

## PROPOSED NEW VERSION

### **Section 25. Appendix D Criteria for Identification of Teachers as “Highly Qualified” in Various Circumstances**

#### Introduction and General Principles

Pursuant to the federal No Child Left Behind Act of 2001 (NCLB), teachers with primary responsibility for instructing students in the core academic subject areas (science, the arts, reading, English/language arts, history, civics and government, economics, geography, foreign language, and mathematics) are required to be “highly qualified” for those assignments. The criteria set forth in this Appendix D are those that will be used in Illinois to make this determination.

Further, fulfillment of the applicable requirements set forth in this Appendix D may serve as the basis for acquisition of the standard teaching certificate after four years of teaching experience (see Section 25.905(g) of this Part) or as the basis for renewal of the standard or master teaching certificate (see Section 25.805(e) of this Part).

A teacher’s qualifications do not make him or her “highly qualified” in the absolute sense. Rather, the question is whether a teacher is “highly qualified” with respect to his or her area(s) of assignment. A teacher who assists or consults with another teacher does not have “primary responsibility” and is not required to be “highly qualified;” each teacher who does have “primary responsibility” for a core academic subject area must be.

There are differences between the criteria for being considered “highly qualified” and some of the Illinois requirements for various assignments (see Subpart G of 23 Ill. Adm. Code 1, Public Schools Evaluation, Recognition and Supervision). The “highly qualified” status of a given individual with respect to an assignment shall not relieve any entity that is required to employ certified staff of the obligation to observe the applicable Illinois requirements for that assignment.

NCLB distinguishes between “veteran teachers” and those who are new to the profession. In addition to the specific requirements set forth for being considered “highly qualified” for particular assignments, veteran teachers can be considered “highly qualified” based on an additional set of criteria, the High Objective Uniform State Standard of Evaluation (HOUSSE). For the purposes of this Appendix D, each individual shall become a “veteran teacher” when he or she has accrued at least one full year’s teaching experience. The HOUSSE criteria may then be applied in determining whether the individual can be considered “highly qualified” for assignments in specific core subjects.

In the material that follows, references to a particular type of certificate (e.g., elementary) should be understood to mean a certificate of that type that is also valid for the subject(s) taught by

virtue of the certificate-holder's subject-specific qualifications. These references include provisional, initial, standard, and master certificates of each type where applicable. However, a master certificate that is endorsed for the subject area of assignment is, in and of itself, a basis for the holder's being considered "highly qualified" for that assignment, other than at the primary level, where passage of a test is required of teachers who are new to the profession. That is (except in the case of assignments at the primary level), an individual who holds a relevant master certificate shall be considered "highly qualified" without reference to any additional requirements stated for the assignment to which the master certificate applies.

An "elementary" certificate is a "Type 03" certificate established under Section 21-3 of the School Code [105 ILCS 5/21-3]. An "early childhood" certificate is a "Type 04" certificate established under Section 21-2.1 of the School Code [105 ILCS 5/21-2.1]. A "secondary" certificate is a "Type 09" certificate established under Section 21-5 of the School Code [105 ILCS 5/21-5]. Either a "special K-12" or a "special preschool – age 21" certificate is a "Type 10" certificate established under Section 21-4 of the School Code. A "transitional bilingual" certificate is a "Type 29" certificate established under Section 14C-8 of the School Code [105 ILCS 5/14C-8]. A "short-term emergency" certificate in special education is a "Type 12" certificate established under the policies of the State Board of Education that were the subject of the federal court order of August 15, 2001, in the matter of Corey H., et al., v. Board of Education of the City of Chicago, et al.

## General Education

### Primary Grades (K-4)

A teacher who has primary responsibility for teaching content in core academic subjects will be considered "highly qualified" if he or she:

- a) holds an elementary or a special K-12 certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test; or
- b) holds an elementary or a special K-12 certificate valid for the subject(s) taught and has passed the content-area test applicable to that endorsement; or
- c) holds an early childhood certificate that is valid for the primary grades and has passed the Early Childhood test (applicable only through Grade 3); or
- d) holds an elementary, an early childhood, or a special K-12 certificate valid for the subject(s) taught and qualifies with 100 points under the Illinois HOUSSE, if applicable.

### Middle Grades (5-8)

A teacher who has primary responsibility for teaching content in any of the core academic subjects, whether in a self-contained or a departmentalized setting, will be considered “highly qualified” if he or she holds an elementary, a special K-12, or, for Grades 6-8 only, a secondary certificate valid for the subject(s) taught and:

- a) has passed the Elementary/Middle Grades test; or
- b) for each core subject area of teaching responsibility:
  - 1) has passed the content-area test specific to the subject taught, or
  - 2) has completed a major or coursework equivalent to a major, or
  - 3) holds a graduate degree in a field directly related to the area of assignment, or
  - 4) holds an Illinois master certificate, or
  - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable.

### Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in any of the core academic subjects will be considered “highly qualified” if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate valid for the subject(s) taught and, for each core subject area of teaching responsibility:

- a) has passed the relevant content-area test; or
- b) has completed a major or coursework equivalent to a major; or
- c) holds a graduate degree in a field directly related to the area of assignment; or
- d) holds an Illinois master certificate; or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable.

### Bilingual Education

Requirements specific to English as a Second Language (ESL) (or English as a New Language (ENL)) are stated separately; see below.

## Primary Grades (K-4)

A teacher who has primary responsibility for teaching content in core academic subjects, other than ESL or ENL, in a program of bilingual education will be considered “highly qualified” if he or she:

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
  - 1) holds an elementary or special K-12 certificate with an endorsement for self-contained general elementary education and has passed the Elementary/Middle Grades test, or
  - 2) holds an elementary or a special K-12 certificate valid for the subject taught and has passed the content-area test applicable to that subject, or
  - 3) through Grade 3 only, holds an early childhood certificate that is valid for the primary grades and has passed the Early Childhood test, or
  - 4) holds an elementary or special K-12 certificate with an endorsement for self-contained general elementary education, or an elementary or a special K-12 certificate valid for the subject(s) taught, or, through Grade 3 only, an early childhood certificate valid for the primary grades and qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds a transitional bilingual certificate and:
  - 1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and
  - 2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
  - 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

## Middle Grades (5-8)

A teacher who has primary responsibility for teaching content in any of the core academic subjects, other than ESL or ENL, whether in a self-contained or a departmentalized setting, will be considered “highly qualified” if he or she:

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate; and:

- 1) holds an elementary or a special K-12, or, for Grades 6-8 only, a secondary certificate valid for the subject(s) taught; and
- 2) for each core subject area of teaching responsibility:
  - A) has passed either the Elementary/Middle Grades test or the content-area test specific to the subject taught, or
  - B) has completed a major or coursework equivalent to a major, or
  - C) holds a graduate degree in a field directly related to the area of assignment, or
  - D) holds an Illinois master certificate, or
  - E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds a transitional bilingual certificate and:
  - 1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and
  - 2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
  - 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

### Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in any of the core academic subjects, other than ESL or ENL, will be considered “highly qualified” if he or she:

- a) holds an endorsement or approval for bilingual education or a transitional bilingual certificate and:
  - 1) holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate valid for the subject(s) taught, and
  - 2) for each core subject area of teaching assignment:
    - A) has passed the relevant content-area test, or

- B) has completed a major or coursework equivalent to a major, or
  - C) holds a graduate degree in a field directly related to the area of assignment, or
  - D) holds an Illinois master certificate, or
  - E) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds a transitional bilingual certificate and:
- 1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and
  - 2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
  - 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

English as a Second Language (ESL) or English as a New Language (ENL)

A course with either of these titles is, by definition, a course in English (see 23 Ill. Adm. Code 228).

Primary Grades (K-3)

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she:

- a) holds an elementary or a special K-12 certificate with approval for bilingual education, ESL, or ENL or a special K-12 certificate endorsed for bilingual education, ESL, or ENL and:
  - 1) has passed the Elementary/Middle Grades test or the content-area test for ENL or English Language Arts, or
  - 2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) through Grade 3 only, holds an early childhood certificate valid for the primary grades with approval for bilingual education, ESL, or ENL, and:

- 1) has passed the Early Childhood test, or
- 2) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- c) holds a transitional bilingual certificate and:
  - 1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and
  - 2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
  - 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

#### Middle Grades (5-8)

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she:

- a) holds an elementary, a special K-12, or, for Grades 6-8 only, a secondary certificate with approval for ESL or ENL (or, for Grades 5 and 6 only, with approval for bilingual education), or holds a special K-12 certificate endorsed for ESL or ENL, and:
  - 1) has passed the Elementary/Middle Grades test or the content-area test for either ENL or English Language Arts, or
  - 2) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or
  - 3) holds a graduate degree in English language arts or the teaching of English as a new language, or
  - 4) holds an Illinois master certificate in English language arts or the teaching of English as a new language, or
  - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) for Grades 5 and 6 only, holds a transitional bilingual certificate and:
  - 1) is continuously enrolled in an approved teacher preparation program applicable to the grade level(s) served, and

- 2) is participating in an induction/mentoring program that conforms to the definition found in the regulations implementing the federal No Child Left Behind Act of 2001 at 34 CFR 200.56(a)(2)(ii)(A), and
- 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

### Secondary Grades (9-12)

A teacher who has primary responsibility for teaching ESL or ENL will be considered “highly qualified” if he or she holds a secondary, a special K-12, or, for Grade 9 only, an elementary certificate with approval for ESL or ENL, or holds a special K-12 certificate endorsed for ESL or ENL, and:

- a) has passed the content-area test for either ENL or English Language Arts, or
- b) has completed a major or coursework equivalent to a major in English language arts or the teaching of English as a new language, or
- c) holds a graduate degree in English language arts or the teaching of English as a new language, or
- d) holds an Illinois master certificate in English language arts or the teaching of English as a new language, or
- e) qualifies with 100 points under the Illinois HOUSSE, if applicable; or

### Special Education

A special education teacher who is new to the profession, who is considered “highly qualified” in language arts, mathematics, or science, and who teaches two or more subjects shall be considered “highly qualified” in all subjects taught for two years after the date of first employment. Once this two-year period has elapsed, the teacher shall be required to meet the criteria for being considered “highly qualified” in each subject taught and shall be treated as a veteran teacher (i.e., the teacher may qualify with 100 points under the Illinois HOUSSE).

### Primary Grades (K-3)

A teacher who has primary responsibility for teaching content in any of the core academic subjects will be considered “highly qualified” if he or she:

- a) holds either an elementary or a special preschool-age 21 certificate endorsed for the student population served and has passed the Elementary/Middle Grades test; or
- b) holds either an elementary or a special K-12 certificate valid for the subject taught and endorsed for the student population served, and has passed the content-area test applicable to the subject taught; or
- c) through Grade 3 only, holds an early childhood certificate that is valid for the primary grades and for early childhood special education, or holds a special preschool – age 21 certificate endorsed for the student population served, and has passed the Early Childhood test; or
- d) holds an elementary or a special preschool-age 21 certificate endorsed for the student population served, or an early childhood certificate that is valid for the primary grades, and qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- e) holds either special education teaching approval or a short-term emergency certificate in special education and:
  - 1) is enrolled in an approved teacher preparation program applicable to the grade level(s) served and subject(s) taught, and
  - 2) is receiving high-quality professional development and mentoring provided by the employing district, and
  - 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

#### Middle Grades (5-8)

A teacher who has primary responsibility for teaching content in any of the core academic subjects will be considered “highly qualified” if he or she:

- a) holds a special preschool-age 21 certificate endorsed for the student population served, or holds an elementary, secondary, or special K-12 certificate that is valid for the grade level(s) of the assignment and the subject(s) taught and endorsed for the student population served; and, for each core subject area taught:
  - 1) has passed either the Elementary/Middle Grades test or the content-area test specific to the subject taught; or
  - 2) has completed a major or coursework equivalent to a major; or

- 3) holds a graduate degree in a field directly related to the area of assignment; or
  - 4) holds an Illinois master certificate; or
  - 5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds either special education teaching approval or a short-term emergency certificate in special education, meets one of the criteria set forth in subsections (a)(1)-(5) for special education at the middle grades, and:
- 1) is enrolled in an approved teacher preparation program applicable to the grade level(s) served,
  - 2) is receiving high-quality professional development and mentoring provided by the employing district, and
  - 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

A teacher who provides instruction at the primary level to students of middle-grade age whose performance is assessed against alternate academic standards will be considered “highly qualified” if he or she meets the criteria for either new or veteran special education teachers at either the primary or the middle-grade level, whether the teacher is a veteran or new to the profession.

#### Secondary Grades (9-12)

A teacher who has primary responsibility for teaching content in any of the core academic subjects will be considered “highly qualified” if he or she:

- a) holds a special preschool-age 21 certificate endorsed for the student population served or an elementary, secondary, or special K-12 certificate, as applicable to the grade levels of the assignment and endorsed for the student population served; and, for each core subject area taught:
  - 1) has passed the content-area test specific to the subject taught; or
  - 2) has completed a major or coursework equivalent to a major; or
  - 3) holds a graduate degree in a field directly related to the area of assignment; or
  - 4) holds an Illinois master certificate; or

- 5) qualifies with 100 points under the Illinois HOUSSE, if applicable; or
- b) holds either special education teaching approval or a short-term emergency certificate in special education, meets one of the criteria set forth in subsections (a)(1)-(5) for special education in the secondary grades, and:
  - 1) is enrolled in an approved teacher preparation program applicable to the grade level(s) served,
  - 2) is receiving high-quality professional development and mentoring provided by the employing district, and
  - 3) has not exhausted the three-year period permitted under NCLB for attaining full certification.

A teacher who provides instruction at the primary level or the middle-grades level to students of secondary school age whose performance is assessed against alternate academic standards will be considered “highly qualified” if he or she meets the criteria for either new or veteran special education teachers at either the secondary level or the level at which instruction is provided, whether the teacher is a veteran or new to the profession.

#### Points Available Under the Illinois HOUSSE

The activities listed in this Appendix D shall be eligible for counting by teachers in general education, bilingual education, and special education. In the case of special education, a given activity may be counted only if it relates to the core academic subject taught rather than special education as the “area of assignment”.

- a) Teaching experience in the subject area of assignment: 10 points per year, up to a maximum of 50 points. (Special education teachers may count years of teaching in special education.)
- b) Fulfillment of the requirements for coursework in the content area for:
  - 1) an 18-hour endorsement in any field among mathematics, science, art, music, foreign language, social sciences, language arts, or reading (see 23 Ill. Adm. Code 1.720: 60 points for a teacher in the primary grades;
  - 2) a 24-hour endorsement in reading: 80 points for a teacher in the primary grades;
  - 3) an 18-hour endorsement in the subject area of assignment: 60 points for a teacher in the middle grades;

- 4) a 24-hour endorsement in reading, if reading is the area of assignment: 80 points for a teacher in the middle grades;
  - 5) a secondary endorsement in the subject area of the assignment (see 23 Ill. Adm. Code 25.100): 80 points for a teacher in any of Grades 9 through 12.
- c) Semester hours of college credit below the number required for an endorsement:
- 1) in any of the core academic subject areas other than reading: 3 points per semester hour for a teacher in the primary grades with fewer than 18 semester hours;
  - 2) in reading: 3 points per semester hour for a teacher in the primary grades with fewer than 24 semester hours;
  - 3) in the subject area of assignment: 3 points per semester hour for a middle-grades teacher or a secondary teacher;
- d) Semester hours of college credit in the subject area of assignment beyond the number required for an endorsement:
- 1) 10 points per semester hour for an teacher in the primary grades exceeding 18 semester hours in a subject other than reading, or exceeding 24 semester hours in reading;
  - 2) 10 points per semester hour in the subject area of assignment for a middle-grades teacher or for a secondary teacher.
- e) Participation in conference sessions, workshops, institutes, seminars, symposia, or other similar training events, each at least three hours in length and directly related to the area of teaching assignment: 15 points per activity.
- f) Work experience directly related to the area of teaching assignment (e.g., experience in a chemical laboratory on the part of an individual teaching chemistry): 10 points per year of experience, up to a maximum of 50 points.
- g) Supervising a student teacher in the subject area of assignment: 10 points per assignment.
- h) Peer review or coaching that meets the requirements of Section 25.875(b) of this Part: 5, 8, 9, or 11 points, in accordance with Section 25.875(b)2) of this Part.
- i) Mentoring a new teacher in the subject area of assignment, provided that the mentoring arrangement conforms to the requirements of Section 25.875(c)(1)(A)

of this Part: 9 or 11 points, in accordance with Section 25.875(c)(2)(A) of this Part.

- j) Teaching a college course in accordance with Section 25.875(j) of this Part that is directly related to the subject area of assignment: 20 points (each course may be counted only once).
- k) Participating in action research and inquiry projects that meet the requirements of Section 25.875(n) of this Part and are directly related to the subject area of assignment: 8 or 11 points, in accordance with Section 25.875(n)(2) of this Part.
- l) Approved travel related to the area of teaching assignment and meeting the requirements of Section 25.875(p) of this Part: 12 or 15 points, in accordance with Section 25.875(p)(2) of this Part.
- m) Participation in a study group directly related to the area of teaching assignment: 6 or 8 points, in accordance with Section 25.875(q) of this Part.
- n) Participation in an internship directly related to the area of teaching assignment that meets the requirements of Section 25.875(s) of this Part: points in relation to contact hours as set forth in Section 25.875(s)(2) of this Part.
- o) Participation in curriculum development or assessment activities that meet the requirements of Section 25.875(u) of this Part and are directly related to the subject area of assignment: 8 or 11 points, in accordance with Section 25.875(u)(2) of this Part.
- p) Publication of educational articles, columns, or books that are directly related to the subject area of assignment: points in accordance with Section 25.875(x)(2) of this Part.

### Special Circumstances

#### Teachers in Charter Schools

A teacher who is employed in a charter school and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she either:

- a) holds a certificate applicable to the assignment and meets the other criteria applicable to the assignment, as outlined elsewhere in this Appendix D; or
- b) holds a bachelor's degree, has passed the relevant content-area test in each core subject area of teaching responsibility, and meets the other requirements of Section 27A-10(c) of the School Code [105 ILCS 5/27A-10(c)].

### Teachers Who Hold Alternative Certificates

A teacher who holds an alternative certificate (see Sections 21-5b and 21-5c of the School Code [105 ILCS 5/21-5b and 21-5c]) that was attained through completion of an approved Illinois program and who has primary responsibility for teaching content in the core academic subject for which the certificate was issued will be considered highly qualified because he or she has passed the applicable content-area test. For an assignment in any additional core subject area (in the secondary or middle grades), a teacher with an alternative secondary certificate will be considered highly qualified if he or she has passed the relevant content-area test, has completed a major or coursework equivalent to a major in that subject, holds a graduate degree in a field directly related to the subject, or holds a master certificate in the subject.

### Teachers Who Hold Resident Teacher Certificates

A teacher who holds a resident teacher certificate (see Sections 21-11.3 and 21-11.4 of the School Code [105 ILCS 5/21-11.3 and 21-11.4]) and who has primary responsibility for teaching content in any of the core academic subjects will be considered highly qualified if he or she has passed the relevant content-area test for each core subject area of teaching assignment, which may include the Elementary/Middle Grades test if applicable to the grade level of the assignment, has completed a major or coursework equivalent to a major in that subject, holds a graduate degree in a field directly related to the subject, or holds a master certificate in the subject.

### Teachers Who Hold Visiting International Teacher Certificates

A teacher who holds a visiting international teacher certificate (see Section 25.92 of this Part) will be considered highly qualified, provided that the certificate held is valid for the grade level or levels of his or her teaching assignment.

### Vocational Education Teachers

A teacher in a vocational education program who has primary responsibility for teaching content for which students receive credit in a core academic subject (e.g., a teacher of an agricultural education course whose students receive credit in science) will be considered highly qualified only if he or she meets the requirements stated in this Appendix D as relevant to general education assignments at the grade level in question.