for monitoring and evaluating its operations, the quality of its offerings, performance of candidates, and effectiveness of its graduates; and
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G) the unit’s published criteria for admission to and exit from all initial and advanced preparation programs for professional educators, and provision for summary reports of candidate performance at exit; and

3) a complete description of how the unit will develop the unit’s conceptual frameworks that shall address each of the “structural elements” of conceptual frameworks found in the standards referred to in Section 25.115(d) of this Part.

d) Review of conceptual frameworks for institutions seeking initial recognition shall be conducted as needed by a panel convened by the State Superintendent. The State Superintendent or designee will provide notice of the review at least 10 days in advance of the date of the review. The review shall encompass all materials postmarked no later than six months prior to the date of the review, if a review date has been set. No later than 30 days after the panel completes its review, the State Board of Education shall notify the institution either that the description of its conceptual frameworks is adequate or that certain structural elements were not adequately addressed.

e) If the description of the conceptual frameworks is not found to be adequate, no further review of the institution shall occur unless the institution submits a revised conceptual framework. If the description of the conceptual frameworks is found to be adequate, a review visit pursuant to subsection (h) of this Section shall be scheduled at a time that is mutually agreed upon by the institution and State Superintendent or designee.

f) The State Teacher Certification Board shall consider the program proposal as required under Section 25.145 of this Part at the next meeting in which it considers recognition requests following the review visit pursuant to subsection (h) of this Section.

g) The institution shall submit to the State Superintendent an institutional report incorporating an overview of the institution, an overview of the unit’s conceptual frameworks, an overview of the information required under subsection (c) of this Section and evidence that it will meet each of the standards referred to in Section 25.115(d) of this Part. This report shall be submitted in a format and quantity prescribed by the State Superintendent of Education.
h) The State Superintendent of Education shall authorize the scheduling of an on-site review visit to the institution at the mutual convenience of the affected institution and the review panel when:

1) its conceptual framework is found to be adequate;

2) the institution has submitted the narrative required under subsection (g) of this Section; and

3) the program proposal required under Section 25.145 of this Part has been submitted.

i) From a pool of individuals who have been trained in the applicable standards and procedures, the State Superintendent shall empanel a team to conduct the review visit to verify the information provided by the institution as required by subsection (g) of this Section. A staff member of the State Board of Education or designee shall accompany the team, serving as a consulting, ex officio member to ensure that applicable standards, procedures, rules, and statutes are addressed.

j) The review team shall prepare a draft report during the review visit, incorporating an overview of the unit and its conceptual frameworks and summarizing information provided by the institution as required by subsection (g) of this Section. The draft report shall be provided to the institution within 30 business days after the conclusion of the visit for the purpose of allowing the institution 30 days to correct any factual errors. The team chair shall review the institution’s suggested revisions and make appropriate corrections in consultation with the ex officio consultant who is serving pursuant to subsection (i) of this Section. The final report shall be submitted to the State Superintendent of Education by the team’s chair within 30 days after the chair’s receipt of the institution’s suggested corrections. The State Superintendent shall provide the final report to the institution within ten business days after receiving it.

k) Within 30 days after receipt of the final report, the institution shall submit to the State Superintendent either a letter stating agreement with the report’s findings or a rejoinder to those findings.
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1) The rejoinder must indicate the grounds for disagreement with one or more of the team’s findings and include documentation to support the institution’s position.

2) All documentation must describe conditions that existed at the time of the review visit. (Changes made by the unit after the visit will not be considered.)

3) All documentation must relate directly to the standards and procedures that applied at the time of the review visit.

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

m) The State Teacher Certification Board, after reviewing all the relevant materials, shall convey its recommendation to the State Superintendent that the State Board of Education:

1) Recognize the institution, recognize the educational unit, and approve one or more proposed educator preparation programs, thereby authorizing the educational unit to conduct the approved programs and to recommend candidates for certification by entitlement; or

2) Recognize the institution, recognize the educational unit, and deny approval of one or more proposed educator preparation programs, thereby authorizing the educational unit to conduct the approved programs and to recommend candidates for certification by entitlement for the approved programs and prohibit the conduct of the proposed programs denied approval. Programs denied approval may resubmit a request for program approval at a later date; or

3) Deny recognition of the institution or recognition of the affected educational unit, and approval of one or more educator preparation programs, thereby prohibiting the conduct of the proposed programs.
n) Actions following upon the recommendation of the State Teacher Certification Board to the State Superintendent of Education shall be as described in Section 25.160 of this Part.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

SUBPART D: SCHOOL SERVICE PERSONNEL

Section 25.275 Renewal of the School Service Personnel Certificate

The requirements set forth in this Section apply to renewal of school service personnel (SSP) certificates in accordance with Section 21-25 of the School Code [105 ILCS 5/21-25].

a) Pursuant to Section 21-25 of the School Code, the renewal of school service personnel certificates held by individuals employed and performing services in certain types of public schools is contingent upon certificate-holders’ presentation of evidence of continuing professional development. Renewal of any affected SSP certificate whose period of validity begins on or after July 1, 2008 shall require the certificate-holder’s:

1) possession of one of the State licenses identified in Section 21-25(e) of the School Code, that is:

A) current licensure as either a clinical professional counselor or a professional counselor under the Professional Counselor and Clinical Professional Counselor Licensing Act [225 ILCS 107];

B) current licensure as either a clinical social worker or a social worker under the Clinical Social Work and Social Work Practice Act [225 ILCS 20]; or

C) current licensure as a speech-language pathologist under the Illinois Speech-Language Pathology and Audiology Practice Act [225 ILCS 110]; or

2) possession of one of the national certifications identified in Section 21-25(e) of the School Code; or
3) completion of sufficient professional development activities to satisfy the requirements of Section 21-25 of the School Code.

b) An individual who wishes to qualify for certificate renewal based on licensure or national certification as permitted by Section 21-25 of the School Code shall maintain documentation related to the relevant license or certificate, including its date of issue, period of validity, and issuing body. This information shall be included in the individual’s application for certificate renewal in place of the statement of assurance called for in subsection (k) of this Section.

c) Completion of the certification process conducted by the National Board for Professional Teaching Standards (NBPTS) may be used to fulfill the entire requirement for professional development under subsection (a)(2) of this Section for the renewal cycle during which completion occurs. Evidence of completion of this process shall be the inclusion of the certificate-holder’s name on NBPTS’ composite list of those who have completed the certification process (as distinct from having received certification).

d) Except as provided in subsections (b) and (c) of this Section, each professional development activity used to fulfill the requirements of this Section shall be required to address one or more of the purposes set forth in Section 21-25(e) of the School Code, and three of the four purposes must be addressed. No later than 60 days after the State Board of Education votes to establish or change the list of areas determined by the Board to be critical for all school service personnel (Section 21-25 of the School Code), the State Superintendent of Education shall notify each school district superintendent, each regional superintendent of schools, and any organization that requests this notification. The notice shall include a list of the areas and state the date upon which the list takes effect.

e) CPDUs shall be generated for completion of activities in accordance with the provisions of Section 25.875 of this Part, provided that, as necessary to the context:

1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;
REFERENCES TO TEACHERS, TEACHING, AND INSTRUCTION

2) references to teachers, teaching, and instruction shall be understood to mean holders of the school service personnel certificate and their performance of services;

3) references to the classroom shall be understood to mean the setting where services are provided;

4) references to classes directly taught by the certificate-holder (Section 25.875(e) and (n) of this Part) shall be understood to mean students directly served by the certificate-holder;

5) references specific to the supervision or preparation of candidates for teaching certificates (Section 25.875(h) and (m) of this Part) shall be understood to mean the supervision or preparation of candidates for the school service personnel certificate;

6) references to content-area standards (Section 25.875(i) of this Part) shall be understood to mean the relevant standards set forth at 23 Ill. Adm. Code 23 (Standards for the School Service Personnel Certificate); and

7) the reference to State priorities (Section 25.875(k) of this Part) shall be understood to mean the critical areas identified by the State Board of Education pursuant to Section 21-25(e)(2) of the School Code.

REFERENCES TO SECTION 21-14 OF THE SCHOOL CODE

f) The provisions of Sections 25.855, 25.860, 25.865, and 25.872 of this Part shall apply to the awarding of CPDUs for activities offered by providers, provided that, as necessary to the context:

1) references to Section 21-14 of the School Code shall be understood to mean the comparable provisions of Section 21-25 of the School Code;

2) references to Subpart J of this Part shall be understood as referring to this Section; and

3) references to teachers shall be understood to include holders of the school service personnel certificate.
g) Each school service personnel certificate shall be maintained as “valid and active” or “valid and exempt” for each semester of its validity. Periods of exemption and proportionate reductions in the requirements for continuing professional development shall be determined as discussed in Section 25.880(a) of this Part. In addition:

1) the number of continuing professional development units needed to renew the certificate shall be reduced by 50 percent for any amount of time during which the certificate-holder has been employed and performing services on a part-time basis, i.e., for less than 50 percent of the school day or school term; and

2) a certificate-holder who is employed as a substitute on a part-time basis or a day-to-day basis shall only be required to pay the registration fee in order to renew his or her certificate (Section 21-25(e) of the School Code).

h) Credit earned for any activity that is completed (or for which the certificate-holder receives evidence of completion) on or after April 1 of the final year of a certificate’s validity, if not claimed with respect to that period of validity, may be carried over and claimed in the subsequent period of validity, provided that the activity in question is relevant to the requirements that apply to that period.

i) Each certificate-holder shall:

1) maintain the required form of evidence of completion for each activity throughout the period of validity that follows the renewal of the certificate based on completion of the activities documented; and

2) present the evidence of completion upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section.

j) An Illinois master SSP certificate shall have a ten-year period of validity. When an individual receives an Illinois master SSP certificate, any other SSP certificate held by the same individual shall be renewed as of the date of issuance of the master certificate. Any other SSP certificate shall automatically qualify for
renewal at the end of its five-year period of validity, as long as the individual continues to hold the master certificate.

1) When an Illinois certificate-holder successfully renews his or her National Board certification, he or she shall be entitled to renew the Illinois master SSP certificate and any other SSP certificate held if the applicable requirements of this Section have also been met.

2) The holder of an Illinois master certificate whose certification through the NBPTS is not renewed shall nevertheless be entitled to renew the master certificate when it expires, provided that the applicable requirements of this Section have been met during the master certificate’s period of validity.

k) Each holder of an SSP certificate shall apply for renewal of that certificate as set forth with respect to teaching certificates in Section 25.830 of this Part, including the submission of a statement of assurance that conforms to the requirements of subsection (b) of that Section, except that:

1) each application for certificate renewal shall be submitted to the regional superintendent of schools, regardless of whether a local professional development committee is in operation in the employing district; and

2) references to “standard” certificates in that Section shall be understood to apply to SSP certificates.

l) Within 14 days after receiving an application for the renewal of a school service personnel certificate, the regional superintendent shall forward to the State Teacher Certification Board a recommendation for renewal or nonrenewal on a form prescribed by the State Superintendent of Education.

1) The regional superintendent shall transmit a list identifying all the certificate-holders with respect to whom the regional superintendent is recommending renewal of SSP certificates, along with verification that:

A) each certificate-holder has completed professional development or otherwise qualifies for certificate renewal in accordance with the
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requirements of Section 21-25 of the School Code and this Section; and

B) each certificate-holder has submitted the statement of assurance required in accordance with subsection (k) of this Section.

2) If the recommendation is not to renew the certificates held, or if information provided on the application makes the individual subject to the requirements of any of Sections 25.485 through 25.490 of this Part, the certificate-holder’s copy shall be sent concurrently by certified mail, return receipt requested. Each recommendation for nonrenewal shall include the regional superintendent’s rationale.

m) A certificate-holder with respect to whom a regional superintendent has recommended nonrenewal of the SSP certificate may appeal to the State Teacher Certification Board in accordance with the provisions of Section 25.835(h) of this Part, except that the requirements of Section 21-25 of the School Code shall be understood to apply rather than those established by Section 21-14 of the School Code.

n) The State Teacher Certification Board shall review regional superintendents’ recommendations regarding the renewal of SSP certificates and notify the affected certificate-holders in writing as to whether their certificates have been renewed or not renewed. This notification shall take place within 90 days after the State Teacher Certification Board receives regional superintendents’ recommendations, subject to the right of appeal set forth in this subsection (n).

1) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent’s recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.

2) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.
3) The State Teacher Certification Board may request that the certificate-holder appear before it. The certificate-holder shall be given at least ten days’ notice of the date, time, and place of the hearing.

4) In verifying whether the certificate-holder has met the renewal criteria set forth in Section 21-25 of the School Code, the State Teacher Certification Board shall review the recommendation of the regional superintendent of schools and all relevant documentation.

o) The State Teacher Certification Board shall notify the certificate-holder in writing, within seven days after completing its review, as to whether the SSP certificate has been renewed. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the certificate, the notice to the certificate-holder shall be transmitted by certified mail, return receipt requested, and shall state the reason for the decision. The decision of the State Teacher Certification Board is final and subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

p) An individual whose certificate is not renewed because of his or her failure to meet the requirements of Section 21-25 of the School Code and this Section may apply for a reinstated certificate valid for one year, as defined in Section 25.450(c) of this Part. The reinstatement period shall begin July 1 of the year in which the certificate expires. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable SSP certificate only if he or she presents evidence of having:

1) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and

2) earned five additional semester hours of credit from a regionally accredited institution of higher learning relevant to the field of certification.

q) The provisions of Section 25.840(d) of this Part shall apply to the renewal of the school service personnel certificate.
r) If fewer than five years remain in the period of a certificate’s validity as of July 1, 2008, the number of CPDUs required in order to renew the certificate at the conclusion of that period shall be proportionately reduced.

s) An individual who performs services both on an SSP certificate and concurrently also on some other type of certificate to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

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

Section 25.315 Renewal of Administrative Certificate

The requirements set forth in this Section apply to renewal of administrative certificates in accordance with Section 21-7.1 of the School Code [105 ILCS 5/21-7.1].

a) Professional Development Required

Pursuant to Section 21-7.1 of the School Code, renewal of administrative certificates held by public school administrators who are serving in positions requiring administrative certification is contingent upon certificate-holders’ presentation of evidence of continuing professional education. For the purposes of this Section, the terms “continuing professional education” and “continuing professional development” shall be considered synonymous. Renewal of any affected administrative certificate whose period of validity begins on or after July 1, 2003, shall require the certificate-holder’s completion of professional development activities sufficient to satisfy the requirements of Section 21-7.1 of the School Code and presentation, upon request by the regional superintendent or a representative of the State Board of Education or if required as part of an appeal under this Section, of evidence of completion of the activities.

b) Each activity shall be required to address one or more of the following purposes:

1) improving the administrator’s knowledge of instructional practices and administrative procedures;
2) maintaining the basic level of competence required for initial certification; and

3) improving skills and knowledge regarding the improvement of teaching performance in clinical settings and assessment of levels of student performance. (Section 21-7.1 of the School Code)

c) Activities selected to fulfill the requirement for 100 hours of professional development (see Section 21-7.1(c-10) of the School Code) shall be subject to the provisions of this subsection (c).

1) Activities chosen for this purpose may include but need not be limited to:

A) Completion of college/university courses;

B) Participation in state and national conferences of professional organizations or in workshops, seminars, symposia, or other, similar training events;

C) Teaching college/university courses or making presentations at conferences, workshops, seminars, symposia, or other, similar training events;

D) Providing formal mentoring to one or more other administrators;

E) Independent study; and

F) Other activities related to the Illinois School Leader Standards and other applicable standards (see 23 Ill. Adm. Code 29) such as developing or revising school programs, participating in Administrators’ Academy courses, research, and other, similar projects.

2) Continuing professional development hours for the activities chosen pursuant to this subsection (c) shall be credited as follows.

A) Fifteen hours shall be credited for each semester hour of college credit earned.
B) One hour shall be credited for each hour of the administrator’s direct participation in a relevant activity other than college coursework, as verified by a log the administrator shall maintain and present upon request by the regional superintendent or a representative of the State Board of Education, or if required as part of an appeal under this Section, describing what was done with respect to each activity, with dates and amounts of time spent in each case.

d) Required Administrators’ Academy Courses

1) An individual who fails to complete an Administrators’ Academy course in a given year as required by Section 21-7.1(c-10)(B) of the School Code shall be required to complete two courses for each one missed. He or she may make these up at any time during the remainder of the certificate’s validity or while holding a reinstated certificate pursuant to subsection (e)(5) of this Section.

2) Each administrator who completes an Administrators’ Academy course shall receive written, dated verification that indicates the title of the course and the number of hours to be credited toward the applicable requirement.

e) Application for Renewal of Certificate

1) Each application for renewal of an administrative certificate, other than an application of a regional superintendent of schools, shall be submitted to the regional superintendent and shall be accompanied by a verification format developed by the State Board of Education certifying that the required number of hours of professional development activities and the required number of Administrators’ Academy courses have been completed. (Section 21-7.1(c-10) of the School Code) A certificate-holder who fails to submit this material so as to ensure its receipt by the regional superintendent no later than April 30 may not be able to preserve his or her right of appeal under subsection (f) of this Section.

2) Based on the available information regarding the individual’s compliance with the requirements for certificate renewal set forth in this Section, the
regional superintendent shall, within 30 days after receipt of an individual’s application, forward a recommendation for renewal or non-renewal of the administrative certificate to the State Superintendent of Education and notify the certificate-holder in writing of that recommendation.

3) A certificate-holder who is a regional superintendent of schools shall submit the verification format referred to in subsection (e)(1) of this Section to the State Superintendent of Education along with his or her application for certificate renewal.

4) Within 30 days after receiving an application, the State Superintendent of Education shall notify the affected certificate-holder as to whether the administrative certificate has been renewed or not renewed, including the rationale for nonrenewal. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region’s institute fund.

5) An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Section may apply for a reinstated certificate valid for one year, as defined in Section 25.450(c) of this Part. The reinstatement period shall begin July 1 of the year in which the certificate expires. With respect to the year of reinstatement, completion of one Administrators’ Academy course and one or more additional professional development activities meeting the requirements of subsections (b) and (c) of this Section and totaling no fewer than 20 hours shall be required. After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable administrative certificate only if he or she also presents evidence of having made up activities missed during the preceding renewal cycle by completing the requirements of subsection (e)(5)(A) of this Section, subsection (e)(5)(B) of this Section, or both, as applicable.

A) The certificate-holder shall complete two Administrators’ Academy courses for each year during which he or she failed to complete one, if not already made up as discussed in subsection (d)(1) of this Section.
B) If the certificate-holder failed to complete the applicable number of professional development activities or hours, he or she shall complete the balance of that requirement and ten additional hours of professional development meeting the requirements of subsections (b) and (c) of this Section.

6) The period of validity of an administrative certificate issued after a year of reinstatement or held after the reinstatement of a teaching certificate shall be adjusted to coincide with the validity of the holder’s teaching certificate.

f) Appeal to State Teacher Certification Board

Within 14 days after receipt of notice from the State Superintendent that his or her administrative certificate will not be renewed based upon failure to complete the requirements of this Section, a certificate-holder may appeal that decision to the State Teacher Certification Board, using a form made available by the State Board of Education.

1) Each appeal shall state the reasons why the State Superintendent’s decision should be reversed and shall be sent by certified mail, return receipt requested.

A) Appeals shall be addressed to:

State Teacher Certification Board
Secretary
100 North First Street
Springfield, Illinois 62777

B) No electronic or facsimile transmissions will be accepted.

C) Appeals postmarked later than 14 calendar days after receipt of the non-renewal notice will not be processed.

2) In addition to the appeal letter, the certificate-holder shall submit the following material when the appeal is filed:
A) evidence that he or she has satisfactorily completed the required types and quantity of activities; and

B) any other relevant documents.

3) The State Teacher Certification Board shall review each appeal regarding renewal of an administrative certificate in order to determine whether the certificate-holder has met the requirements of this Section. The Certification Board may hold an appeal hearing or may make its determination based upon the record of review, which shall consist of:

A) the regional superintendent’s rationale for recommending nonrenewal of the certificate, if applicable;

B) any evidence submitted to the State Superintendent along with the individual’s application for renewal; and

C) the State Superintendent’s rationale for non-renewal of the certificate.

4) If the Certification Board holds an appeal hearing, it may request the certificate-holder to appear before it, in which case no less than ten days’ notice of the date, time, and place of the hearing shall be given to the affected individual.

5) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.

6) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal by certified mail, return receipt requested, no later than 30 days after reaching a decision. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent, except that a regional superintendent shall deposit his or her own fee in the region’s institute fund.
7) The State Teacher Certification Board shall not renew any certificate if information provided on the application makes the holder subject to the requirements of any of Sections 25.485 through 25.490 of this Part. The decision of the State Teacher Certification Board is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

g) Proportionate Reduction; Part-Time Service

The requirements of this Section regarding continuing professional development are subject to reduction in accordance with Section 21-7.1(c-15) of the School Code.

1) The requirements of this Section shall be subject to reduction on the same annual basis as provided in Section 21-7.1(c-15) of the School Code in relation to years when a certificate-holder is not employed in a position requiring administrative certification.

2) The number of hours required under subsection (c) of this Section shall also be reduced by 50 percent with respect to periods of time when a certificate-holder is serving on an administrative certificate only and performing services for less than 50 percent of the school day or school term, unless the individual is one whose continued retirement status is subject to the limitations of Section 16-118 of the Illinois Pension Code. Each such individual shall be subject only to the requirement for completion of one Administrators’ Academy course for each year during which he or she is employed on the administrative certificate, provided that his or her employment does not exceed the limitations of Section 16-118.

h) An individual who performs services on an administrative certificate and concurrently also on some other type of certificate to which renewal requirements apply shall be subject to the provisions of Section 25.475 of this Part.

i) Section 21-7.1(c-10) of the School Code provides that those persons holding administrative certificates on June 30, 2003 who are renewing those certificates on or after July 1, 2003 shall be issued new administrative certificates. The certificates that are subject to this provision include:
1) Limited Supervisory (Type 60);
2) All-Grade Supervisory (Type 61);
3) Limited Elementary Supervisory (Type 62);
4) Limited High School Supervisory (Type 63);
5) Life General Supervisory (Type 70); and
6) Life Supervisory (Type 71).

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 25.335 General Administrative Endorsement (Through June 30, 2014)

This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.705. (See also 23 Ill. Adm. Code 29.120.) The requirements of this Section shall apply to the issuance of this endorsement except as otherwise provided in Sections 21-5d and 21-5e of the School Code [105 ILCS 5/21-5d and 5/21-5e] and Sections 25.313 and 25.314 of this Part.

a) Each candidate for the general administrative endorsement shall hold a master’s degree or equivalent awarded by a regionally accredited institution of higher education and shall have completed the coursework in educational administration and supervision required by Section 21-7.1(e)(2) of the School Code [105 ILCS 5/21-7.1(e)(2)]. For the purposes of this subsection (a), “equivalent” shall mean the completion of a degree beyond the bachelor’s degree level (e.g., juris doctor (J.D.), doctor of philosophy (Ph.D.), doctor of education (Ed.D.)).

b) Each candidate shall have completed either:

1) an Illinois program approved for the preparation of administrators pursuant to Subpart C of this Part; or
2) 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 two years’ full-time teaching or school service personnel experience in public schools, schools under the supervision of the Department of Corrections, schools under the administration of the Department of Human Services, or nonpublic schools recognized by the State Board of Education or meeting comparable out-of-state recognition standards (Section 21-7.1(e)(2) of the School Code). Beginning with applications submitted on or after February 1, 2012, in order to be acceptable toward fulfillment of this requirement:

1) teaching experience shall have been accrued while the individual held a valid early childhood, elementary, secondary, special K-12, or special preschool – age 21 certificate; and

2) school service personnel experience shall have been accrued while the individual held a valid school service personnel certificate.

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 if its passage would be required for receipt of a standard certificate pursuant to Section 25.720(a) of this Part.

e) A candidate who receives the general administrative endorsement on or before June 30, 2014 may continue to be employed in the positions listed in this Section after July 1, 2014. (Also see Section 25.337(c) of this Part.)

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 35 Ill. Reg. ______, effective ____________)

Section 25.337 Principal Endorsement (2012)

a) This endorsement is required for principals, assistant principals, assistant or associate superintendents, and staff filling other similar or related positions as indicated in 23 Ill. Adm. Code 1.705. (See also 23 Ill. Adm. Code 29.120.)
A principal endorsement shall be affixed to an administrative certificate provided that the candidate successfully completes each of the requirements specified in 23 Ill. Adm. Code 30 (Programs for the Preparation of Principals in Illinois) or has completed a comparable approved program in another state or country or holds a comparable certificate issued by another state or country (see Section 25.425 of this Part). For the purposes of this subsection (b), “comparable” means:

1) The out-of-state program is offered by an institution that has received approval under Subpart C of this Part to offer a principal preparation program (see 23 Ill. Adm. Code 30; Programs for the Preparation of Principals in Illinois); or

2) The individual seeking the endorsement has had his or her coursework and preparation program reviewed by an institution approved to offer a principal preparation program in Illinois; has successfully completed any deficiencies in that preparation that the institution has identified, as applicable; and has been recommended for entitlement by that institution.

c) An individual holding a general administrative endorsement issued pursuant to Section 25.335 of this Part may have that endorsement converted to a principal endorsement in accordance with the process set forth in Section 21-7.6 of the School Code [105 ILCS 5/21-7.6].

(Source: Added at 35 Ill. Reg. _____, effective ____________)

SUBPART F: GENERAL PROVISIONS

Section 25.427 One-Year Three-Year Limitation

a) An evaluation for purposes of issuing a certificate (rather than an additional endorsement on a previously held certificate) will be binding on the State Board of Education for only one year three years after it is given. At the close of that time, the evaluation and all relevant material will be discarded unless a certificate has been issued. However, should an individual apply for a certificate of a type for which a previously requested evaluation is still pending pursuant to this Section, the earlier application shall be invalidated and the relevant materials discarded immediately.
b) A recommendation for certification of a candidate by entitlement shall be valid for only one year after its issuance by the institution. An individual who wishes to rely upon completion of a program after the relevant recommendation has expired shall provide either:

1) verification from the institution that the program has not changed in the intervening time and a new recommendation by that institution for certification of the candidate by entitlement; or

2) a program completion form indicating that the program has changed and identifying the changes, which shall be reviewed by the State Superintendent of Education to determine whether any deficiencies must be remedied by the individual in order to qualify for the certificate sought.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 25.485 Certification of Persons with Certificates Previously Denied, Suspended, or Revoked

A previous denial of certification or another action against an individual’s certificate may indicate that issuance, renewal, or registration of a certificate would also currently be inappropriate. Accordingly, each applicant for the issuance, renewal, or registration of an Illinois certificate or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has ever had a certificate denied, suspended or revoked in Illinois or any other state.

a) Each individual providing an affirmative response to this question shall be required to submit a copy of the notice issued by the responsible agency in the state where the action occurred that includes:

1) the date of the action;

2) the reasons for the action;

3) any penalties that were imposed; and
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4) the ending date of each penalty, if applicable.

b) Subject to subsection (c) of this Section, the State Superintendent of Education shall review the information submitted pursuant to subsection (a) of this Section and shall determine whether issuance, renewal, or registration of a certificate or issuance of one or more additional credentials, as applicable, is appropriate in light of the circumstances surrounding the previous denial, or suspension, or revocation (including the applicant’s age and the background of the applicant at the time of the action), any penalty that was imposed, and any evidence the applicant has provided concerning his or her good character that may mitigate the defect in his or her record.

c) An application shall not be evaluated from an individual whose previous denial or suspension occurred five or fewer years from the date of application. An application from an individual who has had a certificate revoked either in Illinois or another state shall not be considered.

d) Submission of the application following the time period specified in subsection (c) of this Section is not a guarantee that the application will be approved and a certificate, endorsement, approval or designation issued. An individual may appeal the decision to deny the application in accordance with procedures set forth in the Illinois Administrative Procedure Act [5 ILCS 100] and 23 Ill. Adm. Code 475 (Contested Cases and Other Formal Hearings).

e) An individual shall not be entitled to a refund of the application fee in the event that his or her application is subsequently denied.

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.710 Definitions

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

"Passing raw score" is the minimum number of multiple choice items that must be answered correctly on a given test or the combination of required correct
responses to multiple choice items and required numerical value of constructed responses.

"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

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

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

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score, the maximum score, and the passing score are set. Through May 31, 2006, for the tests of subject matter knowledge and language proficiency, the minimum scaled score is 0, the maximum score 100, and passing score 70. Beginning in June 2006, for the tests of subject matter knowledge (content-area tests) and language proficiency, the minimum scaled score is 100, the maximum score 300, and the passing score 240. For the assessment of professional teaching, the basic skills test, and any new content-area test first administered after December 31, 2002, the minimum scaled score is 100, the maximum score 300, and the passing score 240.

"Subarea score" is the scaled score for the subset of test items on a subject matter test or content-area test that measures specific content, and, for any test administration for which scores are reported before September 30, 2010, the "subarea score" is the scaled score for each subset of test items on the basic skills test which measures specific content in reading comprehension, writing, language arts, and mathematics.

“Test” or “Tests” refers to the test of basic skills, the assessment of professional teaching, the language proficiency tests, and the tests of subject matter knowledge (or “content-area tests”) for the Illinois Certification Testing System. Through June 30, 2004, these tests are:
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Agriculture
Art (K-12)
Art (6-12)
Assessment of Professional Teaching – Early Childhood
Assessment of Professional Teaching – Elementary
Assessment of Professional Teaching – Secondary
Assessment of Professional Teaching – Special
Basic Skills
   Language Arts
   Mathematics
   Reading Comprehension
   Writing
Biological Science
Blind and Partially Sighted
Business/Marketing/Management
Chemistry
Chief School Business Official
Computer Science
Dance
Deaf and Hard of Hearing
Early Childhood
Educable Mentally Handicapped
Elementary/Middle Grades (K-9)
English
English as a Second Language
English Language Proficiency
French
General Administrative
General Science
General Supervisory (available through June 30, 2003)
German
Guidance
Health
Health Occupations
Hebrew
History
Family and Consumer Sciences
Industrial Technology Education
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Italian
Latin
Learning Disabilities
Mathematics
Media
Music (K-12)
Music (6-12)
Physical Education (K-12)
Physical Education (6-12)
Physically Handicapped
Physical Science
Physics
Reading
Russian
School Nurse
School Psychology
School Social Work
Social/Emotional Disorders
Social Science
Spanish
Speech
Speech and Language Impaired
Superintendent
Theatre Arts
Trainable Mentally Handicapped
Transitional Bilingual Education
Arabic
Cantonese
Greek
Gujarati
Hindi
Japanese
Korean
Lao
Mandarin
Polish
Russian
Spanish
Beginning July 1, 2004, the Illinois Certification Testing System shall consist of the following tests in addition to the content-area tests applicable to certification in special education. Beginning with score reports issued after September 30, 2010, “test” or “tests” will also refer to subtests (reading comprehension, writing, language arts, and mathematics) of the basic skills test.

Agricultural Education
Assessment of Professional Teaching (through June 2013)
   Early Childhood
   Elementary
   Secondary
   Special
Assessment of Professional Teaching (prekindergarten through grade 12)
(required beginning July 1, 2013)
Basic Skills
Business, Marketing, and Computer Education
Chief School Business Official
Computer Science
Dance
Director of Special Education (required beginning July 1, 2005)
Drama/Theatre Arts
Early Childhood Education
Early Childhood Special Education
Elementary/Middle Grades (K-9)
English Language Arts
English Language Proficiency
English as a New Language
Family and Consumer Sciences
Foreign Languages
   Arabic (available in September 2008)
   Chinese (Cantonese or Mandarin)
   French
   German
   Hebrew
   Italian
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Japanese
Korean
Latin
Russian
Spanish

General Administrative (through August 2014)
Guidance (through June 30, 2005)
Health Education
Health Careers
Library Information Specialist
Mathematics
Music
Physical Education
Principal (beginning September 1, 2012)
Reading Teacher
Reading Specialist
School Counselor (beginning July 1, 2005)
School Nurse
School Psychologist
School Social Worker
Sciences
  Biology
  Chemistry
  Earth and Space Science
  Environmental Science
  Physics
  Social Sciences
Social Sciences
  Economics
  Geography
  History
  Political Science
  Psychology
  Sociology and Anthropology
Superintendent
Technology Education
Technology Specialist
Transitional Bilingual Education – Language Proficiency
"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written or oral response.

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

“Unauthorized aids” are materials and devices that candidates are prohibited from bringing to a test administration. These include notes, calculators, calculator watches, calculator manuals, cellular phones, electronic communication devices, visual or audio recording or listening devices, and any other items whose use may compromise the security or validity of a test. However, any material or device that is permitted as part of an accommodation arranged pursuant to Section 25.740 of this Part shall not be considered an unauthorized aid. Furthermore, a calculator shall not be considered an unauthorized aid when its use is authorized pursuant to the current ICTS registration bulletin and the contractor’s web site.
Section 25.720  Applicability of Testing Requirement and Scores

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

b) Basic Skills Test

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

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

2) A person who has passed the basic skills test and has been issued an Illinois certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.

3) A person who passed another state’s test of basic skills as a condition of certification or of admission to a teacher preparation program shall not be required to pass this State’s of basic skills. (Section 21-1a of the School Code [105 ILCS 5/21-1a])

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

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

6) The basic skills test will be administered as four separate subtests: reading, language arts, mathematics, and writing.

A) Individuals may take all four subtests or any combination of the individual subtests during a single test administration.

B) Scores on basic skills subtests can be “banked,” and an individual will not be required to take a subtest again once he or she has achieved a passing score.

C) Each test administration of the basic skills test in which an examinee participates shall count toward the testing limit established under subsection (h) of this Section, regardless of the number of subtests the examinee includes as part of that particular test administration.

c) Content-Area Tests

1) Each candidate seeking an Illinois certificate, whether his or her first certificate or a subsequent certificate, shall be required to pass a content-area test. The required content-area test is that which corresponds to the approved program completed or the endorsement for which the applicant otherwise qualifies. Further, Section 21-1a(d) of the School Code requires passage of this test for program completion. No waivers or exemptions are available.

2) A person who has passed a test of language proficiency in order to qualify for a transitional bilingual certificate and received that certificate shall not be required to retake that test in order to qualify for a bilingual education credential on another certificate received later. A person who has passed a test of language proficiency as a condition of admission to an Illinois preparation program shall also not be required to retake that test.

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

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

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

e) Except as provided in subsections (b)(1), (c)(2), and (d)(1) of this Section, for each person seeking an Illinois certificate, no score on a required test may be more than ten years old at the time application is made. The ten-year period shall be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Scores more than ten years old will not be accepted as part of an application.

1) The ten-year period discussed in this subsection (e) shall apply to each score that forms part of an application received on or after July 1, 2008.

2) The ten-year period discussed in this subsection (e) shall also apply to each score that forms part of an application that is pending as of June 30, 2008, and to each score that forms part of an application for which an evaluation is still valid as of that date pursuant to Section 25.427 of this Part.

f) Subject to registration in accordance with the provisions of this Subpart I, the provisions of Section 25.755(g)(1) of this Part, and the limitations of subsection (h) of this Section, an individual who has taken a paper-and-pencil test may retake that test during any subsequent, regularly scheduled administration of that test in paper-and-pencil format and may retake that test by computer during any subsequent computer-based test administration.

g) Subject to registration in accordance with the provisions of this Subpart I, the provisions of Section 25.755(g)(1) of this Part, and the limitations of subsection (h) of this Section, an individual who has taken a computer-based test may retake
that test by computer after no fewer than 120 days but also may retake that test during any subsequent, regularly scheduled administration of the test in paper-and-pencil format.

h) Subsequent to January 12, 2010, no individual may attempt to pass the same test more than five times in any combination of the two formats (i.e., computer-based test or paper-and-pencil format).

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

SUBPART J: RENEWAL OF STANDARD AND MASTER TEACHING CERTIFICATES

Section 25.840 Action by State Teacher Certification Board; Appeals

a) The State Teacher Certification Board shall review each recommendation regarding the renewal of a certificate within the time allotted by Section 21-14(h) of the School Code [105 ILCS 5/21-14(h)] and verify that the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code [105 ILCS 5/21-14(g)(1)], subject to the certificate-holder’s right of appeal as specified in that Section.

b) Within 60 days after receipt of an appeal filed by a certificate-holder challenging a regional superintendent’s recommendation for nonrenewal, the State Teacher Certification Board shall hold an appeal hearing. The Board shall notify the certificate-holder of the date, time, and place of the hearing.

1) The certificate-holder shall submit to the State Teacher Certification Board such additional information as the Certification Board determines is necessary to decide the appeal.

2) *The State Teacher Certification Board may request that the certificate-holder appear before it.* (Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]) The certificate-holder shall be given at least ten days’ notice of the date, time, and place of the hearing.

3) In verifying whether the certificate-holder has met the renewal criteria set forth in Section 21-14(g)(1) of the School Code, *the State Teacher Certification Board shall review:*
A) the recommendation of the regional superintendent of schools;

B) the Regional Professional Development Review Committee’s recommendation, if any;

C) the Local Professional Development Committee’s recommendation, if any; and

D) all relevant documentation.

c) The State Teacher Certification Board shall notify the certificate-holder of its decision regarding certificate renewal as set forth in Section 21-14(h)(2) of the School Code [105 ILCS 5/21-14(h)(2)]. Upon receipt of notification of renewal, the certificate-holder shall pay the applicable registration fee to the regional superintendent. If the decision is not to renew the individual’s certificates, the notification shall state the reasons for that decision.

1) An individual whose certificate is not renewed because of his or her failure to complete professional development in accordance with this Subpart J may apply for a reinstated certificate valid for one year, as defined in Section 25.450(c) of this Part. The reinstatement period shall begin July 1 of the year in which the certificate expires.

2) After the one-year period of validity of the reinstated certificate, the individual shall receive a renewable standard certificate only if he or she presents evidence of having:

   A) completed the balance of the professional development activities that were required for renewal of the certificate previously held; and

   B) earned five additional semester hours of credit in a recognized institution of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties.

d) The State Teacher Certification Board shall not renew any certificate if information provided on the application makes the holder subject to the
requirements of any of Sections 25.485 through 25.490 of this Part. Any disciplinary action taken against a certificate-holder under any of those Sections shall be in accordance with the rules of the State Board of Education for Contested Cases and Other Formal Hearings (23 Ill. Adm. Code 475). The decision of the State Board of Education is a final administrative decision and shall be subject to administrative review as set forth in Section 21-24 of the School Code [105 ILCS 5/21-24].

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 25. APPENDIX E  Endorsement Structure Beginning July 1, 2004

Section 25.100 of this Part explains the applicability of “designations” where shown as required in the following table. An asterisk next to the name of an endorsement or designation indicates that there is no content area test for that credential. The relevant provisions of Section 25.100(e) of this Part shall apply in those cases where no test is available (see Section 25.710).

<table>
<thead>
<tr>
<th>Endorsements Currently Available as of July 1, 2004</th>
<th>Designations</th>
<th>Endorsements Previously Issued Previous to July 1, 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Learning Areas</td>
<td>None</td>
<td>English Language Arts</td>
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<tr>
<td></td>
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<td>Journalism</td>
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<td></td>
<td>Language Arts</td>
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<td></td>
<td>Speech</td>
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<td>None</td>
<td>Reading</td>
</tr>
<tr>
<td>Reading Specialist</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>None</td>
<td>Mathematics</td>
</tr>
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<td>Sciences – Designation of Limited Endorsement under Section 25.100(h)(5) Required</td>
<td>Biology</td>
<td>Biological Science/Biology</td>
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<tr>
<td></td>
<td>Chemistry</td>
<td>Botany</td>
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<td></td>
<td>Earth and Space Science</td>
<td>Physiology</td>
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<td>Earth Science</td>
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<td>Endorsements Currently Available as of July 1, 2004</td>
<td>Designations</td>
<td>Endorsements Previously Issued Previous to July 1, 2004</td>
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<td>Physics</td>
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<tr>
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<td>Geography/Physiography</td>
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<td>Physical/Geography</td>
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<td>Social Sciences – Designation or Limited Endorsement under Section 25.100(h)(5) Required</td>
<td>Economics</td>
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<td>Dance</td>
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<tr>
<td>Drama/Theatre Arts</td>
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<td>Theatre and Drama</td>
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<td>Music</td>
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## NOTICE OF PROPOSED AMENDMENTS

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<th>Endorsements Currently Available as of July 1, 2004</th>
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<td>Business Computer Programming*</td>
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<tr>
<td>Agricultural Education</td>
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<td>Consumer Education and Resource Management</td>
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<td>Nutrition, Wellness, and Hospitality*</td>
<td>Fashion and Clothing Services</td>
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### Endorsements Currently Available as of July 1, 2004

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<th>Endorsements</th>
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<tr>
<td>Health Careers</td>
<td>None, but licensure in a specific occupation is required</td>
<td>Health Occupations</td>
</tr>
<tr>
<td>Technology Education</td>
<td>None</td>
<td>Industrial Technology Education Construction Electronics Graphic Communications Transportation Manufacturing Industrial Technology Public Service Drafting/Design Autobody Repair Heating, Ventilation, and Air Conditioning</td>
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<td>Technology Specialist</td>
<td>None</td>
<td>Computer Technology Instructional Technology</td>
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<td>Library Information Specialist</td>
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<td>Media</td>
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<td>Safety and Driver Education*</td>
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<td>English as a New (Second) Language (ENL) – Designation Optional</td>
<td>Bilingual Education (language-specific)</td>
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## Notice of Proposed Amendments

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<th>Designations</th>
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<td>Middle-Grades Junior High School</td>
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<td>Self-Contained General</td>
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<td>Education</td>
<td>Early Childhood</td>
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<td><strong>Administrative</strong></td>
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<tr>
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<tr>
<td>Director of Special Education</td>
<td>Director of Special Education</td>
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<tr>
<td>General Administrative</td>
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<td>(through June 30, 2014)</td>
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<tr>
<td>Principal (2012)</td>
<td>General Administrative</td>
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<tr>
<td>Superintendent</td>
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<td><strong>School Service Personnel</strong></td>
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<td>School Counselor</td>
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<td>School Nurse</td>
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<td><strong>Supervisory</strong></td>
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<td>None; see Sections 21-4</td>
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<td>and 21-25 of the School Code and Section 25.497 of this Part.</td>
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(Source: Amended at 35 Ill. Reg. ______, effective ____________)
ILLINOIS STATE BOARD OF EDUCATION MEETING
May 25-26, 2011

TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
       Darren Reisberg, Deputy Superintendent and General Counsel
       Susie Morrison, Deputy Superintendent and Chief of Staff


Materials: Recommended Rules

Staff Contacts: Mark Williams, Division Administrator

Purpose of Agenda Item
The purpose of the agenda item is to present the proposed amendments for the Board's initial review.

Relationship to/Implications for the State Board’s Strategic Plan
The proposed amendments relate to both Strategic Goals 1 and 2, in that the focus of the grants provided to secondary agricultural education programs and postsecondary institutions is help to improve the quality of agricultural education instruction and ensure that a sufficient number of highly trained and competent agricultural education teachers continues to be available to meet the needs throughout the state.

Expected Outcome of Agenda Item
The Board will be asked to adopt a motion authorizing solicitation of public comment on the proposed amendments.

Background Information
The need for this rulemaking was identified in November 2008 when the Joint Committee on Administrative Rules (JCAR), during its review of new Part 75 (Incentive Grants for Agricultural Science Teacher Education), recommended that the agency promulgate rules that set forth the funding criteria and application procedures for projects authorized under Section 2-3.80 of the School Code (“Agricultural Education Program”). That law was put in place in 1986 and was amended, effective January 1, 2007, to add areas of focus for secondary agricultural education programs offered by school districts. While no rulemaking was conducted at that time, the agency agreed in its response to JCAR’s recommendation that the policy decisions regarding the various grants necessitated rulemaking.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: The changes proposed in Part 75 add three long-standing programs to the rules. These are incentive grants for secondary education programs (proposed Subpart B),
incentive grants for universities (proposed Subpart C), and resources and support for secondary agricultural education programs statewide (Subpart D). Each new subpart sets forth the purpose of the particular grant, the eligible applicants, application procedures, the basis upon which grant awards will be determined, and the conditions under which a funded entity must operate. Additionally, the requirements being placed in the rules are identical to the way in which these grant programs have operated for the last 15 years or so. For this reason, the proposed provisions should be familiar to school districts, area vocational centers and institutions of higher education, which comprise the entities eligible to apply for funding under Section 2-3.80 of the School Code.

• **Incentive Grants for Secondary Agricultural Education and Incentive Grants for Agricultural Teacher Education Programs**: Both of these programs are unique in that the amount of funding to which an eligible applicant is entitled is based on a formula, but an applicant’s current achievement of individual program standards, called “quality indicators”, will determine the amount of the final grant awarded. In other words, all eligible applicants will receive some level of funding and as their programs improve, their grant amounts in succeeding years will increase. For this reason, the applicants do not compete against one another, as occurs in a standard competitive grant process, but work with their local program to initiate changes that are “value-added”, as set forth in the application.

The goals for both programs, as well as the minimum standards that must first be met and any accompanying quality indicators for each of these standards, are taken from the state plan for agricultural education titled “Opportunities for ALL Students through Quality Agricultural Education”. The plan, originally adopted in 1987 and last revised in 2007, is developed by the Illinois Leadership Council for Agricultural Education, authorized under Section 2-3.80. Therefore, any changes in the goals and standards, as set forth in the plan, will necessitate corresponding updates to the rules.

• **Facilitating the Coordination of Agricultural Education (FCAE)**: The project, which was competitively bid in 1992, has been conducted by a single grantee since that time. Last year, it was determined that a request for proposals (RFP) needed to be issued to continue the program beyond FY 2011. As a result, the rules will guide the formulation of the RFP and limit any grant awarded to a five-year period. In the years after the initial grant year, the grantee will complete a shortened continuation application. Following the end of the grant period, a new RFP will be issued to solicit interested applicants.

The FCAE project provides support and resources primarily to secondary agricultural education programs. Activities are focused on curriculum improvement, classroom resources, program improvement, professional development and data collection. The work is provided throughout the state, with project advisors located in each of the five districts established by the Illinois Association of Vocational Agricultural Teachers.

Budget Implications: For FY 2011, the funding provided for secondary agricultural education incentive grants is $585,351; for agricultural teacher education incentive grants, $24,000; and for the facilitation and coordination project, $1,168,875.

Legislative Action: None needed.
Communication: Please see “Next Steps” below.
**Pros and Cons of Various Actions**

Promulgation of this group of changes will put into rule the requirements for an eligible applicant’s receipt of state funding under the agricultural education program. By placing the requirements into rules, the eligible applicants are notified in advance of the criteria they must meet in order to apply for funding and the basis upon which the agency will award grants. No less important is the fact that the rulemaking fulfills a commitment the agency has made to JCAR to promulgate these standards and practices into administrative rules.

Not proceeding with the rulemaking has the potential to disadvantage grantees in that changes to application requirements and criteria for awarding grants could be made without advance notice to the public. Additionally, the agency has an obligation to meet the terms of the agreement it has with JCAR, and by not proceeding with the rulemaking, the agency could risk further negative action from the committee.

**Superintendent’s Recommendation**

The State Superintendent recommends that the State Board of Education adopt the following motion:

> The State Board of Education hereby authorizes solicitation of public comment on the proposed rulemaking for:

> Incentive Grants for Agricultural Science Teacher Education (23 Illinois Administrative Code 75),

> including publication of the proposed amendments in the *Illinois Register*.

**Next Steps**

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

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

PART 75
AGRICULTURAL EDUCATION PROGRAM
INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

Section
75.10  Purpose and Applicability
75.20  Eligible Applicants
75.30  Application Procedure
75.40  Program Specifications; Allowable Expenditures
75.50  Criteria for the Review of Proposals; Allocation of Funds

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section
75.200  Purpose and Applicability
75.210  Eligible Applicants
75.220  Program Goals and Minimum Standards
75.230  Quality Indicators
75.240  Determination of Individual Grant Allocations
75.250  Application Procedure
75.260  Terms of the Grant

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL TEACHER PREPARATION PROGRAMS

Section
75.300  Purpose and Eligible Applicants
75.310  Program Goals and Minimum Standards
75.320  Quality Indicators
75.330  Determination of Individual Grant Allocations
75.340  Application Procedure
75.350  Terms of the Grant
SUBPART D: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION

Section
75.400 Purpose and Objectives
75.410 Eligible Applicants
75.420 Application Procedure for Initial Proposals
75.430 Criteria for the Review of Initial Proposals; Allocation of Funds
75.435 Application Content and Approval for Continuation Programs
75.440 Terms of the Grant

AUTHORITY: Implementing Sections 2-3.80 and 2-3.80a of the School Code and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.80, 2-3.80a and 2-3.6].


SUBPART A: INCENTIVE GRANTS FOR AGRICULTURAL SCIENCE TEACHER EDUCATION

Section 75.10 Purpose and Applicability

This Subpart A Part establishes the application procedure for and criteria for the allocation of grant funds to eligible institutions of higher education under the agricultural science teacher education program established pursuant to under Section 2-3.80a of the School Code [105 ILCS 5/2-3.80a].

(Source: Amended at 35 Ill. Reg. _____, effective ____________)

Section 75.20 Eligible Applicants

Eligible applicants under this Subpart A Part shall be as specified in Section 2-3.80a of the School Code, provided that public community colleges that provide an articulated agriculture science teacher education course of study are only those that offer at least:

a) the introductory agricultural education course for which transfer credit is accepted by the public universities under the Illinois Articulation Initiative (see the
STATE BOARD OF EDUCATION
NOTICE OF PROPOSED AMENDMENTS

information posted by the Illinois Board of Higher Education at www.itransfer.org); and

b) a one-semester-hour internship or other, equivalent field experience.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 75.40 Program Specifications; Allowable Expenditures

Funds provided pursuant to this Subpart A Part may be expended only for activities and initiatives conducted in accordance with subsection (b) of Section 2-3.80a of the School Code and this Section.

a) For purposes of this Subpart A Part, “teacher education candidate recruitment and retention initiatives” include:

1) the identification of students in grades 11 and 12 who may be interested in pursuing agricultural education as a profession; and

2) activities and strategies that are designed to attract these and other students to teaching in agricultural education, including, but not limited to:

A) introducing the students to multiple aspects of agricultural work and agricultural education in Illinois;

B) providing mentors or other forms of personal support to the students as they determine whether to pursue careers as agricultural education teachers and as they progress through the teacher preparation program; and

C) providing scholarships, stipends, or other forms of financial or in-kind support that will make completion of a teacher preparation program in agricultural education more affordable and accessible to students from a broad range of backgrounds.

b) Each institution that elects to deliver professional development experiences for new teachers shall first seek approval as a provider of professional development for teachers in this field under the applicable provisions of the rules of the State Board of Education for Certification (see 23 Ill. Adm. Code 25.855, 25.870, and 25.872).
c) For purposes of this Subpart A Part:
   
   1) a “master teacher” is a teacher with no fewer than six years of teaching experience, ending no more than ten years prior to submission of an application under this Subpart A Part, in the field of agricultural education, exclusive of teaching experience on a provisional vocational or temporary provisional vocational certificate; and
   
   2) a “practitioner” is an individual who, as demonstrated by the institution’s proposal narrative:
      
      A) is currently engaged, or has been engaged within the previous 10 years, in an agricultural occupation requiring knowledge and skills in agricultural science, agricultural mechanization, agricultural business, horticulture, or agricultural resources; or
      
      B) holds a provisional vocational certificate endorsed for a skill area related to agricultural education and is currently teaching, or has taught within the previous 10 years, in a position requiring that certificate.

   d) A university shall expend no more than five percent of the grant funds received for professional development for the staff of its agricultural education teacher preparation program.

   e) Activities shall be supported by funding under this Subpart A Part only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the community college or university. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart A Part.

   (Source: Amended at 35 Ill. Reg. ______, effective ____________)

SUBPART B: INCENTIVE GRANTS FOR SECONDARY AGRICULTURAL EDUCATION

Section 75.200 Purpose and Applicability
This Subpart B establishes the application procedure and criteria for the allocation of grant funds to eligible school districts and area vocational centers under Section 2-3.80 of the School Code [105 ILCS 5/2-3.80] to expand and improve the academic content areas within agricultural education.

(Source: Added at 35 Ill. Reg. _____, effective ____________)

Section 75.210 Eligible Applicants

Eligible applicants under this Subpart B shall be as specified in Section 2-3.80 of the School Code. For purposes of eligibility, an “approved agricultural education program” is one that:

a) offers a series of courses that are sequential in one or more fields of study listed at http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways and includes:

1) at least one introductory course and one higher level course for which no less than two credits, as defined in 23 Ill. Adm. Code 1.440(c) (Additional Criteria for High Schools), are awarded for the successful completion of the course sequence; and

2) courses with content that aligns with the courses approved by the State Board of Education and listed at http://www.agriculturaleducation.org/Ag-Ed%20Programs/Course-Career%20Pathways;

b) unless otherwise exempt under the provisions of Section 2-3.80 of the School Code, includes a State and nationally affiliated chapter of the National FFA Organization;

c) provides for supervised agricultural experiences (also see Section 75.220(d) of this Part); and

d) employs qualified instructional staff, each of whom either:

1) holds a current and valid teaching certificate for grades 6 through 12 endorsed for agricultural education as set forth in 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and has 2,000 hours of work experience in a field related to agriculture, food or natural resources; or
2) holds a provisional, temporary provisional or part-time provisional vocational certificate issued pursuant to 23 Ill. Adm. Code 25 (Certification) and endorsed for a skill area related to agricultural education. (See 23 Ill. Adm. Code 25.70, 25.72 or 25.75, respectively.)

(Source: Added at 35 Ill. Reg. _____, effective ____________)

Section 75.220 Program Goals and Minimum Standards

This Section presents the goals and the accompanying minimum standards of each that are associated with high-quality agricultural education programs offered in high school settings.

a) Goal 1: Teachers are qualified and certified by the State Board of Education to teach the programs and courses assigned.

Each of the teaching staff is appropriately certified for the coursework in which they are providing instruction under the agricultural education program during the grant year.

b) Goal 2: Support services are available to all students in agricultural programs.

1) The agricultural education teacher shall meet at least annually with each student enrolled in the agricultural education program to provide advice and counseling relative to the student’s career objectives.

2) The agricultural education teacher shall meet annually with the school’s guidance counselor to review information at [http://www.agriculturaleducation.org](http://www.agriculturaleducation.org) regarding career opportunities, scholarships, course offerings and other pertinent information that will assist students in meeting postsecondary and career objectives.

c) Goal 3: The instructional programs in agriculture are competency-based and include skills, knowledge and attitudes required for gainful employment in the occupations identified in the career pathways and are sequentially structured.

1) The program shall offer a balance of classroom, laboratory, field-based and industry-based agricultural experiences (also see subsection (d) of this Section).
2) Written lesson plans shall contain clearly stated goals, objectives, activities and experiences that relate to the school’s School Improvement Plan.

d) Goal 4: Each agricultural teacher uses an ongoing supervised agricultural experience program as part of the instructional program.

Each program shall include a supervised agricultural experience program that requires students to apply the lessons presented in the classroom or laboratory instruction to activities and projects beyond the classroom.

e) Goal 5: The National FFA Organization is an integral part of the instructional program in agriculture.

The program shall incorporate into the curriculum opportunities to develop leadership skills through local, State and national FFA chapters in the agricultural education program.

f) Goal 6: Each school conducting an agricultural education program provides adequate facilities, learning laboratories, equipment and supplies for effective operation of the program.

The facilities, equipment and supplies available to students shall enable them to have hands-on experiences that replicate up-to-date, realistic situations similar to what is occurring in the agriculture careers for which training is provided.

g) Goal 7: The program of instruction in agricultural education is advised by a committee that is representative of all agricultural interests of the community.

The school shall establish an agricultural advisory committee whose membership shall consist of representatives of the agriculture industries operating in the community. The committee shall meet at least once a year to advise the school on the program being offered.

h) Goal 8: The agriculture teacher is involved in assessing the areas needed for literacy and agricultural education for the prekindergarten through adult audiences and provides or assists in providing programs to meet the needs identified in the community.
The agriculture teacher assists in the coordination of agricultural education awareness and agriculture literacy activities for prekindergarten through adult audiences.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.230 Quality Indicators

Each quality indicator is intended to measure an applicant’s achievement of the goal to which it applies. (See Section 75.220 of this Part.) The application for funding required under Section 75.250 of this Part shall list the specific quality indicators to be considered in a given funding cycle and their values, which shall range from 0 to 10. The total value of an individual application shall be considered on a 100 percent basis. That is, the percentage of the total represented by any quality indicator will be such that the total percentages of all quality indicators equal 100 percent.

a) Goal 1: Not to exceed 30 percent of the total value available, to include at a minimum consideration of the teacher’s affiliation with professional organizations, length of employment, leadership activities, professional development and other continuing education activities, college-level teaching or mentoring, and “highly qualified” status as determined under 23 Ill. Adm. Code 25.Appendix D (Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances).

b) Goal 2: Not to exceed 10 percent of the total value available, to include at a minimum maintenance of student portfolios and/or career plans, provision of accommodations for students with disabilities or other special needs, and assistance raising students’ awareness about agricultural careers or postsecondary agricultural education.

c) Goal 3: Not to exceed 25 percent of the total value available, to include at a minimum acceptance of at least one agriculture course to meet high school graduation requirements; State-approved courses as defined in Section 75.220 of this Part that are offered separately or as part of other coursework; curriculum planning and course integration aligned to the Illinois State Goals for Learning (23 Ill. Adm. Code 1.Appendix D) and supportive of the applicant’s School Improvement Plan; articulation with or provisions for dual credit with postsecondary institutions; inclusion of technology-based instruction, recruitment activities and career development events; use of standardized instructional and
assessment systems; and teacher participation in international activities, the purpose of which is directly related to agriculture.

d) Goal 4: Not to exceed 25 percent of the total value available, to include at a minimum involvement in supervised agricultural experience programs that include classroom instruction, independent study, applied learning experiences, and record-keeping activities, starting in the first semester of the school year; experiences may include award contests, and agricultural education fairs or exhibits.

e) Goal 5: Not to exceed 25 percent of the total value available, to include at a minimum instruction and activities specific to leadership development and participation of the agriculture teacher and program in various activities and programs of a locally, State- or nationally sponsored FFA organization or related agricultural organizations.

f) Goal 6: Not to exceed 15 percent of the total value available, to include at a minimum classroom space of at least 600 square feet and adjacent laboratory facilities and equipment suitable for a range of agriculture specialties (e.g., plant, animal, mechanics, computer, agri-science); suitable office and storage space; inventory of equipment and designation of equipment; program budget; and receipt of grant resources other than a grant received under this Subpart B.

g) Goal 7: Not to exceed 15 percent of the total value available, to include at a minimum an agricultural advisory committee that meets at least twice a year, conducts programmatic reviews in conjunction with the school administration, and provides written recommendations about the program to the district.

h) Goal 8: Not to exceed 15 percent of the total value available, to include at a minimum activities specific to enhancing prekindergarten-through-grade-12 students’ awareness about and career exploration in agriculture (e.g., fairs and expositions, job-shadowing); offering community education; and offering courses in grades 7 and 8, with National FFA Organization membership.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.240 Determination of Individual Grant Allocations
Individual grant allocations shall be determined by the applicant’s achievement of one or more of the minimum standards and of one or more of the quality indicators established for each standard the applicant achieves. (See Sections 75.220 and 75.230 of this Part.)

a) Programs in operation for three or more years

1) The grant allocation to which each eligible applicant is entitled shall be determined no later than September 15 of each fiscal year.

2) A multiplier shall be used to weight each quality indicator that the applicant has achieved and for which achievement has been verified by State Board of Education staff through the application review process.

3) A dollar value for the multiplier shall be calculated by dividing the appropriation for the funding year by the total value of all quality indicators claimed and verified in the applications received as of the due date specified in Section 75.250 of this Part.

4) To determine an individual applicant’s grant allocation, the dollar value of the multiplier shall be multiplied by the total value of quality indicators that the applicant has achieved and State Board of Education staff has verified.

b) All programs in operation for two years or fewer shall receive a flat grant, the amount of which shall be set forth in the application for each funding cycle. An applicant’s achievement of any of the minimum standards and quality indicators shall not affect the amount to which it is entitled.

(Source: Added at 35 Ill. Reg. _______, effective ____________)

Section 75.250 Application Procedure

The grant application is a measure of the components of a high-quality agricultural education program that the applicant currently has in place, and it is intended to help the applicant identify areas in which the program can be enhanced and improved.

a) The State Superintendent of Education shall provide the electronic application format for the agricultural education incentive grant.
b) The application shall be completed by the applicant’s agricultural education teachers and submitted to the State Board of Education’s Division of Career and Technical Education no later than July 15. The application shall contain:

1) an indication of the applicant’s achievement in the year previous to the year for which funding is requested of one or more of the minimum standards and of one or more of the accompanying quality indicators for the minimum standard achieved;

2) evidence or other documentation of the applicant’s achievement of any standard or quality indicator, which shall be kept on file and provided to the staff of the State Board of Education’s Division of Career and Technical Education upon request; and

3) such certifications, assurances, and program-specific terms of the grant as the State Superintendent may require (also see Section 75.260 of this Part).

c) No later than October 15, the applicant shall submit to the Division of Career and Technical Education a budget description for the grant year, that will be based either on the applicant’s grant allocation or flat grant amount for programs in operation for two years or fewer. (See Section 75.240 of this Part.) The budget description shall at least list for each line item, a detailed explanation of each expenditure.

1) Allowable expenditures include, but are not limited to, activities that support the improvement of instruction or program improvements (e.g., curriculum development, professional development, field support services, program coordination and pilot projects). Mileage may be charged to the grant only for travel associated with supervised agricultural experience visits; the rate of reimbursement will be specified in the application.

2) Nonallowable expenditures include, but are not limited to, professional organization or union dues; college tuition; purchase of agricultural inputs (e.g., crop, animal); operation, maintenance, or repair costs of school laboratory machines and implements; utilities (e.g., heating, cooling, telephone); ordinary, non-specialized classroom furniture; and food and lodging.
3) No more than 50 percent of the applicant’s allocation shall be expended for extended contracts (i.e., those that exceed nine months) or stipends and no more than 10 percent of the allocation for consumables.

d) Applicants may be requested to clarify various aspects of their proposals. The content of the approved proposal shall be incorporated into a grant agreement to be signed by the applicant’s authorized representative and the State Superintendent of Education or designee.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.260 Terms of the Grant

a) The grantee shall maintain on file documentation specific to its achievement of each quality indicator set forth on the application for funding; the documentation shall be made available for programmatic review and auditing purposes. Up to 10 percent of grantees receiving funding under this Subpart B in each fiscal year may be selected for an on-site review and/or audit.

b) In the event that the grantee closes its agriculture department, all instructional materials, tools and equipment purchased with funds provided under this Subpart B shall be relocated by the grantee’s Education for Employment Regional Delivery System to other agriculture programs located in that system upon approval of the State Superintendent of Education or designee.

c) No subcontracting will be allowed without the prior written approval of the State Superintendent of Education.

d) Reporting

1) Each grantee shall submit to the State Board of Education’s Division of Career and Technical Education no later than 20 days after the end of the grant period a final budget; this document will serve as the grantee’s final report for the year.

2) Prior to the final reporting deadline specified in subsection (d)(1) of this Section, each grantee shall submit to its Education for Employment Regional Delivery System director documentation of expenditures and/or information regarding the activities provided with funds awarded under this Subpart B.
A grantee that employs any teacher who holds a temporary provisional vocational certificate shall ensure that the teacher submits documentation to the State Board of Education of his or her completion during the grant year of the coursework that is required under 23 Ill. Adm. Code 25.72 (Temporary Provisional Vocational Certificate).

(Source: Added at 35 Ill. Reg. ______, effective ____________)

SUBPART C: INCENTIVE GRANTS FOR AGRICULTURAL TEACHER PREPARATION PROGRAMS

Section 75.300 Purpose and Eligible Applicants

This Subpart C establishes the application procedure and criteria for the allocation of grant funds under Section 2-3.80 of the School Code to public four-year institutions of higher education that offer teacher preparation programs in agricultural education approved pursuant to 23 Ill. Adm. Code 25 (Certification).

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.310 Program Goals and Minimum Standards

This Section presents the goals for teacher preparation programs in agricultural education and the accompanying minimum standards of each that are associated with high-quality preparation programs.

a) Goal 1: A continuing program of recruitment is undertaken to ensure that a sufficient number of competent agricultural education teachers are prepared to meet the demand for new teachers in Illinois.

1) A program is offered whereby students may transfer credit earned in agricultural education coursework from other postsecondary institutions.

2) Each student who progresses to student teaching must have a 3.5 grade point average on a 5.0 scale or a 2.5 grade point average on a 4.0 scale.

3) A minimum of one faculty member of the program is responsible for recruitment of students, including women and minorities, for the agricultural education teacher preparation program, as outlined in a written...
Goal 2: Practicing professionals and outstanding undergraduate students in agriculture are identified, selected and supported to develop their leadership potential through master’s and, when appropriate, doctoral study in numerous areas of need in agriculture.

Graduate-level credit is awarded to students seeking advanced degrees in agricultural education through courses and/or workshops taught by agricultural education faculty.

d) Goal 4: Students preparing to teach agriculture are knowledgeable about a variety of teaching methods prior to beginning the student teaching experience. Teacher quality is demonstrated by technical and professional competence. Teacher preparation graduates must possess a well-developed repertoire of teaching skills.

1) A methods course in teaching agriculture is required prior to beginning the student teaching experience.

2) A minimum of 12 weeks is spent student teaching under the guidance of a cooperating teacher who meets the requirements set forth in Section 75.210(d) of this Part.

3) Adult education principles are taught as a part of a required agricultural education course.

e) Goal 5: Students preparing to teach agriculture are technically competent in their specialty teaching area.
1) All agricultural education graduates must complete at least 40 hours of agricultural courses.

2) Chemistry and biology courses are required for agricultural education students.

f) Goal 6: The agricultural education staff provides a clearinghouse and counseling service for graduating seniors and other newly qualified agricultural education teachers to ensure that the highest proportion of newly trained teachers are placed in agricultural teaching positions.

One agricultural education faculty member is responsible for coordinating activities for placing agriculture teachers into jobs; these activities include maintaining an up-to-date list of agriculture teacher positions in Illinois in cooperation with other teacher preparation institutions offering agricultural education.

g) Goal 7: Professional development activities are available for all agricultural education students and faculty as an integral part of their academic program.

1) An agricultural education student organization is integrated into the instructional program and is available to all students majoring in agricultural education.

2) Faculty are involved in scholarly and professional activities and/or participate in organizations related to teacher training leadership, technical training and/or dissemination of research results.

h) Goal 8: Agricultural education students understand the importance of and are able to assist high school students in developing and carrying out supervised agricultural experience programs (including maintaining records).

1) All student teachers receive instruction about the requirements for obtaining the certification that a student may need to perform specific workplace learning activities.

2) All agricultural education students receive instruction in planning, developing, implementing and evaluating supervised agricultural experiences, which includes record-keeping methods, in a required agricultural education course.
i) Goal 9: Agricultural education students are knowledgeable about the National FFA Organization and its use as an integral part of a complete agricultural education program, as well as the role of the FFA advisor.

1) Agricultural education students participate in at least two FFA events prior to the completion of their student teaching.

2) All students develop a program of activities for an FFA chapter prior to the completion of their student teaching.

3) All students assist in completing FFA degree and award applications prior to the completion of student teaching.

4) Agricultural education faculty attend the State and national FFA conventions.

j) Goal 10: Students in agricultural education programs understand the role of and gain experience in leading an agricultural advisory committee.

1) Methods and strategies for organizing and using advisory committees is part of the instruction offered in a course required for agricultural education.

2) All student teachers observe and participate in at least one agricultural advisory committee during their student teaching.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.320 Quality Indicators

Each quality indicator is intended to measure an applicant’s achievement of the goal to which it applies. (See Section 75.310 of this Part.) The application for funding required under Section 75.340 of this Part shall list the specific quality indicators to be considered in a given funding cycle and their values, which shall range from 0 to 10. The total value of an individual application shall be considered on a 100 percent basis. That is, the percentage of the total represented by any quality indicator will be such that the total percentages of all quality indicators equal 100 percent.
a) Goal 1: Not to exceed 15 percent of the total value available, to include at a minimum provision of scholarships for agricultural teacher preparation programs; communication with teachers in high schools and community colleges (e.g., newsletters, website, brochures); speaking engagements involving representatives of the agricultural teacher preparation program and high school students; on-campus recruitment activities for high school students; and receipt of a grant under Subpart A of this Part.

b) Goal 2: Not to exceed 10 percent of the total value available, to include at a minimum graduate assistantships for students specializing in teacher preparation; enrollment of students in the graduate agricultural education program; graduate courses (other than online courses) that complement schedules of secondary teachers of agriculture; master’s of education program and additional coursework leading to an endorsement in agricultural education; and online coursework in agricultural education that is available to graduate students.

c) Goal 3: Not to exceed 10 percent of the total value available, to include at a minimum assignment to each agricultural education faculty of no more than 25 undergraduates; interview conducted by a panel prior to each student beginning his or her student teaching; and qualification of graduates for dual endorsements (i.e., in agriculture and another subject area) due to their awareness of endorsement options and requirements.

d) Goal 4: Not to exceed 25 percent of the total value available, to include at a minimum requiring student teachers to develop a minimum of one lesson plan a week, provide instruction to at least one adult education class, and participate in at least three cooperative learning experiences during their student teaching component; faculty observation and evaluation of student’s teaching, with results shared with the student teacher (three, half-day visits to the site required); developing teaching skills related to online and other electronic learning; information about the structure of Illinois’ agricultural education system integrated into a required agricultural education course; and activities available to all students related to assessing community needs, developing lessons plans for cooperative teaching with nonagricultural education staff, and designing a sequential course of study in an agricultural field.

e) Goal 5: Not to exceed 10 percent of the total value available, to include at a minimum completion of at least one course in each technical agricultural education field (i.e., agronomy, animal science, horticulture, agricultural business and agricultural mechanics technology); credit provided for technical internships
in agriculture; and completion by graduates of requirements necessary to obtain an endorsement on a teaching certificate for agricultural education and for a related science or mathematics field of study, as identified in the application for funding.

f) Goal 6: Not to exceed 10 percent of the total value available, to include at a minimum conferences at least annually for supervisors of student teachers focused on their roles and responsibilities; requiring students to develop professional portfolios; maintaining placement records of graduates in the agricultural education files; and placement of at least 40 percent of graduates in teaching positions at secondary or postsecondary institutions.

g) Goal 7: Not to exceed 25 percent of the total value available, to include at a minimum ensuring agricultural education students are members of the Illinois Association of Vocational Agriculture Teachers (IAVAT) Student Branch, and that they demonstrate commitment to professionalism, as evidenced by their participation in various professional activities (e.g., IAVAT Student Branch conference, Central States Research Conference, Alpha Tau Alpha Student Teacher Conference, Intra-University Student Teacher Exchange): faculty members also attend and participate in professional conferences and meetings (i.e. IAVAT annual conference, Central States Research Conference and Illinois Team Ag Ed meetings) and connect to instruction at the secondary level.

h) Goal 8: Not to exceed 15 percent of the total value available, to include at a minimum that student teachers, during their student teaching, conduct at least supervised agricultural experience visits (e.g., outside of the school), provide instruction relative to supervised agricultural experience record-keeping, plan and develop a school-based supervised agricultural experience for their students, and participate in National FFA Organization proficiency award judging beyond the local chapter level; instruction about agricultural-based supervised agricultural experiences is integrated into a required agricultural education course at the postsecondary level.

i) Goal 9: Not to exceed 15 percent of the total value available, to include at a minimum student teachers’ attendance at State and national FFA conventions and at least three leadership and/or career development events; agricultural education students’ completion of award applications specified in the application for funding; students’ membership in Collegiate FFA and/or National Postsecondary Agricultural Student Organization.
Goal 10: Not to exceed 10 percent of the total value available, to include at a minimum an advisory committee of the agricultural teacher preparation program that meets at least two times a year and has representation of agricultural organizations, agricultural business and industry, teachers and a student teacher, and produces an annual report that includes recommendations to be given to the teacher preparation program and presented at the annual IAVAT conference.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.330 Determination of Individual Grant Allocations

Individual grant allocations shall be determined as set forth in Section 75.240(a) of this Part.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.340 Application Procedure

Applications shall be submitted in accordance to the procedures set forth in Section 75.250 of this Part, except that the applicant shall submit a budget summary and payment schedule and a budget description that includes a detailed explanation of each expenditure.

a) Allowable expenditures must relate directly to the agricultural education program and include, but are not limited to, activities that support the improvement of instruction or program improvements (e.g., purchased professional services, registration and travel for professional events, temporary or overtime salaries, instructional materials, and equipment and software).

b) Indirect costs are not allowed.

c) No more than 50 percent of the applicant’s allocation shall be expended for extended contracts (i.e., those that exceed nine months) or stipends, and no more than 30 percent of the allocation for travel expenses (e.g., mileage, lodging) other than for student visits.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.350 Terms of the Grant

a) The grantee shall maintain on file documentation specific to its achievement of each quality indicator set forth on the application for funding; the documentation
shall be made available for programmatic review and auditing purposes. Up to 25 percent of grantees receiving funding under this Subpart C in each fiscal year may be selected for an on-site review and/or audit.

b) In the event that the grantee discontinues its agricultural teacher preparation program, all instructional materials, tools and equipment purchased with funds provided under this Subpart B shall be relocated by the State Board of Education to other agricultural teacher preparation programs in the State.

c) No subcontracting will be allowed without the prior written approval of the State Superintendent of Education.

d) Activities shall be supported by funding under this Subpart C only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the grantee. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart C.

e) Reporting: Each grantee shall submit a final narrative report regarding the services and activities provided and their impact on the agricultural teacher preparation program in a format specified by the State Superintendent of Education no later than 20 days after the end of the grant period.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

SUBPART D: FACILITATING THE COORDINATION OF AGRICULTURAL EDUCATION

Section 75.400 Purpose and Objectives

a) This Subpart D establishes the application procedure and criteria for award of one or more grants to eligible applicants for the purposes set forth in Section 2-3.80 of the School Code:

1) development of a curriculum and strategy for the purpose of establishing a source of trained and qualified individuals in agriculture;

2) a strategy for articulating the State program in agricultural education throughout the public school system; and
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3) a consumer education outreach strategy regarding the importance of agricultural education in Illinois.

b) In order to facilitate and coordinate agricultural education programs offered in public elementary and secondary schools in Illinois, projects funded under this Subpart C shall meet at least the following objectives:

1) implementation of agricultural education initiatives as part of career and technical education through the use of a sufficient number of qualified professional and support staff, including designation of a director, who are located in identified regions of the State that at least include representation in each of the five districts established by the Illinois Association of Vocational Agriculture Teachers (see http://isbe.net/career/pdf/iavat_dist_map.pdf);

2) review of existing or development of new curriculum and assessments, ensuring alignment to the Illinois State Goals for Learning:

A) agricultural education curriculum and assessments will be evaluated, revised, as needed, and disseminated to programs and teachers in prekindergarten through grade 12, as applicable; and

B) inservice training will be provided to assist teachers with planning, developing and implementing the materials using currently available technology;

3) coordination of statewide consumer education outreach initiatives with a focus on agriculture and designed to increase literacy in and awareness of agriculture at all grade levels;

4) coordination of a statewide system of professional development and provision of on-site technical assistance for agricultural education teachers at all grade levels;

5) coordination of the identification, compilation and dissemination of information and resources, to include data collection from agricultural education programs and maintenance of the agriculture website found at www.ilaged.org; and
6) coordination of efforts among the business community and educators to improve agricultural education.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.410 Eligible Applicants

Eligible applicants under this Subpart D are public community colleges and universities that offer an agricultural program of study. For purposes of this Subpart D, an “agricultural program of study” is one that offers a series of courses in agriculture, foods or natural resources that may be transferred to other universities or enables a student to pursue either a minor or major concentration in one of those areas of study.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.420 Application Procedure for Initial Proposals

Programs established under this Subpart D shall be funded for a five-year period. Funding in each year subsequent to the initial grant year is subject to a sufficient appropriation for the program and satisfactory progress of the grantee in the previous grant year. (See Section 75.435 of this Part.)

a) When State funding is expected to be available under this Subpart D for a given fiscal year, the State Superintendent of Education shall issue a request for proposals to eligible entities. This request shall:

1) indicate the amount or expected amount of the appropriation for the program and the expected range for grant awards;

2) describe the required content and format of proposals and identify the services and activities that will receive priority consideration for funding, if applicable;

3) identify the data that recipients will be required to collect and report regarding the services and activities conducted with the funds provided and the results of those services and activities, as well as the timelines for reporting;

4) identify the categories of allowable expenditures and require the submission of a budget summary and payment schedule, completed on the
forms provided, as well as a narrative budget description that provides a detailed explanation of each line item of expenditure;

5) include the information to be provided regarding any subcontractors proposed to provide services or conduct activities;

6) include such certifications, assurances, and program-specific terms of the grant as the State Superintendent may require (also see Section 75.440 of this Part); and

7) indicate the deadline for submission of proposals, which shall provide applicants with at least 30 days in which to respond.

b) Each proposal shall be signed by an authorized representative of the applicant entity.

c) Applicants may be requested to clarify various aspects of their proposals. The content of the approved proposal shall be incorporated into a grant agreement to be signed by the applicant’s authorized representative and the State Superintendent of Education or designee.

(Source: Added at 35 Ill. Reg. _______, effective _____________)

Section 75.430 Criteria for the Review of Initial Proposals; Allocation of Funds

Proposals submitted for funding under this Subpart D shall be evaluated in accordance with the following criteria.

a) Quality of the Plan (80 points)

1) The proposed professional development and technical assistance activities appear likely to accomplish the purposes and objectives set forth in Section 75.400 of this Part. The approaches selected are comprehensive in scope and will provide effective and relevant professional development and technical assistance activities.

2) The proposal demonstrates an understanding of the agriculture, food and natural resource industry, generally, and of agricultural education in prekindergarten through adult, specifically. The services and activities
that are proposed will be accessible to teachers and others throughout the State.

3) Sufficient evidence is presented of the applicant’s capabilities to review, modify, and develop, as needed, agricultural education curriculum and other instructional resources designed to improve and enhance the quality of agricultural education programs. Understanding of the relationship of agricultural education to the Illinois State Goals for Learning is evident.

4) Skills related to website management are clearly articulated and adequate for maintaining and updating, as needed, the State Board of Education’s agricultural education website.

5) The qualifications of staff and any proposed subcontractors demonstrate extensive experience in delivering the services and activities proposed. The applicant has presented convincing evidence of its ability to manage large-scale programs on a statewide or comparable basis.

6) The evaluation strategies are likely to gauge the effectiveness of the services provided and measure the impact that the activities will have on agricultural education statewide, while yielding sufficient data that can be used to improve agricultural education through the project.

7) The applicant proposes innovative use of existing resources, leveraging a variety of State and local resources in delivering and coordinating its activities and work.

b) Cost-Effectiveness (20 points)

The proposal represents a cost-effective use of State resources, as evidenced by the amounts requested for the proposed activities in relation to the numbers to be served and the services to be provided, and sufficient evidence is presented of the applicant’s financial stability.

c) Priority consideration may be given to proposals with specific areas of emphasis, as identified by the State Superintendent of Education in a particular RFP.

(Source: Added at 35 Ill. Reg. ______, effective ____________)

Section 75.435 Application Content and Approval for Continuation Programs
a) Each grantee’s eligibility to receive funding during the grant period in each year following the grantee’s initial receipt of funding shall be contingent upon the submission of:

1) a description of activities undertaken to date and any other information required to be reported, demonstrating that the project has been implemented in conformance with the grant agreement;

2) an updated project narrative that discusses the services and activities for which the funding will be used and a rationale for the activities to be undertaken;

3) an updated budget summary and payment schedule for the coming fiscal year, including a narrative budget description;

4) information about any subcontractors proposed to provide services or conduct activities; and

5) signed certifications, assurances, and program-specific terms of the grant, as applicable to the renewal period.

b) A program established under this Subpart D shall be approved for continuation provided that:

1) a need continues to exist for the program, as evidenced by proposed number of secondary agricultural education programs whose needs are not currently being met;

2) the activities and services proposed will be effective in facilitating curriculum development, ensuring the availability of trained and qualified individuals in agriculture, articulating the State program in agricultural education throughout the public school system and raising awareness about the importance of agricultural education in Illinois;

3) the proposed budget is cost-effective, as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided; and
in the year previous to the continuation application, the applicant complied with the terms and conditions of any grant it received pursuant to this Subpart D.

(Source: Added at 35 Ill. Reg. _____, effective ____________)

Section 75.440 Terms of the Grant

a) Subcontracting is allowed with prior written approval of the State Superintendent of Education.

b) Activities shall be supported by funding under this Subpart D only to the extent that they do not duplicate or supplant efforts already conducted by or under the auspices of the grantee. The use of grant funds for administrative expenditures shall be limited to amounts demonstrably necessary for the implementation or coordination of additional activities under this Subpart D.

c) The grantee shall submit a mid-term report and final narrative report regarding the services and activities provided and their impact on agricultural education in a format and according to timelines specified by the State Superintendent of Education or designee. The final report shall include either one copy of printed materials developed through the project or electronic access to those materials.

d) The grantee shall designate a project director, who will have responsibility for:

1) coordinating all grant activities with staff in the State Board of Education’s Division of Career and Technical Education, which shall include attendance at monthly project meetings with the agency’s head agriculture consultant; and

2) the preparation, submission and maintenance of all written project documentation, to include but need not be limited to, budget amendments, mid-year and final reports, expenditure reports and other information related to personnel.

e) The grantee shall be required to attend the meetings of the Illinois Leadership Council for Agricultural Education and the Illinois Committee for Agricultural Education established pursuant to Section 2-3.80 of the School Code.
f) Funds may not be used for out-of-state travel unless first approved by the State Board of Education at least 30 days in advance of the first day of travel. Requests for approval shall contain the name or description of the function that personnel will be attending, number of travelers, projected cost, dates of travel and the benefit to the project. Out-of-state travel will be approved only if it is related to or benefits the project.

g) The initial RFP and each continuation application shall specify the specific indirect cost rate to be used for the grant period, provided that in no case shall the indirect cost rate exceed 8 percent.

(Source: Added at 35 Ill. Reg. _____, effective _____________)

TO: Illinois State Board of Education
FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
        Darren Reisberg, Deputy Superintendent and General Counsel
        Don Evans, Director of Human Resources
        Linda Tomlinson, Assistant Superintendent
        Connie Wise, Assistant Superintendent

Agenda Topic: Action Item: Amendments for Adoption – Part 1 (Public Schools Evaluation, Recognition and Supervision)

Materials: Recommended Rules

Staff Contacts: Linda Jamali, Robin Lisboa, and Patrick Murphy, Division Administrators
                Jim Palmer, Acting Division Administrator

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

Relationship to/Implications for the State Board’s Strategic Plan
Changes proposed in Section 1.88 relate to Strategic Goal 1 in that they hold accountable those educational entities that receive funds under Title III of the Elementary and Secondary Education Act (“the Act”) through the use of criteria to ensure that limited English proficient students are making adequate progress toward English language proficiency. Other portions of the rulemaking are technical in nature or respond to recently enacted legislation, and none relates directly to the State Board’s goals.

Expected Outcome of Agenda Item
The Board will be asked to adopt amendments to Part 1.

Background Information
The amendments encompass several aspects of these rules, each of which is summarized under “Policy Implications” below.

The proposed rules were published March 4, 2011, in the Illinois Register to elicit public comment; none was received. The proposed amendments presented for adoption are identical to what the Board considered in February.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications: Each of the proposed changes is summarized below by topic in the order in which they appear in the rulemaking.

State Assessment. Section 1.30(i) is being amended to eliminate an obsolete reference to the administration of the Terra Nova assessment for students in grade 2.

Annual Measurable Achievement Objectives (English language learners). Section 1.88 of the rules sets forth the annual measurable achievement objectives (AMAOs) for educational
agencies that use funds from Title III of the Act. Section 3122 of the Act requires each state agency receiving funding under Title III to develop AMAOs that relate to the recipient children’s development and attainment of English proficiency. AMAOs are required to include at least an objective addressing the percentage of students making progress toward proficiency in English, an objective addressing the percentage attaining proficiency, and an objective for making adequate yearly progress (AYP) with respect to students of limited English proficiency. Students’ scores on the ACCESS for ELLs® assessment are used in determining whether the first two objectives have been met, while their scores on the State assessment (e.g., ISAT, PSAE, IAA) are used for determining AYP.

Effective January 3, 2011, Section 1.88 revises the annual targets that school districts and cooperatives must meet for both progress and proficiency. Currently, the rules provide that a student may show progress in attaining English if he or she increases his or her proficiency level (as determined by his or her scores on the ACCESS for ELLs®) by a .5 level increase in any of the four language domains of reading, writing, listening or speaking. While the U.S. Department of Education (USDE) approved this progress target for use in calculating the 2009-2010 AMAO determinations, it questioned whether a gain in one domain is an accurate measure of progress in instances in which the student’s level concurrently decreased in another of the four domains. Therefore it directed the agency to make further refinements in the target for progress to ensure that a student who advances in one domain but regresses in one or more other domains would not be considered as having made progress.

In response to USDE’s concerns, the Illinois Advisory Council on Bilingual Education recommended that the agency define progress as an overall gain in a student’s composite proficiency level as determined by his or her overall scale score achieved on the ACCESS for ELLs®, rather than considering only the student’s proficiency level in any one language domain of reading, writing, listening or speaking. In determining the overall scale score, the scores achieved in each language domain of reading, writing, listening and speaking are averaged, with greater weight in the calculation given to the student’s literacy ability (i.e., reading and writing make up 70 percent of the score). As such, it is conceivable that the total percentage of students meeting the composite progress target may be less when a single composite proficiency level is used as a measure of overall English achievement rather than using any one single language domain of reading, writing, listening or speaking. This is expected in that an overall composite literacy proficiency level is a more comprehensive measure of English language development than any one single language domain measurement. In recognition of this fact, and based on an analysis of the percentage of students who would meet the new progress target, the Council is recommending an adjustment in the percentage of students showing progress that a school district must have in order to meet the progress target. (See Section 1.88(a)(1)(C).)

**Exemptions from Mandates.** P.A. 96-1441, effective August 20, 2010, authorizes school districts and private schools to petition regional offices of education for relief from mandates in the School Code or agency rules enacted after the effective date of the act. Appeals of decisions to approve or deny an exemption request made by school districts, private schools or residents are sent to the State Superintendent of Education for action. New Section 1.110 is proposed to set forth the requirements for this appeal process, and this section addresses the materials that must be included with an appeal request, notice requirements for the appeal hearing, limits on oral testimony during the hearing, and the criterion to be used to accept or deny the appeal.
Since the State Board of Education serves as the regional office of education for the city of Chicago, the proposal also describes the process City of Chicago School District 299 or a private school located in the Chicago must use to request an exemption from a mandate. This process provides for a review by representatives of agency departments with responsibility for the mandate, with a final decision regarding the request being made by the division administrator of the Educator and School Development Division. Any appeal of the division administrator’s decision will be conducted as set forth elsewhere in Section 1.110 and described above.

**Supervisory and Administrative Qualifications.** Section 1.705 sets forth the qualifications for supervisory and administrative staff and must be updated to include consideration of the new principal’s endorsement. This endorsement will replace the general administrative endorsement, starting in July 1, 2014, but individuals holding a general administrative endorsement before that time will remain qualified. For this reason, the rules should reference both the general administrative and principal endorsement.

Additionally, Section 1.705(g) is being corrected to reflect requirements for special education director that are set forth in Section 226.800(g) of rules governing Special Education rather than in Section 226.800(h), which is specific to special education supervisors.

**Budget Implications:** None.
**Legislative Action:** None needed.
**Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**

Promulgation of this group of changes will improve the expression of several requirements, as outlined above, and respond to recent statutory changes. Also, the changes made in response to recently enacted statutes will update the rules and allow those regulated by them to more fully understand the requirements that apply.

**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby adopts the proposed rulemaking for:

Public School Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1),

Further, the Board authorizes the State Superintendent of Education to make such technical and 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 amendments will be filed with the Secretary of State and disseminated as appropriate.
TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1
PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: RECOGNITION REQUIREMENTS

Section
1.10 Public School Accountability Framework
1.20 Operational Requirements
1.30 State Assessment
1.40 Adequate Yearly Progress
1.50 Calculation of Participation Rate
1.60 Subgroups of Students; Inclusion of Relevant Scores
1.70 Additional Indicators for Adequate Yearly Progress
1.75 Student Information System
1.77 Educator Certification System
1.80 Academic Early Warning and Watch Status
1.85 School and District Improvement Plans; Restructuring Plans
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   English Proficiency Under Title III
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1.95 Appeals Procedure
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SUBPART B: SCHOOL GOVERNANCE

Section
1.210 Powers and Duties (Repealed)
1.220 Duties of Superintendent (Repealed)
1.230 Board of Education and the School Code (Repealed)
1.240 Equal Opportunities for all Students
1.242 Temporary Exclusion for Failure to Meet Minimum Academic or Attendance
   Standards
1.245 Waiver of School Fees
1.250 District to Comply with 23 Ill. Adm. Code 180 (Repealed)
ILLINOIS REGISTER

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

1.260 Commemorative Holidays to be Observed by Public Schools (Repealed)
1.270 Book and Material Selection (Repealed)
1.280 Discipline
1.285 Requirements for the Use of Isolated Time Out and Physical Restraint
1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section
1.310 Administrative Qualifications and Responsibilities
1.320 Evaluation of Certified Staff in Contractual Continued Service
1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section
1.410 Determination of the Instructional Program
1.420 Basic Standards
1.430 Additional Criteria for Elementary Schools
1.440 Additional Criteria for High Schools
1.445 Required Course Substitute
1.450 Special Programs (Repealed)
1.460 Credit Earned Through Proficiency Examinations
1.462 Uniform Annual Consumer Education Proficiency Test (Repealed)
1.465 Ethnic School Foreign Language Credit and Program Approval
1.470 Adult and Continuing Education
1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section
1.510 Transportation
1.515 Training of School Bus Driver Instructors
1.520 School Food Services (Repealed)
1.530 Health Services
1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section
STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

1.610 Personnel Required to be Qualified
1.620 Accreditation of Staff (Repealed)
1.630 Noncertificated Personnel
1.640 Requirements for Different Certificates (Repealed)
1.650 Transcripts of Credits
1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section
1.705 Requirements for Supervisory and Administrative Staff
1.710 Requirements for Elementary Teachers
1.720 Requirements for Teachers of Middle Grades
1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above through June 30, 2004
1.735 Requirements to Take Effect from July 1, 1991, through June 30, 2004
1.736 Requirements to Take Effect from July 1, 1994, through June 30, 2004
1.737 Minimum Requirements for the Assignment of Teachers in Grades 9 through 12 Beginning July 1, 2004
1.740 Standards for Reading through June 30, 2004
1.745 Requirements for Reading Teachers and Reading Specialists at all Levels as of July 1, 2004
1.750 Standards for Media Services through June 30, 2004
1.755 Requirements for Library Information Specialists Beginning July 1, 2004
1.760 Standards for Pupil Personnel Services
1.762 Supervision of Speech-Language Pathology Assistants
1.770 Standards for Special Education Personnel
1.780 Standards for Teachers in Bilingual Education Programs
1.781 Requirements for Bilingual Education Teachers in Prekindergarten, Kindergarten and any of Grades 1-12
1.782 Requirements for Teachers of English as a Second Language in Prekindergarten, Kindergarten and any of Grades 1-12
1.790 Substitute Teacher

1.APPENDIX A Professional Staff Certification
1.APPENDIX B Certification Quick Reference Chart (Repealed)
1.APPENDIX C Glossary of Terms (Repealed)
1.APPENDIX D State Goals for Learning
1.APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
1. APPENDIX F Criteria for Determination - Student Performance and School Improvement (Repealed)

1. APPENDIX G Criteria for Determination - State Assessment (Repealed)


SUBPART A: RECOGNITION REQUIREMENTS

Section 1.30 State Assessment

The State Superintendent of Education shall develop and administer assessment instruments and other procedures in accordance with Section 2-3.64 of the School Code [105 ILCS 5/2-3.64]. In addition, school districts shall collaborate with the State Superintendent in the design and implementation of special studies.

a) Development and Participation

1) Assessment instruments and procedures shall meet generally accepted standards of validity and reliability as stated in "Standards for Educational and Psychological Testing" (1999), published by the American Educational Research Association, 1230 17th St., N.W., Washington, D.C. 20036. (No later amendments to or editions of these standards are incorporated.)

2) Districts shall participate in special studies, tryouts, and/or pilot testing of these assessment procedures and instruments when one or more schools in the district are selected to do so by the State Superintendent.

3) A school shall generally be selected for participation in these special studies, tryouts, and/or pilot testing no more than once every four years, except that participation may be required twice every four years in the case of the Illinois Alternate Assessment.

4) All pupils enrolled in a public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, a charter school operating in compliance with the Charter Schools Law [105 ILCS 5/Art. 27A], a school operated by a regional office of education under Section 13A-3 of the School Code [105 ILCS 5/13A-3], or a public school administered by a local public agency or the Department of Human Services shall be required to participate in the State assessment, whether by taking the regular assessment, with or without accommodations, or by participating in an alternate form of the assessment (Sections 2-3.25a and 2-3.64 of the School Code).
A) Students who are served in any locked facility that has a State-assigned RCDTS (region/county/district/type/school) code, students who attend public university laboratory schools under Section 18-8.05(K) of the School Code, and students beyond the age of compulsory attendance (other than students with IEPs) whose programs do not culminate in the issuance of regular high school diplomas are not required to participate in the State assessment.

B) It is the responsibility of each district or other affected entity to ensure that all students required to participate in the State assessment do so. See also Section 1.50 of this Part.

5) Each district or other affected entity shall ensure the availability of reasonable accommodations for participation in the State assessment by students with disabilities, as reflected in those students’ IEPs or plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), or limited English proficiency.

b) Assessment Procedures

1) All assessment procedures and practices shall be based on fair testing practice, as described in "Code of Fair Testing Practices in Education" (2004), published by the Joint Committee on Testing Practices of the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 750 First Avenue, N.E., Washington, D.C. 20002-4242. (No later amendments to or editions of this code are incorporated.)

2) Districts and other affected entities shall protect the security and confidentiality of all assessment questions and other materials that are considered part of the approved State assessment, including but not necessarily limited to test items, reading passages, charts, graphs, and tables.

3) Districts shall promptly report to the State Superintendent all complaints received by the district of testing irregularities. A district shall fully investigate the validity of any such complaint and shall report to the State Superintendent the results of its investigation.
4) Districts shall administer the Prairie State Achievement Examination (PSAE) or the Illinois Alternate Assessment (IAA), if applicable under subsection (d) of this Section, to students in grade 11. (See Section 2-3.64 of the School Code.) For the purpose of this subsection (b)(4), “grade 11” means the point in time when a student has earned the number of credits necessary for enrollment in grade 11, as determined by his or her school district in accordance with Sections 1.420(b) and 1.440 of this Part. A district shall not promote a student to grade 12 status until that student has taken either the PSAE or IAA, as applicable.

c) Accommodations

Students who have been identified at the local level as having limited proficiency in English as provided in 23 Ill. Adm. Code 228.15, including students not enrolled in programs of bilingual education, may participate in an accommodated State assessment, subject to the limitations set forth in Section 2-3.64 of the School Code. A student with limited proficiency in English shall be afforded extra time for completion of the State assessment when, in the judgment of the student’s teacher, extra time is necessary in order for the student’s performance to reflect his or her level of achievement more accurately, provided that each test must be completed in one session. See also Section 1.60(b) of this Part.

d) Illinois Alternate Assessment

Students with the most significant cognitive disabilities whose IEPs identify the regular State assessment as inappropriate for them even with accommodations shall participate in the Illinois Alternate Assessment (IAA), based on alternate achievement standards, for all subjects tested. See also Section 1.60(c) of this Part.

e) Review and Verification of Information

Each school district and each charter school shall have an opportunity to review and, if necessary, correct the preliminary data generated from the administration of the State assessment, including information about the participating students as well as the scores achieved.

1) Within 10 days after the preliminary data for the Illinois Standards Achievement Test (ISAT) and the IAA are made available and within five days after preliminary data for the PSAE are made available, each district
or charter school shall make any necessary corrections to its demographic and score data and then use a means prescribed by the State Board to indicate either:

A) that both its demographic and preliminary data are correct; or

B) that it is requesting rescoring of some or all portions of the assessment for specific students.

2) When districts request rescoring, staff of the State Board and/or its contractor shall have an additional period of 21 days within which to work with the affected district or charter school to make any resulting corrections.

3) At the end of the 21-day period discussed in subsection (e)(2) of this Section, all districts’ and charter schools’ data shall stand as the basis for the applicable school report cards and determination of status. Any inaccuracies that are believed to persist at that time shall be subject to the appeal procedure set forth in Section 1.95 of this Part.

f) Reports of State Assessment Results

1) Following verification of the data under subsection (e) of this Section, the State Board shall send each school and district a report containing final information from the results of each administration of the State assessment.

A) The scores of students who are served by cooperatives or joint agreements, in Alternative Learning Opportunities Programs established under Article 13B of the School Code, by regional offices of education under Section 13A-3 of the School Code, by local agencies, or in schools operated by the Department of Human Services, scores of students who are served in any other program or school not operated by a school district and who are scheduled to receive regular high school diplomas, all scores of students who are wards of the State, and all scores of students who have IEPs, shall be reported to the students’ respective districts of residence and to the schools within those districts that they would otherwise attend.
B) The scores of students enrolled in charter schools shall be reported to the chief administrator of the charter school and to any school district serving as a chartering entity for the charter school.

2) Each report shall include, as applicable to the receiving entity:

A) results for each student to whom the State assessment was administered (excluding any scores deemed by the State Board to be invalid due to testing irregularities); and

B) summary data for the school and/or district and the State, including but not limited to raw scores, scale scores, comparison scores, including national comparisons when available, and distributions of students’ scores among the applicable proficiency classifications (see subsection (h) of this Section).

g) Each school district and each charter school shall receive notification from the State Board of Education as to the status of each affected school and the district based on the attainment or non-attainment of adequate yearly progress as reflected in the final data. These determinations shall be subject to the appeal process set forth in Section 1.95 of this Part.

h) Classification of Scores

Each score achieved by a student on a regular or alternate State assessment shall be classified among a set of performance levels, as reflected in score ranges that the State Board shall disseminate at the time of testing, for the purpose of identifying scores that “demonstrate proficiency”.

1) Each score achieved by a student on a regular State assessment (i.e., the ISAT or the PSAE) shall be classified as “academic warning”, “below standards”, “meets standards”, or “exceeds standards”. Among these scores, those identified as either meeting or exceeding standards shall be considered as demonstrating proficiency.

2) Each score achieved by a student on the IAA shall be classified as “entry”, “foundational”, “satisfactory”, or “mastery”. Among these scores, those identified as “satisfactory” or “mastery” shall be considered as demonstrating proficiency.
i) Scores Relevant to Adequate Yearly Progress

For purposes of determining whether a district or a school has made adequate yearly progress, scores achieved on a State assessment in reading or mathematics shall be “relevant scores”. For schools without grades higher than 2 (that is, for schools where no State assessment is administered), scores achieved by students in Grade 2 on the Terra Nova examination (CTB McGraw Hill, 20 Ryan Ranch Road, Monterey CA 93940 (2001)) shall also be considered “relevant scores” for school years from 2002-03 through 2005-06. Beginning with the 2006-07 school year, the determination as to whether a school in this group has made adequate yearly progress shall be the determination applicable to the school where the largest number of students go on into the third grade.

(Source: Amended at 35 Ill. Reg. ______, effective ____________)

Section 1.88 Additional Accountability Requirements for Districts Serving Students of Limited English Proficiency Under Title III

This Section implements section 3122 of the No Child Left Behind Act of 2001 (NCLB) (20 USC 6842), which requires that states establish “Annual Measurable Achievement Objectives” (AMAOs) for educational agencies that use funds provided under Title III of the Act to serve students of limited proficiency in English and hold those entities accountable for meeting those objectives. Further, this Section implements section 3113(b)(5) of NCLB (20 USC 6823), which requires states to hold local educational agencies and schools accountable for meeting all the objectives described in NCLB section 3122.

a) The three distinct AMAOs address progress, proficiency, and adequate yearly progress (AYP), respectively, in connection with students taking the annual English language proficiency assessment prescribed by the State Board of Education in 23 Ill. Adm. Code 228 (Transitional Bilingual Education). These objectives shall apply at the district or cooperative level, as applicable, i.e., based on the test scores achieved by all the students served by each entity that receives Title III funding. In order to “meet AMAOs” for any given year, a district or cooperative must achieve all of the applicable objectives described in this subsection (a).

1) “Progress” relates to the percentage of a school district’s or cooperative’s students whose scores who are making progress in learning English. An individual student is determined to have made progress in English when his or her composite English proficiency level, which is derived from his
or her score on a given administration of the English language proficiency assessment, increased in comparison to the student’s previous composite English proficiency level achieved scores by at least .5 of a proficiency level or, in the second administration of the English language proficiency assessment, the student achieved the maximum composite English proficiency level attainable on the assessment. (Also see subsection (a)(1)(E) of this Section.)

The composite English proficiency levels scores of students tested but not being served in bilingual education programs shall not be counted for this purpose.

A) For the purpose of this subsection (a), “composite English proficiency level” means the level associated with the overall scale score achieved on the English language proficiency assessment. The overall scale score is calculated using individual scores achieved in each of the four domains of listening, speaking, reading and writing, with greater value being placed on literacy development (i.e., reading and writing scores are weighted).

B) The Illinois annual progress target shall be 54.4 percent of students showing progress for school year 2010-11, which shall increase to 69.6 percent by school year 2015-16.

C) The percentage of a district’s or cooperative’s students who show progress shall increase by a minimum of 3 percent each year.

D) The provisions of this subsection (a)(1) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.

E) A student’s composite English proficiency level score shall be counted for this purpose only if he or she has participated in at least two consecutive administrations of the State-prescribed English language proficiency assessment, except as provided in subsections (a)(1)(D)(i) and (ii) of this Section.
i) For a student who previously was enrolled in an Illinois school district and who re-enrolled in an Illinois school district during the current school year, the level of attainment for making progress shall be determined as prescribed in subsection (a)(1) of this Section using the student’s current composite English proficiency level score on the State-prescribed English language proficiency assessment compared to the student’s most recent, previous composite English proficiency level score achieved when he or she was enrolled in an Illinois district.

ii) For a student enrolled in an Illinois school district and who, for any reason other than not having been enrolled in an Illinois school district at the time of testing, does not have composite English proficiency levels scores from two consecutive administrations of the State-prescribed English language proficiency assessment, the level of attainment for making progress shall be calculated by multiplying the number of years between the two most recent administrations of the State-prescribed English language proficiency assessment in which the student has participated by .5. For example, a student who took the test in school year 2010-11 2009-10 and school year 2008-09 2007-08 must increase his or her composite English proficiency level score by 1.0 of a proficiency level of attainment in any of the four domains in order to be considered as making progress (.5 of a proficiency level of attainment × 2 years = 1.0 of a proficiency level of attainment).

2) “Proficiency” relates to the percentage of students who attained the scores identified by the State Board of Education (ISBE) as demonstrating English language proficiency and eligibility to exit bilingual education. The scores of students tested but not being served in bilingual education programs shall not be counted for this purpose.

A) The Illinois annual proficiency target shall be six percent of students attaining English proficiency for school year 2009-10, with the target increasing to 15 percent by school year 2015-16.
B) The percentage of the district’s or cooperative’s students attaining proficiency shall increase by 1 or 2 percent each year. The State Superintendent shall inform districts and cooperatives annually of the percentage to be used.

C) The provisions of this subsection (a)(2) shall apply provided that the number of students enrolled during the time in which the State-prescribed English language proficiency assessment is administered and being served in bilingual education programs is no fewer than 45 at the district or cooperative level, as applicable.

3) “Adequate yearly progress” or “AYP” has the meaning given to that term in Section 1.40 of this Part, except that, for purposes of this Section, AYP is specific to the scores earned on the reading and mathematics portions of the State assessment by students with limited proficiency in English, to their participation in the State assessment, and to their attendance or graduation rate, as applicable. The AYP objective shall apply only when the number of students served is treated as a subgroup under Section 1.60(a) of this Part.

b) In order to avoid penalizing districts and cooperatives for the decision bias that is associated with drawing inferences from a small distribution, a 95 percent “confidence interval” shall be applied to the data involved in each calculation discussed in subsection (a) of this Section. (A confidence interval is a mathematical approach designed to compensate for the unreliability of data derived from consideration of small groups.)

c) The scores of all students served by a cooperative shall be analyzed as one group for purposes of determining whether the cooperative has met AMAOs in a given year. When a district changes cooperative membership, the scores of its students from the most recently completed school year will be used to determine whether the new cooperative has met progress under subsection (a)(1) of this Section. The determination for a cooperative shall also apply to each of its member districts.

d) Section 3122(b) of NCLB requires entities funded under Title III that fail to reach AMAOs for two consecutive years to prepare improvement plans designed to ensure that the entities will meet those objectives in the future. Each entity that is subject to this requirement shall submit its plan no later than six months after it receives notification from ISBE of its failure to meet AMAOs for the second
consecutive year. Should a district or cooperative elect not to apply for Title III funding in the subsequent year, it shall be required to submit an improvement plan before it next applies, unless data on the performance of its students demonstrate that the entity met AMAOs in the most recent year preceding its new application for funding. ISBE shall not approve an application for Title III funds from an entity that is subject to this requirement until its plan has been submitted.

e) When an entity funded under Title III has failed to reach AMAOs for four consecutive years, ISBE shall, as required by section 3122(b)(4) of NCLB:

1) require the entity to modify its curriculum, program, and method of instruction; or

2) make a determination regarding the entity’s continued receipt of funds under Title III and require the entity to replace educational personnel relevant to the entity’s failure to meet the achievement objectives.

f) The sanctions chosen pursuant to subsection (e) of this Section shall be identified based upon ISBE’s analysis of the factors that prevented the entity from attaining the AMAOs, including those factors presented in the improvement plan submitted in accordance with subsection (d) of this Section. In particular, ISBE shall deny continued Title III funding to an entity that:

1) fails or refuses to serve students according to relevant legal and/or regulatory requirements; or

2) prolongs or repeats instances of noncompliance to a degree that indicates an intention not to comply with relevant requirements.

(Source: Amended at 35 Ill. Reg. _____, effective ___________)

**Section 1.110 Appeal Process Under Section 22-60 of the School Code**

Section 22-60 of the School Code [105 ILCS 5/22-60] authorizes regional superintendents of schools to grant exemptions from certain mandates contained in the School Code [105 ILCS 5] or in administrative rules of the State Board of Education. Any decision of the regional superintendent regarding a school district’s or private school’s request for an exemption may be appealed to the State Superintendent by the school district, the private school or a resident of the district.
a) A school district, private school or resident wishing to appeal the decision of the
regional superintendent to deny or approve an exemption request may do so by
sending a written appeal on or before April 15 by certified mail to the Illinois
State Board of Education, Governmental Relations Division, 100 North First
Street, S-404, Springfield, Illinois 62777-0001 or by email to
mandateappeal@isbe.net. The written appeal shall include:

1) the date the regional office of education acted on the exemption request;

2) a copy of the original request that includes the citation of the rule or
School Code section involved;

3) a copy of the regional superintendent’s decision to grant or deny the
request;

4) a narrative explanation of the petitioner’s objections to the regional
superintendent’s decision (not to exceed two pages), along with any
documentation that directly supports the argument being made; and

5) the name, address, telephone number and contact person of the school
district or private school submitting the appeal, or the name, address and
telephone number of the resident submitting the appeal.

b) The State Superintendent of Education shall provide written notice of the date,
time, and location of the hearing to consider the appeal to the petitioner not less
than 10 days before the hearing date. The notice shall be sent by certified mail,
return receipt requested. Copies of the notice of hearing also shall be provided to
the school district’s regional superintendent of schools and, in the case of a
resident’s appeal, to the school district superintendent or private school
administrator. Any hearing shall be held no later than May 15 of each year.

c) A petitioner may present oral testimony at the hearing, not to exceed 30 minutes.
Any responses to the petitioner’s testimony made by the school district, private
school or regional superintendent of schools also shall be limited to no more than
30 minutes.

d) The State Superintendent of Education shall consider the net costs associated with
the implementation of the mandate and other evidence of its financial impact
presented by the school district or private school to determine if implementation
or operation is cost-prohibitive. For purposes of this Section, “cost-prohibitive”
means that the financial burden of implementing or operating the mandate is greater than the benefits to be received.

e) The State Superintendent shall inform the petitioner of his or her decision at the conclusion of the hearing. (See Section 22-60(b) of the School Code.) A written summary of the decision, including reasons for accepting or denying the appeal, shall be provided to each affected party no later than 10 calendar days after the hearing.

f) A school district, private school or regional superintendent of schools shall provide to a resident of the district, upon the resident’s request, a copy of the original exemption request or a copy of the decision regarding the exemption request, along with the reason for the denial or approval, no later than 10 calendar days after the request has been made.

g) City of Chicago School District 299 or a private school located in the City of Chicago shall submit any request for an exemption from a statutory or regulatory mandate to the Division Administrator of the Educator and School Development Division, 100 North First Street, E-310, Springfield, Illinois 62777, within the timelines and in the format specified in Section 22-60 of the School Code.

1) The division administrator shall schedule a public hearing to take testimony from the district and interested residents about the request.

2) A committee comprised of representatives from each department of the State Board of Education with a responsibility for the statutory or regulatory mandate shall review the request and the testimony provided at the public hearing. The committee shall recommend to the division administrator whether the request should be granted, and the division administrator shall send written notification of his or her decision to the district or private school on or before March 15, along with reasons why the exemption was granted or denied.

3) A public hearing conducted under this subsection (g) shall comply with the Open Meetings Act [5 ILCS 120].

4) The process for a school district, private school or resident to appeal a decision made pursuant to subsection (g)(2) of this Section shall be as provided in this Section.
Section 1.705 Requirements for Supervisory and Administrative Staff

a) Each district superintendent shall hold an administrative certificate with a Superintendent’s endorsement.

b) Each assistant superintendent, principal, or assistant principal shall hold an administrative certificate with a General Administrative, Principal or Superintendent’s endorsement, except that a head teacher serving in place of a principal as permitted by Section 10-21.4a of the School Code [105 ILCS 5/10-21.4a] shall hold a teaching certificate endorsed for supervision.

c) Each general administrator (e.g., director, assistant director, coordinator, administrative assistant, or general supervisor) in general education shall hold an administrative certificate with a General Supervisory, General Administrative, Principal or Superintendent’s endorsement.

d) Each head of a general education department or supervisor for a specific subject shall hold either:

1) an administrative certificate with a General Supervisory, General Administrative, Principal or Superintendent’s endorsement; or

2) a teaching certificate endorsed for supervision in the area supervised.

e) Each supervisory dean shall hold an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, Principal or Superintendent’s endorsement.

f) Each dean of students shall hold:

1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, Principal or Superintendent’s endorsement; or

2) a teaching certificate (endorsed for supervision if the holder suspends students pursuant to Section 10-22.6 of the School Code); or
3) a school service personnel certificate endorsed for any field other than school nursing (and for supervision if the holder disciplines or suspends students).

g) Each special education director or assistant director shall meet the requirements of 23 Ill. Adm. Code 226.800(g)(2) and hold an administrative certificate endorsed for “Director of Special Education”.

h) Each special education supervisor shall meet the requirements of 23 Ill. Adm. Code 226.800(h)(2) and hold either:

1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, Principal or Superintendent’s endorsement and teaching qualifications in each area supervised; or

2) a teaching certificate endorsed for each area supervised and for supervision.

i) Each supervisor of more than one school service personnel area shall hold either:

1) an administrative certificate and a General Administrative, Principal or Superintendent’s endorsement; or

2) a school service personnel certificate endorsed for supervision in each field supervised.

j) Each supervisor of one school service personnel area shall hold:

1) an administrative certificate with a General Supervisory, General Administrative, Director of Special Education’s, Principal or Superintendent’s endorsement; or

2) a school service personnel certificate endorsed for the field supervised and for supervision; or

3) a teaching certificate endorsed for speech-language pathology and for supervision (if applicable).
k) Each director of an area vocational center and each director or supervisor of more than one field in career and technical education (including regional system directors) shall hold an administrative certificate with a General Administrative, Principal or Superintendent’s endorsement and have teaching qualifications in one of the five occupational areas and 2,000 hours of work experience outside the field of education.

l) Each supervisor of one field in career and technical education shall hold either:

1) an administrative certificate with a General Supervisory, General Administrative, Principal or Superintendent’s endorsement and teaching qualifications in one field of career and technical education, including 2,000 hours of work experience in the specific field outside of education; or

2) teaching qualifications in the specific field supervised, including 2,000 hours of work experience in the specific field outside of education, and a supervisory endorsement.

m) Each administrator in a bilingual education program shall meet the applicable requirements of 23 Ill. Adm. Code 228.35(d).

n) Each chief school business official shall hold an administrative certificate and a Chief School Business Official’s endorsement.

(Source: Amended at 35 Ill. Reg. _____, effective ___________ )
TO: Illinois State Board of Education

FROM: Christopher A. Koch, Ed.D., State Superintendent of Education
Linda Riley Mitchell, Chief Financial Officer
Darren Reisberg, Deputy Superintendent and General Counsel

Agenda Topic: Action Item: Amendment for Adoption – Part 350 (Secular Textbook Loan)

Materials: Recommended Rule

Staff Contacts: Robert Wolfe, Division Administrator and Controller

Purpose of Agenda Item
The purpose of this agenda item is to present the proposed amendment for adoption.

Relationship to/Implications for the State Board’s Strategic Plan
This item is not specific to any of the Strategic Plan Goals, as it conforms the agency’s rules to newly enacted legislation.

Expected Outcome of Agenda Item
The Board will be asked to adopt the amendment to Part 350.

Background Information
P.A. 96-1403, effective July 29, 2010, authorizes school districts to purchase electronic textbooks and technological equipment necessary to gain access to and use electronic textbooks under the Textbook Loan Program. This new statutory language is being added to the definition of “Textbook” under Section 350.10 of the rules.

The proposed rules were published March 4, 2011, in the Illinois Register to elicit public comment; none was received. The amendment being presented for the Board’s adoption is identical to what the Board initially considered in February.

Analysis and Implications for Policy, Budget, Legislative Action and Communications
Policy Implications. Staff initially considered whether the rules should further define the type of technological equipment that can be loaned under the Textbook Loan Program beyond the standard in the law (i.e., necessary for gaining accessing to and using electronic textbooks). Several factors contributed to staff’s decision to forego proposing further limitations.

- Inquires of vendors about establishing a list of equipment that could be considered “necessary” revealed that not only would it be difficult prepare a list of all the possibilities available, but the rapidly changing technology landscape could result in any list of allowable equipment being quickly out of date.
The agency will be introducing legislation to revamp the textbook program so that funding is distributed directly on a formula basis to districts and recognized nonpublic schools for use in purchasing textbooks and related materials (as these are defined under the proposal). Currently, textbooks and related materials are “loaned” to districts and recognized nonpublic schools, and the law requires the agency to “list” those textbooks and materials that can be acquired with Textbook Loan Program proceeds. Should the proposed legislation be enacted, the agency will no longer have authority to limit the types of textbooks and related materials to be purchased beyond those that are set forth in the law.

In its proposed FY 2012 budget, the agency is seeking $500,000 to conduct a feasibility study for the establishment of a Digitized Educational Materials Program, which would include educational materials and aids for the establishment of local and wide area networks (e.g., network servers and hardware, such as servers, hubs, modems, network adapter cards, transceivers, surge protection, uninterruptible power systems, and network administration software) necessary for students to directly access electronic textbooks in the classroom or at home via laptops, notebooks, interactive white boards (e.g., SMART Boards), and portable electronic readers (e.g., Kindles™).

Further, since the school districts now send their orders for textbooks and related materials to the agency, staff will be able to ensure that the equipment requested for purchase is necessary for students’ accessing and using electronic textbooks.

**Budget Implications.** No appropriation was provided for the Textbook Loan Program in FY 2011 nor is the agency requesting funding in FY 2012 other than the amount designated for the feasibility study as part of the Digitized Educational Materials Program.

**Legislative Action:** None needed.
**Communication:** Please see “Next Steps” below.

**Pros and Cons of Various Actions**
The proposed amendment conforms agency rules to state law by incorporating without further edification the language pertaining to electronic textbooks added by P.A. 96-1403. By doing so, the rulemaking is providing districts and nonrecognized nonpublic schools with the latitude to determine locally the type of equipment they would need in order for their students to access and use electronic textbooks. While participants may appreciate the flexibility the proposed rule provides, they should be cautioned that funding for equipment must be directly necessary to access and use electronic textbooks and not for expanding or upgrading a school district’s or nonpublic school’s networks.

**Superintendent’s Recommendation**
The State Superintendent recommends that the State Board of Education adopt the following motion:

The State Board of Education hereby adopts the proposed rulemaking for:

Secular Textbook Loan (23 Illinois Administrative Code 350),

Further, the Board authorizes the State Superintendent of Education to make such technical and 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 amendments will be filed with the Secretary of State and disseminated as appropriate.
Section 350.10  Definition of Terms

"Eligible Applicant" for the purposes of this Part is a public school district in the State of Illinois; or a nonpublic school that is in compliance with the compulsory attendance laws of Illinois and Title VI of the Civil Rights Act of 1964 and is registered with the State Board of Education; or any other publicly funded school located in the State.

"Student" means any student in this State who is enrolled in grades kindergarten through 12 at a public school or at a school other than a public school which is in compliance with the compulsory attendance laws of this State and Title VI of the Civil Rights Act of 1964. (Section 18-17 of the School Code [105 ILCS 5/18-17])
"Parent" means a parent or guardian of a child enrolled in a public or nonpublic school.

"Request Form" means an electronic document available via the Internet that the eligible applicant uses to request the secular textbooks to be purchased under the program.

"School Administrator" means the superintendent of a school district or the chief administrative officer of a nonpublic school or other eligible school, or his or her designee.

"Secular Textbook" means any book or book substitute which a pupil uses as a text or text substitute in a particular class or program. It shall include books, reusable workbooks, manuals, whether bound or in loose-leaf form, and instructional computer software, and electronic textbooks and the technological equipment necessary to gain access to and use electronic textbooks intended as a principal source of study material for a given class or group of students. "Textbook" also includes science curriculum materials in a kit format that includes pre-packaged consumable materials if it is shown that the materials serve as a textbook substitute; the materials are for use by pupils as a principal learning resource; each component of the materials is integrally necessary to teach the requirements of the intended course; the kit includes teacher guidance materials; and the purchase of individual consumable materials is not allowed. (Section 18-17 of the School Code)

(Source: Amended at 35 Ill. Reg. ______, effective ____________)